**Fall 2016 Syllabus SOCY 4063-001**

**RISK AND RESILIENCE IN SOCIETY**

**Class meets Mondays, Wednesdays, and Fridays 3:00 – 3:50 Hellems 267**

**Office Hours: Fridays 4:00 – 6:00 and by appointment. 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.

COURSE OBJECTIVES

1. Review the different definitions of risk and resilience.

2. Explain the growing prominence of risk consciousness in modern society.

3. Explore why some groups perceive and assess risks differently.

4. Illuminate the role that culture, organizations, and institutions play in the interpretation and creation of everyday risks.

5. Reveal how social networks, community planning, and rituals shape the ability to bounce back from tragedy.

6. Consider how frontline helping professionals might reduce clients’ exposure to risk and enhance their resilience by developing a greater sociological imagination.

INSTRUCTOR INFORMATION

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

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Office Hours Fridays 4:00 – 6:00 and by appointment. Office: Ketchum 169.

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 Business Books.

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

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

Press.

FORMAT AND GRADING

Class sessions will consist of lectures, case studies, as well as occasional presentations by outside speakers. The course will be organized into two modules that address questions about risk and resilience (see below). Twice a week students are to post a response to the reading assignments on the D2L class site (as outlined below). At the end of each module, students will take an essay exam on the material covered. There will also be a cumulative essay exam at the end of the semester.

**Discussion Posts**

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. The criteria for each of the two weekly posts are different. For the first post students are to select a direct quote—not already posted by another student-- from the first reading assignment listed on the syllabus, along with student commentary on the quote. The **Tuesday 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 reaction to the quote, indicating why it was chosen; and 3) student commentary that indicates that the student understands the quote in context, having read the whole article from which the quote was chosen.

The **Thursday, posts** are due by 11:59 PM on the respective Thursday. Thursday posts require a direct quote from the second of the two reading assignments (again, it must be one not already used by another student), citing it as a response to one of the Tuesday quotes. Students may respond to the same Tuesday quote, but are to have a unique quote in response. Thursday discussions may include multiple threads of discussion, as arise organically as the topics are addressed. These second posts need to reflect the students’ engagement in the online discussion(s), including critical thinking applied to at least one of the weekly discussion threads that emerge. The second post for the week may include observations, questions, suggestions and/or general feedback—the main criterion is that the post contribute to the ongoing discussion in a meaningful way, reflecting critical thought in response to the topic of the week. As with the first post for the week, the second post 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 between two and five sentences long, not to exceed 100 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.

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 will be worth up to 5 points. Credit is earned by adhering to the assignment guidelines: using an original quotation, placing the quote in context sufficient to demonstrate that one has read the whole assignment, relevance of commentary in the case of the second weekly post that indicates that the other posts have been read; and the application of insight/critical thinking in all cases. The second posts need to be substantial, in that they are more than a statement of agreement or disagreement with positions others have stated—critical thinking is the key here.

The occasional misspelling and grammatical error will be overlooked, but points will be deducted if too little attention is given to the quality of one’s post. That is to say, that correct grammar and spelling are social courtesies writers extend to their readers, and reflect a level of self-respect the writer has for their own thinking and writing. Inattention to spelling and grammar (other than the occasional, minor error, of course) demonstrates a careless attitude toward one’s readers, and obvious disregard for or disinterest in the project at hand and those engaged in it. For this reason, significant lapses in attention to the quality of one’s contributions will result in the loss of points.

Late posts will not be accepted, 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. Similarly, the instructor will make every effort to provide timely grading for weekly discussion posts, available to students via the online gradebook.

In summary, the posts will constitute an online “discussion” among the class members. Every student is to post two responses to each week’s reading assignments (in the event that students contribute additional posts, only the first post for a given post assignment will be graded). 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 100 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 work, both on quizzes and discussion submissions).

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 very 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 an earlier class follows:

**Sample Post**

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: "The effects of death are strikingly portrayed in the medieval concept of death as an *equalizer*, or leveler. Since death then was ever present then due to plague, epidemics, and wars, a uniquely social conception of death developed" (69). 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. Another important factor is medicine (or the lack thereof): due to the primitive medical practices and knowledge at the time, those in the Middle Ages could not expect to be saved if they fell terribly ill; they knew that their death was inevitable. However, in modern societies, illnesses can be treated, and people can live long after their bodies have largely deteriorated due to modern life support systems. We feel science can save us from any malaise, thus there is no need to worry about death. Therefore, we can see how changes in science and technology have affected social constructions of death over time.

Mondays: The reading assignment for each week should be finished by class time on the Monday of each week.

Tuesdays: ***The first of two weekly posts is due by Tuesday 11:59 PM***. The Tuesday posts are to include a direct quote from each of the assigned readings (see full directions on the discussions page). No quotes are to be repeated, so you will need to make sure that you are not repeating those chosen by others who have posted ahead of you. ***No credit will be given for repeated quotes***.

Wednesdays: Read all students’ Tuesday posts.

Thursdays: ***The second of the two weekly posts is due by Thursday 11:59 PM.*** No direct quotes are required this time. Thursday posts are intended to provide a discussion forum for students to respond to the Tuesday round of posts, ongoing Thursday posts and/or assigned films.

Fridays: Read all students’ Thursday posts. Fridays are a good day to begin the readings due on the following Monday.

**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 21 (first day of class is Monday, August 22)**

Reading Assignment: Tierney Chapter 1 and Wuthnow Introduction

Initial Discussion Post due Tuesday, **Aug 23** (See special instructions on Discussion Page)

Second Discussion Post due Thursday, **Aug 25** (See special instructions on Discussion Page)

**2 Week of August 28**

Reading Assignment: Tierney Chapters 2 and 3

Initial Discussion Post due Tuesday **Aug 30**

Second Discussion Post due Thursday **Sep 1**

**3 Week of September 4**

***No class Monday, September 5 in observance of Labor Day***

Reading Assignment: Tierney Chapters 4 and 5

Initial Discussion Post due Tuesday **Sep 6**

Second Discussion Post due Thursday **Sep 8**

**4 Week of September 11**

Reading Assignment: Tierney Chapters 6 and 7

Initial Discussion Post due Tuesday **Sep 13**

Second Discussion Post due Thursday **Sep 15**

**5 Week of September 18**

Reading Assignment: Tierney Chapters 8 and 9

Initial Discussion Post due Tuesday **Sep 20**

Second Discussion Post due Thursday **Sep 22**

**Quiz #1 Friday, September 23** on material through Tierney Chapter 7

**6 Week of September 25**

Reading Assignment: Wuthnow Chapters 1 and 2

Initial Discussion Post due Tuesday **Sep 27**

Second Discussion Post due Thursday **Sep 29**

**7 Week of October 2**

Reading Assignment: Wuthnow Chapters 3 and 4

Initial Discussion Post due Tuesday **Oct 4**

Second Discussion Post due Thursday **Oct 6**

**8 Week of October 9**

Reading Assignment: Wuthnow Chapters 5 and 6

Initial Discussion Post due Tuesday **Oct 11**

Second Discussion Post due Thursday **Oct 13**

**9**  **Week of October 16**

Reading Assignment: Wuthnow Chapters 7 and 8

Initial Discussion Post due Tuesday **Oct 18**

Second Discussion Post due Thursday **Oct 20**

**10 Week of October 23**

Reading Assignment: Wuthnow Chapter 9

Initial Discussion Post due Tuesday **Oct 25**

Second Discussion Post due Thursday **Oct 27**

Quiz #2 Friday, October 28 Over material covered through Chapter 9 of Wuthnow

**11 Week of October 30**

Reading Assignment: TBA

Reading assignments for the first 4 of the last 5 weeks of the semester will be specific to the foci chosen, one for each of the four “regular” weeks remaining in the course. All students will be assigned to read all articles (2 or 3) selected for that week. Articles will be made available on D2L early in the semester.

Initial Discussion Post due Tuesday **Nov 1**

Second Discussion Post due Thursday **Nov 3**

**12 Week of November 6**

Reading Assignment: TBA

Initial Discussion Post due Tuesday **Nov 8**

Second Discussion Post due Thursday **Nov 10**

**13 Week of November 13**

Reading Assignment: TBA

Initial Discussion Post due Tuesday **Nov 15**

Second Discussion Post due Thursday **Nov 17**

**Week of November 20: Fall Break No Classes**

**14 Week of November 27**

Reading Assignment: TBA

Initial Discussion Post due Tuesday **Nov 29**

Second Discussion Post due Thursday **Dec 1**

**15 Week of December 4 Synthesis**

Reading Assignment: TBA

Initial Discussion Post due Tuesday **Dec 6**

Second Discussion Post due Thursday **Dec 8**

**Final Exam: Wednesday, December 14 4:30 – 7:00 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 in the event of lower-than-expected average points accumulated.

Discussion Postings 150 points 225 – 250 A

Quiz #1 30 points 200 – 224 B

Quiz #2 30 points 175 – 199 C

Final Exam 40 points 150 – 174 D

*250 Total Points Possible*

**Class Policies**

**All cell phones and paging devices must be turned off during class. Use of electronic in class is limited to typing (not recording) class 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 e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries](http://click.communications.cu.edu/?qs=3274c0295486ebdaaa68ff667880859001182b328a9a96107f5799ca20daed12a77c3a9251753d79) guidelines under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=3274c0295486ebda41b6a27c7a7d1704f9fff17983fbfdf3d7cccd4b6ffaa9b61dbc2fd095a648d9) and discuss your needs with your professor.

**Religious Holidays**

Every effort will be made to provide students with accommodations for religious holidays, should there be a conflict with a scheduled class, assignment, or exam. Students must inform the instructor of any such conflicts early in the semester to ensure that appropriate accommodations can be made in a timely manner. See the [campus policy regarding religious observances](http://click.communications.cu.edu/?qs=3274c0295486ebdab32af5ad423ff6049a189c96147098a5316ba60d4d3379e38db36a6579bcb7fa) for information on CU policy with regard to accommodations for religious holidays.

**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](http://click.communications.cu.edu/?qs=3274c0295486ebdacbfc24a952b2f0005fae72fb42850a7972b18b0b8e4968b972fe3325d83fc907) and [the student code.](http://click.communications.cu.edu/?qs=3274c0295486ebda660e1d9ec9c4daf4f0171d93b282413ac6e95b3c7cba81552a423709c7003a55)

**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=3274c0295486ebdaf8ae12873827d639594f6b3e537f60be2849511c18100612628bd3ec59ddf90c).

**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=3274c0295486ebdaf94f581ae9e03075d507cbd263c02ef845a189f7a37bece2d648ea61affd74b3) 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); 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 [honorcode.colorado.edu](http://click.communications.cu.edu/?qs=3274c0295486ebda1244ab4772de95c7cd17c130fcf2f953069aa84fee542b78e83b264cbf325ef8).

**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.