**Risk and Resilience in Society**

**Spring 2018 Syllabus SOCY 4063-001**

Class meets Tuesdays and Thursdays 3:30 – 4:45 HLMS 267

Office Hours: Thursdays 1 - 3 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

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

REQUIRED TEXTS

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)

Wuthnow, Robert. 2012. *Be Very Afraid: The Cultural Response to Terror, Pandemics,*

 *Environmental Devastation, Nuclear Annihilation, and Other Threats*. Oxford University

 Press. ISBN 978-0199730872

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

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

Readings assigned from optional texts, as well as any additional reading assignments, will be available on D2L.

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 readings, 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 of 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 of 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 D2L 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, D2L 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 D2L 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 15 (first day of class is Tuesday, January 16) Introduction**

Reading Assignment: Syllabus, Paper Format Guide, D2L site

One post a week with a unique quote from each reading assignment and application to students’ own projects or insight for another student’s project.

1. **Week of January 21**

Reading Assignment: Tierney Chapters 1, 2, and 3

Tuesday Post due January 23

Thursday Post due January 25

**3 Week of January 28**

Reading Assignment: Tierney Chapters 4, 5, and 6

Tuesday post due January 30

Thursday post due Thursday, February 1

**Paper Proposals Due Thursday, February 1**

**4 Week of February 4**

Reading Assignment: Tierney Chapters 7, 8 and 9

Tuesday post due February 6

Thursday post due February 8

**5 Week of February 11**

Reading Assignment: Wuthnow Introduction, Chapters 1 and 2

Tuesday post due February 13

Thursday post due February 15

**6 Week of February 18**

Reading Assignment: Wuthnow Chapter 3, 4 and 5

Tuesday post due February 20

Thursday post due February 22

**7 Week of February 25**

Reading Assignment: Wuthnow Chapters 6, 7 and 8

Tuesday post due February 27

Thursday post due March 1

**8 Week of March 4**

Reading Assignment: Wuthnow Chapter 9, Zolli and Healy Introduction and Chapter 1

Tuesday post due March 6

Thursday post due March 8

**Annotated Bibliography due Thursday, March 8**

**9 Week of March 11**

Reading Assignment: Zolli and Healy Chapters 2, 3, and 4

Tuesday post due March 13

Thursday post due March 15

**10**  **Week of March 18**

Reading Assignment: Zolli and Healy Chapters 5 and 6

Tuesday post due March 20

Thursday post due March 22

 **Paper Outline/First Draft Due Thursday, March 22**

**Week of March 25 Spring Break No Assignments**

**11 Week of April 1**

Reading Assignment: Zolli and Healy Chapters 7, 8 and 9

Tuesday post due April 3

Thursday post due April 5

**12 Week of April 8**

Reading Assignment: Jones et al Introduction and first 2 chapters (on D2L)

Tuesday post due April 10

Thursday post due April 12

**13 Week of April 15**

Reading Assignment: Kleinman Chapters 2, 3, and 7 (on D2L)

Tuesday post due April 17

Thursday post due April 19

**14 Week of April 22**

Reading Assignment: Kubler-Ross and CU Suicide Prevention Materials

Tuesday post due April 24

Thursday post due April 26

**15 Week of April 29 Summary and Synthesis**

 **Poster Presentations**

**Final Research Papers due Thursday, May 3**

**Final Exam: Poster Presentations Saturday, May 5 1:30 – 4:00 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

Research Paper

 Proposal 25 points

 Abstract and Outline 25 points

 Annotated Bibliography 30 points

 Final Paper 100 points

Poster Presentations (Final Exam) 30 points

Engagement in Class 20 points

 *360 Total Points Possible*

 324 – 360 A

288 – 323 B

252 – 287 C

216 – 251 D

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 particular 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 look different? Remember, the final paper is to have a sociological focus, not a psychological one. How does knowing this difference contribute to education/strategies for resilience?

*Grading*: topic relevance, depth and clarity of topic description, analysis of psychological vs sociological approach 20 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 (all ten sources may be from assigned readings), and other scholarly sources to equal 10 minimum. Each chapter in the assigned readings will count as one source. Use official format style of your choice (do not make one up).

*Grading:* Appropriate sources cited and described 20 points, writing mechanics 5.

**Draft/Outline**:

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

*Grading:*  points, writing mechanics 5. Outline content 15 points

**Final Paper**: Around ten pages in length, including bibliography. Must be turned in via Drop Box on D2L ***in word format (not Adobe)*** to facilitate tracking for grading and comments.

*Final Paper Grading Criteria*: Critical thinking 70 points, Sociological focus 10 points, Bibliography 10 points (does not need to include annotation), Writing mechanics 10 points. Late points will be assessed: one point per day late up to one week late (includes weekend days). Papers only accepted up to one week late.

CLASS POLICIES

Student Responsibilities

***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
* weekly on-line posts
* research paper
* poster and presentation
* engagement in class

Students are expected to check both their individual CU email and the Desire2Learn course material a minimum of every two days, Monday through Thursday. Ringers on cell phones must be turned off during class. Use of electronics is limited to typing (*not recording*) lecture notes.

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.

UNIVERSITY POLICIES

Accommodation for Disabilities:
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://click.communications.cu.edu/?qs=c02f92182b03a08e51aee081b09346a95206d22dfd8b5a1ee04815848f7bbf8135de1499086d3528) under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=c02f92182b03a08e62ce0b227450e474f95d616b2fd01263573bee29f3ea6701fd96209a013cc9db) and discuss your needs with your professor.

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, students are asked to speak with the instructor during the first two weeks of the semester about any anticipated absences related to religious observances.
See the [campus policy regarding religious observances](http://click.communications.cu.edu/?qs=c02f92182b03a08e370c6117e6b3fb10fc028d1c43a5dfb81337166dce8f31bfaded2cfcebaf6eb0) for full details.

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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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 and the student code.
Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://click.communications.cu.edu/?qs=c02f92182b03a08e1415127e03dbb1747e834ac93f527e5f7b58065ff0bc750e936df4c52038c98d).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=c02f92182b03a08e2c3cd83edc8437002aff546948ec7d3e2cde276673656094dfc1b51c78c43cd9) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [http://honorcode.colorado.edu](http://click.communications.cu.edu/?qs=c02f92182b03a08e5980e75feb85863ca19fd19c865d0007c8fbd37c949f77939c64aa064c267fb9).

The Honor Code: “On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this work.”