

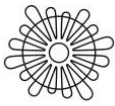


Syllabus

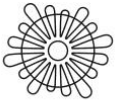
Department	Sociology						Year	2021/2022		
Course	Disasters and Inequalities						ECTS	5		
Study programme	Sociology									
Level of study programme	<input type="checkbox"/> Undergraduate		<input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate			
Type of study programme	<input type="checkbox"/> Single major		<input checked="" type="checkbox"/> 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 type="checkbox"/> Summer		<input type="checkbox"/> I		<input type="checkbox"/> II		<input type="checkbox"/> III	<input type="checkbox"/> IV		<input type="checkbox"/> V
			<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 checked="" 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 type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
Location and time of instruction	Obala Kralja Petra Krešimira IV/2, 203, 15-18				Language(s) in which the course is taught		English			
Course start date	15.10.2021.				Course end date		28.01.2022.			
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"/> Field work	
	<input type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network		<input type="checkbox"/> Laboratory		<input type="checkbox"/> Mentoring		<input type="checkbox"/> Other	
Learning outcomes	Upon completion of the course students will be able to: - understand basic concepts and theories in the sociology of disasters									



	<p>-identify the main debates in the field -critically engage concepts such as justice, resilience and vulnerability for analysing the impact of disasters</p>				
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"/> 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	7.02., 21.02. 2022.			2.09., 16.09. 2022.	
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 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.</p>				
Course content	<ol style="list-style-type: none"> 1. Hope in the dark – introduction to the course 2. Disaster research: from the margins to the mainstream 3. Understanding vulnerability: the importance of intersectionality 4. Disaster resilience 5. Social justice and climate justice 6. The political economy of disaster 7. Social class and disaster 8. Racial and ethnic inequalities in disaster settings 9. Gendered aspects of disasters 10. Older people, ageism and disasters 11. Covid-19 and inequalities 12. On care 13. Our future 				
Required reading	<p>Chatzidakis, A. et al. (2020). <i>The Care Manifesto – The politics of interdependence</i>. London: Verso. 21.01.2022.</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. 5.11.2021.</p> <p>Czymara, C.S., Langenkamo, A., Cano, T. (2020). Cause for concerns: gender inequality in experiencing the COVID-19 lockdown in Germany. <i>European Societies</i>, 23: 568-581. 14.01.2022.</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. 3.12.2021.</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. 26.11.2021.</p> <p>Neumayer, E., Plumper, T., Barthel, F. (2014). The Political Economy of Natural Disaster Damage. <i>Global Environmental Change</i>, 24: 8-19. 19.11.2021.</p>				



	<p>Ngo, E.B. (2001). When Disasters and Age Collide: Reviewing Vulnerability of the Elderly. <i>Natural Hazards Review</i>, 2(2). 17.12.2020.</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.</p> <p>Tierney, K. (2019). <i>Disasters: A Sociological Approach</i>. Cambridge: Polity Press. Chapter 5: Confronting Disaster Research Challenges. 22.10.2021.</p> <p>Urry, J. (2016). <i>What is the Future?</i> Cambridge: Polity Press. 28.01.2022.</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. 12.11.2021.</p> <p>Villarreal, M., Meyer, M.A. (2019). Women's experiences across disasters: a study of two towns in Texas, United States. <i>Disasters</i>, 44(2): 285-306. 10.12.2021.</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"/> 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 checked="" type="checkbox"/> Practical work	<input type="checkbox"/> other forms
Calculation of final grade	e.g. 50% test, 50% final exam					
Grading scale	50	% Failure (1)				
	60	% Satisfactory (2)				
	70	% Good (3)				
	80	% Very good (4)				
	90	% 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.”

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.