# Unit 1: The Sociology of Disaster

This unit introduces the concept of the sociological issues in disaster from an individual, group, community, and national perspective. The student gains an understanding of how culture and perspective affect the preparation for, response to, recovery from, and mitigation of disasters.

Teacher’s name

Date

Class Number/Room

LESSON #1: **Discussion on individual definitions of key concepts (disaster, sociology, sociology of disaster).**

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| **OVERVIEW** | | **Materials** |
| Engagement: Video clips of historical and contemporary events of disasters.  Exploration**:** Examine evolution of government programs and policy in preparation for and response to disasters.  Explanation: Teacher content on federal and local agencies and authority and responsibility.  Elaboration: Examine the roles, functions, and significance of historical events and the government’s response to disaster and the sociological consequences.  Evaluation: Journal entry on research reflections – suggestion for students to identify focus areas of disaster and the human dimensions of disasters. Consider human elements in disaster preparation, mitigation, and management. Examine crisis communications, or leadership styles, key players and government/academic institutions across cases or time. | | * Video and player * Internet enabled devices * Agency information organizer   **Textbooks:**  Drabek: Chapters 1-3  The following textbooks are recommended for this course:  Drabek, T. (2013). *The human side of disaster* (2nd ed.). CRC Press.  Leedy, P., & Ormrod, J. (2015). *Practical research: Planning and design* (11th ed.). Pearson.  Bullock, J., Haddow, G., & Coppola, D. (2018). *Homeland security: The essentials* (2nd ed.). Butterworth-Heinemann.    The following textbook and sources were used to design this course:    Haddow, G., Bullock, J., & Coppola, D. (2013). *Introduction to emergency management* (5th ed.). Butterworth-Heinemann.  <http://www.apa.org/> (research citation method) |
| **Objective/Goals** | **Prerequisites** | **Outcome** |
| 1. Define the concept of disaster. 2. Identify the scientific discipline of Sociology. 3. Define the concept of the Sociology of Disaster. | None- Intro | Discussion on individual definitions of key concepts (disaster, sociology, sociology of disaster). |
| **PLAN** | | **Key Points for Teaching:**  Teacher Resources:  Drabek, T. (2013). *The human side of disaster* (2nd ed.). CRC Press.  The Impact of Disasters  <https://sciencing.com/impact-natural-disasters-5502440.html>  Social impact  <https://www.annualreviews.org/doi/abs/10.1146/annurev-soc-121919-054827>  What is sociology? <https://www.asanet.org/about/what-sociology#:~:text=SOCIOLOGY%20is%20the%20study%20of,people%20interact%20within%20these%20contexts> |
| **Engage (10 min) Video Warm-up:**  Global threats, and disasters  **Approach:** The teacher describes the history of disasters in society. | |
| **Exploration (30 min)**  Assign report-out to the class individually or in groups: option to assign multiple organizations or significant historical disasters. Examine role and actions of – municipal, state level to include mayors, city agencies, etc. | |
| **Explanation (10 min)**  Teacher content should include a review of the role of the government (federal, state, local) in disaster preparation and response.  Examine the structure of relationship and interaction between local governments (initial level) and the federal government, and private partners during all phases of disaster management.  Teacher content includes discussion of daily roles and uses of science and technology and political policy for agencies such as Law Enforcement and Fire and Homeland Security. Discussion should include one or two more obscure agencies without a clear nexus to disaster management. | |
| **Elaboration (20 min)**  Have students predict future disaster events with some degree of risk from inadequate personal or societal preparation.  In a classroom exercise, develop a timeline of significant global disasters.  Select a “Critical Thinking” exercise from the text. | |
| **Eval (5 min)**  Student Discussion Question:  If another attack of the scale of 9/11 (or greater) is repeated today against the U.S. homeland, would society react the same or differently than the 2001 event? Why or why not?  Pairing and sharing: Put students into groups of two to five – share key lessons learned with each other from course/lesson readings-discussions. | |