



01

Course	Disasters and Inequalities					Year	2020/2021
Study programme	Sociology					ECTS	5
Department	Department of Sociology						
Level of study programme	<input type="checkbox"/> Undergraduate		<input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate
Type of study programme	<input type="checkbox"/> Single major <input checked="" type="checkbox"/> Double major		<input checked="" type="checkbox"/> University		<input type="checkbox"/> Professional		<input type="checkbox"/> Specialized
Year of study	<input checked="" type="checkbox"/> 1.		<input type="checkbox"/> 2.		<input type="checkbox"/> 3.		<input type="checkbox"/> 4. <input type="checkbox"/> 5.
Semester	<input checked="" type="checkbox"/> Winter		<input checked="" type="checkbox"/> I.		<input type="checkbox"/> II.		<input type="checkbox"/> III.
	<input type="checkbox"/> Summer		<input type="checkbox"/> VI.		<input type="checkbox"/> VII.		<input type="checkbox"/> VIII. <input type="checkbox"/> IX. <input type="checkbox"/> X.
Status of the course	<input type="checkbox"/> Compulsory		<input checked="" type="checkbox"/> Elective		<input type="checkbox"/> Elective course offered to students from other departments		Teaching Competencies <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Workload	30	L	15	S	E	Internet sources for e-learning <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
Location and time of instruction	Stari kampus, Obala Kralja Petra Krešimira IV./2, 203, 15-18					Language(s) in which the course is taught English	
Course start date	16/10/2020					Course end date	22/01/2020
Enrolment requirements	Enrolment in graduate level programme						
Course coordinator	Dr Karin Doolan, Associate Professor						
E-mail	kdoolan@unizd.hr					Consultation hours	Friday 11-12
Course instructor	Dr Karin Doolan, Associate Professor						
E-mail	kdoolan@unizd.hr					Consultation hours	Friday 11-12
Assistant/Associate							
E-mail						Consultation hours	
Assistant/Associate							
E-mail						Consultation hours	
Mode of teaching	<input checked="" type="checkbox"/> Lectures		<input checked="" type="checkbox"/> Seminars and workshops		<input type="checkbox"/> Exercises		<input type="checkbox"/> E-learning
	<input type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network		<input type="checkbox"/> Laboratory		<input type="checkbox"/> Mentoring <input type="checkbox"/> Field work <input type="checkbox"/> Other
Learning outcomes	Upon completion of the course students will be able to: -understand basic concepts and theories in sociology of disasters -identify the main debates in the field -critically engage concepts such as justice, resilience and vulnerability for analysing the impact of disasters -display in-depth knowledge of one catastrophe through a critical, social justice lens						
Learning outcomes at the Programme level	Evaluation of different theoretical concepts and perspectives						
Assessment criteria	<input checked="" type="checkbox"/> Class attendance		<input checked="" type="checkbox"/> Preparation for class		<input checked="" type="checkbox"/> Homework		<input checked="" type="checkbox"/> Continuous evaluation
	<input type="checkbox"/> Practical work		<input type="checkbox"/> Experimental work		<input type="checkbox"/> Presentation		<input type="checkbox"/> Project <input type="checkbox"/> Research <input type="checkbox"/> Seminar



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	<input type="checkbox"/> Test(s)	<input checked="" type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> Other:
Conditions for permission to take the exam	Attending classes, at least 70%.			
Exam periods	<input checked="" type="checkbox"/> Winter		<input type="checkbox"/> Summer	<input checked="" type="checkbox"/> Autumn
Exam dates	5/02/2021; 19/02/2021		10/09/2021; 24/09/2021	
Course description	<p>Tierney (2019) has pointed out that disasters are a frequent occurrence across the globe: between 1996 and 2005, an estimated 1.5 million people were killed in disasters worldwide and many more were negatively affected by them both in terms of their health and material conditions. Globally, the most frequent disasters are floods, followed by droughts and storms, with earthquakes somewhat less frequent. In addition, over the last year we have all witnessed the COVID-19 pandemic. There are many different emphases in the study of disasters, however this course engages with a core sociological concern: how disasters intersect with and expose existing inequalities as well as create new ones along the lines of social class, gender, ethnicity, and age. More specifically, we will be examining, from a social and climate justice perspective, how disasters such as floods, earthquakes, hurricanes and pandemics do not affect everyone equally and how they often have the most detrimental effects for the poor, racial and ethnic minorities and the elderly.</p>			
Course content	<ol style="list-style-type: none"> 1. Hope in the dark – introduction to the course 16.10. 2020. 2. Disaster research: from the margins to the mainstream 23.10.2020. 3. Understanding social vulnerability: the importance of intersectionality 30.10.2020. 4. Social justice and climate justice 6.11.2020. 5. Disaster resilience 13.11.2020. 6. The political economy of disaster 20.11.2020. 7. Social class and disaster 27.11.2020. 8. Racial and ethnic inequality 4.12.2020. 9. Gendered aspects of disasters 11.12.2020. 10. Older people, ageism and disasters 18.12.2020. 11. COVID-19 and social inequalities 8.01.2020. 12. On care 22.01.2020. 			
Required reading	<p>Barron Ausbrooks, C.Y., Barrett, E.J., Martinez-Cosio, M. (2008). Ethical Issues in Disaster Research: Lessons from Hurricane Katrina. <i>Population Research and Policy Review</i>, 28(1), 93-106. 23.10.2020.</p> <p>Cox, R.S., Elah Perry, K.M. (2011). Like a fish out of water: reconsidering disaster recovery and the role of place and social capital in community disaster resilience. <i>American Journal of Community Psychology</i>, 48(3-4), 395-411. 13.11.2020.</p> <p>Defoe, D. (1722). <i>A Journal of the Plague Year</i>. Penguin Classics.</p> <p>Dreir, P. (2006). Katrina and Power in America. <i>Urban Affairs Review</i>, 41(4), 528-549. 20.11.2020.</p> <p>Elliott, J.R., Pais, J. (2006). Race, class, and Hurricane Katrina: Social differences in human responses to disaster. <i>Social Science Research</i>, 35(2), 295-321. 20.11.2020. 4.12.2020.</p> <p>Fothergill, A., Peek, L.A. (2004). Poverty and Disasters in the United States: A review of Recent Sociological Findings. <i>Natural Hazards</i>, 32, 89-110. 27.11.2020.</p> <p>Hoiijer, B. (2004). The Discourse of Global Compassion: The Audience and Media Reporting on Human Suffering. <i>Media, Culture and Society</i>, 26(4), 513-531.</p> <p>Moreno, J., Shaw, D. (2018). Women’s empowerment following disaster: a longitudinal study of social change. <i>Natural Hazards</i>, 92, 205-224.</p> <p>Ngo, E.B. (2001). When Disasters and Age Collide: Reviewing Vulnerability of the Elderly. <i>Natural Hazards Review</i>, 2(2). 18.12.2020.</p> <p>Popke, J., Curtis, S., Gamble, D.W. (2016). A social justice framing of climate change discourse and policy: Adaptation, resilience and vulnerability in a Jamaican agricultural landscape. <i>Geoforum</i>, 73, 70-80. 6.11.2020.</p> <p>Tierney, K. (2019). <i>Disasters: A Sociological Approach</i>. Cambridge: Polity Press.</p>			



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	Williams, B.D., Webb, G.R. (2019). Social vulnerability and disaster: understanding the perspective of practitioners. <i>Disasters</i> , https://doi.org/10.1111/disa.12422 30.10.2020.					
Additional reading	Solnit, R. (2004). <i>Hope in the Dark: Untold Histories, Wild Possibilities</i> . New York: Nation Books. Thomas, D.S.K., Phillips, B., Lovekamp, W.E., Fothergill, A. (2013). <i>Social Vulnerability to Disasters</i> . Boca Raton: CRC Press. Tierney, K.J. (2007). From the Margins to the Mainstream? Disaster Research at the Crossroads. <i>Annual Review of Sociology</i> , 33, 503-525.					
Internet sources	Journal Disasters: https://onlinelibrary.wiley.com/journal/14677717 Journal Natural Hazards: https://www.springer.com/journal/11069					
Assessment criteria of learning outcomes	Final exam only					
	<input checked="" type="checkbox"/> Final written exam		<input type="checkbox"/> Final oral exam		<input type="checkbox"/> Final written and oral exam	<input type="checkbox"/> Practical work and final exam
	<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input type="checkbox"/> Seminar paper and final exam	<input type="checkbox"/> Practical work	<input type="checkbox"/> other forms
Calculation of final grade	Written exam: 80% Homework / participation: 20%					
Grading scale	0-4	% Failure (1)				
	5	% Satisfactory (2)				
	6,7	% Good (3)				
	8	% Very good (4)				
	9,10	% Excellent (5)				
Course evaluation procedures	<input checked="" type="checkbox"/> Student evaluations conducted by the University <input type="checkbox"/> Student evaluations conducted by the Department <input type="checkbox"/> Internal evaluation of teaching <input checked="" type="checkbox"/> Department meetings discussing quality of teaching and results of student evaluations <input type="checkbox"/> Other					
Note /Other	<p>In accordance with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”</p> <p>According to Art. 14 of the University of Zadar's <i>Code of Ethics</i>, students are expected to “fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...]</p> <p>Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:</p> <ul style="list-style-type: none"> - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted; - various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.” <p>All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the <i>Rulebook on Disciplinary Responsibility of Students at the University of Zadar</i> will be applied.</p> <p>In electronic communications only messages coming from known addresses with a first and a last name will be responded to. This course uses the Merlin system for e-learning, so students are required to have an AAI account.</p> <p>Students are required to write a 4,000 words final essay for the course which is to be submitted during the provided exam days to kdoolan@unizd.hr</p> <p>Students are also required to submit a 1,000 word reflection on Defoe’s A Journal of the Plague Year.</p>					