**Risk and Resilience in Society**

**Spring 2019 Syllabus SOCY 4063-001**

Class meets Mondays and Wednesdays 4:30 – 5:45 HLMS 141

Office Hours: Mondays and Wednesdays 11:30 – 12:30 and by appt. Office: Ketchum 169

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**

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Email: liane.gallegos@colorado.edu

Office Hours: Mondays and Wednesdays 11:30 – 12:30 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 133 classes since then (as of January, 2019), the majority of which were at the University of Colorado. Of these, 58 classes were Sociology of Death and Dying classes, 37 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.

REQUIRED TEXTS

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

Tierney, Kathleen. 2014. *The Social Roots of Risk: Producing Disasters, Promoting Resilience*.

 Stanford University Press. ISBN 978-0-8047-7263-1, 978-0-8047-9140-3 (electronic)

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. 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 allows students enough time to 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 chosen by another student—repeated quotes do not receive credit), with student commentary. Posts will ideally be comprised of three to five sentences 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.

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) 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.

 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

Both of the weekly posts are 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 to students’ research topics. (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. The Canvas system will close at that time, even if the post is in progress, making it important to begin posts in a timely fashion. Students may edit their posts during the window of time the posts are “open,” but at 11:59 PM on the post due date, CANVAS will automatically close the page. If, on occasion, a student misses the deadline by a minute or two, **immediately** email the post to the instructor, 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 instructor will make every effort to provide timely grading and feedback for weekly discussion posts, available to students via the online gradebook.

 The instructor will provide guidance to facilitate discussions and students’ comprehension of the material as appropriate. Students’ responses to the readings should be about a paragraph in length—and limited to 150 words. 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 of the posts for the week, including any instructor feedback. Instructor commentary provided on the discussion posts will be helpful in clarifying important concepts in the class.

An example of a good post (including quotation from assigned reading) from another class with a single quote follows:

*Sample Post*

**“The effects of death are strikingly portrayed in the medieval concept of death as an *equalizer,* or leveler. Since death was ever present then due to plague, epidemics, and wars, a uniquely social conception of death developed” (Charmaz, p 69).**

In our society, we often think of death as something "other", something unpleasant, and something unworthy of acknowledgment or review. However, as Charmaz writes, this was not always the case. This can help explain why our modern conception of death differs from that of the past. Death was much more ubiquitous in medieval societies, and of particular importance is the fact that it was not just the old who were dying. The infant mortality rate was astronomically high compared to today, thus both the young and old knew that death could come for them at any point.

COURSE CALENDAR

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

1. **Week of January 13 (first day of class is Monday, January 14) Introduction**

***Reading Assignment: (21 pages)***

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

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

1. **Week of January 20 Sociological Context of Risk**

***Reading Assignment: (17 pages)***

Tierney: Chapter 1 (10 pages)

Hawken: 39 Land Use Indigenous Peoples’ Land Management (4 pages)

Hawken: Land Use The Man Who Stopped the Desert (3 pages)

***Post Assignments:***

Tuesday Post due January 22

Thursday Post due January 24

**3 Week of January 27 The Evolution of How We Talk about Risk**

***Reading Assignment: (46 pages)***

Tierney: Chapter 2 (19 pages)

Wuthnow: Intro and Chapter 1 (23 pages)

Hawken: 20 Energy 20 Nuclear (2 pages)

Hawken: 6 Women and Girls Educating Girls (2 pages)

***Post Assignments:***

Tuesday post due January 29

Thursday post due January 31

**4 Week of February 3 The Social Production of Risk**

***Reading Assignment: (67 pages)***

Tierney Chapter 3 (19 pages)

 Jones et al: Chapter “The Seven Foundations of a Better World” note emphasis on social justice and taking responsibility as first world citizens (44 pages)

Hawken: 1 Materials Refrigerant Management

Hawken: 3 Food Reduced Food Waste

Hawken: 4 Food Plant-Rich Diet

***Post Assignments:***

Tuesday post due February 5

Thursday post due February 7

**5 Week of February 10 Culture and the Production of Risk**

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

Tierney: Chapter 4 (32 pages)

Zolli and Healy: Intro (22 pages)

Hawkins: 5 Land Use Tropical Forests

Hawkins: 2 Energy Wind Turbines (Onshore)

Hawkins: 22 Energy Wind Turbines (Offshore)

***Post Assignments:***

Tuesday post due February 12

Thursday post due February 14

**Paper Proposals Due Wednesday, February 13**

**6 Week of February 17 Organizations, Institutions, and the Production of Risk**

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

Tierney: Chapter 5 (43 pages)

Hawkins: 23 Food Farmland Restoration

Hawkins: 10 Energy Rooftop Solar

Hawkins: 37 Transport Mass Transit

***Post Assignments:***

Tuesday post due February 19

Thursday post due February 21

**7 Week of February 24 Communities and Societies at Risk**

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

Tierney Chapter 6 (35 pages)

Hawken: 7 Women and Girls Family Planning

Hawken: 38 Land Use Forest Protection

Hawken: 14 Food Tropical Staple Trees

***Post Assignments:***

Tuesday post due February 26

Thursday post due February 28

**8 Week of March 3 Resilience**

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

Tierney: Chapter 7 (37 pages)

Hawken: 26 Transport Electric Vehicles

Hawken: 54 Buildings and Cities Walkable Cities

Hawken: 62 Women and Girls Women Smallholders

***Post Assignments:***

Tuesday post due March 5

Thursday post due March 7

**Annotated Bibliography due Wednesday, March 6**

**9 Week of March 10 Strategies for Resilience in the Face of Disasters**

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

Tierney Chapter 8 (30 pages)

Hawken: 52 Land Use Coastal Wetlands

Hawken: 59 Buildings and Cities Bike Infrastructure

Hawken: 77 Energy Grid Flexibility

***Post Assignments:***

Tuesday post due March 12

Thursday post due March 14

**10**  **Week of March 17 Strategies for Resilience Going Forward**

***Reading Assignment: (94 pages)***

Tierney Chapter 9 (24 pages)

Hawken: 79 Buildings and Cities Net Zero Buildings

Hawken: Marine Permaculture

Hawken: 73 Green Roofs

***Post Assignments:***

Tuesday post due March 19

Thursday post due March 21

 **Paper Outline/First Draft Due Wednesday, March 20**

 **Week of March 24 Spring Break**

**11 Week of March 31** **Strategies for Resilience**

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

Hawken: 36 Materials Alternative Cement

Hawken: 29 Energy Wave and Tidal

Hawken: 8 Energy Solar Farms

Hawken: 9 Food Silvopasture

Hawken: 11 Food Regenerative Agriculture

***Post Assignments:***

Tuesday post due April 2

Thursday post due April 4

**12 Week of April 7 Approaches to Resilience/Drawdown of Particular Interest**

***Reading Assignment: (~40 pages)***

Hawken: Coming Attractions section

***Post Assignments:***

Tuesday post due April 9

Thursday post due April 11

**13 Week of April 14 Individual Resilience in Social Context**

***Reading Assignment: (55 pages)***

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

(Durkheim’s theory of social integration)

***Post Assignments:***

Tuesday post due April 16

Thursday post due April 18

**Final Research Papers due Wednesday, April 17**

**14 Week of April 21 Individual Resilience in Social Context**

***Reading Assignment: (51 pages)***

Kleinman Chapter 7 (36 pages)

Kubler-Ross (6 pages) resilience post WWII

Stauffer in Wall Street Journal (7 pages)

***Post Assignments:***

Tuesday post due April 23

Thursday post due April 25

**15 Week of April 28 Closing Thoughts, Summary, Synthesis**

**Final Exam: Poster Presentations Tuesday May 7 7:30 – 10:00 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**: application of concepts learned in class. 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. Propose/Analyze at least one potential resilience strategy, explaining its potential strengths/weaknesses. The risk and corresponding resilience strategy is to be based on one of the twelve topics listed below (an original idea can be proposed).

12 potential topics (other proposals considered).

1. Food insecurity
2. Housing crisis
3. Immigration/Refugee crisis
4. Yellowstone volcanic eruption (or other volcano in another part of the world)
5. Wildfires
6. Epidemic
7. Flooding
8. Earthquake
9. Weather extremes (dust storms, heavy rain, heavy snowstorm, tornadoes, hurricanes, unrelenting wind, hail storms, excessive heat or cold, etc.)
10. Energy crisis (severe shortages of a given type)
11. Communications failure (no internet, etc.)
12. Economic collapse or micro-economies to respond to poverty

**Proposal:** Describe topic, relating it to key concepts from class. How would a psychological vs a sociological approach 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. Consider how sociology can contribute to education about/strategies for understanding risk and resilience.

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

**Annotated Bibliography:** brief paragraph (two to four sentences) for each of ten academic research sources that relate to the topic. Ten sources, including a minimum of three of the five assigned texts and other scholarly sources to equal 10 minimum. Use official format style of your choice (do not make one up).

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

**Draft/Outline**:

Identify major sections of paper, outlining the logic of your thesis.

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

**Final Paper**: Around ten pages in length, including bibliography. Must 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), 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). Assignments more than one week late will not be accepted.

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

**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 Desire2Learn 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:**

Exams/tests for students who qualify for accommodations through Disability Services can be administered by our student assistants (sociology@colorado.edu). Exams/tests must be scheduled through the student assistants at least one week in advance, with the request coming from the instructor. This semester we will have less availability to administer accommodations due to less student support as well as less space. We will do our best to assist when we can, but Disability Services is always available to proctor exams for these approved students. We can also help reserve a room if you are administering the exam/test.

 **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>

Students needing to cancel an exam/test scheduled with student assistants need to communicate with the professor and student assistants no less than 1 day before the scheduled exam/test. Students should expect that exams/tests will be proctored, and that they will be observed in person. A proctor is allowed to check materials that the student has in her/his possession. Items such as notes, books, and calculators cannot be used by the student unless confirmed by the professor prior to the exam. Personal items may not be taken into the testing area. Food, drinks, and gum (excluding water) are not allowed in the testing area unless it is an authorized accommodation. Students are responsible for bringing her/his own supplies and references, as have been permitted by the professor or per the student’s accommodations letter. If a student is suspected of academic dishonesty during an exam, Sociology staff will inform the professor who will determine any consequences.

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).

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.