

ESM 342: Social Dimensions of Disaster
ANDERSON UNIVERSITY, ANDERSON, SC
School of Public Service and Administration

I. COURSE INFORMATION

ESM 342 Social Dimensions of Disaster

Credit Hours: 3

Course Description:

This is an online course and will follow the format promulgated for such by the University. We will use, in no particular rank order: assigned readings, discussion, student selected readings, one exam, and a term paper or essay. The primary purpose of this course is for students to gain enhanced abilities to examine, understand, and, where applicable, respond to disasters from an informed, sociological, theoretical perspective. This is an interesting and thought-provoking course, using factual information and theoretical concepts.

Prerequisites:

There are no formal prerequisites for this course. Students are expected to have sufficient research and writing competency, as well as sufficient academic and practical experiences.

About the Course: This is a fully online course, starting on [REDACTED]. The due dates for assignments, papers, and discussions will be posted on Canvas, so make sure to check in and participate in our course site at a minimum of every other day; preferably, daily.

Important Dates:

Last day to drop/add a course is [REDACTED]

Last day to withdraw from a Course with a Grade of W is



II. INSTRUCTOR INFORMATION

J. See Canvas

III. REQUIRED MATERIALS

Textbook:



Additional Materials:

Required Reading:



1. Eric Klinenberg. *Heat Wave: A Social Autopsy of Disaster in Chicago*. The University of Chicago Press, 2002. ISBN: 0226443221.

2. Rutherford H. Platt. *Disaster and Democracy: The Politics of Extreme Natural Events*. Island Press, 1999. ISBN: 1559636963.

Technology Expectations:

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and

general computer skills. Instructors may require additional software or hardware.

Online Time Expectation:

In college classes, there is a general expectation that students will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 15-week class, you should expect to work on your course for a minimum of 9-10 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18-20 hours each week.

Student Expectations:

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the Canvas

Learning Management System (LMS) well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

GETTING STARTED:

The course is divided into modules within the Canvas Learning Management System (LMS). Please, review the content and participate in the “Meet and Greet” within the Course Introduction Module during the first two days of the course.

Complete the assignments and activities within each of the Weekly Modules, paying careful attention to the due dates of each assignment. The instructor has published all Weekly Modules and the content within such in order to provide students the ability to review course materials and work on upcoming assignments at their convenience and/or to develop their respective individual schedules for personal, work, and school activities.

IV. COURSE PURPOSE, GOALS, AND OUTCOMES

COURSE PURPOSE:

The purpose of this course is to guide students on an intellectual journey into the social dimensions of disaster. As sociology is a large component of emergency management and homeland security, it is reasonable to stimulate students’ thinking about the subjects of emergency management and

homeland security through the prism of sociology, especially where such pertains to personal and community resiliency. Through this study, students should develop a better understanding of how to be a more effective leader within crises and concepts to develop/enhance their emergency management skills.

COURSE GOALS:

1. Develop enhanced abilities to examine and understand, disasters from an informed, sociological, theoretical perspective.
2. Develop enhanced abilities to respond to disasters from an informed, sociological, theoretical perspective.
3. Integrate Biblical principles in order to strengthen personal resiliency for the work of emergency management and/or homeland security.

COURSE OBJECTIVES:

As a result of taking this course and participating in learning experiences, and in no particular rank order, students should:

1. Be further informed of the history and nature of disasters and be able to generalize, using critical thinking skills, so as to comprehend current and future disasters;
2. Further comprehend classical sociological theory and be able to relate dimensions of this to social phenomena concomitant with disasters, including ethical reasoning and actions;

3. Further comprehend modern (contemporary) and post-modern sociological theory and be able to relate dimensions of this to social phenomena concomitant with disasters;
4. Be better prepared to manage disasters, broadly defined, as a consequence of understanding applicable theory and demonstrate this preparation by means of application of course content to work/life experiences.

IDEA Student Learning Outcomes:

1. Learn fundamental principles, generalizations, or theories
2. Learn to apply course material
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Develop skills in expressing oneself in writing
5. Learn to analyze and critically evaluate ideas, arguments, and points of view.

V. CONTENT OUTLINE AND METHODS OF INSTRUCTION

See Canvas

VI. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES

Examinations:

There will be a final examination in this course. The examination will cover the reading assignments, using essay questions in order to adequately evaluate your comprehension of the course materials. The instructor will provide additional instructions regarding the examination [REDACTED] of the course.

Essay:

Students will select a book among the two options provided below.

1. Eric Klinenberg. *Heat Wave: A Social Autopsy of Disaster in Chicago*, The University of Chicago Press, 2002. ISBN: 0226443221.

2. Rutherford H. Platt. *Disaster and Democracy: The Politics of Extreme Natural Events*, Island Press, 1999. ISBN:1559636963.

Upon completion of reading the student-selected text, the student will select two out of four questions provided for their selected text, and will write a 500-word (plus or minus 10%) essay in response to each question for a total of 1,000, plus or minus 10%. Each response must address not only the content of the selected reading; but, also incorporate: 1) a concept(s) from the course textbook ([REDACTED]) studied within the first six (6) weeks of the course; and, 2) at least two additional

scholarly publications pertaining to social dimensions of disaster. All sources must be cited in accordance with the American Psychological Association. (2011). Publication Manual of the American Psychological Association (6th Ed.), or Houghton, P., and Houghton, T. (2009). APA: The Easy Way (2nd Ed.). **The instructor will provide the essay questions for consideration on Week 2 of the course.**

Weekly Discussion Boards:

Students are expected to read all chapters and other reading assignments and participate in the discussion boards. The reading assignments are grouped together by week. There will be one discussion board per week that addresses issues related to the assigned reading. Students must post their initial response to the discussion questions within 72 hours of the discussion board being released. Generally, discussion boards are released on [REDACTED]. This means that, by [REDACTED], the student must post his or her original response. The student must then post a minimum of two follow-up responses to his or her colleagues' original posts before the end of the week (by [REDACTED]).

The purpose of the discussion board is to prompt discussion. Simple responses, such as "I agree, Bill" or "Good point, Brenda" do not count. Since the discussion board is the primary form of interaction between instructor and students, and student and other students, the follow-up postings must be substantial and contribute to the discussion of the topic and the educational process.

I encourage students to first type their response in Word or some other word processing software. This process allows students to review and edit their information before it is posted. Also, occasionally there are glitches with Canvas. There are very few things more frustrating than to be at the end of a long post and have Canvas shut down on you before you can submit it. If you type it first in Word, you not only have it for reference, you can also save it and cut-and-paste the information into Canvas.

As previously indicated, the posts must be substantial enough to contribute to a robust discussion on a topic and contribute to the educational process. Students frequently ask how long the posts must be and I hate that question. The reason for that is because students tend to focus more on input (what is the minimum I have to do to complete the assignment) rather than output (what do I need to do to complete a quality assignment). However, I recognize that you need guidance. **Therefore, your initial response to the discussion question must be, minimally, one page of double-spaced typed text. Your follow-up response to your colleagues' original posts must be, minimally, one-half page of double-spaced typed text.** Further, your follow-up responses should incorporate material from the text, your personal experiences, examples, hypothetical situations, news stories, or other information that helps illustrate the material from the text.

Finally, undoubtedly you will have some of your colleagues posting comments to your original post. You may feel free to respond to their comments. Indeed, I encourage you to do so. However, your responses to your colleague's responses to your

original post (I hope this makes sense) do not count towards your postings to your colleagues' posts. If you have questions on this, please let me know.

Discussion Forum Rubric

Points	10	7	3	0
Quality of Post	Appropriate responses: Thoughtful, reflective and respectful of others' postings	Appropriate responses and responds respectfully to others' postings	Responds, but with minimum effort (e.g., begins with "I think...", has little substance or posts comments such as "I agree with Mary")	No posting
Relevance of Post	Posts topics/responses related to discussion topic/prompts; promotes further thought and discussion of topic	Posts topics/responses that are related to the discussion/prompts	Posts topics/responses that related to the discussion/prompts; makes irrelevant remarks	No posting
Contribution to the Learning Community	Aware of needs community; attempts to enrich the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Does not make effort to participate in learning community as it develops	No feedback provided to fellow students

RUBRIC FOR THE EVALUATION OF ESM COURSE WRITTEN ASSIGNMENTS

CRITERIA	ACCEPTABLE TO EXCEPTIONAL Maximum Points	NEEDS IMPROVEMENT Medium Points	UNSATISFACTORY Minimum Points
CONTENT 70%	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. 56 to 70 POINTS	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. 30 to 55 POINTS	The writer does not demonstrate cursory understanding of subject matter, and the purpose of the paper is not stated. The objective, therefore, is not addressed and supporting materials are not correctly referenced. FEWER THAN 30 POINTS
ORGANIZATION 10%	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective. The introduction clearly states the objective or ideas leading to the purpose of the paper, and a conclusion draws the ideas together. 9 to 10 POINTS	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. 4 to 8 POINTS	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). FEWER THAN 4 POINTS
FORMAT 5%	The paper is correctly formatted to APA style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the APA Manual). 5 POINTS	The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the APA Manual). 3 to 4 POINTS	The paper does not conform to APA style. FEWER THAN 3 POINTS

<i>SPELLING, GRAMMAR & PUNCTUATION</i> 10%	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. 9 to 10 POINTS	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist, often causing difficulties with grammar. 4 to 8 POINTS	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. FEWER THAN 4 POINTS

VII. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

The following displays how grades will be calculated.

Assessment Score

Discussion boards (6) – 30 points each 180

Essay 100

Final Exam 100

Total Possible Points 380

Departmental Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 60%

Make-Up Work and Extra Credit: Because of the pace of the class, make-up work is not permitted. Also, there will be no extra credit unless otherwise announced by the instructor.

Late Policy: This syllabus provides information on when assignments are due. Late work will result in a 5% deduction per day from your grade on the assignment.

STUDENT FEEDBACK

Students can expect the instructor to respond to emails with 24 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas gradebook within 7 -10 days after the due date (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).

VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE

Technology Expectation:

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

University Email:

All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

Technical Support:

If you encounter technical support issues (e.g., MS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniverstiy.edu>

Help Desk Phone: (864) 231-2859

Course Related Support:

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are Valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made
- Available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <http://www.aucidl.com> CIDL

Phone: (864) 231-2199

IX. COURSE POLICIES

Disabilities and Academic Adjustments Policy:

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the Coordinator of Accessibility Services in the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course.

Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic

adjustments are intended to "level the playing field" so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Academic Honesty:

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook. (Excerpt from AU Catalog)

Late Work Policy:

This syllabus provides information on when assignments are due. Late work will result in a 5% deduction per day from your grade on the assignment.

X. LEARNING FACILITIES AND RESOURCES AVAILABLE

Thrift Library

Hours are posted at

<https://www.andersonuniversity.edu/library> (Closed on all university holidays).

Bunton Lab

Located in Thrift Library, 2nd floor

The Writing and Multi-Media Center

Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see <https://www.andersonuniversity.edu/writing-center>. Schedule an appointment by visiting <https://anderson.mywconline.com> . If you are an Online or University Center student, or unable to make it to the physical writing center, please feel free to make an online appointment by selecting the option that reads "online appointment." Instructions for setting up an account are provided on the page.

The Center for Student Success

Located in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.

In Conclusion:

Syllabus Changes: This syllabus assists the student by providing an overview of the essential aspects of the course. The contents of the syllabus are subject to change without notice. This syllabus is not a contract or other legally binding document.

It is a privilege to serve as instructor for this course. The instructor recognizes that some participants may be more informed of sociological theory, and its application, than others. The instructor is responsible for helping participants understand the course textbook readings and the terminology,

concepts and principles contained therein. Understanding is facilitated if participants keep the topic of the term paper in mind throughout.