

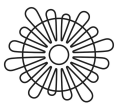


Syllabus

Department	Sociology					Year	2024/ 2025	
Course	Disasters and Inequalities					ECTS	5	
Study programme	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	
Semester	<input checked="" type="checkbox"/> Winter <input type="checkbox"/> Summer		<input checked="" type="checkbox"/> I		<input type="checkbox"/> II		<input type="checkbox"/> III	
			<input type="checkbox"/> VI		<input type="checkbox"/> VII		<input type="checkbox"/> VIII	
Status of the course	<input type="checkbox"/> Compulsory		<input checked="" type="checkbox"/> Elective		<input checked="" type="checkbox"/> Elective course offered to students from other departments		Teaching Competencies	
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	SEP 102, THURSDAY 12-14.30				Language(s) in which the course is taught		English	
Course start date	10.10.2024.				Course end date		16.01.2025.	
Enrolment requirements	Enrolment in graduate level programme							
Course coordinator	Dr Karin Doolan, Full Professor							
E-mail	kdoolan@unizd.hr					Consultation hours	Thursday 11-12	
Course instructor	Dr Karin Doolan, Full Professor							
E-mail	kdoolan@unizd.hr					Consultation hours	Thursday 11-12	
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	
Learning outcomes	<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> - understand basic concepts and theories in the sociology of disasters - critically engage concepts such as justice, resilience and vulnerability for analysing the impact of disasters - critically evaluate media reporting on disasters 							
Learning outcomes at the Programme level	<ul style="list-style-type: none"> - identify and describe complex social phenomena - differentiate and compare sociological theories - critically evaluate social phenomena and form an opinion on them - evaluate relevant literature 							



	<ul style="list-style-type: none"> - summarize and interpret relevant literature - connect new insights with previously acquired knowledge and experiences - active listening and note-taking 				
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"/> Research
	<input type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input type="checkbox"/> Seminar
	<input type="checkbox"/> Test(s)	<input type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> Other:	
Conditions for permission to take the exam	Attending classes				
Exam periods	<input checked="" type="checkbox"/> Winter		<input type="checkbox"/> Summer	<input checked="" type="checkbox"/> Autumn	
Exam dates	30.01.; 13.02.2025. (1pm)			4.09.; 18.09. 2025. (1pm)	
Course description	<p>Disasters are a frequent occurrence across the globe. Worldwide many people are killed in disasters and many more are negatively affected by them in terms of their health and material conditions. Globally, the most frequent disasters are floods and over the last year we have all witnessed the COVID-19 pandemic catastrophe. 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. Such findings will be situated in broader discussions about how political and economic contexts create risks and strengthen injustices.</p>				
Course content	<ol style="list-style-type: none"> 1. Hope in the dark – introduction to the course 10.10.2024. 2. Disaster research: from the margins to the mainstream 10.10.2024. 3. Understanding vulnerability: the importance of intersectionality 17.10.2024. 4. Disaster resilience 24.10.2024. 5. Social justice and climate justice 31.10.2024. 6. The political economy of disasters 7.11.2024. 7. Social class and disaster 14.11.2024. 8. Racial and ethnic inequalities in disaster settings 21.11.2024. 9. Gendered aspects of disasters 28.11.2024. 10. Older people, ageism and disasters 5.12.2024. 11. Covid-19 and inequalities 12.12.2024. 12. Media reporting on disasters 19.12.2024. 13. On care 09.01.2025. 14. Our future 16.01.2025. 				
Required reading	<p>Adams, V., Van Hattum, T., English, D. (2009). Chronic disaster syndrome: Displacement, disaster capitalism, and the eviction of the poor from New Orleans. <i>American Ethnologist</i>, 36(4), 615-636. 6</p> <p>Antunes, M.C., da Silva Pereira, S., Zezere, J.L., Oliveira, A.M. (2022). Disaster Journalism in Print Media: Analysis of the Top 10 Hydrogeomorphological Disaster Events in Portugal, 1865-2015. <i>International Journal of Disaster Risk Science</i>, 13, 521-535. https://link.springer.com/article/10.1007/s13753-022-00425-2 12</p>				



	<p>Blundell, R., Costa Dias, M., Joyce, R., Xu, X. (2020). COVID-19 and Inequalities. <i>Fiscal Studies</i>, 41(2), 291–319. https://onlinelibrary.wiley.com/doi/full/10.1111/1475-5890.12232 11</p> <p>Chatzidakis, A. et al. (2020). <i>The Care Manifesto – The politics of interdependence</i>. London: Verso. 13</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. 4</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. 8</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. 7</p> <p>Goldsmith, L., Raditz, V., Mendez, M. (2021). Queer and present danger: understanding the disparate impacts of disasters on LGBTQ+ communities. <i>Disasters</i>, 46(4), 946–973. 9</p> <p>Ngo, E.B. (2001). When Disasters and Age Collide: Reviewing Vulnerability of the Elderly. <i>Natural Hazards Review</i>, 2(2). 10</p> <p>Nix-Stevenson, D. (2013). Human Response to Natural Disasters. <i>Sage Open</i>, 3(3). https://journals.sagepub.com/doi/10.1177/2158244013489684.29.10.2021.3</p> <p>Schneider-Mayerson, M. (2017). Climate Change Fiction. In: Rachel Greenwald Smith (ed.) <i>American Literature in Transition</i>. Cambridge: Cambridge University Press. 14</p> <p>Tierney, K. (2019). <i>Disasters: A Sociological Approach</i>. Cambridge: Polity Press.</p> <p>Verchick, R.R.M. (2012). Disaster Justice: The Geography of Human Capability. <i>Duke Environmental Law and Policy Forum</i>, 23(1): 23–71. 5</p>					
Additional reading	<p>Solnit, R. (2004). <i>Hope in the Dark: Untold Histories, Wild Possibilities</i>. New York: Nation Books.</p> <p>Thomas, D.S.K., Phillips, B., Lovekamp, W.E., Fothergill, A. (2013). <i>Social Vulnerability to Disasters</i>. Boca Raton: CRC Press.</p> <p>Tierney, K.J. (2007). From the Margins to the Mainstream? Disaster Research at the Crossroads. <i>Annual Review of Sociology</i>, 33, 503–525.</p>					
Internet sources	<p>Journal Disasters: https://onlinelibrary.wiley.com/journal/14677717</p> <p>Journal Natural Hazards: https://www.springer.com/journal/11069</p>					
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"/> 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 checked="" type="checkbox"/> Practical work	<input type="checkbox"/> other forms
Calculation of final grade	20% written seminar reflections, 80% final exam					
	60–69%	% Satisfactory (2)				
	70–79%	% Good (3)				
	80–89%	% Very good (4)				
	90%+	% Excellent (5)				
Course evaluation procedures	<input 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	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.”

According to Art. 14 of the University of Zadar's *Code of Ethics*, 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. [...]

Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:

- 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.”

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 *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.

In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.

This course uses the Merlin system for e-learning, so students are required to have an AAI account.