

SOCY 5037: Hazards, Disasters, and Society

Department of Sociology
University of Colorado
Spring 2017
Mondays – 3:00-5:30 p.m.
Ketchum 1B24

Professor: Lori Peek, Ph.D.
Phone: 303-492-9061
Email: lori.peek@colorado.edu
Web Page: <https://hazards.colorado.edu/>
Office: Ketchum 286
Office Hours: Mondays – Noon-1:30 p.m.

Course Overview:

Disasters may be triggered by forces of nature, such as floods, wildfires, hurricanes, and earthquakes; technological accidents, such as plane crashes, oil spills, and chemical releases; or terrorism and other willful acts of violence. Disasters may be slow-moving in their onset or sudden and unexpected. What these events share in common is their potential to cause widespread community disruption, displacement, economic loss, property damage, death and injury, and profound emotional suffering. What is also clear is that disaster risk is on the rise in the United States and around the world.

The objective of this graduate seminar is to introduce students to the sociological examination of hazards and disasters. This course begins with the premise that disasters are fundamentally social events that reflect the personal, collective, and policy choices that pattern communities and societies. Students who participate fully will gain an advanced understanding of: 1) the emergence and evolution of the social scientific field of disaster research; 2) key definitions, concepts, and data sources; 3) methods and ethics of disaster research; 4) widely used theoretical perspectives and transformational empirical studies; and 5) frameworks for moving from knowledge to action in the process of disaster risk reduction.

Course Materials:

- ❖ Erikson, Kai T. 1976. *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood*. New York: Simon & Schuster.
- ❖ Freudenburg, William R., Robert Gramling, Shirley Laska, and Kai Erikson. 2009. *Catastrophe in the Making: The Engineering of Katrina and the Disasters of Tomorrow*. Washington, DC: Island Press.
- ❖ Klinenberg, Eric. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: The University of Chicago Press.
- ❖ Tierney, Kathleen. 2014. *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, CA: Stanford Business Books.
- ❖ Wilkinson, Iain and Arthur Kleinman. 2016. *A Passion for Society: How We Think about Human Suffering*. Oakland: University of California Press.
- ❖ Additional required readings are available electronically via the Desire2Learn online platform.

Course Requirements:

Attendance and Participation: This course will be run in a seminar format with the intent of promoting an active learning environment. I expect that you will be on time and attend every class session in its entirety. Your attendance is required because your participation is vital to the success of this course. With that in mind, you should read the assigned materials prior to class and come prepared to actively contribute to the discussion.

Weekly Reading Provocations: This course is organized around a set of required readings that will be used to guide class discussions and inform your final project. (The further reading sections in the course outline are for your reference only, and are not required.) Prior to each seminar meeting, you will submit a set of questions or critical comments on the required readings—with a minimum of two questions/comments per chapter or article. Reading provocations should be uploaded to Desire2Learn by no later than 3:00 p.m. on the Sunday before seminar meetings. This will allow the discussion leader to help us focus on common critiques, concerns, and questions during our Monday seminar.

Discussion Leader: Each student will serve as a discussion leader once during the semester. The discussion leader will be responsible for preparing a brief presentation that summarizes key aspects of the week's readings and captures key themes in the weekly questions and provocations. Discussion leaders are welcome to use PowerPoint, handouts, and/or other creative teaching aids to facilitate class involvement.

Book Review: Each student will identify one book to review for scholarly publication and for presentation in the seminar. You should select the book you plan to review, and the outlet where you intend to submit the review, by no later than Monday, March 6. The book review will be turned in to me on Monday, April 3; students will present on the book that they reviewed during the seminar on that same day.

Final Project: Students will complete a final project for this course. The project should be aligned with your own scholarly agenda while also integrating knowledge attained over the semester. Potential final projects could include, for example: 1) a paper written for submission to a scholarly journal; 2) a research report; 3) an annotated bibliography; 4) a database of publically available datasets on disaster; 5) a compilation of research summaries for public distribution; 6) a series of infographics or other visual media; or 7) a research proposal. You will submit a 1-page summary of your proposed final project idea on Monday, February 13. Written updates on your final project will be shared in class on Monday, March 13 and Monday, April 17. The final project is due to my Sociology mailbox by 5:00 p.m. on Tuesday, May 9.

Grading:

Assignments	Points Possible
Attendance and Participation	28
Weekly Reading Provocations	120
Discussion Leader	42
Book Review	100
Book Presentation	25
Final Project	200
Total Points Possible	515

Statement on Class Attendance and Late Work:

This graduate seminar meets only one time per week, and we will cover much material in each class session. Therefore, I expect that you will arrange your schedule so that you will attend every class in its entirety. Failure to attend a class session will result in a 10% reduction (one letter grade) of your final grade for the class. Exceptions to the aforementioned rule will only be granted in the case of a documented emergency or other legitimate professional reason. If you know that you are going to have to miss class, please contact me immediately so that we can make arrangements for you to complete an alternate assignment.

Assignments are considered late if they are not submitted by the time and date outlined in the syllabus. I will subtract 10% from your assignment grade for each day your assignment is late, starting with the time and day the assignment was due.

Statement on Electronic Devices:

I care deeply about this class, and as such, I want all of my students to be fully engaged in every minute of each seminar. You should turn off cell phones and other electronic devices at the beginning of class. I also ask that no laptops or tablets be used in the seminar room.

Academic Integrity:

Academic integrity is essential to the intellectual vitality of the university and the ideals of education. I expect students to be honest and to conduct themselves with integrity in all aspects of the course. Dishonest conduct—which includes cheating, plagiarizing, or lying for the purpose of influencing a grade or for other academic gain—undermines the educational experience and is simply not acceptable. Any student found to have engaged in academic dishonesty will be subject to academic penalty and/or university disciplinary action.

Accommodations:

If you are a student who will need accommodations in this class, please let me know early in the semester so that your learning needs may be appropriately met. Any accommodation—related to disability, religious observance, extracurricular involvement, or otherwise—must be discussed in a timely manner prior to implementation.

Course Outline:

Week 1	January 23	Introduction and Course Overview
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In-Class Activities:

- ❖ Welcome and self-introductions.
- ❖ Review syllabus. Discuss readings, assignments, expectations, objectives, and outcomes.
- ❖ Review course calendar and discuss graduation timelines.

Required Reading:

- ❖ Course Syllabus

Week 2	January 30	Definitions, Concepts, and Data Sources
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In-Class Activities:

- ❖ Sign up for weekly discussion leader role.

Required Reading:

- ❖ Fischer, Henry W. 2008. "What is a Disaster?" Pp. 1-28 in *Response to Disaster: Fact versus Fiction and Its Perpetuation*, 3rd ed. Lanham, MD: University Press of America.
- ❖ McFarlane, Alexander C. and Fran H. Norris. 2006. "Definitions and Concepts in Disaster Research." Pp. 3-19 in *Methods for Disaster Mental Health Research*, edited by F. H. Norris, S. Galea, M. J. Friedman, and P. J. Watson. New York: The Guilford Press.
- ❖ United Nations Office for Disaster Risk Reduction. 2017. "Terminology." See: <http://www.unisdr.org/we/inform/terminology>
- ❖ UNISDR. 2015. *The Pocket Global Assessment Report 2015 – Making Development Sustainable: The Future of Disaster Risk Management*. Geneva, Switzerland: United Nations Office for Disaster Risk Reduction (UNISDR).
- ❖ The National Academies. 2012. *Summary – Disaster Resilience: A National Imperative*. Washington, DC: The National Academies Press.
- ❖ Ash, Kevin D., Susan L. Cutter, and Christopher T. Emrich. 2013. "Acceptable Losses? The Relative Impacts of Natural Hazards in the United States, 1980-2009." *International Journal of Disaster Risk Reduction* 5: 61-72.

Further Reading:

- ❖ Fritz, Charles E. 1961. "Disaster." Pp. 682-694 in *Contemporary Social Problems*, edited by R. K. Merton and R. A. Nisbet. New York: Harcourt, Brace, and World.
- ❖ Peek, Lori and Jeannette N. Sutton. 2003. "An Exploratory Comparison of Disasters, Riots, and Terrorist Acts." *Disasters: The Journal of Disaster Studies, Policy and Management* 27(4): 319-335.
- ❖ Perry, Ronald W. and E. L. Quarantelli, eds. 2005. *What is a Disaster? New Answers to Old Questions*. Bloomington, IN: Xlibris.
- ❖ Quarantelli, E. L., ed. 1998. *What is a Disaster? Perspectives on the Question*. New York: Routledge.

Week 3	February 6	The Emergence and Evolution of Disaster Research
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In-Class Activities:

- ❖ Share ideas for final project and discuss expectations.

Required Reading:

- ❖ Quarantelli, E. L. 1987. "Disaster Studies: An Analysis of the Social Historical Factors Affecting the Development of Research in the Area." *International Journal of Mass Emergencies and Disasters* 5(3): 285-310.
- ❖ Quarantelli, E. L. and Russell R. Dynes. 1977. "Response to Social Crisis and Disaster." *Annual Review of Sociology* 3: 23-49.
- ❖ Kreps, G. A. 1984. "Sociological Inquiry and Disaster Research." *Annual Review of Sociology* 10: 309-330.
- ❖ Tierney, Kathleen J. 2007. "From the Margins to the Mainstream? Disaster Research at the Crossroads." *Annual Review of Sociology* 33: 503-525.
- ❖ Myers, Mary Fran. 1993. "Bridging the Gap between Research and Practice: The Natural Hazards Research and Applications Information Center." *International Journal of Mass Emergencies and Disasters* 11(1): 41-54.

Further Reading:

- ❖ White, Gilbert F. and J. Eugene Haas. 1975. *Assessment of Research on Natural Hazards*. Cambridge, MA: The MIT Press.
- ❖ Mileti, Dennis S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*. Washington, DC: Joseph Henry Press.
- ❖ Tierney, Kathleen J., Michael K. Lindell, and Ronald W. Perry. 2001. *Facing the Unexpected: Disaster Preparedness and Response in the United States*. Washington, DC: Joseph Henry Press.
- ❖ National Research Council. 2006. *Facing Hazards and Disasters: Understanding Human Dimensions*. Washington, DC: National Academies Press.
- ❖ Rodríguez, Havidán, Enrico L. Quarantelli, and Russell R. Dynes, eds. 2006. *Handbook of Disaster Research*. New York: Springer.

Week 4 February 13 The Social, Cultural, and Organizational Production of Risk

Assignment Due:

- ❖ 1-page description of proposed final project.

Required Reading:

- ❖ Tierney, Kathleen. 2014. Chapters 1-6 in *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, CA: Stanford Business Books.

Further Reading:

- ❖ Browne, Katherine E. 2015. *Standing in the Need: Culture, Comfort, and Coming Home after Katrina*. Austin: University of Texas Press.
- ❖ Tierney, Kathleen, Christine Bevc, and Erica Kuligowski. 2006. "Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina." *The Annals of the American Academy of Political and Social Science* 604(1): 57-81.

Week 5 February 20 Resilience in Relation to Risk and Disaster Readiness

Guest Lecture:

- ❖ Kathleen Tierney, 3:00-4:00 p.m.

Required Reading:

- ❖ Tierney, Kathleen. 2014. Chapters 7-9 in *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, CA: Stanford Business Books.
- ❖ Norris, Fran H., Susan P. Stevens, Betty Pfefferbaum, Karen F. Wyche, and Rose L. Pfefferbaum. 2008. "Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness." *American Journal of Psychology* 41: 127-150.

Week 6 February 27 Methods and Interdisciplinary Approaches to Disaster Research

In-Class Activities:

- ❖ Discuss book review assignment and review assignment guidelines.

Required Reading:

- ❖ Norris, Fran H. 2006. "Disaster Research Methods: Past Progress and Future Directions." *Journal of Traumatic Stress* 19(2): 173-184.
- ❖ Stallings, Robert A. 2002. "Methods of Disaster Research: Unique or Not?" Pp. 21-44 in *Methods of Disaster Research*, edited by R. A. Stallings. Philadelphia: Xlibris.
- ❖ North, Carol S. and Fran H. Norris. 2006. "Choosing Research Methods to Match Research Goals in Studies of Disaster or Terrorism." Pp. 45-61 in *Methods for Disaster Mental Health Research*, edited by F. H. Norris, S. Galea, M. J. Friedman, and P. J. Watson. New York: The Guilford Press.
- ❖ Kendra, James and Joanne Nigg. 2014. "Engineering and the Social Sciences: Historical Evolution of Interdisciplinary Approaches to Hazard and Disaster." *Engineering Studies* 6(3):134-58.
- ❖ Davidson, Rachel A. 2015. "Integrating Disciplinary Contributions to Achieve Community Resilience to Natural Disasters." *Civil Engineering and Environmental Systems* 32(1-2): 55-67

Further Reading:

- ❖ Stallings, Robert A., ed. 2002. *Methods of Disaster Research*. Philadelphia: Xlibris.
- ❖ Norris, Fran H., Sandro Galea, Matthew J. Friedman, and Patricia J. Watson, eds. 2006. *Methods for Disaster Mental Health Research*. New York: The Guilford Press.
- ❖ Phillips, Brenda D. 2014. *Qualitative Disaster Research*. New York: Oxford University Press.
- ❖ Michaels, Sarah. 2003. "Perishable Information, Enduring Insights? Understanding Quick Response Research." Pp. 15-48 in *Beyond September 11: An Account of Post-Disaster Research*, edited by J. L. Monday. Boulder: Institute of Behavioral Science, University of Colorado.

Week 7 March 6 Ethics, Positionality, and Teamwork in Disaster Research

Assignment Due:

- ❖ Submit book title for review and outlet for eventual submission.

Required Reading:

- ❖ Browne, Katherine E. and Lori Peek. 2014. "Beyond the IRB: An Ethical Toolkit for Long-Term Disaster Research." *International Journal of Mass Emergencies and Disasters* 32(1): 82-120.
- ❖ Gaillard, J.C. and Christopher Gomez. 2015. "Post-Disaster Research: Is There Gold Worth the Rush?" *Jambá: Journal of Disaster Risk Studies* 7(1): 1-6.
- ❖ Barber, Kristen and Timothy J. Haney. 2016. "The Experiential Gap in Disaster Research: Feminist Epistemology and the Contribution of Local Affected Researchers." *Sociological Spectrum* 36(2): 57-74.
- ❖ Fothergill, Alice and Lori Peek. 2015. "Appendix B. Studying Children and Youth in Disasters: A Note on Methods." Pp. 225-268 in *Children of Katrina*. University of Texas Press.

Week 8 March 13 Community, Social Capital, and Civil Society in Disaster

Assignment Due:

- ❖ 2-page update on final project.

Required Reading:

- ❖ Erikson, Kai T. 1976. *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood*. New York: Simon & Schuster.
- ❖ Ritchie, Liesel Ashley. 2012. "Individual Stress, Collective Trauma, and Social Capital in the Wake of the Exxon Valdez Oil Spill." *Sociological Inquiry* 82(2): 187-211.
- ❖ Aldrich, Daniel P. 2011. "The Power of People: Social Capital's Role in Recovery from the 1995 Kobe Earthquake." *Natural Hazards* 56(3): 595-611.
- ❖ Aldrich, Daniel P. 2012. "Social, Not Physical, Infrastructure: The Critical Role of Civil Society in Disaster Recovery." *Disasters: The Journal of Disaster Studies, Policy and Management* 36(3): 398-419.

Week 9 March 20 Social Vulnerability, Social Inequality, and Unequal Impacts

Required Reading:

- ❖ Cutter, Susan L., Bryan J. Boruff, and W. Lynn Shirley. 2003. "Social Vulnerability to Environmental Hazards." *Social Science Quarterly* 84(2): 242-261.
- ❖ Cutter, Susan L. and Christopher T. Emrich. 2006. "Moral Hazard, Social Catastrophe: The Changing Face of Vulnerability along the Hurricane Coasts." *The Annals of the American Academy of Political and Social Science* 604: 102-112.
- ❖ Fordham, Maureen, William E. Lovekamp, Deborah S. K. Thomas, and Brenda D. Phillips. 2013. "Understanding Social Vulnerability." Pp. 1-29 in *Social Vulnerability to Disasters, 2nd ed.*, edited by D. S. K. Thomas, B. D. Phillips, W. E. Lovekamp, and A. Fothergill. Boca Raton, FL: CRC Press.
- ❖ Scandlyn, Jean, Deborah S. K. Thomas, and John Brett. 2013. "Theoretical Framing of Worldviews, Values, and Structural Dimensions of Disasters." Pp. 33-56 in *Social Vulnerability to Disasters, 2nd ed.*, edited by D. S. K. Thomas, B. D. Phillips, W. E. Lovekamp, and A. Fothergill. Boca Raton, FL: CRC Press.
- ❖ Norris, Fran H., Matthew J. Friedman, Patricia J. Watson, Christopher M. Byrne, Eolia Diaz, and Krzysztof Kaniasty. 2002. "60,000 Disaster Victims Speak: Part I. An Empirical Review of the Empirical Literature, 1981-2001." *Psychiatry* 65(3): 207-239.

Further Reading:

- ❖ Thomas, Deborah S. K., Brenda D. Phillips, William E. Lovekamp, and Alice Fothergill, eds. 2013. *Social Vulnerability to Disasters*, 2nd ed. Boca Raton, FL: CRC Press.
- ❖ Wisner, Ben, Piers Blaikie, Terry Cannon, and Ian Davis. 2004. *At Risk: Natural Hazards, People's Vulnerability, and Disasters*, 2nd ed. New York: Routledge.

Week 10 March 27 Spring Recess

Week 11 April 3 Book Reviews and Book Presentations

Assignment Due:

- ❖ Book review.

In-Class Activities:

- ❖ Book review roundtable presentations.

Week 12 April 10 Vulnerable Populations, Interventions, and Disaster Justice

Required Reading:

- ❖ Klinenberg, Eric. 2002. Chapters 1-3 and Conclusion in *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: The University of Chicago Press.
- ❖ Norris, Fran H., Matthew J. Friedman, and Patricia J. Watson. 2002. "60,000 Disaster Victims Speak: Part II. Summary and Implications of the Disaster Mental Health Research." *Psychiatry* 65(3): 240-260.
- ❖ Verchick, Robert R. M. 2012. "Disaster Justice: The Geography of Human Capability." *Duke Environmental Law & Policy Forum* 23: 23-71.

Further Reading:

- ❖ Enarson, Elaine. 2012. *Women Confronting Natural Disaster: From Vulnerability to Resilience*. Boulder, CO: Lynne Rienner Publishers.
- ❖ Enarson, Elaine and Bob Pease, eds. 2016. *Men, Masculinities and Disaster*. New York: Routledge.
- ❖ Fothergill, Alice. 2004. *Heads above Water: Gender, Class, and Family in the Grand Forks Flood*. Albany: State University of New York Press.
- ❖ Fothergill, Alice and Lori Peek. 2015. *Children of Katrina*. Austin: University of Texas Press.
- ❖ Kelman, Ilan and Laura M. Stough, eds. 2015. *Disability and Disaster: Explorations and Exchanges*. New York: Palgrave Macmillan.
- ❖ Peacock, Walter Gillis, Betty Hearn Morrow, and Hugh Gladwin. 1997. *Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters*. New York: Routledge.
- ❖ Peek, Lori. 2011. *Behind the Backlash: Muslim Americans after 9/11*. Philadelphia: Temple University Press.

Week 13 April 17 Disasters by Design

Assignment Due:

- ❖ 3-page update on final project.

Required Reading:

- ❖ Freudenburg, William R., Robert Gramling, Shirley Laska, and Kai Erikson. 2009. *Catastrophe in the Making: The Engineering of Katrina and the Disasters of Tomorrow*. Washington, DC: Island Press.

Week 14 April 24 Knowledge to Action Frameworks in Disaster Risk Reduction

Required Reading:

- ❖ Field, Becky, Andrew Booth, Irene Ilott, and Kate Gerrish. 2014. "Using the Knowledge to Action Framework in Practice: A Citation Analysis and Systematic Review." *Implementation Science* 9(172): 1-14.
- ❖ Gaillard, J. C. and Jessica Mercer. 2012. "From Knowledge to Action: Bridging Gaps in Disaster Risk Reduction." *Progress in Human Geography* 37(1): 93-114.
- ❖ Weichselgartner, Juergen and Patrick Pigeon. 2015. "The Role of Knowledge in Disaster Risk Reduction." *International Journal of Disaster Risk Science* 6: 107-116.

- ❖ Mercer, Jessica, Ian Kelman, Lorin Taranis, and Sandie Suchet-Pearson. 2010. "Framework for Integrating Indigenous and Scientific Knowledge for Disaster Risk Reduction." *Disasters: The Journal of Disaster Studies, Policy and Management* 34(1): 214-239.
- ❖ Ward, Vicky, Allan House, and Susan Hamer. 2009. "Developing a Framework for Transferring Knowledge into Action: A Thematic Analysis of the Literature." *Journal of Health Services Research and Policy* 14(3): 156-64.
- ❖ Pfeffer, Jeffrey and Robert I. Sutton. 1999. "Knowing 'What' to Do is Not Enough: Turning Knowledge into Action." *California Management Review* 42(1): 83-108.

Further Reading:

- ❖ Rogers, Everett M. 2003. *Diffusion of Innovations, 5th ed.* New York: Free Press.
- ❖ Phillips, Brenda. 2009. *Disaster Recovery.* Boca Raton, FL: CRC Press.

Week 15 May 1 Suffering and Social Change

Required Reading:

- ❖ Wilkinson, Iain and Arthur Kleinman. 2016. *A Passion for Society: How We Think about Human Suffering.* Oakland: University of California Press.

Finals Week May 9 Final Research Projects Due

Assignment Due:

- ❖ Please submit a hard copy of your final research project to my Sociology Department mailbox by no later than 5:00 p.m. on Tuesday, May 9.

Additional Resources:

Natural Hazards Center Library: One of the nation's largest hazards and disaster libraries is located at the Natural Hazards Center in the Institute of Behavioral Science at the University of Colorado. The non-lending library is open during regular university hours on weekdays. For individual appointments, please contact the library manager, Wanda Headley, at 303-492-5787 or by email at Wanda.Headley@colorado.edu.

HazLib: HazLib is the Natural Hazards Center's online library catalog. It provides bibliographic access to the collection, and direct access to hundreds of titles. Anyone can access HazLib at: <http://hazlib.colorado.edu/>.

Journals: A number of hazards, disaster, and emergency management journals are available for your review and consultation. Some key titles include:

Australian Journal of Emergency Management
Disasters: The Journal of Disaster Studies, Policy and Management
International Journal of Mass Emergencies and Disasters
Journal of Contingencies and Crisis Management
International Journal of Disaster Medicine
International Journal of Disaster Risk Reduction
International Journal of Disaster Risk Science
International Journal of Emergency Management
Journal of Emergency Management
Journal of Homeland Security and Emergency Management
Natural Hazards
Natural Hazards Review
Prehospital and Disaster Medicine
Risk Analysis: An International Journal
Risk Management: An International Journal