**Public Risk Perception: Dealing with Public Polarization and Resistance in the Momentum of Global Crisis**

**Module structure**

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| **TEACHING HOURS****(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| 3 - 4 teaching hours***Topic 1 & Topic 2*** | 90 min | Pre-recorded video lecture | Listening to the lecture, taking notes, reading supporting material, etc.. | PPT, Video lecture, individual study time. |
| 60 min | Moderating and facilitation the discussion | Asking questions, analyzing material from the lecture and discussing it in smaller and bigger groups. | Discussion on Moodle or other platform. |
| 60 min | Individual assignment  | Watching movie and writing a paper. |  |
| ***Self-study material for topic 1:**** [World Economic Forum. Global Risks Report 2021](https://www.weforum.org/reports/the-global-risks-report-2021)
* Beck, U. (2006). Living in a World Risk Society. Economy and Society, Vol. 35, No. 3
* Fardin Mansouri and Fatemeh Sefidgarbaei. (2021). Risk Society and COVID19. Canadian Journal of Public Health. Vol. 112(1): 36–37. Accessible online [here](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7814519/).
* Constantinou, C. S. (2021). “People Have to Comply with the Measures”: Covid-19 in “Risk Society”. Journal of Applied Social Science. Accessible online [here](https://journals.sagepub.com/doi/full/10.1177/1936724420980374).
* Power, M. (2004). The Risk Management of Everything. Rethinking the Politics of Uncertainty
* Williams, M. J., (2008). (In)Security Studies, Reflexive Modernization and the Risk Society. Cooperation and Conflict: Journal of the Nordic International Studies Association Vol. 43(1): 57–79

***Self-study material for topic 2:**** Waltner-Toews, D., Biggeri, A., De Marchi, B., Funtowicz, S., Giampietro, M., O’Connor, M., Ravetz, J. R., Saltelli, A. and van der Sluijs, J. P. (2020). Post-normal Pandemics: Why COVID19 Requires a New Approach to Science? Accessible online [here](https://steps-centre.org/blog/postnormal-pandemics-why-covid-19-requires-a-new-approach-to-science/).
* Sodha, S. (2021). We’re living in a time of high stakes and scientific risks need to be taken. The Guardian. Accessible online [here](https://www.theguardian.com/commentisfree/2021/mar/20/were-living-in-a-time-of-high-stakes-and-scientific-risks-need-to-be-taken?CMP=Share_iOSApp_Other).
* Analysis: Science in a Time of Covid is on BBC Radio 4 on 22 March at 8.30pm. Accessible online [here](https://www.bbc.co.uk/programmes/m000tcqy).
 |
| 2 – 3 teaching hours**Topic 3 & Topic 4** | 90 min | Pre-recorded video lecture | Listening to the lecture, taking notes, reading supporting material, etc | PPT, Video lecture, individual study time. |
| 60 min | Moderating and facilitation the discussion | Asking questions, analyzing material from the lecture and discussing it in smaller and bigger groups. Summarizing the course. | Discussion on Moodle or other platform..  |
| ***Self-study material for topic 3**** Ellis, L. D. The Need for Effective Risk Communication Strategies in Today’s Complex Information Environment. Accessible online [*here*](https://www.hsph.harvard.edu/ecpe/effective-risk-communication-strategies/).
* Bol, G. F. (2016). Risk communication in times of crisis Pitfalls and challenges in ensuring preparedness instead of hysterics. EMBO Reports. Vol. 17, No. 1. Accessible online [*here*](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4718415/)*.*
* World Health Organization. (2013). Health and Environment: Communicating the Risk.
* Schmalzle, R., Renner, B., Schupp, H. T. (2017). Health Risk Perception and Risk Communication. Policy Insights from the Behavioral and Brain Sciences. Vol. 4, No. 2, 163-169.
* Bouder, F. (2015). Risk communication of vaccines: challenges in the post-trust environment. Accessible online [*here*](https://www.eurekaselect.com/node/130107/viewhtml/U2s51VjJyVazrVhQjlRGda01s2UT5NrVek8ysTDB0OZksVVeuXM4neE1qqQzeh4ceUwydaHczwYladzdF3ZRqejBaSVGj1MVoEV49d0xfUcEvV0TlzJT7NW9b4ZEqcxbqXNm1SGpm4MFfpwW5GgwkekwpyaD0UwY3lc4ieDh7meU2dRMbm5PhVGN7nMUf1Eb6k15pWmd2qZzkFpWlm1ZhZjVuOamftFMFU1weVEF14MUl5qQqUZ43Tm1gjUmlhZbnTJRtMHprOV0wVGM4mZIlYnhqoY0pZuUunBi2WTJw4dWax8fnFZXmbHh1lUlddsbhnVamRWNnVdFsF1Vtk5FmdGMcyUmEVaWCmtt4Vkp6RM1mRNeqXVSBRE1dDMViJqcpmMxaTm1kEVjxJ1TlFRRfajNrNekkVJd8E1uEak0kxcUe5qU7TJ6qTWp3FTksVSZijJWvRWJqlQVhRjVnllltVGNfWWQkTcVYTcVY)*.*
* PAHO. Guide for the preparation of a risk communication strategy for COVID-19 vaccines: A Resource for the countries of the Americas. Accessible online [*here*](https://www.paho.org/en/documents/guide-preparation-risk-communication-strategy-covid-19-vaccines-resource-countries)*.*
* CDC. Communicating About COVID-19 Vaccine Safety and Risk. Accessible online [*here*](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/forum/pdf/TipSheet_RiskCommunication-508.pdf)*.*
* VIDEO: Allan Bonner. Flying – Clasic Case of Risk Perception. Accessible online [*here*](http://www.youtube.com/watch?v=2RQKEiiz-hg)*.*
* Campbell, MacGregor. n/d. Sharks or Vending Machines: Which is Deadlier? Book of Odds. Accessible online[*here*](http://bookofodds.com/Accidents-Death/Accidental-Deaths/Articles/A0007-Sharks-or-Vending-Machines-Which-is-Deadlier).
* Siegrist, M., Bearth, A. (2021). Worldviews, trust, and risk perceptions shape public acceptance of COVID-19 public health measures. PNAS. Accsessible online[*here*](https://www.pnas.org/content/118/24/e2100411118).

***Self-study material for topic 4**** Brunsonm, E. K., Buttenheim, A., Omer, S., Quinn, S. C. (2021) Strategies for Building Confidence in the COVID-19 Vaccines. Accessible online [here](https://nap.nationalacademies.org/read/26068/chapter/1).
* Clyde, J., Corpuz, G. (2021). Building vaccine confidence through public participation. Journal of Public Health. Accessible online  [here](https://academic.oup.com/jpubhealth/advance-article/doi/10.1093/pubmed/fdab171/6279492).
* UNICEF VIDEO | COVID-19 Vaccines: Sorting fact from fiction. Accessible online [here](https://www.unicef.org/coronavirus/vaccine-messaging-guide).
* COMMUNICATING SCIENCE. Evidence-based Communication Guidelines for Early Stage Researchers and Journalists. Accessible online [here](https://uni-foundation.eu/uploads/2021_ERUM%20-%20IO2-CommunicationGuidelines.pdf).
* Lopez, G. (2021). [How Political Polarization Broke America’s vaccine campaign?](https://www.vox.com/2021/7/6/22554198/political-polarization-vaccine-covid-19-coronavirus)
* Abdelfattah, M. (2021). [Vaccine hesitancy is fueled by polarization and mistrust in science, experts say](https://news.northwestern.edu/stories/2020/12/vaccine-hesitancy-is-fueled-by-polarization-and-mistrust-in-science-experts-say/%26fj%3D1)
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