**Risk and Resilience in Society**

**Fall 2019 Syllabus SOCY 4063-001**

Class meets Tuesdays and Thursdays 3:30 – 4:45 EDUC 155

COURSE DESCRIPTION

This course explores the growing dangers of modern life and the ability of society and its members to recover from adverse outcomes. It examines how epidemics, terrorism, financial disasters, natural catastrophes, and other harmful events are defined, communicated, and produced. And it investigates the lessons learned from such events, the strategies used to adapt to them and prevent their future occurrence. Special attention is given to the social (as opposed to individual) sources of risk and resilience and their implications for the helping professions.

INSTRUCTOR INFORMATION

**Liane Pedersen-Gallegos, Ph.D. Instructor**

Telephone: 303-818-4839

Email: liane.gallegos@colorado.edu

Office Hours: Thursdays 11:30 – 1:30 and by appointment. Office: Ketchum 169.

The preferred method of communication is email. Please, no text messages.

Liane Pedersen-Gallegos earned a Ph.D. in Sociology at the University of Colorado at Boulder. Dr. Pedersen-Gallegos (also known as “Dr. Li” by many students) earned a M.A. in Sociology at the University of Colorado at Boulder and a B.A. in Sociology/Psychology (double major) at the Metropolitan State College of Denver. Dr. Li worked 12 years as a research associate at the University of Colorado at Boulder. The focus of her research was the evaluation of pedagogical innovations in the teaching of physical sciences at the undergraduate and graduate levels, with an emphasis on student career development. Dr. Li was the co-director of Ethnography & Evaluation Research for 7 years and was the director for 3 years.

Dr. Li’s research interests are primarily the Sociology of Risk and Resilience, the Sociology of Thanatology (the study of death and dying) and the Sociology of Religion. Dr. Li has been teaching at the University of Colorado since 1985. She has taught 139 classes since then (as of August, 2019), the majority of which were at the University of Colorado. Of these, 60 classes were Sociology of Death and Dying classes, 39 were Sociology of Religion classes, and she is currently working with Professor Don Grant on developing the Risk and Resilience class as part of a new certificate offering. At this time Dr. Li devotes full-time to teaching through the Sociology Department at the University of Colorado at Boulder.

## TEACHING ASSISTANT

**Christopher Dunn**

Christopher.J.Dunn@Colorado.edu

Office hours: Tuesdays and Thursdays 2:00 – 3:00 (site to be determined)

REQUIRED TEXTS

Hawken, Paul, ed. 2017. *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming.* Penguin Books. ISBN 978-0143130444

Tierney, Kathleen. 2019 *Disasters: A Sociological Perspective.* Polity Press. ISB78-0-7456-7102-4

Optional Texts

Jones, Ellis; Haenfler, Ross; and Johnson, Brett. 2007. *The Better World Handbook: Small Changes that Make a Big Difference*. New Society Publishers. ISBN 13:978-086571-575-2

Kleinman, Arthur. 2006. *What Really Matters: Living a Moral Life amidst Uncertainty and Danger.* Oxford University Press. ISBN: 13: 978-0195331325 ISBN 10: 019533132X

Zolli, Andrew and Healy, Ann Marie. 2012. *Resilience: Why Things Bounce Back.* Simon and Schuster, New York. ISBN 978-1-4516-8381-3

Readings assigned from optional texts, as well as any additional reading assignments, will be available on CANVAS.

Discussion Posts

There are two posts due each week, each worth five points for a total of ten post points per week. The first post of each week is due on Tuesday at 11:59 PM and the second is due on Thursday at 11:59 PM, starting the second week of class. For each post students will have a two-day window in which to complete the post, from 8:00 AM the day before the post is due until 11:59 PM the day the post is due. Late posts will not be accepted—the two-day window is meant to allow students flexible time to respond to unexpected events and still complete each assignment.

The purpose of the post assignments is two-fold: to demonstrate that the reading assignments have been done and to provide a forum for students to apply critical thinking to the topic at hand. Tuesday posts are to include a unique quote (ones not already chosen by another student—repeated quotes do not receive credit), with student commentary. Posts to include: 1) the quote itself, which may be part of a sentence or a whole sentence, but should be no longer than one sentence, and must include an author and page reference so the readers can easily find the quote; 2) the student’s commentary that indicates that they understand the quote in context, having read the whole article from which the quote was chosen, and applied to your own topic of research. Both Tuesday and Thursday commentaries will ideally be comprised of three to six sentences

Thursday quotes are to include one direct quote from any of the week’s assigned reading (again, one that another student has not already cited for that day’s assignment—ideally one that was also not used on Tuesday) and is to be applied to another student’s Tuesday post, contributing to the original student’s research topic. This post is intended to provide a unique suggestion for the other student’s project.

Posts should be brief, in consideration to the other students, all of whom are required to read all the week’s posts. The ideal post will be a paragraph long (between three and six sentences long), not to exceed 150 words each. The limits placed on the posts are intended to keep the workload manageable for all students, while ensuring everyone has a voice in the on-line discussion. Remember, students are to read all the posts each week.

The tenor of the posts is to remain collegial. This is not to say that everyone must agree with what others post—in fact a range of ideas and opinions is ideal—it is to say that the tone of the interchange is to be considerate.

Grading Criteria for Discussion Posts

Each of the weekly posts is worth 5 points. Credit is earned by adhering to the assignment guidelines: use of an original quotation (one not already chosen by another student) and applying the quote (one from each of the reading assignments) to other students’ research topics in the Thursday posts. In the event that students contribute additional posts, only the first post for a given post assignment will be graded.

Developing good writing skills is a fundamental part of higher education. Correct grammar and spelling are also social courtesies writers extend to their readers and reflect a level of investment the writer has in their own thinking and writing. The occasional misspelling and grammatical error will be overlooked, but points will be deducted if the quality of the post is diminished due to errors (3 or more errors in a single posting).

Missing posts may *not* be made up, as the timeliness of the online discussion is key. The discussion pages will be open for a limited time, closing at 11:59 PM on the respective due dates, so be sure to allow enough time to finish your post before the assignment closes. The Canvas system will close at 11:59 PM, even if the post is in progress. Students may edit their posts during the window of time the posts are “open.” If, on occasion, a student misses the deadline by a minute or two, **immediately** email the post to the grader, indicating your problem. Late posts must be submitted **within 30 minutes** to be considered for partial credit. Students are responsible for ensuring their posts are accepted into the system. Similarly, the grader will make every effort to provide timely grading and feedback for weekly discussion posts, available to students via the online gradebook.

 The instructor or grader will provide guidance to facilitate discussions and students’ comprehension of the material as appropriate. Grades for discussion contributions will be based on the following: indication that the student has read and understands all of the readings for the week and contributions to the online discussion reflect insight. (See *Bloom’s Taxonomy* on CANVAS for more information regarding grading written work.)

Points from the posts will be deducted for: lack of correct citation for quotes, three or more typos in the post, “thin” post that contains too little indication of comprehension or critical thinking, and no credit will be given for quotes already used by another student.

Students are expected to read all the posts for the week, including any instructor/grader feedback. Feedback provided on the discussion posts will be helpful in clarifying important concepts in the class.

An example of a Tuesday post, drawing on three quotes from the first week’s readings follows. Note the organization of the quotes in the beginning, typed in **bold** to facilitate quick identification of the quotes and the citation of the authors and page numbers (with the parentheses around the quote itself, but not the author and page reference). A brief paragraph follows the quotations, linking them together with a short commentary. It is also appropriate to note varying ideas separate quotes bring out, as well how they each contribute to one’s term paper topic. This, in fact, is recommended as the semester gets under way, with each quote chosen for how it informs one’s chosen paper topic.

## Sample Post

**“The root causes of disasters are to be found in the social order itself—that is, in social arrangements that contribute to the buildup of risk and vulnerability” (Tierney, p 12).**

**“BUILDING A BETTER WORLD begins by uncovering the vicious cycle of cynicism most of us are caught up in, and then details how this cycle can be transformed into a powerful cycle of hope that moves us back into a powerfully positive direction” (Jones et. al. p xv).**

**“Although carbon emissions from fossil fuel combustion and land use have a two-century head start on these solutions, we will take those odds” (Hawken, p xi).**

These three quotes describe the issues around which the course is built. Tierney’s theme in her book is the social responsibility we have in creating the problem; Jones et. al. addresses the common cynical default reaction of many people, and Hawken sets the tone for his upbeat collection of scientists’ well-researched ideas to, not only respond to the problem of climate change, but in fact to reverse it. These three readings really set the tone for the class. These sources can inform and inspire, and deserve a close reading.

COURSE CALENDAR

Dr. Li reserves the right to adjust the course calendar and will alert students if there are any adjustments.

1. **Week of August 25 (first day of class is Tuesday, August 27) Introduction**

***Reading Assignment: (35 pages)***

Tierney Chapter 1: The Social Significance of Disasters (14 pages)

Jones et al Intro, Chapter 1: “Building a Better World” (15 pages)

Hawken Foreword, Origins, Language, Numbers (6 pages)

No post assignments the first week of class.

1. **Week of September 1 Historical Context**

***Reading Assignment: (52 pages)***

Tierney Chapter 2: Disaster Research in Historical Context (24 pages)

Wuthnow Intro and Chapter 1 (23 pages)

Hawken Section on Women and Girls (5 pages)

***Post Assignments:***

Tuesday Post due September 3

Thursday Post due September 5

**3 Week of September 8 Research on Disasters and Resilience**

***Reading Assignment: (58 pages)***

Tierney Chapter 3: Sociological Research on Disasters—Key Contributions from Other Disciplines (34 pages)

Hawken Section on Land Use pp 108 – 135 (24 pages)

***Post Assignments:***

Tuesday post due September 10

Thursday post due September 12

**4 Week of September 15 Theoretical Perspectives: The Social Production of Risk**

***Reading Assignment: (70 pages)***

Tierney Chapter 4: Theoretical Approaches and Perspectives in the Study of Hazards and Disasters (34 pages)

 Hawken Section on Energy pp 2 – 36 (34)

***Post Assignments:***

Tuesday post due September 17

Thursday post due September 19

**5 Week of September 22 Research Challenges**

***Reading Assignment: (66 pages)***

Tierney: Chapter 5 Confronting Disaster Research Challenges (21 pages)

Zolli and Healy: Intro (22 pages)

Hawkins: Buildings and Cities section pp 84 – 106 (23 pages)

TT: social media-based R&D

***Post Assignments:***

Tuesday post due September 24

Thursday post due September 26

**Paper Proposals Due Thursday, September 26**

**6 Week of September 29 Vulnerability and Social Justice**

***Reading Assignment: (61 pages)***

Tierney: Chapter 6 Disaster Vulnerability (47 pages)

The Green New Deal (14 pages)

***Post Assignments:***

Tuesday post due October 1

Thursday post due October 3

**7 Week of October 6 Disaster Resilience**

***Reading Assignment: (48 pages)***

Tierney Chapter 7 Disaster Resilience: Concepts, Measures and Critiques (48 pages)

***Post Assignments:***

Tuesday post due October 8

Thursday post due October 10

**8 Week of October 13 Norms Influencing Risk and Resilience**

***Reading Assignment: (57 pages)***

Tierney Chapter 8 What the Future Holds: Greater Risks and Impacts or Greater Coping Capacity? (17 pages)

Hawken: Coming Attractions (40 pages)

***Post Assignments:***

Tuesday post due October 15

Thursday post due October 17

**Annotated Bibliography due Thursday, October 17**

**9 Week of October 20 Food (In)Security** (possible date for Golden Hoof field trip)

***Reading Assignment: (45 pages)***

Hawken: Section on Food (38 pages)

“Global Garden” article on Aquaponics (7 pages)

***Post Assignments:***

Tuesday post due October 22

Thursday post due October 24

**10**  **Week of October 27 Risk Compensation, Tolerance of Diverse Perspectives, Innovation**

***Reading Assignment: (63 pages)***

Zolli and Healy Chapter 6 (19 pages)

Jones et al: Chapter “The Seven Foundations of a Better World” (44 pages)

***Post Assignments:***

Tuesday post due October 29

Thursday post due October 31

 **Paper Outline/Overview Due Thursday, October 31**

**11 Week of November 3 Consumerism** **: Growth Economy vs Minimalism**

***Reading Assignment: (31 pages)***

Zolli and Healy Chapter 9 (18 pages)

Hawken: Section on Materials (13 pages)

***Post Assignments:***

Tuesday post due November 5

Thursday post due November 7

**12 Week of November 10 The Built Environment**

***Reading Assignment: (43 pages)***

Hawken: Buildings and Cities (22 pages)

Hawken: Transport (21 pages)

***Post Assignments:***

Tuesday post due November 12

Thursday post due November 14

**13 Week of November 17 Individual Resilience in Social Context**

***Reading Assignment: (53 pages)***

Kleinman: Chapters 2 and 3 (19, 34 pages)

***Post Assignments:***

Tuesday post due November 19

Thursday post due November 21

**Final Research Papers due Thursday, November 21**

**Week of November 24 Fall Break No Classes**

**14 Week of December 1 Individual Resilience in Social Context**

***Reading Assignment: (49 pages)***

Kleinman Chapter 7 (36 pages) or Suicide Prevention Materials (lecture—apply Wuthnow, Durkheim, others)

Kubler-Ross (6 pages) resilience post WWII

Stauffer in Wall Street Journal (7 pages)

***Post Assignments:***

Tuesday post due December 3

Thursday post due December 5

**15 Week of December 8 Closing Thoughts, Summary, Synthesis**

Preparation for final presentations

**Final Exam: “Poster” Presentations Wednesday December 18 4:30 – 7 PM**

GRADING CRITERIA

Letter grades are assigned only at the end of the semester as final grades for the course. Individual assignments and exams will receive points and the final letter grade will be based on points accumulated, as indicated below. The instructor will make every effort to grade assignments and exams within one week of the date submitted. The instructor reserves the right to curve the final grades.

Weekly posts 130 points 342 – 380 A

Research Paper 304 – 341 B

 Proposal 30 points 266 – 303 C

 Outline 30 points 228 – 265 D

 Annotated Bibliography 30 points

 Final Paper 100 points

Poster Presentations (Final Exam) 30 points

Engagement in Class 30 points

 *380 Total Points Possible*

**Research Paper Guidelines and Grading Criteria**

**Research paper topics:** All topics must be approved by the instructor. Identify a risk (based on criteria learned in class), describe social factors that contribute to the risk, and social factors that influence perception of and response to the risk. Analyze a risk or propose and analyze a resilience strategy. The risk and corresponding resilience strategy are to be based on one of the twelve topics listed below or an original idea approved by Dr. Li.

Potential Term Paper Topics

1. Food insecurity
2. Housing insecurity
3. Immigration/Refugee crisis
4. Wildfires
5. Epidemics
6. Flooding
7. Volcanic eruption (e.g. Yellowstone super volcano)
8. Earthquake
9. Weather extremes (dust storms, rain, snow, tornadoes, hurricanes, wind, hail, heat, cold, etc.)
10. Energy crisis (significant shortages of a given type)
11. Communications failure (e.g. loss of internet)
12. Economic collapse or micro-economies to respond to poverty

**Proposal:** Begin with your thesis statement. Describe topic, relating it to key concepts from class. Address how a psychological and a sociological approach to analyzing/responding to the problem differ. Remember, the final paper is to have a sociological focus, not a psychological one. The final paper is to be a sociological contribution to understanding/responding to the given problem you have chosen and does not need to include a psychological aspect. Consider how sociology can contribute to education about/strategies for understanding risk and promoting resilience.

*Grading*: 30 points based on topic relevance, depth and clarity of topic description, analysis of psychological vs sociological approach. 30 points includes 25 points for content and 5 points for writing mechanics.

**Annotated Bibliography:** Begin with your thesis statement. Provide a brief paragraph (two to four sentences) for each of ten *scholarly* research sources that relate to the topic. The ten scholarly sources are to include a minimum of three from assigned readings. Use official format style of your choice (do not make one up). This includes an alphabetical listing of your sources. Identify which format style you decide to use. Do not include the annotations in the sources cited page for the final paper. Follow your chosen format style to list your sources in the final paper.

*Grading: 30 points,* Appropriate sources cited and described 25 points, writing mechanics 5.

**Outline/Overview**: around 3 pages in length. Begin with your thesis statement, then identify the major sections of your paper, outlining the logic of your thesis. Include major points and concepts from class that you will be addressing.

*Grading:*  30 points, writing mechanics 5. Outline content 25 points

**Final Paper**: around fifteen pages in length, including bibliography. As with the other paper-related assignments, the final paper is to be turned in via Drop Box on Canvas ***in word format (not Adobe)*** to facilitate tracking for grading and comments.

*Final Paper Grading Criteria*: 100 points--Critical thinking 70 points, Sociological focus 10 points, Bibliography 10 points (do not include annotation in the final paper), Writing mechanics 10 points.

On all paper-related assignments late points will be assessed: one point per day late up to one week late (includes weekend days). A meeting with the instructor is necessary to turn in assignments more than one week late.

**“Poster” Presentation/Final Exam:** Presentations are to be 10-15 minutes in length, recorded and submitted via the Canvas Drop Box. This serves as the final exam.

*Presentation Grading Criteria*: 30 points—Connection to concepts from class 10 points; Depth of analysis 10 points; Clarity/Quality of Presentation 10 points.

**Class Policies**

**Student Responsibilities**

Students are expected to participate in assigned online discussions. ***It is necessary to keep up with reading and all other assignments to succeed in the class.*** In sum, this is made up of:

* weekly readings,
* participation in weekly online threaded discussions with the class, and
* term paper (which includes proposal, outline, annotated bibliography, and final paper)

Students are responsible for keeping up with postings and other class announcements. ***Students are expected to check both their individual CU email and the Canvas course material a minimum of every two days, Monday through Thursday.***

All cell phone ringers must be turned off during class. Use of electronics is limited to typing (not recording) lecture notes.

**Late and Missing Assignments**

Late posts are not accepted, as their value lies largely in their inclusion in class discussion. Missing assignments will receive zero points. Late paper-related assignments will lose one point a day up to a week late (includes week end days) and will not be accepted after that without instructor approval.

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Canvas are routinely submitted to an anti-plagiarism soft-ware program. Appropriate citation of all sources used is required on all assignments. Failure to accurately and adequately cite sources is considered plagiarism.

**Accommodations:**

Students who qualify for accommodations through Disability Services need to speak with Dr. Li about needs for accommodations during the first two weeks of class.  The student must be approved by the student’s Disability Access Coordinator to have accommodations provided. Please provide the student's accommodation letter to the staff (sociology@colorado.edu) along with the Sociology exam/test proctoring form. More information can be found at the following:

<https://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accommodations>

University Policies

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code). Honor code pledge:

*On my honor, as a University of Colorado Boulder student,*

 *I have neither given nor received unauthorized assistance.*

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify the instructor a minimum of one week before the requested excused absence.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.