

Professor: Dr. William E. Lovekamp
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Office: Blair Hall 3151
Office Hours: T, Th 9:00-11:00

Required Text:

*Thomas, Deborah S.K., Brenda D. Phillips, William E. Lovekamp & Alice Fothergill (Editors). 2013. *Social Vulnerability to Disasters*. 2nd Edition. CRC Press.

**...and additional readings that are in the weekly content folders of D2L.

Course Description & Objectives: This course is an introduction to sociological aspects of disasters. We will focus on major theories & methods of research used to study the social aspects of disasters & hazards. We will examine human response to disasters & factors that influence vulnerability. We will also evaluate how individuals & institutions influence social policy. By the end of the course, you should be able to:

1. understand how & why disasters are social events,
2. debunk myths about human behavior in disasters,
3. examine unequal social consequences that stem from disasters,
4. understand the relationship between disasters & theory, &
5. examine the relationship between action & policy in the disaster process.

Course Guidelines:

Collegiality – We are a diverse group of people who come from different geographic regions, with different life experiences, from different family environments, with different goals and aspirations, and important views and perspectives. This is a uniquely wonderful characteristic of college. Therefore, listen thoughtfully to others, carefully consider how you expect to be treated, and respect the viewpoints expressed by others in a courteous and polite manner. We are never going to be asked to agree with what others always say, but if you disagree with what someone has said, you are to express your disagreement in a civil, respectful, & polite manner. We will have a learning environment that is a safe and friendly place to exchange ideas and become better critical thinkers.

Office Hours – I am always available to meet with you to discuss grades, lecture, exams or other the course matters. If my office hours or days and times conflict with your availability, please email and we will make alternative arrangements. Use the [meeting link](#) or go to my [faculty page](#) and click on ‘schedule a meeting’ to schedule your appointments. If virtual meetings are necessary, we will make appropriate arrangements.

Communication – Using your EIU email is the official ‘university approved’ method of communication. You are also welcome to come by the department or my office to talk. You may also call the main office phone number. When you email, please include the following information: 1) Put the course # in the subject line (SOC 4240), 2) include greeting (Dr. or Professor Lovekamp), 3) use standard English, write in complete sentences, avoid abbreviations and text slang (TTYL, LOL), 4)) and end with a signature (your full name). This will help me keep track of emails and reply in a timely manner. An email is just a modern letter, so write it well.

Participation – You are expected to participate fully in this class, even in an online format. You are expected to keep up with all deadlines and scheduled assignments/activities for the course. Second, there is a formula for how much time you devote to class. Even though we do not meet in person, the guidelines are that for every one hour you spend in a classroom, you are expected to put in 2 hours outside of the classroom for that course. Traditionally, you would spend 2 ½ hours per week in our classroom, you are expected to put in 5 hours outside of the classroom per week

devoted to this course. You are expected to devote 7.5 hours each week to this course. Now, if you are signed up for 5 classes, then you will devote 37.5 hours per week devoted to your classes. Enrolling in 15 hours of coursework is equivalent to putting in a 40-hour work week and you are considered a full-time student. If you actually do this, you will be successful.

Online Learning Platform – This course is an online seminar centered on readings, virtual class discussion, and written application of material. I require you to log in daily, participate in the discussions, keep up with your readings, and submit all material on time. You will use the EIU online learning platform [D2L Brightspace](#) for this course. Once you successfully log in, you will find all course information organized into weekly folders, including lecture modules, required readings, video links, homework assignments and Dropbox folder links for assignment instructions/submissions/rubrics, additional weekly handouts, exams, and all other relevant material. You will also always have access to the syllabus, individual assignment grades, and current course grades. It is also important to note that each module will open weekly. You will then have access to work through all of the lectures, readings, homework, and videos for that week. They will be ‘ordered’ and will need to be completed in order. Once you complete one activity, another will open. You will need to be aware of due dates and give yourself enough time throughout the week to complete all activities. Late work is not accepted in this course. Any deviation in this policy must be in accordance with [IGP #43](#).

Lecture – Even though this is an online class, we will have multiple opportunities for lecture during the semester. These may not be weekly, but when there are lecture modules to view, they will be available in your weekly folders through [D2L Brightspace](#). When available, you will need to watch the lectures before completing other activities for the week.

Readings – You will also have weekly reading assignments. For all but two textbook chapters, you will read and annotate (make notations) class readings using Perusall Annotation platform within [D2L Brightspace](#). Perusall is an electronic version of marking up a reading with highlights, underlines, and comments in the margins. The links for the readings will be in each weekly module and are available on Sunday of every week. The readings annotations are due by the end of the day every Thursday.

Homework – You will complete several written homework assignments throughout the semester. Homework assignments, due dates, instructions, and rubrics will be available in your weekly folders through [D2L Brightspace](#) and in the Dropbox feature.

Exams – You will complete both a midterm and final essay exam. You will be required to draw upon your readings, lectures, class discussions, video’s, etc. to answer the questions.

Course Evaluation:		A= (100-90%)
Readings Annotations	125 pts.	B= (89-80%)
Homework	130 pts.	C= (79-70%)
<u>Exams</u>	<u>100 pts.</u>	D= (69-60%)
TOTAL	355 pts.	F= (0-59%)

Academic Integrity – You are not allowed to use advanced automated tools (artificial intelligence or machine learning tools (such as ChatGPT, Grammarly, or Dall-E 2) on assignments in this course. Your written work will be submitted through Turnitin in D2L Brightspace. Turnitin includes an AI detection tool which indicates the amount of qualifying text within the submission that Turnitin’s AI writing detection model determines was generated by AI. This information may be used, in addition to other evidence, if there are concerns with academic misconduct. You are expected to maintain principles of academic integrity and conduct as defined in EIU’s [Code of](#)

Conduct. Violations will be reported to the Office of Student Accountability and Support. You will automatically fail the course if you submit any work that violates these principles.

Writing Standards – Good writing is essential to the point that it communicates your voice. This is not a writing course, but a course with a tremendous amount of writing. I am interested in your ideas, not your punctuation. I provide guidelines for page format and length, font size, and other best practices as parameters in which I look forward to reading your prose.

Accommodations – If you are a student in need of accommodations to fully participate in this class, please contact Student Accessibility and Accommodations Services ([OAA](#)). All accommodations must be approved through OAA. Please stop by McAfee Gym, Room 1272, or call 217-581-6583 to make an appointment

Week 1 (January 8): Introduction to Hazards & Disasters

Welcome Lecture

Homework 1:

- Welcome Video (10 points)

Week 2 (January 15): History of Hazards & Disaster Research

Core Issues Lecture

Readings:

- **Fritz, Charles E. 1961. "Disaster" Pp. 651-694 in *Contemporary Social Problems*, edited by Robert K. Merton and R.A. Nisbet. New York: Harcourt, Brace, & World.
- **Scanlon, T. Joseph. "1988. Disaster's Little-Known Pioneer: Canada's Samuel Henry Prince." *International Journal of Mass Emergencies and Disasters* 6(3): 213-232.

Week 3 (January 22): Hazards and Disasters Today

Core Issues Lecture (cont'd)

Readings:

- **Tierney, Kathleen J. 2007. "From the Margins to the Mainstream? Disaster Research at the Crossroads". *Annual Review of Sociology* 33: 503-525.
- **Tierney, Kathleen J. 2020. "Pandemic and Disaster: Insights from Seventy Years of Social Science Disaster Research". *Social Science Research Council (items: Insights from the Social Sciences)*

Homework 2:

- Disaster Experience & Perfect Storms (20 points)

Week 4 (January 29): Myth Busters

Myth Lecture

Readings:

- **Haney, Jennifer J., Claire Havice, and Jerry T. Mitchell. 2019. "Science or Fiction: The Persistence of Disaster Myths in Hollywood Films." *International Journal of Mass Emergencies and Disasters*. 37(3): 286-305.
- **Louis-Charles, Hans M., Benigno E. Aguirre, and Jamile M. Kitnurse. 2021. "The Aftermath of Irma in the U.S. Virgin Islands: Temporal Patterns of Looting, Burglaries, and Community Solidarity." *International Journal of Mass Emergencies and Disasters*. 39(3): 319-345.

Week 5 (February 5): Crime in Disaster

Crime Lecture

Readings:

- **Van Brown, Bethany L. 2019. "Conflict or Consensus: Re-examining Crime and Disaster." *Journal of Disaster Risk Studies* 11(1): 1-4.
- **Frailing, Kelly and Dee Wood Harper. 2020. "Examining Post disaster Behavior Through a Criminological Lens: A Look at Property Crime." *American Behavioral Scientist* 64(8): 1179-1195.

Homework 3:

- Myth Busting (20 points)

Week 6 (February 12): Crime in Disaster

Crime Lecture

Readings:

- **Ashby, Matthew P.J. 2020. "Initial Evidence on the Relationship between the Coronavirus Pandemic and Crime in the United States." *Crime Science* 9: 1-16.
- **Weil, Frederick D., Michael Barton, Heather Rackin, Matthew Valasik, and David Maddox. 2019. "Collective Resources and Violent Crime Reconsidered: New Orleans Before and After Hurricane Katrina." *Journal of Interpersonal Violence* 1-25.

Week 7 (February 19): Policing Disaster

Policing Lecture

Readings:

- **Faust, Kelly L. and Thomas Vander Ven. 2014. "Policing Disaster: An Analytical Review of the Literature on Policing, Disaster, and Post-traumatic Stress Disorder." *Sociology Compass* 8(6): 614-626.
- **Blaustein, Jarrett, Maegan Miccelli, Ross Hendy, and Kate Hutton Burns. 2023. "Resilience Policing and Disaster Management during Australia's Black Summer Bushfire Crisis." *International Journal of Disaster Risk Reduction* 95: 1-14.

Homework 4:

- Crime Vulnerability (20 points)

Week 8 (February 26): Risk and Vulnerability

Risk and Vulnerability Lecture

Readings:

- *Social Vulnerability to Disasters Chapter 1
- **Wei, Hung-Lung, Michael K. Lindell, Carla Prater, Jiuchang Wei, Fie Wang, and Yue Ge. 2022. "Perceptions Drive Protective Actions During Influenza Outbreaks." *International Journal of Mass Emergencies and Disasters*. 40(3): 226-229.

- Midterm Exam (50 points)

Week 9 (March 4): Theory and Worldviews

Theory Lecture

Readings:

- *Social Vulnerability to Disasters Chapter 2
- **Fischer, Henry W. 2003. "The Sociology of Disaster: Definitions, Research Questions and Measurements." *International Journal of Mass Emergencies and Disasters* 21(1): 91-107.

Week 10 (March 11): Social Class in Disaster

Social Class Lecture

Readings:

- **Lee, Jee Young, Teresa W. Tai, and Sherry I. Bame. 2021. "Spatial Analysis of Unmet Disaster Needs for Housing and Food: A Case Study of Floods in Texas, U.S." *International Journal of Mass Emergencies and Disasters*. 39(3): 371-393.
- **Nejat, Ali, Sherri Brokopp Binder, Alex Greer, and Medhi Jamali. 2018. "Demographics and the Dynamics of Recovery: A Latent Class Analysis of Disaster Recovery Priorities after the 2013 Moore, Oklahoma Tornado." *International Journal of Mass Emergencies and Disasters* 36(1): 23-51.

Homework 5:

- Social Vulnerability and Supplies (20 points)

Week 11 (March 25): Race and Ethnicity in Disaster

Race and Ethnicity Lecture

Readings:

- **Dyson, Eric Michael. 2006. "Unnatural Disasters: Race and Poverty." (Chapter 1: p1-14) in *Come Hell or High Water*. Basic Civitas Publishing.
- **Peek, Lori A. 2003. "Reactions and Response: Muslim Students' Experiences on New York City Campuses Post 9/11". *Journal of Muslim Minority Affairs* 23(2): 271-283.

Week 12 (April 1): Sex and Gender in Disaster

Sex and Gender Lecture

Readings:

- **McKinzie, Ashleigh Elaine and Jody Clay-Warner. 2021. "The Gendered Effect of Disasters on Mental Health: A Systematic Review." *International Journal of Mass Emergencies and Disasters*. 39(2): 227-262.
- **Settembrino, Marc. R. 2017. "Sometimes You Can't Even Sleep at Night: Social Vulnerability to Disasters Among Men Experiencing Homelessness in Central Florida." *International Journal of Mass Emergencies and Disasters*. 35(2): 30-48.

Homework 6:

- Disaster Declarations (20 points)

Week 13 (April 8): Youth in Disaster

Age Lecture

Readings:

- **Fothergill, Alice. 2021. "Childcare Centers and Disaster Preparedness: Lessons from New Zealand." *International Journal of Mass Emergencies and Disasters* 39(3): 434-464.
- **Breen, Kyle, and Michelle Annette Meyer. 2021. "Staying Above Water: Education Outcomes of College Students during the 2016 Louisiana Flood." *International Journal of Mass Emergencies and Disasters* 39(2): 199-226.

Week 14 (April 15): Elderly in Disaster

Age Lecture (cont'd)

Readings:

- **Klinenberg, Eric. 2001. "Dying Alone: The Social Production of Urban Isolation." *Ethnography* 2(4): 501-531.
- **Adams, Rachel M., Candace M. Evans, Mason Clay Mathews, Amy Wolkin, and Lori Peek. 2021. "Mortality From Forces of Nature Among Older Adults by Race/Ethnicity and Gender." *Journal of Applied Gerontology* 40(1): 1517-1526.

Homework 7:

- Myth and Media Analysis (20 points)

Week 15 (April 22): Connections and the Future

Swansong Lecture

Readings:

- **Haney, Timothy J. 2022. "Fostering Recovery Through Social Connections." *International Journal of Mass Emergencies and Disasters* (40)3: 238-241.

Week 16: (April 29) Finals Week

Homework:

- Final Exam (50 points)

* denotes textbook reading (available from EIU textbook rental)

** denotes additional reading (available in D2L as .pdf file)

- 1/22/24 deadline to withdraw from course w/ no grade; 3/29/24 deadline to withdraw from with a W.
- This syllabus serves as a contract between the student & professor. You are responsible for all information contained within this syllabus. Any changes the professor makes will be announced in advance.
- Holidays: Martin Luther King, Jr. Day 1/15/24; Lincoln's Birthday 2/16/24; Spring Break 3/18-22.