COMMUNITY RESPONSE TO NATURAL DISASTER

I. Learning Objectives
   A. Students will acquire an introduction to current social science research pertaining to the sociological aspects of natural disaster.
   B. Students will gain an increased understanding of how such specialized empirical research studies can be related to more general theoretical principles.
   C. Students will develop an increased awareness of the potentials and difficulties in using social science research as a basis for modifying public policy.

II. Core Text Books
   

III. Outline of Topics

March 21 - Why Study Disaster?
   A. Review course objectives, learning strategies, and evaluations.
   B. Review bibliography.
   C. Procedures for field trips.
   D. Policy applications examples: *Report on Flood Hazard Mitigation; International Decade of Natural Disaster Reduction*.

March 23 - Natural Disasters and Social Science Research: A Brief History
   **Reading:** Lindell and Perry, pp. 1-25; Thomas E. Drabek, “A History of Sociological Research on Disaster,” pp. 9-22 in *Proceedings of the States - Former Soviet Union Seminar on Social Science Research on Mitigation for and Recovery from Disasters and Large Scale Hazards* (Vol. 1: *The American Participation*), E. L. Quarantelli and Konstantin Popov, eds., Disaster Research Center, University of Delaware: Newark Delaware, 1993 (copies provided).
   Video: “A Lady Named Camile”
March 28 - [Disaster Warnings As Social Processes: Hurricane Carla (1962); Denver flood (1965); Rapid City flood (1972); Big Thompson Canyon flood (1976); Texas Hill Country flood (1978); Hurricane Frederic (1979); Mount St. Helens (1980); Abilene flood (1981); Denver nitric acid spill (1983); Hurricanes Hugo (1989), Andrew (1992) and Iniki (1992).]


March 30 - [Family Evacuation: What Works and Why?]

Reading: Burton, Kates, and White, pp. 31-65. Lindell and Perry, pp. 27-51.

April 4 - [Altruism, Heroes, and the Therapeutic Community]

Reading: Lindell and Perry, pp. 53-113.

April 6 - [Myths about Disaster Responses]

Reading: Lindell and Perry, pp. 115-145.
Videos: Terrible Tuesday and Hurricane Hugo.

April 11 - [The Emergence of Ephemeral Institutions]

Reading: Lindell and Perry, pp. 147-181.

April 13 - [Emergent Multiorganizational Networks]

Video: “PSA Crash”
Reading: Lindell and Perry, pp. 183-214.

April 18 - [Developing Local Emergency Management Programs]

Reading: Lindell and Perry, pp. 215-247.

April 20 - [Simulations As Multiorganizational Planning Tools]

Film: “Date With Disaster”
Reading: Lindell and Perry, pp. 249-275.

April 25 - [Long-term Impacts of Disaster.]

Reading: Burton, Kates, and White, pp. 66-94.
Case study student reports

April 27 - [Hazards, Response, and Choice]

Reading: Burton, Kates, and White, pp. 95-163.
Distribute mid-term examination (take-home essay)
Case study student reports
Case study analysis reports due - in class.

May 2 - [Hazard Perceptions and Mitigation Strategies]

Reading: Burton, Kates, and White, pp. 164-185.
May 4 - Mitigation Strategies: Philosophy, Politics, and Problems  
Videos: Galveston Island and Rim of Fire  
Mid-term exam due - in class.

May 9 - American Red Cross: History, Responsibility and Operations  
Field Trip: Mile High Chapter, American Red Cross (tentative)  
**Reading:** Burton, Kates, and White, pp. 186-218.

May 11 - Local Civil Defense: Coordination and Planning  
Field Trip: Denver Civil Defense Emergency Operations Center (tentative)  
**Reading:** Burton, Kates, and White, pp. 219-263.

May 16 - State Level Preparations: The Governor and Local Communities  
Field Trip: Camp George West Emergency Operations Center (tentative)

May 18 - Presidential Declarations and Coordination of Federal Responses  
Field Trip: Federal Emergency Management Agency (tentative)

May 23 - Social Science Research and Public Policy  
Field trip reaction reports due - in class  
Discussion: Field Trips

May 25 - The Future of Disaster Research and Emergency Management  
Discussion: Readings and Field Trips  
Course evaluations

IV. Modes of Evaluation

A. Class Discussion - 10%  
B. Mid-Term Examination (take-home essay) - 30%  
C. Case Study Analysis (see below) - 25%  
D. Oral Summary of Case Study - 5%  
E. Field Trip Reaction Report (see below) - 30%
V. Disaster Case Study Analysis
Select a disaster case study published by a social scientist and prepare a written analysis that does not exceed the equivalent of 4 typewritten pages (double spaced). Use all of the following sub-titles:

A. Book citation (use ASA format)
B. Credentials of author (degrees, positions, previous publications)
C. Summary of event and locale
D. What research methods were used?
E. What are the major social science conclusions reached by the author?
F. What aspects of this study confirm findings presented in the Drabek inventory (be specific)?
G. What aspects of this study are inconsistent with findings presented in the Drabek inventory (be specific)?
H. What public policy issues are relevant to this study?

VI. Field Trip Reaction Report (FTRR)
Students will submit a FTRR covering all trips.
For each trip summary comments will be written in accordance with the following format:

A. Length—approximately 2 pages for each trip.
B. Questions—As a student of the social sciences, list a minimum of 4 questions you would like to ask. These are to be written prior to the trip.
C. Record your reactions and comments in this format:

1. Agency name
2. Speaker
3. Questions (those you wish to ask and those you did ask plus answer given)
4. Reactions:
   a) What did you learn about human responses (victims, agency personnel, the public at large)?
   b) What did you learn about social policy (agency roles, governmental rules and laws)?
   c) What did you learn about research application efforts?
   d) What was the single most important new piece of information you learned?

VII. Late paper policy: It is assumed that all papers will be submitted in class on the date due. One point will be deducted from the grade assigned each day beyond the due date.