1. Textbook and Resource Material

Textbook


Resource Material


2. Course Description and Prerequisites

This course examines the relationship between disasters and society from a sociological perspective. Key themes that will be addressed throughout the course involve preparedness, warning response, mitigation, social vulnerability, long- and short-term recovery, and international hazard management.

Prerequisites: 3 hours of sociology

3. Learning Objectives

After taking Disasters & Society, you should be able to demonstrate, through a sociological lens, understanding of:

   LO 1. The concepts of hazards, risks, disasters, vulnerability, and resiliency;
   LO 2. Various types of disasters and their impact on society;
   LO 3. The importance of addressing the needs of the populations affected by a disaster;
   LO 4. The key actors in the disaster management process, which constitutes mitigation, preparedness, response, and recovery; and
   LO 5. Problems associated with preparedness, response, and recovery in short-and long-term in local and international settings.

4. Service Learning Designation

This course is officially designated as Service Learning course by UTRGV’s Engaged Scholarship & Learning as of (January 15), 2018.
Service Learning Objectives

SLO 1. To prepare oneself to help community members and respond to future disasters by participating in a CERT Training program (LO1, LO2, LO3, LO4).

SLO 2. To learn firsthand experiences from selected community partners in dealing with disaster management including preparedness, mitigation, response, and recovery activities (LO3).

SLO 3. To learn issues, problems and challenges they face in managing disasters faced by the selected community partners (LO4, LO5).

SLO 4. To apply theories and concepts in order to solve the problems, issues, and challenges learned from various community partners in managing hurricane disaster and emergency effectively (LO1, LO2, LO3, LO4, LO5).

SLO 5. To prepare a service learning experience report that contains experiential learning experience and sustainable solutions showcasing application of theories and concepts learned in classroom to problems, issues, and challenges in managing disaster and emergency effectively (LO1, LO2, LO3, LO4, LO5).

Service Learning Definition

*Service Learning* is defined as “a thoughtfully organized service experience that addresses a need in the community in a reciprocal and mutually beneficial relationship and integrates a reflective component that relates the service experience to academic course objectives and the student’s learning” (Source: Engaged Scholarship & Learning, UTRGV). As stated in definition, the service learning differs from both *internship* which emphasizes more on learning than service and *volunteering* which focuses more on service than learning. (See more information at [http://www.utrgv.edu/engaged/service-learning/index.htm](http://www.utrgv.edu/engaged/service-learning/index.htm)). The details of the project will be explained in the class.

Platform for Service Learning

*Engagement Zone:* Students are required to enroll in the Engagement Zone and follow the instructions ([http://ez.utrgv.edu/user/login/](http://ez.utrgv.edu/user/login/)).

How Service Learning is Designated in this course?

SOCI 3348.01 Disaster and Society course is especially designed to provide an experiential learning opportunity to students. Because effectively managing disasters require harmonious collaboration among key stakeholders, students will learn from firsthand experiences from multi-community partners. In this course, selected community partners would share their firsthand experience with students in managing disasters in the Rio Grande Valley region. In addition, students will be provided an opportunity to participate and prepare in a disaster preparedness training, CERT Training. This training provides service learning opportunity to students to prepare themselves to help others during a disaster event.
Hours of service to community

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Service to community</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of McAllen Emergency Operation Center (EOC)</td>
<td>Visiting the EOC facility; listening to challenges, issues, and problems in disaster management; help solve the problems by generating sustainable solutions based on application of theories, concepts, and best practices in disaster management learned in class room</td>
<td>3</td>
</tr>
<tr>
<td>City of Weslaco Emergency Department</td>
<td>Listening to challenges, issues, and problems in disaster management; help solve the problems by generating sustainable solutions based on application of theories, concepts, and best practices in disaster management learned in class room</td>
<td>3</td>
</tr>
<tr>
<td>City of Weslaco Emergency Department - CERT Training</td>
<td>Prepare themselves to help others during a disaster event</td>
<td>5</td>
</tr>
<tr>
<td>Preparing service learning reflection report (Individual)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Preparing service learning report (Group)</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total hours of community service</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

Reflection Incorporated into Course Assignments

Students are provided with opportunities to incorporate their reflections of what they learned from community partners into generating sustainable solutions to enhance disaster resiliency in the RGV. In other words, students provide sustainable solutions to overcome problems, issues, and challenges related to disaster preparedness, response, recovery, and mitigation the community members face. In their solutions, the students demonstrate an integration of their reflection of service learning into their solutions.

5. Grading Policies

Grade points: This course consists of face-to-face lectures and small group discussions. There are three elements that contribute to your grade points: exam, assignments, and class participation. There is one final exam in this course, based upon class lectures and the study materials provided, including presentation slides, videos, and required reading materials. There will also be two assignments, one group assignment and one individual assignment. Your class attendance, class participation, and participation in the service learning activities will be counted toward your final grade. The final exam will include your experiential learning experiences. The point distribution for the exams, class attendance and group assignment are as follows:
<table>
<thead>
<tr>
<th>Element</th>
<th>Point Value</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100 (1 exam@ 100 pts)</td>
<td>30%</td>
</tr>
<tr>
<td>Service Learning Project (Group)</td>
<td>100 (1 exam@ 100 pts)</td>
<td>30%</td>
</tr>
<tr>
<td>CERT Training Participation</td>
<td>50 (1 training @ 50 pts)</td>
<td>15%</td>
</tr>
<tr>
<td>Service Learning Reflection (Individual)</td>
<td>50 (1 assignment @ 50 pts)</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>30 (30 classes @ 2 pts each)</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>330</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note: Service learning components contribute to 60% of your total grade*

**Final grade:** The grade scale will be based on the total points you earn at the end of the course (out of a total of 330 points) and is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>297-330</td>
</tr>
<tr>
<td>B</td>
<td>264-296</td>
</tr>
<tr>
<td>C</td>
<td>230-263</td>
</tr>
<tr>
<td>D</td>
<td>198-229</td>
</tr>
<tr>
<td>F</td>
<td>&lt;197</td>
</tr>
</tbody>
</table>

**Your grade:** Your grade in this course will reflect your efforts in class participation, required reading, test and assignment scores. To earn a high grade in this course, you should carefully follow instructions and announcements, prepare and take all exams, complete assignments and submit them on time, and actively participate in all class discussions. To receive a satisfactory grade in this course, students are encouraged to regularly attend classes, with minimal absences and study a minimum of 2 hours per lecture.

**Incomplete:** I do not give “I” (incomplete) grades, however, understanding that in some unusual circumstances, life emergencies may occur, I may assign an incomplete grade during the last quarter of a semester, if a student is unable to complete the course due to justifiable, documentable, and non-academic circumstances. These circumstances will be reviewed in a case by case basis, and are limited to significant illness or other emergency condition beyond your control.

**Grade appeals:** If you think your exam or assignment is not graded correctly, you must make an appeal within 7 days of receiving the grade.

**6. Course policies**

**Emails:** You are required to use UTRGV email, originating from UTRGV.EDU. I will not respond to emails sent from other accounts. To email Dr. Kyne, please use your UTRGV email and write “SOCI 3348.01” in the subject line of your email. I expect email communication to be professional and concise. I believe that you must learn a proper form and way of communication in professional settings for your future success. It is important that your email must show respect.
and courteousness in tone and content. You must begin with a proper salutation, e.g. Dear Dr. Kyne or Hi Dr. Kyne, and a proper ending, e.g. Sincerely, John Doe or Thank you, John Doe). In addition, you must NOT use text-messaging and incomplete sentences in your content. If your email does not have the required format mentioned, I will not respond to your email.

Electronic devices: My goal is to encourage you to engage in class activities and discussion. To achieve this goal, your electronic devices including smart phones and computers must not be used in class. All electronic devices need to be on silent and not visible in class.

Class participation: Students are expected to read study materials prior to each lecture and must be prepared to engage in class learning activities and discussions.

Final Exam: There is one exam in this course. The exam consists of 50 items multiple choice, and/or true or false questions; each question is worth 2 points.

Missing an exam: If you are not able to take the exam due to any reason, you are required to inform the instructor via email 7 days prior to the exam. If there is a documentable, instructor-approved reason for missing the exam, you will be provided with another opportunity to make up the exam. Student must take any-make up exam before the final grade submission due date. However, students are strongly encouraged not to miss the final exam.

Individual assignment: Students will be individually assigned two research articles. You are required to read and write a page summary of each article.

Group assignment: Students will form groups of four, but no more than 2 groups. You are required to work on a group project in which you will require to conduct a survey. You will be asked to write a report of your findings and present orally in class, for a 20-minute presentation. Your oral presentation will be evaluated by your peer groups during your presentation in class.
Late submission: No late assignments are accepted for this course. Students will receive zero points out of the total points per assignment if they do not submit their work on the due date.

7. Calendar of Activities

Week 1 (01/16/2018 & 01/18/2018)

Introduction to Disaster Response and Recovery
Chapter 1 “Knowing What to Expect”
  Overview of course
  The nature of disasters
  The need for response and recovery operations

Week 2 (01/23/2018 & 01/25/2018)

The Actors Involved in Response and Recovery
Chapter 2 “Understanding the Actors”
  Activities of local, state and federal government
  Roles of businesses and non-profits
  Emergent groups and citizens in disasters


Week 3 (01/30/2018 & 02/01/2018)

Myths, Exaggerations and Realities
Chapter 3 “Anticipating Human Behavior in Disasters”
  The impact of Hollywood and media portrayals
  Research about myths
  How people actually react


Week 4 (02/06/2018 & 02/08/2018)

Management Approaches
Chapter 4 “Recognizing Alternative Response and Recovery Approaches”
  The traditional approach
  The professional approach
  Comparing the two models

Week 5 (02/13/2018 & 02/15/2018)

**Generic Functions**
Chapter 5 “Implementing Initial Response Measures”
- Hazard detection
- Warning
- Evacuation and sheltering

doi:10.1016/j.ssresearch.2006.02.003

Week 6 (02/20/2018 & 02/22/2018)

**Generic Functions (cont.)**
Chapter 6 “Caring for the Injured, Dead, and Distraught”
- Search and rescue operations
- Medical care and mass fatality management
- Treating post-traumatic stress disorder

doi:10.1017/s0033291707001353

Week 7 (02/27/2018 & 03/01/2018)

**Generic Functions (cont.)**
Chapter 7 “Managing Public Information, Donations and Volunteers”
- Communicating with the media
- Accepting donations
- Working with volunteers

doi:10.1080/1062726x.2013.806870

Week 8 (03/06/2018 & 03/08/2018)

**Generic Functions (cont.)**
Chapter 9 “Promoting Recovery and Mitigation”
- Individual and public assistance
Fraud, historic buildings and the environment
Reducing vulnerability after disaster


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**Week 9 (03/13/2018 & 03/15/2018)**

No Class Spring Break

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**Week 10 (03/20/2018 & 03/22/2018)**

**Expected Problems**
Chapter 10 “Overcoming Typical Challenges”
- Decision making, transportation and politics
- Special populations, communication and coordination
- Legal issues and record keeping

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**Week 11 (03/27/2018 & 03/27/2018)**

**Using Tools and Strategies**
Chapter 11 “Harnessing Technology and Organization”
- Technology in emergency management
- Incident command, emergency operations centers and mutual aid


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**Week 12 (04/03/2018 & 04/05/2018)**

**Interorganizational Coordination**
No Reading Assignment/Term Papers Due
- EMAC, NIMS and the National Response Plan


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**Week 13 (04/10/2018 & 04/12/2018)**

**Looking to the Future**
Chapter 12 “Foreseeing the Future”
- The interaction of hazards
- New threats
Rising vulnerability


### Week 14 (04/17/2018 & 04/19/2018)

**How to Prepare and React**

Chapter 13 “Enhancing Disaster Resilience”
- Acquiring resources, hazard and vulnerability assessments, planning, training
- Exercises, community education, improvisation and leadership

Chapter 8 “Moving Beyond Immediate Needs”
- Damage assessment
- Disaster declarations
- Debris removal


### Week 15 (04/24/2018 & 04/26/2018)

**Group Presentation**

### Week 16 (05/01/2018)

Exam Review

### Week 16 (05/10/2018)

**Final Exam**
- 8:00 ~ 9:45 am (Room TBA)
8. UGRTV policy statements

Students with Disabilities:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Mandatory Course Evaluation Period:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available in Spring 2018 (full semester) between April 11 and May 2.

Attendance:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.
Course Drops:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Student Services:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
• Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
• Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
• Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
• Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

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