

SOCIOLOGY OF DISASTER

Course Information and Outline of Readings

A. Course Description

This course is an introduction to the sociological study of disasters and their effect on human populations. The goal of the course is to understand how floods, heat waves, hurricanes, oil spills and other catastrophic events provide a “strategic research site” where we can refine our ideas and assumptions about social life and inequality.

B. Background

When an environmental event strikes an uninhabited area, we do not label the event a “disaster.” Rather, we reserve that term for an event affecting human populations. Therefore, disasters are an inherently social phenomenon. Evidence suggests that disaster risk is on the rise in North America and around the world: the number of “natural” disasters recorded globally has increased fourfold over the past three decades, from fewer than 100 in 1975 to more than 400 in 2005, owing largely to population pressure and the movement of people into more and more vulnerable places and to climate change. Adjusting for inflation, economic losses associated with disasters are now estimated to be 15 times higher than in the 1950s. In what ways are these events of sociological interest?

Disasters reveal a great deal about the social world in which we live. According to sociologist Robert Merton (1969), disasters peel back layers of complexity that normally obscure our vision of social relations. After a disaster occurs, we can see society for what it really is. Disasters therefore provide us with a “strategic research site” for inquiry, where we can refine our ideas and assumptions about social life. Although the course will focus heavily on disasters affecting Canada and the U.S., we will touch on disasters in other parts of the world as well.

Importantly, contemporary disaster research focuses squarely on issues of inequality and accordingly, this course builds upon prior social inequality courses you may have taken. As you will see from the reading, disasters not only unveil pre-existing inequalities, but often generate new inequalities along race, gender, class, or other important axes of difference. Course readings, discussions, and lectures will also examine how powerful actors can and do structure the response, rebuilding and recovery efforts to further their own interests.

The course begins by introducing students to the sociological study of disaster. It then introduces core concepts used in the subfield. Students will read, discuss, and debate issues arising from an assortment of recent and cutting-edge research on contemporary disasters.

The primary goals of the course are intellectual ones; it is my hope that you will learn to read, write and think critically about disasters and their relationship to social inequality. Hopefully, most of you will never experience a disaster first-hand (probably some of you will—I never thought that I would either), but you will all be exposed to media depictions and public discourse on disasters. This course will help you sort through this information in a more informed, critical way.

Now that you know something about the philosophy and orientation of the course, the following are details regarding how the class will run.

C. Methods of Evaluation

Briefing Papers (4 at 25% each). Roughly every third week, you will write a briefing paper or policy brief based upon your reading for the preceding weeks. You will assume as though you have been hired by either the federal, provincial, or municipal government as a disaster expert, and you are briefing them on a particular issue and making recommendations. Specific topics will be discussed in class, and there will be an assignment handout for each one, posted to Blackboard.

The brief will be short (maximum of 4 pages, single-spaced) and will be handed in on Blackboard by the start of the class meeting in which it is due. There is a logic for the page maximum, as well as for the policy brief assignment; in your post-university careers, you'll rarely need to write a 20-page paper, nor will your employers or clients have time to digest that volume of information. Instead, your job will often be to read and consult a large body of research, condense it down, and then make recommendations based upon your reading of that research. These papers are practice in doing precisely that.

Topics:

- Briefing Paper #1: Risk and Vulnerability
- Briefing Paper #2: Research in Disaster-Affected Communities
- Briefing Paper #3: Race, Class, Gender, and Migration
- Briefing Paper #4: Social Capital, Political Economy, Resilience, and Change

Grading Scale:

95 - 100	A+	4.00	Excellent. Superior performance, showing comprehensive understanding of subject matter.
85 - 94	A	4.00	
80 - 84	A-	3.70	
77 - 79	B+	3.30	Good. Clearly above average performance with knowledge of subject matter generally complete.
73 - 76	B	3.00	
70 - 72	B-	2.70	
67 - 69	C+	2.30	Satisfactory. Basic understanding of subject matter.
63 - 66	C	2.00	
60 - 62	C-	1.70	
55 - 59	D+	1.30	Marginal performance. (Generally insufficient preparation for subsequent courses.)
50 - 54	D	1.00	
0 - 49	F	0.00	Fail. Assigned to students: a) who do not meet the academic requirements of the course, or b) who cease to continue in the course, but do not withdraw as per Mount Royal University policy.

D. Written Feedback. If you would like detailed written feedback on your work, I am happy to provide it. However, I have noticed that many students do not read or use the written feedback that I do provide. Therefore, if you want written feedback, I request that you type on the top of your paper “Written feedback, please” or something to that nature. Without such a statement, I will provide only a numeric grade with few or no comments.

E. Course Policies

If you do not agree to the following conditions, you should not take this course:

- **Accommodation:** If you are a student with an Academic Accommodation Memo and Professor Acknowledgement form from Accessibility Services, please make an appointment with me as soon as possible to discuss your accommodations in a private and confidential

setting. Request to review and sign academic accommodation documents should not be made during or between classes. If you are a student experiencing a disability who may require academic accommodation and have not yet registered with Accessibility Services, please contact their office at [403 440 6868](tel:4034406868). You must be registered with Accessibility Services to access academic accommodations. If you require academic accommodations for a reason other than disability, please make an appointment with me to discuss or contact Diversity & Human Rights Services at [403 440 5956](tel:4034405956).

- **Attendance:** If you are aware of events that may preclude you from attending a *series* of class meetings, you must let me know as soon as reasonably possible. After the fact, you will not have the opportunity to make up missed work (with the exception of unforeseen injury or illness). Do not come to class if ill, particularly if contagious. If you have any problem with the course, including non-attendance, come to see me as soon as you can. Early on we can resolve the problem, but by late in the course it may be too late for me to be of help. I do not penalize nonattendance per se, but it will be impossible to obtain a high mark in the course if you are not consistently present.
- **Technology:** Refrain from using phones, ipads, and/or any other device during class. You may use your laptop in class (solely for course related purposes) provided it is not distracting to any other students and/or the instructor. This is a privilege, not a right; therefore, this rule can be changed at the discretion of the instructor.
- **E-mail:** You may e-mail questions or concerns to me, but be advised that I may take as long as one business day to respond. Accordingly, an e-mail sent on Friday may not be answered until Monday. Usually I will respond much sooner, but occasionally other commitments may keep me from responding immediately, so please leave at least one business day for a response. If questions require lengthy responses I will likely ask you to come to office hours to discuss the issue.
- **Student-Athletes:** MRU Student Athletes who miss missing a test because they are travelling for a competition must provide complete documentation (e.g., note from their coach) outlining the dates of travel and will then be allowed to schedule a time to make up the test. If a student athlete misses class the day a paper is due (with prior notice provided), the paper will be due at the start of the first class after the student returns from travel.
- **Honesty:** Students suspected of cheating on an examination or plagiarizing in an assignment, in the instructor's opinion, will result in a report to the Office of Student Conduct. Students are expected to comply with all university regulations as outlined in the MRU Calendar and the MRU Student Code of Conduct. Students are expected to understand what plagiarism is and how to avoid it (if you have any questions please see the supplementary materials/handouts available at the information desk in the library).
- **Turning in Assignments:** All papers should be turned in via blackboard, as per instructions in a separate handout.

- **Late Work:** All assignments will lose 10 percentage points for each day they are late. This does not count weekends. So, 19/25 paper, due Thursday, will receive a mark 16.5/25 if turned in on Friday and a mark of 14/25 if turned in Monday (a deduction of 2.5 points per day).

If you have any questions or concerns, please feel free to see me at your convenience. I hope you enjoy the course and I wish you every success in your personal and academic pursuits.

F. Office Hours.

By appointment; please email to set up an appointment.

G. Campus Supports Available to You

Accessibility Services

Room: Y201
Phone: 403.440.6868
Web: mtroyal.ca/accessibility

Accessibility Services assists the University in creating an accessible learning environment that encourages full participation in academic courses for students experiencing disability related barriers.

If you are a student experiencing a disability related barrier who may require academic accommodation and have not yet registered with Accessibility Services, please contact their office. You must be registered with Accessibility Services to access academic accommodations.

If you are a student with an Academic Accommodation Letter and Faculty Acknowledgement Form from Accessibility Services, please make an appointment with me as soon as possible to discuss your accommodations in a private and confidential setting. Requests to review and sign academic accommodation documents should not be made during or between classes.

Campus Equity and Meaningful Inclusion

Room: C201
Phone: 403.440.5156
Web: mtroyal.ca/diversity

The Office of Campus Equity & Meaningful Inclusion supports Mount Royal's vision and

mission by fostering an equitable and meaningfully inclusive campus for all members of the Mount Royal community. We recognize that inequities in opportunities and access to education caused by historical and ongoing oppression and marginalization exist. Being equitable means we work to address and correct the imbalances. Being meaningfully inclusive means we understand, identify and address barriers to full participation in the campus community.

Human Rights Advisor

[book an appointment](#)

Confidential support and advocacy for individuals with questions, concerns or complaints about discrimination, harassment and accommodation.

Sexual Violence Advocate

[book an appointment](#)

An advocate can provide confidential information and support to those who have experienced dating, domestic, and/or sexual violence. They support survivors in understanding and accessing the different options and resources available.

Career Services

Room: A200 (Kerby Hall)

Phone: 403.440.6307

Web: mtroyal.ca/careerservices

Career Services provides opportunities for students to clarify, experience and achieve their career and employment goals.

Plan your career:

If you are not sure what program or major to choose, wondering if graduate school is an option, want to explore career options related to your program of study - meet with our certified career development team.

Find a job:

Build experience while you study and find relevant employment through resume critiques, recruitment events, the Student and Graduate online job bank and our online resource centre. Connect with us in person through individual appointments, workshops, and on-campus recruitment events.

Gain experience:

Integrate experiential learning with your degree through 14 programs that offer Co-op, Work Experience and Internships.

Iniskim Centre

Room: C201
Phone: 403.440.5596
Web: mtroyal.ca/IndigenousMountRoyal

The Iniskim Centre offers programs and services to increase the engagement and success of Indigenous students while raising awareness of Indigenous peoples and cultures. Mount Royal University is located on the traditional lands of the Blackfoot people, the Niitsitapi. The centre recognizes and respects the diversity of all Indigenous peoples of Canada.

Students can take advantage of:

- Office hours with instructors and professors
- Accessibility services including learning accommodations, technology and assessments
- Writing and learning supports — small group sessions are held on writing, studying and referencing
- Library support for research, ideas and possible resources for your studies
- Counseling Services once per week
- Chili 'n' Conversation once per week with staff and students
- Academic Advising services to help create and stick to an academic plan
- Workshops that will help you to complete papers, scholarship applications and budgets

In addition to student success programming, the Iniskim Centre provides cultural teachings through the Medicine Trail (Naato'ohsokoy) program, oversees the Indigenous student housing program and assists with other specialized supports such as the Aboriginal Science and Technology Program.

Student Learning Services

Room: EL2100
Phone: 403.440.6452
Web: mru.ca/sls

Take charge of your learning by working with Learning Strategists, Learning Peers and Mentors. Develop stronger studying and writing skills, work toward a better understanding of course content, and connect with mentors to help you succeed at university and beyond.

Writing, Math and Learning:

Writing, Math and Learning Strategists can help you with writing, learning, time management, planning a presentation, math strategies and mindset, academic reading strategies, exam preparation strategies, organizing ideas, editing techniques, and more. Appointments are free of charge and can be booked online (through MyMRU), by phone or in person. Workshops are also offered for a variety of popular topics — and you can find the schedule online.

Learning Peers:

Super-charge your study time with the [Peer Learning Program](#). Learning Peers offer friendly support, encouragement and subject-specific knowledge.

Peer Mentors:

First-year students work with a peer mentor in their academic program to successfully transition into university life. Apply to have a peer mentor in the first 2 weeks of school.

Wellness Services

Room: U216
Phone: 403.440.8877
Web: mru.ca/wellness

Are you feeling overwhelmed, stressed and anxious? Finding it hard to be motivated, meet deadlines or attend class? Having a hard time sleeping, concentrating or retaining information no matter how much you study? Know that there is help is available! Visit mru.ca/mentalhealth for more information. Wellness Services offers a variety of services to the MRU community.

Students have access to:

Mental Health Services: Counsellors, Mental Health Nurses, Physicians, Psychiatrist, Workshops, Groups, and Online Resources

Medical Services: Physicians, Nurses

Optimal Therapy: Chiropractors, Acupuncture, Athletic Therapists, Massage Therapists, Physiotherapists, Custom orthotics

Dating, Domestic and Sexual Violence

You are encouraged to find general information on healthy relationships and dating, domestic and sexual violence as well as information on how these issues are addressed at Mount Royal University. See MRU's [Dating, Domestic and Sexual Violence Website](#).

H. Weekly Outline of Topics and Readings

Week 1 (September 10)— The Sociological Study of Disasters

Required Reading:

Tierney, Kathleen J. 2007. "From the Margins to the Mainstream? Disaster Research at the Crossroads." *Annual Review of Sociology* 33:503-525.

Therrien, Marie-Christine, Anais Valiquette-L'Heureux, and Julie-Maude Normandin. 2016. "Tightly Coupled Governance for Loosely-Coupled Wicked Problems: The Train Explosion in Lac-Megantic Case." *International Journal of Risk Assessment and Management* 19(4): 260-277.

Recommended Reading:

Webb, Gary R. 2002. "Sociology, Disasters, and Terrorism: Understanding Threats of the New Millennium." *Sociological Focus* 35(1): 87-95.

Week 2 (September 17)— Risk and Uncertainty

Required Reading:

Clarke, Lee. 2008. "Possibilistic Thinking: A New Conceptual Tool for Thinking About Extreme Events." *Social Research* 75(3): 669-690.

Frickel, Scott and M. Bess Vincent. 2007. "Hurricane Katrina, Contamination, and the Unintended Organization of Ignorance." *Technology in Society* 29: 181-188.

Haney, Timothy J. and Caroline McDonald-Harker. 2017. "The River Isn't the Same Anymore: Environmental Risk and Uncertainty in the Aftermath of the High River, Alberta Flood." *Social Currents* 4(6): 594-612.

Recommended Reading:

Thistlethwaite, Jason. 2017. "The Emergence of Flood Insurance in Canada: Navigating Institutional Uncertainty." *Risk Analysis* 37(4): 744-755.

Schulz, Kathryn. 2015. "The Really Big One: An Earthquake Will Destroy a Sizable Portion fo the Northwest. The Question is: When?" *The Atlantic*, July 20.

Peacock, Walter Gills, Samuel David Brody, and Wes Highfield. 2005. "Hurricane Risk Perceptions among Florida's Single Family Homeowners." *Landscape and Urban Planning* 73: 120-135.

Johnstone, WM and BJ Lence. 2012. "Use of Flood, Loss, and Evacuation Models to Assess Exposure and Improve Community Tsunami Response Plan: Vancouver Island." *Natural Hazards Review*.

Marshall, Brent K. and J. Steven Picou. 2008. "Postnormal Science, Precautionary Principle, and Worst Cases: The Challenge of Twenty-first Century Catastrophes." *Sociological Inquiry* 78(2): 230-247.

Gill, Duane A. and J. Steven Picou. 1991. "The Social Psychological Impacts of a Technological Accident: Collective Stress and Perceived Health Risks." *Journal of Hazardous Materials* 27: 77-89.

Sylves, Richard T. and Louise K. Comfort. 2012. "Exxon Valdez and BP Deepwater Horizon Oil Spills: Reducing Risk in Socio-Technical Systems." *American Behavioral Scientist* 56: 76-103.

Week 3 (September 24) –Vulnerabilities

Required Reading:

Burningham, Kate et al. 2008. "It'll Never Happen to Me: Understanding Public Awareness of Local Flood Risk." *Disasters: The Journal of Disaster Studies*. 31(2): 216-238.

Fordham, Maureen, William E. Lovekamp, Deborah S.K. Thomas, and Brenda D. Phillips. 2013. "Understanding Social Vulnerability." Chapter 1 in *Social Vulnerability to Disasters*, 2nd Edition, edited by Debroah S.K. Thomas, Brenda D. Phillips, William E. Lovekamp, and Alice Fothergill. New York: CRC Press.

Thistlethwaite, Jason, Deniel Henstra, Shawna Peddle, and Daniel Scott. 2017. *Canadian Voices on Changing Flood Risk: Findings from a National Survey*. University of Waterloo, Faculty of Environment.

Recommended Reading:

Wood, Nathan J., Christopher G. Burton, and Susan L. Cutter. 2010. "Community Variations in Social Vulnerability to Cascadia-Related Tsunamis in the U.S. Pacific Northwest." *Natural Hazards* 52: 369-389.

Week 4 (October 1)— The Social-Psychological Effects of Disaster

Required Reading:

Erikson, Kai. 1976 (1998). "Trauma at Buffalo Creek." *Societies* 35(2): 153-161.

Recommended Reading:

Gill, Duane A., J. Steven Picou, and Liesel A. Ritchie. 2012. "The Exxon Valdez and BP Oil Spills: A Comparison of Initial Social and Psychological Impact." *American Behavioral Scientist* 56(3): 3-23.

Hawkins, Robert and Katherine Maurer. 2011. "You Fix My Community, You have Fixed My Life: The Disruption and Rebuilding of Ontological Security in New Orleans." *Disasters* 35(1): 143-159.

Lee, Matthew and Troy C. Blanchard. 2011. "Community Attachment and Negative Affective States in the Context of the BP Deepwater Horizon Disaster." *American Behavioral Scientist* 56(1): 24-47.

Gill, Duane A. and J. Steven Picou. 1991. "The Social Psychological Impacts of a Technological Accident: Collective Stress and Perceived Health Risks." *Journal of Hazardous Materials* 27: 77-89.

Briefing Paper #1 Due

Week 5 (October 8)— Studying Disasters – Methods and Ethics

Required Reading

Barron Ausbrooks, Carrie Y., Edith J. Barrett, and Maria Martinez-Cosio. 2009. "Ethical Issues in Disaster Research: Lessons from Hurricane Katrina." *Population Research and Policy Review* 28: 93-106.

Henderson, Tammy, Maria Sirois, Angela Chia-Chen Chen, Christopher Airriess, David A. Swanson, and David Banks. 2009. "After a Disaster: Lessons in Survey Methodology from Hurricane Katrina." *Population Research and Policy Review* 28: 67-92.

Browne, Katherine E. and Lori Peek. 2013. "Beyond the IRB: An Ethical Toolkit for Long-Term Disaster Research." *International Journal of Mass Emergencies and Disasters* 31(3).

Recommended Reading:

Barber, Kristen and Timothy J. Haney. 2016. "The Experiential Gap in Disaster Research: Feminist Epistemology and the Contribution of Local Affected Researchers." *Sociological Spectrum* 36(2): 57-74.

Knack, Jennifer, Zhansheng Chen, Kipling D. Williams, and Lauri A. Jensen-Campbell. 2006. "Opportunities and Challenges for Studying Disaster Survivors." *Analyses of Social Issues and Public Policy* 6(1): 175-189.

[Week 6 -- Reading Break – No Class on October 15]

Week 7 (October 22) —Social Class in Disaster

Required Reading:

Fothergill, Alice and Lori Peek. 2004. "Poverty and Disasters in the United States: A Review of Recent Sociological Findings." *Natural Hazards* 32(1): 89-110.

Bolin, Bob and Liza C. Kurtz. 2018. "Race, Class, Ethnicity, and Disaster Vulnerability." Chapter 10 in *Handbook of Disaster Research*, 2nd Edition, edited by Havidan Rodriguez, William Donner, and Joseph E. Trainor. Cham, Switzerland: Springer International.

Howell, Junia and James R. Elliott. 2019. "Damages Done: The Longitudinal Impacts of Natural Hazards on Wealth Inequality in the United States." *Social Problems* 66(3): 448-467.

Recommended Reading:

Fothergill, Alice. 2003. "The Stigma of Charity: Gender, Class, and Disaster Assistance." *The Sociological Quarterly* 44(4): 659-680.

Elliott, James R. and Jeremy Pais. 2010. "When Nature Pushes Back: Environmental Impact and the Spatial Redistribution of Socially Vulnerable Populations." *Social Science Quarterly*. 91(5): 1187-1202.

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.

Vickery, Jamie. 2018. "Using an Intersectional Approach to Advance Understanding of Homeless Persons' Vulnerability to Disaster." *Environmental Sociology* 4(1): 136-147.

Briefing Paper #2 Due

Week 8 (October 29) – Race, Ethnicity, and Religion

Required Reading:

Peek, Lori A. 2003. "Community Isolation and Group Solidarity: Examining the Muslim Student Experience After September 11th." *Beyond September 11th: An Account of Post-Disaster Research*, edited by J.L. Monday, Pp. 333-354. Boulder, CO: Institute of Behavioral Science, University of Colorado.

Recommended Reading:

Giroux, Henry. 2006. "Reading Hurricane Katrina: Race, Class, and the Biopolitics of Disposability." *College Literature* 33(3): 171-196.

Molotch, Harvey. 2006. "Death on the Roof: Race and Bureaucratic Failure." Social Science Research Council: <http://understandingkatrina.ssrc.org/Molotch/>

Sharkey, Patrick. 2007. "Survival and Death in New Orleans: An Empirical Look at the Human Impact of Katrina." 37(4): 482-501.

Tierney, Kathleen, Christine Bevc, and Erica Kuligowski. 2006. "Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina." *The ANNALS of the American Academy of Political and Social Science* 604: 57-80.

Week 9 (November 5)-- Gender and Family

Required Reading:

Enarson, Elaine and Joseph Scanlon. 1999. "Gender Patterns in Flood Evacuation: A Case Study in Canada's Red River Valley." *Applied Behavioral Science Review* 7(2): 103-124.

Haney, Timothy J., James R. Elliott, and Elizabeth Fussell. 2007. "Families and Hurricane Response: Evacuation, Separation, and the Emotional Toll of Hurricane Katrina." Pp. 71-90 in *The Sociology of Katrina: Perspectives on a Modern Catastrophe*, 1st Edition, edited by David Brunnsma, Dave Overfeldt and J. Steven Picou. Lanham, MD: Rowman and Littlefield.

Peek, Lori. 2008. "Children and Disasters: Understanding Vulnerability, Developing Capacities, and Promoting Resilience." *Children, Youth and Environments* 18(1): 1-29.

Recommended Reading:

Pacholok, Shelley. 2009. "Gendered Strategies of Self: Navigating Hierarchy and Contesting Masculinity." *Gender, Work, and Occupations* 16(4): 472-500.

Fothergill, Alice. 1999. "Women's Roles in a Disaster." *Applied Behavioral Science Review* 7(2): 125-143.

Milnes, Travis and Timothy J. Haney (2017). "'There's Always Winners and Losers': Traditional Masculinity, Resource Dependence, and Post-Disaster Environmental Complacency." *Environmental Sociology* 3(3): 260-273.

Gaillard, J.C., Kristinne Sanz, Benigno C. Balgos, Soledad Natalia M. Dalisay, Andrew Gorman-Murray, Fagalua Smith, and Vaito'a Toelupe. 2017. "Beyond Men and Women: A Critical Perspective on Gender and Disaster." *Disasters* 41(3): 429-447.

Fletcher, Sarah, Robin Cox, Leila Scannell, Cheryl Heykoop, Jennifer Tobin-Gurley, and Lori Peek. 2016. "Youth Creating Disaster Recovery and Resilience: A Multi-Site Arts-Based Youth Engagement Research Projects." *Children, Youth and Environments* 26(1): 148-163.

Week 10 (November 12) -- Migration

Required Reading:

Hunt, Jennifer S., Brian E. Armenta, April L. Seifert and Jessica L. Snowden. 2009. "The Other Side of the Diaspora: Race, Threat, and the Social Psychology of Evacuee Reception in Predominantly White Communities." *Organization and Environment* 22: 437-447.

Curtis, Katherine J., Elizabeth Fussell, and Jack DeWaard. 2015. "Recovery Migration After Hurricanes Katrina and Rita: Spatial Concentration and Intensification in the Migration System." *Demography* 52: 1269-1293.

Asad, Asad. 2015. "Contexts of Reception, Post-Disaster Migration, and Socioeconomic Mobility." *Population & Environment* 36:279-310.

Recommended Reading:

Schultz, Jessica and James R. Elliott. 2013. "Natural Disasters and Local Demographic Change in the United States." *Population and Environment* 34: 293-312.

Elliott, James R. 2015. "Natural Hazards and Residential Mobility: General Patterns and Racially Unequal Outcomes in the United States." *Social Forces* 93(4): 1723-1747.

Raker, Ethan and James R. Elliott. 2018. "Attitudes Toward Mass Arrivals: Variations by Racial, Spatial, and Temporal Distances to Income Disaster Evacuees." *Social Science Quarterly* 99(3): 1200-1213.

Napier, Jamie L., Anesu N. Mandisodza, Susan M. Andersen, and John T. Jost. 2006. "System Justification in Responding to the Poor and Displaced in the Aftermath of Hurricane Katrina." *Analyses of Social Issues and Public Policy* 6(1): 57-73.

Fussell, Elizabeth, Katherine J. Curtis, and Jack DeWaard. 2014. "Recovery Migration in the City of New Orleans after Hurricane Katrina: A Migration Systems Approach." *Population & Environment* 35:305-322.

Week 11 (November 19) – Social Capital

Required Reading:

Elliott, James R., Timothy J. Haney and Petrice-Sams Abiodun. 2010. "Limits to Social Capital: Comparing Network Activation in Two New Orleans Neighborhoods Devastated by Hurricane Katrina" *The Sociological Quarterly*. 51: 624-648.

Aldrich, Daniel P. and Michelle A. Meyer. 2015. "Social Capital and Community Resilience." *American Behavioral Scientist* 59(2): 254-269.

Recommended Reading:

Litt, Jacquelyn. 2008. "Getting Out or Staying Put: An African American Women's Network in Evacuation from Katrina." *NWSA Journal* 20(3): 32-48.

Cox, Robin S. and Kaaren-Marie Elah Perry. 2011. "Like a Fish Out of Water: Reconsidering Disaster Recovery and the Role of Place and Social Capital in Community Disaster Resilience." *American Journal of Community Psychology* 48(3-4): 395-411.

Rodriguez, Havidan, Joseph Trainor, and Enrico L. Quarantelli. 2006. "Rising to the Challenges of a Catastrophe: The Emergent and Prosocial Behavior Following Hurricane Katrina." *The ANNALS of the American Academy of Political and Social Science* 604: 82-101.

Reimer, Bill, Judith Kulig, Dana Edge, Nancy Lightfoot, and Ivan Townshend. 2013. "The Lost Creek Fire: Managing Social Relations Under Disaster Conditions." *Disasters* 37(2): 317-332.

Dynes, Russell R. 2006. "Social Capital: Dealing with Community Emergencies." *Homeland Security Affairs* 2(2): 1-26.

Mukherji, Anuradha. 2014. "Post-Disaster Housing Recovery: The Promise and Peril of Social Capital." *Journal of Civil Society*. 10(2): 119-143.

Briefing Paper #3 Due

Week 12 (November 26) — Political Economy

Required Reading:

Snider, Lauren. 2004. "Resisting Neoliberalism: The Poisoned Water Disaster in Walkerton, Ontario." *Social and Legal Studies* 13: 265-289

Klein, Naomi. 2007. Excerpt from *The Shock Doctrine*.

Recommended Reading:

Pais, Jeremy and James R. Elliott. 2008. "Places as Recovery Machines: Vulnerability and Neighborhood Change After Major Hurricanes." *Social Forces*. 86 (4): 1415-1453.

Klein, Naomi. 2006. "Pay to be Saved: The Future of Disaster Response."

Klein, Naomi. 2007. "Rapture Rescue 911: Disaster Response for the Chosen."

Drier, Peter. 2006. "Katrina and Power in America." *Urban Affairs Review*. 41(4): 1-22.

Week 13 (December 3)— Post-Disaster Social Change

Required Reading:

Picou, J. Steven., Brent K. Marshall and Duane A. Gill. 2004. "Disaster, Litigation, and the Corrosive Community." *Social Forces* 82(4): 1493-1522.

Hamilton, Lawrence, Thomas G. Safford, and Jessica D. Ulrich. 2012. "In the Wake of the Spill: Environmental Views along the Coast". *Social Science Quarterly*. 93(4): 1053-1064.

Koslov, Liz. 2016. "The Case for Retreat." *Public Culture* 28(2): 359-387.

Recommended Reading:

Luft, Rachel. 2009. "Beyond Disaster Exceptionalism: Social movement Developments in New Orleans after Hurricane Katrina." *American Quarterly* 61(3): 499-527.

Briefing Paper #4 Due December 10 by 4:00 p.m.