# **NYU Wagner logo**

# **UPADM-GP 284**

# **Emergencies, Disasters and Cities**

# **Spring 2022**

## Instructor Information

**Professor Vanessa L. Deane**

* Email: [vl523@nyu.edu](mailto:vl523@nyu.edu)
* Zoom office hours:Tuesdays, 3:00-5p; to schedule**,** visit <https://calendly.com/drdeane/>

## Class Information

* Time: Mondays & Wednesdays, 12:30pm – 1:45pm
* Location: 194 Mercer Street, Room 306B

## Course Description

## This course introduces students to the discipline of emergency management to better understand the urban planning and public service approaches necessary to prepare for, respond to, recover from and mitigate future emergency and disaster impacts. Focusing primarily on natural disasters, the course uses case study examples and recent events to expound upon the historical and conceptual frameworks that have and continue to shape this field. The course also includes assessments of social and individual behaviors that serve as a foundation for understanding how people act in disasters and how behavioral changes may save lives and property.

## Course and Learning Objectives

## Understand the history of disasters and emergency management in the United States and the evolving role of the federal, state, and local government entities in disaster planning and policies.

## Understand the role of the various phases of disaster management as well as assess planning and policy challenges in these phases.

## Evaluate the human experience of disasters, namely the factors that give rise to various vulnerabilities (e.g., natural, physical, social, economic, political, crisis perception, etc.) as well as levels of community resilience.

## Required Readings and Materials

Required readings are available on the course website for download or a hyperlink has been provided. Note that the readings vary in quality and complexity, and the connections between them may not always seem obvious. We will attempt to synthesize the material in class though it is strongly advised that you read each week’s readings in the order that they are listed in the syllabus.

Also note that I may add or remove readings from time to time to further encourage student learning. If so, I will communicate this in advance.

## Assessment and Grading Policy

## Note that all written assignments are to be submitted in a single-spaced PDF document (12-point font, 1-inch margins) and uploaded to Brightspace under the appropriate ‘Assignments’ heading by the due date.

## APA style should be used for in-text citations and reference lists.

## *Contribution to discussion and learning; professionalism (15%)*

Mutual respect for the professor, your peers and for yourself include showing up to class on time and prepared to be fully present and ready to engage in classroom discussions and activities. Professionalism therefore is calculated based on attendance and in-class engagement. Note that simply showing up is not enough. Substantive engagement paramount. If you miss a class, you are expected to take full responsibility for the material that was covered during your absence.

## *Summary Analysis (15%)*

You will write a one and a half to two-page single-spaced summary critical analysis of the readings and course materials for one class session. Your analysis is **due by 11pm the Friday before** the class session you signed up for. A sign-up sheet will be available on Brightspace after the first week of class and signups will be available on a first come, first serve basis. Be prepared to co-facilitate the class discussion in the session you sign up for as part of your grade for this assignment. Therefore, you must include two questions in each summary analysis that you should be prepared to use in leading a class discussion.

Below are some suggested questions to guide you in writing your responses:

* What do you see as the most valuable contribution, thesis, or idea(s) from the material?
* What aspects of the authors findings/argument(s) do you find especially useful, well-argued, confusing, or unconvincing?
* How do the findings/argument connect to the other assigned readings for that day?

The goal of these responses is not simply to demonstrate that you have carefully read and considered the readings with a critical eye; that is assumed. Nor is the goal to provide summaries. Rather, these responses will form the raw materials for our class discussions, and you should use them as an opportunity to share candid impressions, questions, and thoughts that you find interesting, puzzling or contradictory, as well as an opportunity engage deeply with course materials so as to push your own thinking further.

## *Two analytical memos (25%)* *– due by 11p Friday March 11th and April 15th respectively*

Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices.

Each memo should be two to two-and-a-half pages and be sure to use paragraph headings. Explain your reasoning clearly, succinctly, and convincingly to your target audience. When you present your recommendations, make sure they are realistic and take the individuals, context, timing, and other variables in the case into account. A strong memo always considers the most compelling alternative explanations or recommendations, as well as criticisms of your ideas, and makes an argument for why your choices are the best option in this situation.

Use the following outline:

* Introduction
  + Open with a brief one-paragraph summary that provides the context and key issue(s) as well as your recommendation(s)
* Background/diagnosis
  + Provide the root cause(s) for the issue(s) at hand
* Recommendations/next steps
  + Offer your specific recommendations along with the rationale behind your approach. Be sure to discuss alternative options
  + Also address how your recommendations should be implemented along with the priorities

## *Disaster Case Analysis Paper and Presentation (25%)*

For this assignment, you will write a three to four-page single-spaced analysis (excluding reference list, charts, images, etc.) on a disaster of your choosing and within the definition of “disaster” or “emergency” developed in the course. This event must have occurred within the past two to five years and could have taken place within the United States or in another country. Note that **the COVID-19 pandemic is** **excluded** from consideration.

Most of your analysis (a minimum of two to three pages) should focus primarily (though not exclusively) focus on one aspect of the emergency management cycle discussed throughout the course and use relevant concepts in order to demonstrate your overall content knowledge. Also include a discussion of the strengths and weaknesses of these measures as well as a brief discussion on lessons learned (if any). Be sure to incorporate a brief assessment of the affected community prior to the disaster event. Where applicable, include a discussion of on-the-ground conditions since the disaster.

In addition to locating an “After Action Report” from the event as well a thorough analysis of news coverage on the event, background research for your analysis and presentation must include at least three to four scholarly references (journal articles, reports, primary sources, books, etc.) on your disaster case.

There are several deadlines for this assignment:

* Selection of disaster case study **by 6p Friday March 4th**
* Submission of power point **by 6p the Friday before** your presentation
* Five-minute in-class presentation on **May 2nd or May 4th**
* Final analysis due **by 6p on Friday, May 13th**

## *In-class Final Exam (20%) – Wednesday May 11th*

The final exam is comprised primarily of short answer, fill in the blank and essay-type questions and will cover topics from the course themes, readings and discussions.

### **Late Submission Policy for Assignments**

Extensions on assignments will be granted only in case of emergency or special circumstances by prior arrangement. This policy is adopted out of respect to those who abide by deadlines despite equally demanding (and unpredictable) schedules. In the case that an extension is granted, confirmation of the extension will be provided along with a modified due date and time. Late submissions without extensions will be penalized a half letter grade per 24-hour period.

## Letter Grades

Letter grades for **the entire course** will be assigned as follows:

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

### Student grades will be assigned according to the following criteria:

* (A) Excellent: Exceptional work. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
* (A-) Very good: Very strong work. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
* (B+) Good: Sound work; well-reasoned and thorough, methodologically sound. This is the grade that indicates the student has fully accomplished the basic objectives of the course.
* (B) Adequate: Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectivesbut shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
* (B-) Borderline: Weak work; meets the minimal expectations for a student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate.
* (C/-/+) Deficient: Inadequate work; does not meet the minimal expectations for a student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of students.
* (F) Fail: Work fails to meet even minimal expectations for course credit. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Brightspace

All announcements and resources will be delivered through [Brightspace](https://brightspace.nyu.edu/) (<https://brightspace.nyu.edu/>). I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website. It is therefore important that you actively use your NYU email account or have appropriate forwarding set up on [NYU Home](http://home.nyu.edu/) ([home.nyu.edu/](http://home.nyu.edu/)).

## Statement of Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) **and click the “Get Started” button. You can also call or email CSD** (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Wagner Writing Center

The [Wagner Writing Center](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) provides invaluable support including tutors to help students with their writing skills. Please check out the full range of services available to strengthen this critical communication skill – <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## Class Policies

### **Grade Change Policy**

Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text. These requests should be submitted directly to me. You must type and print out any grade appeals, attaching supplemental information as appropriate, and present them to me in hardcopy.

In initiating a re-grading process, please be advised that the entire assignment will be re-evaluated, meaning errors that were not previously identified the first time around may be noted in the second. A re-grade could therefore potentially lead to a lower, rather than a higher, grade.

### **Remote Instruction and Absences**

In the event that the course needs to be offered entirely online for a particular class meeting, we will meet synchronously at the standard class time using Zoom (available through Brightspace). Additional instructions about particular details of class meetings or work will be emailed to you in the event of a shift to online instruction.

If you need to be out of class, please contact me at VL523@nyu.edu in advance.

## Overview of the Semester

* **Week 1**
  + Introducing Emergencies and Disasters
* **Week 2**
  + Understanding ‘Risk,’ ‘Hazard,’ and ‘Vulnerability’
* **Week 3**
  + Hazard Mitigation Planning and Policy
* **Week 4**
  + Communication, Collaboration and Coordination in Emergency Management
* **Week 5**
  + Social, Economic and Political Vulnerabilities
* **Week 6**
  + International Disaster Response – Haiti 2010
* **Week 7**
  + Disaster Recovery
* **Week 8**
  + Defining and Understanding “Resilience”
* **Week 9**
  + Climate Change in Theory and Practice
* **Week 10**
  + Looking Ahead – National and Global Responses to a Changing Climate
* **Week 11**
  + The Political Economy of COVID-19
* **Week 12**
  + Disaster Mental Health
* **Week 13**
  + Infrastructure, Equity, and the Environment
* **Week 14**
  + May 2nd – NO CLASS
  + Maay 4th – Final Presentations I
* **Last class - May 9th**
  + Final Presentations II
* **Final Exam – May 11th**

## Detailed Course Overview

### WEEK 1: INTRODUCING “EMERGENCIES” AND “DISASTERS”

#### January 24th:

* Haddow, et al (2017). “The Historical Context of Emergency Management.” In Bullock, J., Haddow, G., & Coppola, D. P. *Introduction to emergency management*. Elsevier Science & Technology.
* Masterson, et al (2014). “The New Era of Catastrophes.” In Masterson, J. H., Peacock, W. G., Van, Z. S. S., Grover, H., Schwarz, L. F., & Cooper, J. T. (2014). *Planning for community resilience : A handbook for reducing vulnerability to disasters*. Island Press.
  + **(Read pp 5-11.)**

#### January 26th:

#### “Preparedness, Response, and Recovery.” In *Disasters by design: A reassessment of natural hazards in the United States*. (1999). Joseph Henry Press.

### WEEK 2: UNDERSTANDING ‘RISK,’ ‘HAZARD,’ AND ‘VULNERABILITY’

#### January 31st:

* Tierney (2014). “Chapter 1: Risking More, Losing More: Thinking About Risk and Resilience.” pp. 1-10.
* Tierney (2014). “Chapter 2: Looking Back: The Evolution of How We Talk About Risk.” pp. 11-30.

#### February 2nd:

* Deyle, R. et. al. (1998). “Hazard Assessment: The Factual Basis for Planning and Mitigation.” In A, J. H. P. B. (Eds.) Cooperating with nature: Confronting natural hazards with land-use planning for sustainable communities. National Academies Press.
  + (read pp. 119-135)

### WEEK 3: HAZARD MITIGATION PLANNING AND POLICY

#### February 7th:

* Haddow, et al (2017). “Chapter 3: The Disciplines of Emergency Management: Mitigation.”

#### February 9th:

* Godschalk, D. et. al. (1998). “Integrating Hazard Mitigation and Local Land Use Planning.” In A, J. H. P. B. (Eds.) *Cooperating with nature: Confronting natural hazards with land-use planning for sustainable communities*. National Academies Press.

### WEEK 4: COMMUNICATION, COLLABORATION AND COORDINATION

### IN EMERGENCY MANAGEMENT

#### February 14th:

* Kapucu, N., & Van Wart, M. (2006). The evolving role of the public sector in managing catastrophic disasters: Lessons learned. Administration & Society, 38(3), 279-308.

#### February 16th:

* Comfort, L. K. (2006). Cities at risk: Hurricane Katrina and the drowning of New Orleans. Urban Affairs Review, 41(4), 501-516.

### WEEK 5: SOCIAL, ECONOMIC, AND POLITICAL VULNERABILITIES

#### February 21st:

* **NO CLASS**

#### February 23rd:

* Bolin, B. and Kurtz, L.C. (2018). “Race, Class, Ethnicity, and Disaster Vulnerability.” In *Handbook of Disaster Research*, p. 181-203.
* Luft, R. E. (2009). Beyond Disaster Exceptionalism: Social Movement Developments in New Orleans after Hurricane Katrina. *American Quarterly*, *61*(3), 499–527. <http://www.jstor.org/stable/27735005>
* Smith, T (2020, August 21). “Remembering Katrina and its unlearned lessons, 15 years on.” *The New York Times.* <https://www.nytimes.com/2020/08/21/sunday-review/coronavirus-hurricane-katrina-anniversary.html>

### LESSON 6: INTERNATIONAL DISASTER RESPONSE – HAITI 2010

#### February 28th:

* Bell, Beverly. “Introduction: Thirty-Five Seconds,” pp. 1-11. In Fault Lines: Views across Haiti's Divide. Cornell University Press, 2013.
* Bell, Beverly. “Chapter 2: What We Have, We Share: Solidarity Undergirds Rescue and Relief,” pp. 19-26. In Fault Lines: Views across Haiti's Divide. Cornell University Press, 2013.
* Ferris, Elizabeth. (2013). “[Haiti Three Years On: Overpromised and Underdelivered](file:///C:\Users\Pinchina\Box\My%20Courses\Emergencies%20and%20Disasters\%09https:\www.brookings.edu\blog\up-front\2013\01\10\haiti-three-years-on-overpromised-and-underdelivered\).” The Brookings Institution. (<https://www.brookings.edu/blog/up-front/2013/01/10/haiti-three-years-on-overpromised-and-underdelivered/>)

March 2nd:

* Bankoff, G. (2001). Rendering the world unsafe: ‘vulnerability’ as western discourse. Disasters, 25(1), 19-35.
* Schuller, M., & Maldonado, J. K. (2016). Disaster capitalism. *Annals of Anthropological Practice*, *40*(1), 61-72.

### WEEK 7: DISASTER RECOVERY

#### March 7th:

* Ingram, J. C., Franco, G., Rumbaitis-del Rio, C., & Khazai, B. (2006). Post-disaster recovery dilemmas: challenges in balancing short-term and long-term needs for vulnerability reduction. *Environmental science & policy*, 9(7-8), 607-613.
* Oktari, R. S., Nugroho, A., Fahmi, M., Suppasri, A., Munadi, K., & Amra, R. (2021). Fifteen years of the 2004 Indian Ocean Tsunami in Aceh-Indonesia: Mitigation, preparedness and challenges for a long-term disaster recovery process. *International Journal of Disaster Risk Reduction*, 54, 102052.

#### March 9th:

* Graham, L. (2018). “Public Housing Participation in Superstorm Sandy Recovery: Living in a Differentiated State in Rockaway, Queens.” *Urban Affairs Review*.
* Finn, D., Chandrasekhar, D., & Xiao, Y. (2019). “A Region Recovers: Planning for Resilience after Superstorm Sandy.” *Journal of Planning Education and Research*.

### WEEK 8: DEFINING AND UNDERSTANDING “RESILIENCE”

#### March 21st:

* Masterson, et al (2014). “Chapter 2: What is Resilience?” pp. 25-40.

March 23rd:

* Tierney (2014). “Adaptive resilience in the face of disasters.” In Tierney, K. The social roots of risk: Producing disasters, promoting resilience, Stanford University Press.

### WEEK 9: CLIMATE CHANGE IN THEORY AND PRACTICE

#### March 28th:

#### Eriksen, S., Aldunce, P., Bahinipati, C. S., Martins, R. D. A., Molefe, J. I., Nhemachena, C., ... & Ulsrud, K. (2011). When not every response to climate change is a good one: Identifying principles for sustainable adaptation. Climate and development, 3(1), 7-20.

#### March 30th:

* Donner, S. D., & Webber, S. (2014). Obstacles to climate change adaptation decisions: a case study of sea-level rise and coastal protection measures in Kiribati. *Sustainability Science*, *9*(3), 331-345.

### LESSON 10: LOOKING AHEAD – NATIONAL AND GLOBAL RESPONSES

### TO A CHANGING CLIMATE

#### April 4th:

* Dunlap, R. E., McCright, A. M., & Yarosh, J. H. (2016). The political divide on climate change: Partisan polarization widens in the US. *Environment: Science and Policy for Sustainable Development*, *58*(5), 4-23.
* (**read** **pp. 1107-1118 and conclusion**) Falkner, R. The Paris agreement and the new logic of international climate politics. International Affairs, [s. l.], v. 92, n. 5, p. 1107–1125.

#### April 6th:

#### Teng, N. (2019). From vulnerable to resilient: Amplifying the voice of Small Island Developing States towards virtuous climate change action. King's Law Journal, 30(2), 254-269.

* Timperley, J. (2021, October 20) “The broken $100-billion promise of climate finance – and how to fix it.” *Nature*.<https://www.nature.com/articles/d41586-021-02846-3>
* Friedman, L. (2021, November 15). “What is COP26? And other questions about the big U.N. Climate Summit.” *The New York Times*. <https://www.nytimes.com/article/what-is-cop26-climate-change-summit.html>

### WEEK 11: THE POLITICAL ECONOMY OF COVID-19

#### April 11th:

* Kaplan, S., Lefler, J., & Zilberman, D. (2021). The political economy of COVID‐19. *Applied Economic Perspectives and Policy*.

#### April 13th – class via ZOOM

* Jacobs, F. (2021). Beyond Social Vulnerability: COVID-19 as a Disaster of Racial Capitalism. Sociologica, 15(1), 55-65.

### WEEK 12: DISASTER MENTAL HEALTH

#### April 18th:

* Schwartz, R. M., Gillezeau, C. N., Liu, B., Lieberman-Cribbin, W., & Taioli, E. (2017). Longitudinal impact of Hurricane Sandy exposure on mental health symptoms. *International journal of environmental research and public health*, *14*(9), 957.
* Truong, Thanh Thuy, et. al. (2020). “Mental Health Interventions in Shelters: Lessons from Hurricane Harvey.” Natural Hazards Center. (<https://hazards.colorado.edu/news/research-counts/special-collection/mental-health-interventions-in-shelters-lessons-from-hurricane-harvey?utm_source=NHC+Master+List&utm_campaign=ad612bc073-EMAIL_CAMPAIGN_2019_01_31_09_35_COPY_01&utm_medium=email&utm_term=0_dabc309806-ad612bc073-54463225>)

#### April 20th:

#### Required Readings:

* Hansel, T. C., Osofsky, H. J., Osofsky, J. D., & Speier, A. (2015). Longer-term mental and behavioral health effects of the Deepwater Horizon Gulf oil spill. *Journal of Marine Science and Engineering*, *3*(4), 1260-1271.
* Donback, Natalie (2020). “Safeguarding Mental Health in Disaster Response.” Devex. (<https://www.devex.com/news/safeguarding-mental-health-in-disaster-response-98221?utm_medium=share&utm_source=lp&utm_campaign=cs_turningthetide>)

### WEEK 13: INFRASTRUCTURE, EQUITY, AND THE ENVIRONMENT

#### April 25th:

* Bullard, R. D. (1993). Race and environmental justice in the United States. Yale J. Int'l L., 18, 319.
* Agyeman, J., Bullard, R. D., & Evans, B. (2002). Exploring the nexus: Bringing together sustainability, environmental justice and equity. Space and polity, 6(1), 77-90.

#### April 27th:

* Sadler, R. C., & Highsmith, A. R. (2016). Rethinking Tiebout: The contribution of political fragmentation and racial/economic segregation to the Flint water crisis. Environmental Justice, 9(5), 143-151.

### NO CLASS – May 2nd

### FINAL PRESENTATIONS (May 4th and May 9th)

### FINAL EXAM (MAY 11th)