**Risk and Resilience in Society**

**Fall 2017 Syllabus SOCY 4063-001**

Class meets Tuesdays and Thursdays 2:00 - 3:15 ECON 16

Office Hours: Wednesdays 9:00 – 11:00 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**

Telephone: 303-818-4839

Email: [liane.gallegos@colorado.edu](mailto:liane.gallegos@colorado.edu)

Office Hours in Ketchum 169: Wednesdays 9:00 – 11:00 and by appointment.

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.

# 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 27 (first day of class is Tuesday, August 29)**

Reading Assignment: Syllabus, Paper Format Guide, D2L site

1. **Week of September 3**

Reading Assignment: Tierney Chapter 1, Wuthnow Introduction, and Holli and Healy Introduction

**3 Week of September 10**

Reading Assignment: Tierney Chapters 2 and 3

**4 Week of September 17**

Reading Assignment: Tierney Chapters 4 and 5

**5 Week of September 24**

Reading Assignment: Tierney Chapters 6 and 7

**6 Week of October 1**

Reading Assignment: Tierney Chapters 8 and 9

**Quiz #1 Thursday, October 5**

**7 Week of October 8**

Reading Assignment: Wuthnow Chapters 1, 2, and 3

**8 Week of October 15**

Reading Assignment: Wuthnow Chapters 4, 5, and 6

**Paper Proposals due Thursday, October 19**

**9 Week of October 22**

Reading Assignment: Wuthnow Chapters 7, 8, and 9

**10**  **Week of October 29**

Reading Assignment: Zolli and Healy Chapters 1, 2, and 3

**Annotated Bibliography due Thursday, November 2**

**11 Week of November 5**

Reading Assignment: Zolli and Healy Chapters 4, 5 and 6

**Abstract and outline due Thursday, November 9**

**12 Week of November 12**

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

**Week of November 19: Fall Break No Classes**

**13 Week of November 26**

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

**Quiz #2 Thursday, November 30**

**14 Week of December 3**

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

**Final Papers Due Thursday, November 30**

**15 Week of December 10**

Reading Assignment: Kubler-Ross and CU Suicide Prevention Materials (on D2L)

**Final Exam: Research Paper Presentations Tuesday, December 19 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.

Quiz #1 30 points

Quiz #2 30 points

Research Paper 180 points

Proposal 25 points

Abstract and Outline 25 points

Annotated Bibliography 30 points

Final Paper 100 points

Paper Presentation (Final Exam) 30 points

Engagement in Class 30 points

*300 Total Points Possible*

# Research Paper Guidelines and Grading Criteria

Proposal 25 points Due Week 8 October 19

Annotated Bib 25 points Due Week 10 November 2

Abstract and Outline 30 points Due Week 11 November 9

Final Paper 100 points Due Week 14 November 30

*Total 180 points (60% of total grade)*

**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 can be an analysis of an actual historical event, or a hypothetical scenario of your own design.

Questions that may be helpful in choosing and exploring potential topics:

* What potential risks are of particular interest/concern to you? What makes them important to address?
* How do the media respond to and influence perceptions of this risk? Do they provide an accurate assessment that contributes to constructive problem-solving, or do particular parties’ interests inform media messages about risks?
* What different responses to this risk are of particular interest to you? How do concepts learned in the class contribute to your understanding of the issue and any resilience strategies?
* How does your paper contribute to a productive social dialogue about this topic? Which theoretical perspective covered in class (Tierney, Wuthnow, Zolli and Healy, for example) is most helpful in your analysis/proposal? In what ways?
* How would you alert and inform a particular audience (i.e. the campus, the workplace, your neighborhood, region, nation, etc.) about the risk and strategies of resilient response? This could be anything from a social media appeal, a public service announcement, a poster or flyer to be copied and distributed, a news release, an academic article, etc. What would be the ideal message and media through which to communicate it?

**Proposal:** Describe topic, relating it to key concepts from class. How would a psychological vs a sociological approach look different? 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 can be from assigned readings), and other scholarly sources to equal 10 minimum. Use official format style of your choice (do not make one up).

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

**Abstract and Outline**: Abstract is limited to 200 words, describing finished paper (see abstracts in academic journals for examples).

Outline: Identify major sections of paper, outlining the logic of the thesis.

*Grading:* Abstract content 10 points, writing mechanics 5. Outline content 15 points

**Final Paper**: Ten to fifteen 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.

*Grading*: 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
* two exams
* research paper
* paper 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.

## Exam/Test Accommodations (In the event of an approved make-up exam)

Exams/tests for students **who qualify for accommodations** **through Disability Services** can be administered by Sociology Staff Mondays 3:30 – 5:00, Tuesdays 3:00 – 5:00, Wednesdays 9:30 – 1:30, and Fridays 12:30 to 3:00.  Exams/tests must be scheduled through the Sociology Staff at least one day in advance.

**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 along with the Sociology exam/test proctoring form. More information can be found at this link: <http://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accomodations>. Students needing to cancel an exam/test scheduled with Sociology Staff need to communicate with the professor and Sociology Staff no less than 2 hours 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 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](mailto:dsinfo@colorado.edu?subject=Recommended%20Syllabus%20Statement). 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).

**A Note from Ann Carlos, Dean of Arts & Sciences:**

Dear Colleagues,

We hope that we speak for us all when we say that the events in Charlottesville and the University of Virginia that occurred earlier this month were shocking. We saw sights and heard chants that some believed would never again come to be seen or heard. Bigotry and hatred, violence and anger must never be part of our society. Clearly there are many who are angry. There are many who have lost their jobs, their status and their futures in our society. There are many who see no way forward. But we want to condemn unequivocally what we saw and heard on the University of Virginia Campus.

The message sent to the nation at Charlottesville is one we have to act upon. We each have to make clear that the University is a place where every individual regardless of ethnicity, race, gender identity, political orientation, sexual preference, or religion is welcome, can make a contribution, and can have their voices heard. What we will not allow are statements of racial bigotry or racial superiority in the name of freedom of speech. The line may be fine but we know there is a line and we have to police that line constantly in our every action and statement. We think it appropriate that every faculty member be encouraged to share this statement condemning Charlottesville at the beginning of the school year and re-affirming the right to open and free communication on our campus and in their classrooms.

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](mailto:honor@colorado.edu?subject=Incident%20of%20Academic%20Misconduct); 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.”