

GENDER AND DISASTER
SPRING 2009

Women and Gender Studies 3700-002 | Tuesday 5:00-7:30 | HALE 240

Emmanuel David, PhD (emmanuel.david@colorado.edu)
Office Hours: Cottage 206 | T/R 11:00am-12:00pm & by appointment

Course overview: This course introduces students to an interdisciplinary examination of gender and disaster. Using an intersectional perspective, the course examines gender inequality at each phase of the disaster cycle with particular attention to women’s vulnerability and resilience. While most readings focus on women and girls, several texts address men and masculinity in disaster. Specific attention is given to the unequal social consequences of disaster in both U.S. and global contexts.

Required texts: (Available at the CU Bookstore; books are also on reserve at Norlin Library for checkout)

- Philips, Brenda D. and Betty Hearn Morrow, eds. 2008. *Women and Disasters: From Theory to Practice*. International Research Committee on Disasters, Philadelphia: Xlibris.
 - Fothergill, Alice. 2004. *Heads Above Water: Gender, Class, and Family in the Grand Forks Flood*. Albany, NY: State University of New York Press.
 - Various electronic readings on CUlearn. One course packet of printed articles is available for reading in the Hazel Gates Woodruff Cottage library. [R]
-

Evaluation and Grading:

Attendance and class participation	(5 points per class)	75 points	15%
Reading responses	(5x20 points)	100 points	20%
Work-in-progress	(2x12.5 points)	25 points	5%
Discussion leader/application activity	(once, in pairs)	25 points	5%
Midterm exam	(3/3)	100 points	20%
Final essay	(4/21)	150 points	30%
Final presentation	(4/21 and 4/28)	<u>25 points</u>	<u>5%</u>
		500 points	100%

Grade descriptions:

C = (competent/average): Required elements of an assignment are completed, no more, no less.

B = (good/better than average): The work demonstrates quality greater than required.

A = (superior/excellent): Work is technically flawless and demonstrates greater-than-usual insights.

D = (below average): The student’s work fulfills most of required elements.

F = (failing): The student’s work fails to fulfill 1/2 or more of the requirements for the assignment.

+’s and -’s designate gradations in-between.

University policy prohibits instructors from discussing student grades by email. If you have questions about your course grade, please visit me during office hours or contact me to set up an appointment. Grades will be updated periodically on CUlearn.

Please retain all graded assignments for this class until the final course grades have been calculated. I will not discuss individual grades before, during, or after class. If you have questions about an individual grade, please make an appointment during office hours and bring a written statement describing your concerns.

TENTATIVE SCHEDULE (subject to change)

Week One: January 13 —Welcome!

- Introduction to the course

Week Two: January 20 — Overview of gender and disaster

- Phillips and Morrow. “What’s gender got to do with it?” Chapter 1 in *Women and Disasters*
- Fischer. “Response to Disaster.” [R]
- Fothergill. “Introduction: Red River Rising.” Chapter 1 in *Heads Above Water*

Week Three: January 27 — At risk: Disaster vulnerability and resilience

- Enarson and Phillips. “Invitation to a new feminist disaster sociology: Integrating feminist theory and methods.” Chapter 2 in *Women and Disasters*
- Lovekamp. “Gender and disaster: A synthesis of flood research in Bangladesh.” Chapter 4 in *Women and Disasters*
- Fothergill. “Disaster strikes.” Chapter 2 in *Heads Above Water*

Week Four: February 3 — Gender and class; roles and relations

- Fothergill. “Women’s Roles.” Chapter 3 in *Heads Above Water*
- Bradshaw. “Reconstructing roles and relations: Women’s participation in reconstruction in post-Mitch Nicaragua.” [R]
- Fordham. “The intersection of gender and social class in disaster: Balancing resilience and vulnerability.” Chapter 3 in *Women and Disasters*

Week Five: February 10 — Global perspectives; or do concepts travel?

- Enarson and Meyreles. “International perspectives on gender and disaster.” [R]
- Pincha and Harikrishna. “ARAVANIS: The Voiceless Victims of Tsunami.” [R]
- Video: *Chaos to Creativity: Women Rebuild After Disaster* (Groots International)
- Work in Progress #1 Due

Week Six: February 17 — Work: When the helpers need help: care, charity and labor

- Fothergill, “Financial Fallout.” Chapter 4 in *Heads Above Water*
- Enarson. “What women do: gendered labor in the Red River Valley flood.” [R]
- Wilhelm, Ian. 2006. “When the Helpers Need Help: Charity Leaders Strive to Adapt to Post-Katrina New Orleans.” [R]

Week Seven: February 24 —Women’s health and safety

- Fothergill. “Threats to mind and body.” Chapter 6 in *Heads Above Water*
- Fothergill. “Domestic Violence.” Chapter 8 in *Heads Above Water*
- Ollenburger. “Women, Aging and Post-disaster stress.” Chapter 5 in *Women and Disasters*
- Women and Post-Disaster Depression [NPR audio, August 29, 2007, 7:54]
<http://www.npr.org/templates/story/story.php?storyId=14018127>

Week Eight: March 3 — Women, family, and community

- Fothergill. “Family and Religion: Havens in a Flooded World?” Chapter 7 in *Heads Above Water*
- Film Screening: *Still Waiting: Life After Hurricane Katrina*
- Take-home midterm exam due

Week Nine: March 10 — Inequalities in emergency management

- Wilson and Oyola-Yemaiel. “Professionalization and gender in local emergency management.” Chapter 9 in *Women and Disasters*
- Krajewski and Peterson. “But she’s a woman and this is a man’s job: Lessons for participatory research and participatory recovery.” Chapter 10 in *Women and Disasters*
- Video: Gender dimensions in disaster management [10:32]
http://practicalaction.org/video/view/gender_disasters_english

Week Ten: March 17 — Evacuation, displacement, and recovery

- Bateman and Edwards. “Gender and evacuation: A closer look at why women are more likely to evacuate for hurricanes.” [R]
- Fothergill. “The re-creation of domestic culture.” Chapter 9 in *Heads Above Water*
- Enarson. “Women and housing issues in two U.S. disasters: Case studies from Hurricane Andrew and the Red River Valley flood.” Chapter 7 in *Women and Disasters*
- Guest speaker: Elaine Enarson

Week Eleven: March 24

SPRING BREAK

Week Twelve: March 31 — Case study: 9/11

- Lorber, Judith. “Heroes, Warriors, and *Burqas*: A Feminist Sociologist’s Reflections on September 11.” *Sociological Forum* 17(3):377-396.
- Video: Clips from *Women of Ground Zero* and *9/12: From Chaos to Community*.
- Work in Progress #2 Due

Week Thirteen: April 7 — Case study: Hurricane Katrina

- Enarson, “Women and children last?: Averting the Second Post-Katrina Disaster.”
<http://understandingkatrina.ssrc.org/Enarson/>
- Deweever and Hartmann. “Abandoned Before the Storms: The Glaring Disaster of Gender, Race, and Class Disparities in the Gulf.” [R]
- Ransby. “Katrina, Black Women, And The Deadly Discourse On Black Poverty In America.” [R]
- Tierney and Bevc. “Disaster as War” [R]
- Video: When the Levees Broke [Excerpts]

Week Fourteen: April 14 — Global case study: TBD

- Readings: TBD

PAPERS DUE FRIDAY, APRIL 17

Week Fifteen: April 21

Student Presentations

Week Sixteen: April 28

Student Presentations

Fifth response paper due

COURSE REQUIREMENTS

Reading responses: (5 X 20 = 100 points)

Students are required to submit five one-page reading responses over the course of the semester. Four papers should contain summaries and reflections on the required readings, and should demonstrate your critical engagement with the course materials. At the end of the response, students must also include a discussion question, which may be used during the class for student discussion.

All students must turn in a fifth paper on the last day of class. The final paper should address your personal reflections on the course and any thoughts that help you tie the course together.

Midterm exam: (1x100 points)

The exam will include a series of short answer/essay questions. **You are responsible for all course materials including lectures, readings, and films.** The exam **MUST** be taken on the day and at the time scheduled. No make-up exams will be given.

Attendance and class participation: (15x5=75 points)

The class will be structured like a seminar, which will include at least one break. Because we meet once a week, your attendance and participation are essential. Attendance will be taken every class. You will receive five points for each day you attend class and actively participate in seminars discussions. To receive full credit for the day, you must arrive on time and prepared to critically engage with the course material, and you must attend the entire class session. Points will be deducted for arriving late, leaving early, or not being prepared to fully engage with the course material. Active participation does not mean dominating discussion.

Discussion leader and application activity (1x25 points)

At the beginning of the semester you will be paired with another student. The pair will be assigned a day to present an application of the day's reading and engage the class in a discussion of the material (you-tube, films/videos, newspapers, etc). Students will be evaluated on clarity, preparation, and level of engagement with the other students.

Work-in-progress papers: (2 X 12.5= 25 points)

You are required to submit two 2-page work-in-progress papers, which will help you get an early start on your final essay. The first work-in-progress paper (due February 10) must include a summary of the specific disaster event (scale, scope, duration, magnitude, and most importantly, the social consequences) that you have chosen to research. It must include a paragraph stating the issue that you plan to address and the reasons why you are interested in that specific topic. The second work-in-progress (due March 31) is a brief annotated bibliography, which summarizes, critiques, and integrates at least five scholarly research articles that deal with your paper's event/issue.

Final essay (150 points) and Presentation (25 points):

You will conduct individual research on a specific disaster/issue of your choice and will give a class presentation at the end of the semester. You will write an 8-10 page essay that addresses how and under what conditions gender played out in the event/issue under investigation. Your essay and presentation should not simply provide a narrative or plot-summary of the disaster. Rather, your essay should critically evaluate particular social aspects of the event using knowledge acquired over the semester. To help keep your project contained and manageable, please narrow the focus of your presentation to a specific issue or aspect of the disaster. Do not try to examine every social dimension of a particular disaster event. Topics of investigation for each disaster may include: inequality in disaster (race, class, gender); gendered aspects of preparedness, response, recovery, and mitigation; vulnerability and resilience; division of labor; violence; shelter and housing issues; stress and coping; organized and collective behavior during disaster; disaster and emergency management policies; myths, realities, and media coverage; commemoration and remembrance practices. If helpful, please use our course readings as a model for conducting a gender analysis of disaster. Late papers will be penalized (see below). In addition, students must upload electronic versions of the paper to SafeAssign on CULearn.

Expected Workload: University policy states that an undergraduate student should expect to spend approximately 3 hours per week *outside* of class for each credit hour earned. You should expect to spend approximately 9 total hours per week in the completion of this course. For more information on this university definition of an undergraduate credit hour see:

http://www.colorado.edu/FacultyGovernance/MOTRES/BFAxm_90105.html

Course Policies:

- Texting is not permitted. If you are caught texting during class, you will be asked to leave immediately.
- All assignments must be typed, double-spaced, 12-point font, Times or Times New Roman, and have normal, one-inch margins. Do not go over the page limit. Assignments must be turned in on the dates due.
- Exams must be taken on the scheduled dates.
- Without official documentation of illness or an emergency (death, dying, injury, serious illness) there are no make-up quizzes or exams. Not included as emergencies: social events or more convenient/less expensive flights home or for spring break.
- Late papers will lose one letter grade per day (not per class period).
- If you are going to miss a test or turn in an assignment late due to illness or some other emergency, you must email me BEFORE the exam or due date. In these situations, official documentation is required, and I ask that you see me during office hours.
- Failure to follow these procedures will result in a grade of F on the exam or assignment.

You are expected to arrive on time for lectures. Should you arrive late or miss class, you are responsible for finding out from your classmates what you have missed, including last-minute assignment changes and announcements. Please do not ask me or if you “missed anything important” when you were absent. I consider all class related material (formal lectures and informal classroom discussions) important!

Office Hours and Electronic Communication:

- Please use my office hours. I have set aside several office hours a week to meet with students. If you cannot meet with me due to a recurring conflict with your schedule, I will make efforts to accommodate by making an outside appointment.
- I am also available by e-mail to answer your questions, but you must give me enough time to do so. Do not expect immediate responses to your questions. Emailing me the night before an exam or paper deadline, for example, does not provide enough time to respond. Longer responses (requiring more than a few sentences) are better addressed in person.
- I do not answer work-related e-mail after 5:00 pm on weekdays or over the weekend. Please plan accordingly.

University Policies:

Disabilities: If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322. <http://www.colorado.edu/disabilityservices>

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. http://www.colorado.edu/policies/fac_relig.html

Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Graduate instructors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference so that I may make appropriate changes to my records. See policies at: www.colorado.edu/policies/classbehavior.html
www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Cheating: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). <http://www.colorado.edu/policies/honor.html>, <http://www.colorado.edu/academics/honorcode/>

Discrimination and Harassment: The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises that create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at:

<http://www.colorado.edu/sexualharassmt/>

Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

<http://www.colorado.edu/odh>

Below you will find a partial list of disaster events.

1. Hurricane Ike (2008)
2. Hurricane Gustav (2008)
3. China Earthquake (2008)
4. Cyclone Nargis (2008)
5. Minneapolis, Minnesota Bridge Collapse (2007)
6. Bangladesh Cyclones (2007)
7. Mexico Floods (2007)
8. Earthquake in Peru (2007)
9. Southern California Forest Fires (2007)
10. Utah Mine Collapse (2007)
11. Java, Indonesia Earthquake (2006)
12. Kashmir Earthquake (2005)
13. Hurricane Rita (2005)
14. Hurricane Katrina (2005)
15. Hurricane Wilma (2005)
16. London Bombings (2005)
17. Indonesian Earthquake and Tsunami (2004)
18. Four Florida Hurricanes (2004)
19. Madrid Train Bombings (2004)
20. Bam, Iran Earthquake (2003)
21. Southern California Wildfires (2003)
22. Hurricane Isabel (2003)
23. Western Wildfires (2002)
24. Bali Bombings (2002)
25. Gujarat, India Earthquake (2001)
26. Anthrax Incident (2001)
27. September 11 Terrorist Attacks (2001)
28. Hurricane Floyd (1999)
29. Southern Drought and Heat Wave (1998)
30. Red River Flood (1997)
31. Chicago Heat Wave (1995)
32. Oklahoma City Bombings (1995)
33. Northridge, CA Earthquake (1994)
34. Midwest Floods (1993)
35. Hurricane Andrew (1992)
36. Oakland Firestorm (1990)
37. Hurricane Hugo (1989)
38. Loma Prieta Earthquake (1989)
39. Mexico City Earthquake (1985)
40. Exxon Valdez Oil Spill (1989)
41. Chernobyl Nuclear Explosion (1986)
42. Bhopal, India Chemical Release (1984)
43. Mount St. Helen's Volcano Eruption (1980)
44. Three Mile Island Nuclear Accident (1979)
45. Love Canal Incident (1978)
46. Amoco Cadiz Oil Spill (1978)