CONVERGE Reciprocity in Research Annotated Bibliography

This annotated bibliography includes resources focused on reciprocity in hazards and disaster research. This bibliography is meant to support those interested in learning more about reciprocity and to complement the CONVERGE Reciprocity in Hazards and Disaster Research Training Module. If you identify missing references, please send them to converge@colorado.edu, and we will add them to the list.

Citation

Adams, J. (1998). The wrongs of reciprocity: Fieldwork among Chilean working-class women. *Journal of Contemporary Ethnography*, *27*(2), 219-241. https://journals.sagepub.com/doi/10.1177/089124198027002003

Abstract

Reciprocity, or the "giving back" by the researcher to the subjects of the research in the fieldwork situation, is not often mentioned by the authors of fieldwork methodologies or ethnographies. When it is mentioned, the pitfalls that can accompany it are rarely examined, and it is usually presented as an unequivocally desirable practice. From experiences with reciprocity during fieldwork with women who make the art form known as the *arpillera* in Chile, the author concludes that reciprocity can be a source of insight and improved relations, but it can also cause problems for the subjects and the research. Far from unambiguously positive, reciprocity can prove a potential minefield because of the ever-changing membership status of the researcher in the group and because of differences in power, knowledge, and culture between the researcher and the researched.

Citation

Alvesson, M., & Sköldberg, K. (2017). *Reflexive methodology: New vistas for qualitative research* (3rd ed.). Sage.

Abstract

N/A

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Citation

Becker, L. C. (1986). *Reciprocity*. Routledge & Kegan Paul.

Abstract

The tendency to reciprocate – to return good for good and evil for evil – is a potent force in human life, and the concept of reciprocity is closely connected to fundamental notions of 'justice', 'obligation' or 'duty', 'gratitude' and 'equality'. In Reciprocity, first published in 1986, Lawrence Becker presents a sustained argument about reciprocity, beginning with the strategy for developing a moral theory of the virtues. He considers the concept of reciprocity in detail, contending that it is a basic virtue that provides the basis for parental authority, obligations to future generations, and obedience to law. Throughout the first two parts of the book, Becker intersperses short pieces of his own narrative fiction to enrich reflection on the philosophical arguments. The final part is devoted to extensive bibliographical essays, ranging over anthropology, psychology, political theory and law, as well as the relevant ethics and political philosophy.

Citation

Bhan, G. (2014). Moving from 'giving back' to engagement. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/406/370

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Browne, K. E. (2015). *Standing in the need: Culture, comfort, and coming home after Katrina.* University of Texas Press.

Abstract

This eloquent, in-depth account of an extended African American family's grueling eight-year recovery from Katrina demonstrates how greater cultural understanding would enable disaster recovery organizations to better serve affected communities.

Citation

Browne, K. E., & Peek, L. (2014). Beyond the IRB: An ethical toolkit for long-term disaster research. *International Journal of Mass Emergencies and Disasters*, *32*(1), 82-120. https://hazards.colorado.edu/uploads/publications/22_2014%20Browne_Peek.pdf

Abstract

This article argues for expanding the ethical frame of concern in disaster research from the early phases of site access to longer-term issues that may arise in the field. Drawing on ethical theory, these arguments are

developed in five sections. First, we identify the philosophical roots of ethical principles used in social science research. Second, we discuss how ethical concerns span the entire lifecycle of disaster-related research projects but are not fully addressed in the initial protocols for gaining Institutional Research Board (IRB) approval. Third, we introduce the idea of the philosophically informed "ethical toolkit," established to help build awareness of moral obligations and to provide ways to navigate ethical confusion to reach sound research decisions. Specifically, we use the work of W. D. Ross to introduce a template of moral considerations that include **fidelity**, **reparation**, **gratitude**, **justice**, **beneficence**, **self- improvement**, and **non-maleficence**. We suggest that in the absence of a clear framework that researchers can use to think through ethical dilemmas as they arise, Ross' pluralist approach to ethical problem solving offers flexibility and clarity, and, at the same time, leaves space to apply our own understanding of the context in question. Fourth, we draw on six examples from our respective research studies conducted following Hurricane Katrina. Using these examples, we discuss how, in retrospect, we can apply Ross' moral considerations to the ethical issues raised including: (1) shifting vulnerability among disaster survivors, (2) the expectations of participants, and (3) concerns about reciprocity in long-term fieldwork. Fifth, we consider how the ethical toolkit we are proposing may improve the quality of research and research relationships.

Citation

Brun, C. (2009). A geographers' imperative? Research and action in the aftermath of disaster. *The Geographical Journal*, *175*(3), 196–207. https://10.1111/j.1475-4959.2009.00329.x

Abstract

After the Indian Ocean tsunami of 2004 a number of academics published texts in attempts to make sense of the disaster. Frustrations and feelings of inability to do something useful to assist were expressed. The academic discussions arising from the disaster may be linked with more general discussions around conducting relevant and responsible research in the social sciences. This paper addresses the role of researchers in the aftermath of the tsunami disaster in Sri Lanka and explores how the debate following the tsunami can move on to refine researchers' roles in geography by way of participatory action research (PAR), a research strategy that has received limited attention in research on disasters. The paper begins by situating the debate in the spatial politics of humanitarian work and academic research. Then discussions that arose among geographers in the aftermath of the tsunami are presented and potentials for conducting responsible research by engaging with the field are introduced. In the final section, starting with the notion of responsible research, how PAR can potentially bring us forward in developing principles and tools for more responsible geographical research in the context of emergencies is discussed.

Citation

Cai, Y. (2020). Visualizing vulnerability for inclusive community resilience: Photovoice evidence from the Philippines. *Journal of Planning Education and Research*. https://doi.org/10.1177/0739456X20949644

Abstract

This study explores the integration of photovoice with Facebook to demonstrate diverse dimensions of vulnerability through the lens of twenty-six informal settlers in metropolitan Manila and Cebu City. Through this mixed-methods approach, the article adds to the growing literature on vulnerability as an intrinsic and

dynamic outcome of unjust social structures in the context of community resilience. Findings demonstrate the richness of vulnerability through a participant-driven approach, enhancing planners' understanding of current resilience studies. Such a nonlinear exploration also presents place-based concerns and capabilities, which potentially inform planners for more inclusive resilience building across scales.

Citation

Colwell, R. R. and Machlis, G. E. (2019). *Science during crisis: Best practices, research needs, and policy priorities*. American Academy of Arts and Sciences. https://www.amacad.org/publication/science-during-crisis/

Abstract

From earthquakes, hurricanes, tornadoes, and landslides to oil spills, wildfires, and floods, major disasters place profound stresses on the ability of our society to respond quickly and effectively to safeguard lives, health, and property. Scientists from a broad range of disciplines are critical for mounting an effective response to such crises: their knowledge is essential for shaping and understanding the options available to crisis responders and for communicating that information to decision-makers. Yet while there has been considerable research on the role of science in predicting and preparing for disasters, less attention has been given to the application of science during disasters, including data collection, community engagement, and the integration of scientists into crisis response teams.

How, then, could the application of science during crisis be improved? In this report, Rita R. Colwell and Gary E. Machlis provide a clear, concise, and insightful analysis of the most pressing needs related to the practice of science during crisis, including new research directions, procedural changes, and policy reforms.

The report draws on a workshop held at the headquarters of the American Academy of Arts and Sciences in Cambridge, Massachusetts, at which a diverse group of experts representing many fields gathered to share their knowledge and experience and to debate what changes are needed to better enable scientists to contribute to the understanding and resolution of disasters. I join Dr. Colwell and Dr. Machlis in thanking this distinguished group, particularly Dr. Kristin Ludwig, who cochaired the workshop at the American Academy. I also thank the American Academy staff who provided strong intellectual and logistical support for this project, especially John Randell, the John E. Bryson Director of Science, Engineering, and Technology Programs, and Alison Leaf, Hellman Fellow in Science and Technology Policy.

This report on science during crisis was produced under the auspices of the Academy's Public Face of Science initiative, which is examining how public attitudes toward scientists are shaped and how science could be better applied to individual and institutional decision-making. I would like to express my appreciation to the foundations that have supported the project, including the Gordon and Betty Moore Foundation, the Rita Allen Foundation, and the Alfred P. Sloan Foundation, as well as the many American Academy members and other experts who have contributed to its success.

Citation

Diver, S. W. (2010). Giving back through time: A collaborative timeline approach to researching Karuk Indigenous land management history. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/414/402

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Diver, S. W. & Higgins, M. N. (2014). Giving back through collaborative research: Towards a practice of dynamic reciprocity. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/download/415/401

Abstract

In this thematic section, contributors critically examine their attempts to put community engaged scholarship into practice as a means of giving back. In this form of research practice, informants become community research partners, who work with academic researchers to co-create research questions, protocols, and outcomes. Following participatory and feminist research principles, the authors in this section describe their work balancing research and action, as part of a broader social change project. The authors also discuss their efforts to generate more even power dynamics in their research collaborations with marginalized communities, and the challenges that arise in doing so. As community engaged scholars, the authors find the research process to be as important as, and interconnected to, their research products. Thus, the collaborative research process becomes an ongoing and dynamic form of giving back in itself.

Citation

Eyerman, R. (2015). *Is this America? Katrina as cultural trauma.* University of Texas Press.

Abstract

Using cultural trauma theory, this book explores how a wide range of media and popular culture producers have challenged the meaning of Katrina, in which the massive failure of government officials to uphold the American social contract exposed the foundational racial cleavage in our society.

Citation

Finney, C. (2014). Doing it old school: Reflections on giving back. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/download/412/385

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Fiorella, K. J. (2014). Interpersonal relationships in research: Balancing reciprocity and emergencies. *Journal of Research Practice, 10*(2). http://jrp.icaap.org/index.php/jrp/article/view/398/365

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Fothergill, A., & Peek, L. (2015). *Children of Katrina*. University of Texas Press.

Abstract

Following the lives of seven representative children and teens over several years, this engrossing book offers one of the only long-term studies of how children experience disasters and the personal and structural factors that aid or hinder their recovery.

Citation

Fortmann, L. (2014). Giving back, moving forward. *Journal of Research Practice, 10*(2). http://jrp.icaap.org/index.php/jrp/article/view/399/353

Abstract

While reflecting on her own experience with giving back in Zimbabwe, Fortmann considers how the idea of "giving back" sits at the intersection of feminist theory, participatory research, and the democratization of science. From feminist theory arises the question of how to reciprocate to those who have contributed to our research. The participatory research and democratization of science literature push us to recognize and consider the collaborative nature of our research. Fortmann concludes by identifying three categories of reciprocity in research: material, intellectual, and personal. Sharing must occur, regardless of the kind of research taking place.

Citation

Funtowicz, S., & Ravetz, J. (2003). Post-normal science. In *Online Encyclopedia of Ecological Economics*. International Society for Ecological Economics. http://www.ecoeco.org/publica/encyc.htm

Abstract

N/A

Citation

Gaillard, J. C., & Peek L. (2019). Disaster-zone research needs a code of conduct. *Nature, 575*, 440-442. https://www.nature.com/articles/d41586-019-03534-z

Abstract

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Study the effects of earthquakes, floods and other natural hazards with sensitivity to ethical dilemmas and power imbalances.

Citation

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development.* Harvard University Press.

Abstract

N/A

Citation

Goldberg, H. (2014). Giving back in solidarity. *Journal of Research Practice, 10*(2). http://jrp.icaap.org/index.php/jrp/article/view/429/400

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Golden, C. D. (2014). Gratitude, guilt, goodwill, and giving back: Lessons from Madagascar. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/download/392/388/

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Gupta, C. (2014). Reflections on giving back and giving thanks. *Journal of Research Practice, 10*(2). http://jrp.icaap.org/index.php/jrp/article/view/400/361

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Gupta, C., & Kelly, A. B. (2014). The social relations of fieldwork: Giving back in a research setting. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/423/352

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Abstract

The project of this special issue emerged from the guest editors' experiences as field researchers in sub-Saharan Africa. During this time both researchers faced the difficult question of "giving back" to the communities in which, and with whom, they worked—communities that were often far less privileged than the researchers were in terms of wealth, mobility, education, and access to health care. Returning from their field sites, both researchers felt a combination of guilt and frustration that they had not done enough or had not done things right. Thus emerged the idea of bringing together a group of researchers, from a range of disciplines, to discuss the topic of giving back in field research. This editorial describes the idea and process that led to the present collection of articles. The guest editors situate the project in the literature on feminist studies and briefly summarize each of the four thematic sections in this special issue. They conclude by emphasizing that their collection is not a guide to giving back. Rather than lay out hard and fast rules about what, how much, and to whom field researchers should give, their collection offers a series of examples and considerations for giving back in fieldwork.

Citation

Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Voices in Social Work, 1*(1), 1-16. http://hdl.handle.net/10125/15117

Abstract

This article presents the initial development of one Indigenous research paradigm. The article begins with an overview of worldviews and Indigenous knowledge before addressing how these perspectives have been blinded by Eurocentric thought and practices. These sections set the background for the focus of the article, namely the development of an Indigenous research paradigm. This paradigm is based upon the framework shared by Wilson (2001), who suggested that a research paradigm consists of an ontology, epistemology, methodology, and axiology. By presenting Indigenous perspectives on each of the framework components, an Indigenous research paradigm that was used for research with Indigenous Elders and Indigenous social workers who are based within Indigenous worldviews and ways of being is presented.

Citation

Hoffman, S. M. (2020). "The worst of times, the best of times": Toward a model of cultural response to disaster. In A. Oliver-Smith & S. M. Hoffman (Eds.), *The angry earth: Disaster in anthropological perspective* (2nd ed., pp. 141– 156). Routledge.

Abstract

A great many more people survive catastrophes than are killed by them. When the dust settles, the water recedes, and the ashes take flight in the wind, the survivors are left in pieces. A world that was solid has turned friable. A milieu that functioned has disassembled into silos without seed, roads without terminus, homes no longer standing. A set of meanings and explanations that offered sense has dissolved into detritus as much as has levee and promenade, edifice and avenue. The inhabitants of the devastated zone could in general be described as middle to upper middle class. Most were well educated and relatively

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

affluent. They held such jobs as professor, doctor, lawyer, teacher, social worker, nurse, business owner, and artist. Beginning almost immediately after a major catastrophe, be it hurricane, tornado, cyclone, fire, earthquake, volcanic eruption, flood, avalanche, or a technological calamity, generally there follows a period when victims are propelled into a circumstance of extreme individuation.

Citation

Huisman, K. (2008). "Does this mean you're not going to come visit me anymore?": An inquiry into an ethics of reciprocity and positionality in feminist ethnographic research. *Sociological Inquiry*, *78*(3), 372-396. https://doi.org/10.1111/j.1475-682X.2008.00244.x

Abstract

N/A

Citation

Kelly, A. B. (2014). Drawing lines in the mud: Giving back (or trying to) in northern Cameroon. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/394/356

Abstract

In 1988, Judith Stacey posed the provocative question: "Can there be a feminist ethnography?" In doing so, she challenged widely held assumptions about feminist ethnography by pointing out that qualitative research methods do not necessarily mitigate the dangers of exploitation in research. Almost two decades later, the issues Stacey raised continue to receive considerable attention from feminist scholars. This article adds to this body of literature by examining the dynamics of reciprocity and positionality in research. Drawing from research conducted with Bosnian Muslim refugees, the author outlines three tensions she experienced and addresses how these tensions were related to her shifting and sometimes contradictory positionalities as a woman, a researcher, a friend, a graduate student, and as a person who was straddled between two classes. This is followed by a discussion about the lessons learned and the way the experiences shaped her current collaborative, community-based research project with Somali refugees.

Citation

Kremen, C. (2014). Giving back: Nature conservation in Madagascar. *Journal of Research Practice, 10*(2). http://jrp.icaap.org/index.php/jrp/article/view/411/390

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

Krueger, R. A. (1988). *Focus groups: A practical guide for applied research.* Sage.

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Abstract

This updated edition of Krueger and Casey's bestselling, practical book walks readers step by step through the "how- tos" of conducting focus group research. Using an engaging, straightforward writing style, the authors draw on their many years of hands-on experience in the field to cut through theory and offer practical guidance on every facet of the focus group process, including tips for avoiding problems and pitfalls. The **Fifth Edition** reflects the most recent research and technological innovations and includes new coverage on planning with analysis in mind; creating conversational questions that have the potential for producing unique and valuable insights; the art of hosting a focus group; common sense thinking about reporting; more efficient strategies for planning the study; and emerging areas of focus group research, such as conducting cross-cultural, international, and Internet focus groups.

Citation

Louis-Charles, H. M., Howard, R., Remy, L., Nibbs, F., & Turner, G. (2020). Ethical considerations for postdisaster fieldwork and data collection in the Caribbean. *American Behavioral Scientist*, *64*(8), 1129-1144. https://doi.org/10.1177/0002764220938113

Abstract

The postdisaster environment presents a multitude of ethical and logistical challenges for researchers interested in gathering timely and unpreserved data. Due to the unavailability of secondary data in the immediate aftermath of disasters, postdisaster researchers have become dependent on qualitative methods that involve engaging with disaster survivors as research participants. This is a common interaction in the Caribbean due to the region's high occurrence of disasters and human participant engagement by external researchers during the postdisaster phase. However, due to escalating unethical practices since the 2010 Haiti earthquake, Caribbean nations are beginning the process of censuring unapproved postdisaster fieldwork by external researchers. In this study, the authors approach these ethical considerations through a justice lens to propose a checklist for postdisaster researchers interested in ethical fieldwork and justice for their research participants. Correspondence with Caribbean emergency managers confirms the negative perception toward external researchers and the trend of enacting protocols that stop unvetted community access following disasters. However, these local agencies acknowledge the benefits of ethical postdisaster research and are open to serving as research coordinating centers. Such coordinating centers would harness local capabilities and lower the likelihood of the duplication of research topics and the overburdening of survivors as research participants.

Citation

Macbeth, D. (2001). On "reflexivity" in qualitative research: Two readings, and a third. *Qualitative Inquiry*, *7*(1), 35-68. https://journals.sagepub.com/doi/10.1177/107780040100700103

Abstract

Reflexivity has become a signal topic in contemporary discussions of qualitative research, especially in educational studies. It shows two general inflections in the literature. Positional reflexivity leads the analyst to examine place, biography, self, and other to understand how they shape the analytic exercise. Textual

reflexivity leads the analyst to examine and then disrupt the very exercise of textual representation. The purpose of this article is to develop a critical reading of contemporary formulations of reflexivity in the literature and then reintroduce an earlier discussion in social science, Garfinkel's ethno-methodological "constitutive reflexivity." The author suggests that postmodern attachments not withstanding, positional and textual reflexivities may have far more in common with Enlightenment certainties than is commonly allowed. As for constitutive reflexivity, a brief analysis of a videotaped sequence from a fifth-grade classroom is offered as an example of its alternative program and topics.

Citation

Maiter, S., Simich, L., Jacobson, N., & Wise, J. (2008). Reciprocity: An ethic for community-based participatory action research. *Action Research*, *6*(3), 305-325. https://doi.org/10.1177/1476750307083720

Abstract

Ethical issues have been of ongoing interest in discussions of community-based participatory action research (CBPAR). In this article we suggest that the notion of reciprocity—defined as an ongoing process of exchange with the aim of establishing and maintaining equality between parties—can provide a guide to the ethical practice of CBPAR. Through sharing our experiences with a CBPAR project focused on mental health services and supports in several cultural-linguistic immigrant communities in Ontario, Canada, we provide insights into our attempts at establishing reciprocal relationships with community members collaborating in the research study and discuss how these relationships contributed to ethical practice. We examine the successes and challenges with specific attention to issues of power and gain for the researched community. We begin with a discussion of the concept of reciprocity, followed by a description of how it was put into practice in our project, and, finally, conclude with suggestions for how an ethic of reciprocity might contribute to other CBPAR projects.

Citation

Mauss, M. (2006). *The gift: The form and reason for exchange in archaic societies* (W. D. Halls, Trans.). Routledge. (Original work published 1925)

Abstract

N/A

Citation

Mohammad, L., & Peek, L. (2019). Exposure outliers: Children, mothers, and cumulative disaster exposure in Louisiana. *Journal of Family Strengths*, *19*(1). https://digitalcommons.library.tmc.edu/jfs/vol19/iss1/4

Abstract

Only a limited number of studies have explored the effects of *cumulative disaster exposure*—defined here as multiple, acute onset, large-scale collective events that cause disruption for individuals, families, and entire communities. Research that is available indicates that children and adults who experience these potentially

traumatic community- level events are at greater risk of a variety of negative health outcomes and ongoing secondary stressors throughout their life course. The present study draws on in-depth interviews with a qualitative subsample of nine mother-child pairs who were identified as both statistical and theoretical outliers in terms of their levels of disaster exposure through their participation in a larger, longitudinal Women and Their Children's Health (WaTCH) project that was conducted following the British Petroleum Deepwater Horizon Oil Spill. During Wave 2 of the WaTCH study, mothers and their children were asked survey questions about previous exposure to and the impacts of the oil spill, hurricanes, and other disasters. This article presents the qualitative interview data collected from the subsample of children and mothers who both endorsed that they had experienced three or more disasters that had a major impact on the child and the household. We refer to these children as *exposure outliers.* The in-depth narratives of the four mother-child pairs who told stories of multiple pre-disaster stressors emerging from structural inequalities and health and financial problems, protracted and unstable displacements, and high levels of material and social losses illustrate how problems can pile up to slow or completely hinder individual and family disaster recovery. These four mother-child pairs were especially likely to have experienced devastating losses in Hurricane Katrina in 2005, which then led to an accumulation of disadvantage and ongoing cycles of loss and disruption. The stories of the remaining five mother-child pairs underscore how pre-disaster resources, post-disaster support, and institutional stabilizing forces can accelerate recovery even after multiple disaster exposures. This study offers insights about how families can begin to prepare for a future that is likely to be increasingly punctuated by more frequent and intense extreme weather events and other types of disaster.

Citation

Morgan, D. (1997). *Focus groups as qualitative research* (2nd ed.). Sage.

Abstract

N/A

Citation

Mukherji, A., Ganapati, N.E., & Rahill, G. (2014). Expecting the unexpected: Field research in post-disaster settings. *Natural Hazards, 73*, 805-828. https://doi.org/10.1007/s11069-014-1105-8

Abstract

The purpose of this article was to examine field research after disasters by focusing on *fieldwork* challenges in post- disaster research settings. We describe and evaluate post-disaster fieldwork based on three separate research projects: A study of land use change adaptation strategies following the 2011 Great East Japan Earthquake and Tsunami; a study of long-term housing recovery following the 2001 Gujarat Earthquake in India; and a study of the role of social capital in shelter recovery following the 2010 Haiti Earthquake. The main findings of this study deal with some of the unique set of challenges that accompanies fieldwork in post-disaster settings. Our findings indicate six aspects that researchers might consider prior to undertaking fieldwork in a disaster setting: the critical role of language, logistics of transport and living accommodation, methodological matters, the researcher's position in the field (i.e., gender, ethnicity), fieldwork blues and ethical concerns. Potential solutions to these challenges include understanding the target community prior to embarking on fieldwork, having flexibility in the field to deal with unexpected

issues and problems, planning ahead for institutional review board approvals, forming research collaborations and having strategies in place to manage stress in the field.

Citation

Mundorf, C. A., & Lichtveld, M. Y. (2018). Using community-based, ethnographic methods to examine risk perceptions and actions of low-income, first-time mothers in a post-spill environment. *Journal of Risk Research, 21*(3), 308–322. https://doi.org/10.1080/13669877.2016.1200656

Abstract

Following the 2010 Gulf Oil Spill, area pregnant women were thought to be at-risk for poor health outcomes from the stress of managing health actions in this post-disaster environment. Research directed by an ongoing community– academic partnership sought to explore the specific role of culture in environmental risk protection actions among low- income pregnant women. As a part of the first-phase of a mixed-methods cultural study, community health workers (CHWs) used freelisting methods to survey low-income, first-time mother (*n* = 20) for the threats in the environment and relevant protective actions. Then, a separate pile sort activity (*n* = 31) was used to further investigate these cultural topics. Results elicited a diverse range of threats, protective actions, and sources of support across socio-demographic groups. Results also showed a culturally tailored conceptualization of threats in the environment. Exploring beliefs among a diverse population helps to uncover cultural differences in a population. Results will aid in developing culturally tailored policies and interventions, and increase the relevance of such interventions to address community concerns. Moreover, incorporating CHWs into the research process enhanced researcher literacy, and fostered mutual trust between the community and researchers.

Citation

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research.* U. S. Department of Health and Human Services. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont- report/index.html

Abstract

On July 12, 1974, the National Research Act (Pub. L. 93-348) was signed into law, there-by creating the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. One of the charges to the Commission was to identify the basic ethical principles that should underlie the conduct of biomedical and behavioral research involving human subjects and to develop guidelines which should be followed to assure that such research is conducted in accordance with those principles. In carrying out the above, the Commission was directed to consider: **(i)** the boundaries between biomedical and behavioral research and the accepted and routine practice of medicine, **(ii)** the role of assessment of risk-benefit criteria in the determination of the appropriateness of research involving human subjects, **(iii)** appropriate guidelines for the selection of human subjects for participation in such research and **(iv)** the nature and definition of informed consent in various research settings.

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

The Belmont Report attempts to summarize the basic ethical principles identified by the Commission in the course of its deliberations. It is the outgrowth of an intensive four-day period of discussions that were held in February 1976 at the Smithsonian Institution's Belmont Conference Center supplemented by the monthly deliberations of the Commission that were held over a period of nearly four years. It is a statement of basic ethical principles and guidelines that should assist in resolving the ethical problems that surround the conduct of research with human subjects. By publishing the Report in the Federal Register, and providing reprints upon request, the Secretary intends that it may be made readily available to scientists, members of Institutional Review Boards, and Federal employees. The two-volume Appendix, containing the lengthy reports of experts and specialists who assisted the Commission in fulfilling this part of its charge, is available as DHEW Publication No. (OS) 78-0013 and No. (OS) 78-0014, for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Unlike most other reports of the Commission, the Belmont Report does not make specific recommendations for administrative action by the Secretary of Health, Education, and Welfare. Rather, the Commission recommended that the Belmont Report be adopted in its entirety, as a statement of the Department's policy. The Department requests public comment on this recommendation.

Citation

Newman, J. P., Minguez Garcia, B., Kawakami, K., & Akieda, Y. I. N. (2020). *Resilient cultural heritage: Learning from the Japanese experience*. The World Bank. http://documents.worldbank.org/curated/en/131211602613832310/Resilient-Cultural-Heritage-Learning-from-the- Japanese-Experience

Abstract

Japan's cultural heritage (CH) is among the richest in the world, but the country is faced with some of the most difficult challenges in its exposure to hazards. With earthquakes, volcanic eruptions, tsunamis, typhoons, floods, landslides, and fire, Japan is ranked second, behind the Philippines, for exposure to natural hazards, according to the INFORM Global Risk Index 2019. This has forced the country to develop a culture of continuous improvement in the face of hazard events—a quality that is particularly notable in its management of its CH. This knowledge product reflects good practices and lessons learned from Japan to support international practitioners in the fields of disaster risk management (DRM), CH, and public policy, who are seeking to enhance the disaster resilience of CH and communities in their countries.

Citation

Peek, L. & Fothergill, A. (2009). Using focus groups: Lessons from studying daycare centers, 9/11, and Hurricane Katrina. *Qualitative Research, 9*(1): 31-59. https://doi.org/10.1177/1468794108098029

Abstract

The purpose of this article is to examine focus groups as a qualitative research method. We describe and evaluate the use of focus groups based on three separate research projects: a study of teachers, parents, and children at two urban daycare centers; a study of the responses of second-generation Muslim

Americans to the events of September 11; and a collaborative project on the experiences of children and youth following Hurricane Katrina. By examining three different projects, we are able to assess some of the strengths and challenges of the focus group as a research method. In addition, we analyze the design and implementation of focus groups, including information on participant recruitment, the most effective group size, group composition and issues of segmentation, how to carry out focus groups, and the ideal number of groups to conduct. We pay particular attention to the ways in which focus groups may serve a social support or empowerment function, and our research points to the strength of using this method with marginalized, stigmatized, or vulnerable individuals.

Citation

Peek, L, & Richardson, K. (2010). In their own words: Displaced children's educational recovery needs after Hurricane Katrina. *Disaster Medicine and Public Health Preparedness, 4*(3), S63-S70. https://doi.org/10.1001/dmp.2010.10060910

Abstract

Objectives: Children may experience psychological, physical, and educational vulnerability as the result of a disaster. Of these 3 vulnerability types, educational vulnerability has received the most limited scholarly attention. The 2 primary objectives of this research are to describe what forms of educational support displaced children said that they needed after Hurricane Katrina and to identify who or what facilitated children's educational recovery.

Methods: This article draws on data gathered through participant observation and interviews with 40 African American children between the ages of 7 and 18 years who relocated to Colorado with their families after Hurricane Katrina.

Results: In the first year following Hurricane Katrina, more than 75% of the children in the sample experienced a decline in grades. In subsequent years, the children reported greater satisfaction with their schools in Colorado and their overall educational experience. The children identified their teachers, peers, and educational institutions as playing the most significant role in their recovery.

Conclusion: Through offering a child-centric perspective, this study expands prior research on postdisaster educational recovery.

Citation

Peek, L., Wachtendorf, T., & Meyer, M. A. (2021). Sociology of disasters. In E. Caniglia, A. Jorgenson, S. Malin, L. Peek, D. Pellow, & X. Huang (Eds.), *Handbook of Environmental Sociology* (pp. 219-241). Springer.

Abstract

This chapter focuses on the contributions of sociologists who study the root causes and social consequences of everyday emergencies, disasters, and large-scale catastrophes. It defines key terms and concepts, offers a brief history and overview of the field, and explains why sociologists

study disasters. It also describes what research has revealed regarding human and organizational behavior during times of collective upheaval through offering a review of available research regarding three enduring areas of study in disaster—convergence behavior, panic and prosocial behavior, and crime and conflict. This chapter demonstrates how disaster risk is patterned in ways that reflect pre- existing social and economic inequalities. The concluding section focuses on the future of this field of study and offers forward-looking recommendations. Ultimately, this chapter illustrates the power of sociology in revealing social processes and group-based patterns, while also shedding light on the complicated, sometimes contradictory, and ever-expanding body of knowledge that characterizes the sociological study of disaster.

Citation

Sasser, J. S. (2014). The limits to giving back. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/397/348

Abstract

In this thematic section, authors consider the limitations on giving back that they faced in field research, or saw others face. For some authors, their attempts at giving back were severely limited by the scope of their projects, or their understandings of local cultures or histories. For others, very specific circumstances and historical interventions of foreigners in certain places can limit how and to what extent a researcher is able to have a reciprocal relationship with the participating community. Some authors, by virtue of their lesser positions of power relative to those that they were studying, simply decided not to give back to those communities. In each article it becomes apparent that how and in what ways people give back is unique (and limited) both to their personal values and the contexts in which they do research.

Citation

Sawyer, S. C. (2014). Failing to give enough: When researcher ideas about giving back fall short. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/413/366

Abstract

This article was part of a special issue on “Giving Back in Field Research” in the *Journal of Research Practice*.

Citation

Science for Disaster Reduction Interagency Coordination Group. (2021). *Integrating science and technology with disaster response*. https://www.sdr.gov/docs/SDR_Report_Integrating%20Science%20&%20Technology%20with%20Disaster%20Resp onse.pdf

Abstract

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Each year, communities across the United States are devastated by disasters. As the frequency, severity, and cost of many of these disasters continues to increase, new collaborations and innovative solutions are needed to reduce risk. Many Federal and academic science and technology (S&T) capabilities are already integrated into disaster prevention, mitigation, response, and recovery. For example, highly accurate weather reports are critical to fighting wildfires, and evacuating communities in advance of hurricanes. GIS and remote sensing technologies have proven invaluable for better understanding the extent and potential impact of flooding, as well as damage from earthquakes and other disasters. More can be done, however, to incorporate S&T capabilities from all quarters into disaster response in order to provide critical tools and information to first responders and decision-makers. Steps can be taken to ensure that S&T improves over time in ways that support better decisions and preparedness for future hazards and disasters.

This report is divided into two sections. The first, aimed at the emergency management community, summarizes what S&T capabilities currently exist to aid in U.S.-based disaster response, how these capabilities are coordinated across the Federal family and the interorganizational community, and how these assets are mobilized and funded. Here the report demonstrates the power of S&T in disaster response, and how it may be integrated more effectively into the Incident Management System. It also highlights the importance of allowing scientists and engineers to conduct certain types of research during response. Many scientific endeavors need not be carried out during, or immediately following, a disaster event, but certain ephemeral or perishable data like the baseline health of first responders should be collected in order to inform future responses, or ongoing consequences of the present response. Perishable data can also be used to help scientists and engineers learn important lessons from disaster events. For example, knowing what engineering solutions worked or failed during a severe weather event can inform future building codes and lead to more resilient infrastructure. Allowing critical research or data collection to take place amid the unique environment of a disaster- affected area places new demands on the scientific, engineering, and response communities for communication, training, and coordination.

The second section of the report is aimed at members of the scientific and engineering communities who may be interested in conducting research during disasters. It outlines important considerations for operating within a disaster- affected area. These considerations include safety, community sensitivities, and avoiding placing further burdens on impacted areas by maintaining self-sufficiency. Respectful and clear communication and collaboration between the research and emergency management communities are also underscored. It outlines a series of challenges for advancing the integration of S&T capabilities for response.

The scientific and emergency management communities have already made great strides in increasing collaboration, facilitating communication, and defining rules of engagement during disasters. Despite the different emergency management and scientific research cultures, relationships and integrated approaches are key to fully capitalizing on the use of S&T resources for disaster response.

Citation

Stallings, R.A. (1997). Methods of disaster research: Unique or not? *International Journal of Mass Emergencies and Disasters, 15*(1), 7-19. http://ijmed.org/articles/408/download/

Abstract

N/A

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Citation

Sutton-Brown, C.A. (2014). Photovoice: A methodological guide. *Photography and Culture, 7*(2), 169-185. https://doi.org/10.2752/175145214X13999922103165

Abstract

Photovoice methodology has gained in popularity in the two decades since its inception by Caroline Wang and Mary Ann Burris in the early 1990s. As a participatory action research strategy, photovoice is typically used with marginalized populations that have been silenced in the political arena. Using ethnographic techniques that combine photography, critical dialogue, and experiential knowledge, participants reflect on and communicate their community's concerns to represent their culture, to expose social problems, and to ignite social change. Photovoice has been successfully used in the fields of education, disability studies, public health, and refugees, indicating its vast applicability. This methodology provides a culturally grounded and contextually situated site for reflection on visual images, associated meanings, and social action. Despite its increasing use as a research methodology, little information exists in the literature concerning how to implement a photovoice study. This article is not a how-to guide; rather, it draws heavily upon Wang and Burris's work as well as other studies to serve as a resource that details and outlines various ways to conduct a photovoice project. Drawing upon the author's work, this article also illustrates the complete research design of one photovoice study.

Citation

Texas A&M University College of Architecture. (2021). *About Texas Target Communities.* https://www.arch.tamu.edu/impact/centers-institutes-outreach/texas-target-communities/about/

Abstract

N/A

Citation

Tierney, K. (2019). *Disasters: A sociological approach*. Polity Press.

Abstract

Disasters kill, maim, and generate increasingly large economic losses. But they do not wreak their damage equally across populations, and every disaster has social dimensions at its very core. This important book sheds light on the social conditions and on the global, national, and local processes that produce disasters.

Topics covered include the social roots of disaster vulnerability, exposure to natural hazards such as hurricanes and tsunamis as a form of environmental injustice, and emerging threats. Written by a leading expert in the field, this book provides the necessary frameworks for understanding hazards and disasters, exploring the contributions of very different social science fields to disaster research and showing how these ideas have evolved over time. Bringing the social aspects of recent devastating disasters to the forefront,

Tierney discusses the challenges of conducting research in the aftermath of disasters and critiques the concept of disaster resilience, which has come to be seen as a key to disaster risk reduction.

Peppered with case studies, research examples, and insights from very different disciplines, this rich introduction is an invaluable resource to students and scholars interested in the social nature of disasters and their relation to broader social forces.

Citation

Tobin, J. (2021) *A template for multidisciplinary virtual reconnaissance research—CONVERGE Extreme Events Research Check Sheets Series.* DesignSafe-CI. https://doi.org/10.17603/ds2-6h08-0p18.

Abstract

N/A

Citation

Tubaro, P. (2021). Whose results are these anyway? Reciprocity and the ethics of "giving back" after social network research. *Social Networks, 67,* 65-73. https://doi.org/10.1016/j.socnet.2019.10.003

Abstract

Bridging the social networks, field methods and ethics literatures, I make the case that the process of reporting research findings is an ethical issue, and recommend elevating it in the research design. I draw on a reflective account of three research experiences with settings in, respectively, online health communities, economic organizations, and the mainstream media. I proceed in steps, discussing release of personal network results to individual participants, of whole network results to the researched community, and finally of general results to wider audiences, under a unifying idea that a reciprocity obligation underlies the reporting process. I claim that communication should follow an iterative rather than a linear approach to reach all relevant stakeholders, thereby mitigating the vulnerabilities that arise from research.

Citation

Villarreal, M. (2020a). *Best practices for ethical post-disaster community outreach and engagement—CONVERGE Extreme Events Research Check Sheets Series*. DesignSafe-CI. https://doi.org/10.17603/ds2-zekm-9737

Abstract

N/A

Citation

Villarreal, M. (2020b). *Best practices for research with non-English dominant populations—CONVERGE Extreme Events Research Check Sheets Series*. DesignSafe-CI. https://doi.org/10.17603/ds2-5b9m-sn48

Abstract

N/A

Citation

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, *24*(3), 369-387. https://doi.org/10.1177/109019819702400309

Abstract

Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique. As a practice based in the production of knowledge, photovoice has three main goals: (1) to enable people to record and reflect their community's strengths and concerns, (2) to promote critical dialogue and knowledge about important issues through large and small group discussion of photographs, and (3) to reach policymakers. Applying photovoice to public health promotion, the authors describe the methodology and analyze its value for participatory needs assessment. They discuss the development of the photovoice concept, advantages and disadvantages, key elements, participatory analysis, materials and resources, and implications for practice.

Citation

Wesner, A.B. (2014). The practical realities of giving back. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/426/346

Abstract

In this thematic section, authors consider practical ways of giving back to the communities in which they conduct research. Each author discusses their evolving thoughts on how to give back in these practical ways. Some of these authors discuss giving back by giving money, food, rides, parties, and water bottles. In other cases, authors discuss giving back by creating jobs in the short or long term, grant writing, advocacy, and education. Story-telling is also a theme that many of the authors in this section discuss. For some authors, non-material forms of giving back are critical—simply maintaining social ties to the communities in which they worked, or sharing humor. The authors consider the utility of their attempts at giving back, and in some cases present their personal philosophy or guidelines on the subject.

Citation

West, J., Davis, L., Lugo Bendezú, R., Álvarez, Y. D., Hughes, K. S., Godt, J., & Peek, L. (2021). Principles of collaborative risk communication: Reducing landslide losses in Puerto Rico. *Journal of Emergency Management, 19*(8), 41-61. https://doi.org/10.5055/jem.0547

Abstract

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Landslides are frequent and damaging natural hazards that threaten the people and the natural and built environments of Puerto Rico. In 2017, more than 70,000 landslides were triggered across the island by heavy rainfall from Hurricane María, prompting requests by local professionals for landslide education and outreach materials. This article describes a novel collaborative risk communication framework that was developed to meet those requests and shaped the creation of a Spanish- and English-language Landslide Guide for Residents of Puerto Rico. Collaborative risk communication is defined here as an iterative process guided by a set of principles for the interdisciplinary coproduction of hazards information and communication products by local and external stakeholders. The process that supports this form of risk communication involves mapping out the risk communication stakeholders in the at-risk or disaster-affected location—in this case Puerto Rico—and collaborating over time to address a shared challenge, such as landslide hazards. The approach described in this article involved the formation of a core team of government and university partners that expanded in membership to conduct collaborative work with an informal network of hazards professionals from diverse sectors in Puerto Rico. The following principles guided this process: cultural competence, ethical engagement, listening, inclusive decision making, empathy, convergence research, nested mentoring, adaptability, and reciprocity. This article contributes to the field of risk communication and emergency management by detailing these principles and the associated process in order to motivate collaborative risk communication efforts in different geographic and cultural contexts. While the work described here focuses on addressing landslides, the principles and process are transferable to other natural, technological, and willful human-caused hazards. They may also serve as a roadmap for future partnerships among government agencies and university researchers to inform the cocreation of science education and outreach tools.

Citation

Whyte, K. (2019). Too late for Indigenous climate justice: Ecological and relational tipping points. *WIREs Climate Change*, *11*(1). https://doi.org/10.1002/wcc.603

Abstract

It may be too late to achieve environmental justice for some indigenous peoples, and other groups, in terms of avoiding dangerous climate change. People in the indigenous climate justice movement agree resolutely on the urgency of action to stop dangerous climate change. However, the qualities of relationships connecting indigenous peoples with other societies' governments, nongovernmental organizations, and corporations are not conducive to coordinated action that would avoid further injustice against indigenous peoples in the process of responding to climate change. The required qualities include, among others, consent, trust, accountability, and reciprocity. Indigenous traditions of climate change view the very topic of climate change as connected to these qualities, which are sometimes referred to as kin relationships. The entwinement of colonialism, capitalism, and industrialization failed to affirm or establish these qualities or kinship relationships across societies. While qualities like consent or reciprocity may be critical for taking coordinated action urgently and justly, they require a long time to establish or repair. A relational tipping point, in a certain respect, has already been crossed, before the ecological tipping point. The time it takes to address the passage of this relational tipping point may be too slow to generate the coordinated action to halt certain dangers related to climate change. While no possibilities for better futures should be left unconsidered, it's critical to center environmental justice in any analysis of whether it's too late to stop dangerous climate change.

Citation

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Whyte, K. P., Brewer, J. P., & Johnson, J. T. (2016). Weaving Indigenous science, protocols and sustainability science. *Sustainability Science*, *11*(1), 25–32. https://doi.org/10.1007/s11625-015-0296-6

Abstract

The proceedings of the National Science Foundation supported WIS^{2}DOM workshop state that sustainability scientists must respect the "protocols" of practitioners of Indigenous sciences if the practitioners of the two knowledge systems are to learn from each other. Indigenous persons at the workshop described protocols as referring to attitudes about how to approach the world that are inseparable from how people approach scientific inquiry; they used the terms caretaking and stewardship to characterize protocols in their Indigenous communities and nations. Yet sustainability scientists may be rather mystified by the idea of protocols as a necessary dimension of scientific inquiry. Moreover, the terms stewardship and caretaking are seldom used in sustainability science. In this case report, the authors seek to elaborate on some possible meanings of protocols for sustainability scientists who may be unaccustomed to talking about stewardship and caretaking in relation to scientific inquiry. To do so, the authors describe cases of Indigenous protocols in action in relation to scientific inquiry in two Indigenous-led sustainability initiatives in the Great Lakes/Midwest North American region. We claim that each case expresses concepts of stewardship and caretaking to describe protocols in which humans approach the world with the attitude of respectful partners in genealogical relationships of interconnected humans, non-human beings, entities and collectives who have reciprocal responsibilities to one another. We conclude with a discussion of the implications of Indigenous protocols for future dialog between practitioners of sustainability and Indigenous sciences.

Citation

Wilson, S. (2001). What is an Indigenous research methodology? *Canadian Journal of Native Education, 25*(2), 175-179. https://www.proquest.com/docview/230307399

Abstract

Indigenous researchers must move beyond merely assuming an Indigenous perspective on non-Indigenous research paradigms. An Indigenous paradigm comes from the fundamental belief that knowledge is relational, is shared with all creation, and therefore can not be owned or discovered. Indigenous research methods should reflect these beliefs and the obligations they imply.

Citation

Ybarra, M. (2014). Don't just pay it back, pay it forward: From accountability to reciprocity in research relationships. *Journal of Research Practice*, *10*(2). http://jrp.icaap.org/index.php/jrp/article/view/407

Abstract

This article was part of a special issue on "Giving Back in Field Research" in the *Journal of Research Practice*.

Citation

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu

Yoshihama M., & Yunomae, T. (2018). Participatory investigation of the Great East Japan Disaster: Photovoice from women affected by the calamity. *Social Work*, *63*(3), 234-243. https://doi.org/10.1093/sw/swy018

Abstract

Disasters exacerbate predisaster inequities and intensify the vulnerability of women and other marginalized and disempowered groups. Thus, disaster policies and responses should incorporate the experiences and perspectives of those who are marginalized. The authors sought to conduct a participatory research project to help develop more inclusive, gender-informed disaster responses and policies in Japan. In June 2011, following three months of planning and preparation, they initiated a participatory examination of the impact of the Great East Japan Disaster using PhotoVoice methodology. Engaging the very women affected by the calamity, the authors first implemented the project in three localities in the hardest-hit areas of northern Japan—the prefectures of Fukushima, Miyagi, and Iwate. The authors have since expanded the project to other locations, and the project is ongoing. Focused on the planning, implementation, and outcomes of the initial phase, this article examines the role and potential of participatory action research using the PhotoVoice methodology in the aftermath of a major disaster.

If you have questions about or updates to this bibliography, please contact us at converge@colorado.edu.

CONVERGE | Natural Hazards Center | CU Boulder
483 UCB | Boulder, CO 80309-0483 | (303) 735-5844
converge@colorado.edu | hazards.colorado.edu