



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

Planning for Emergencies and Disasters

Spring 2021

Instructor Information

Professor Vanessa Léon

- Email: vanessa.leon@nyu.edu
- Zoom office hours: Mondays, 3:30-5p or by appointment; to schedule, visit <https://calendly.com/professorleon>

Class Information

- Time: Tuesdays, 6:45pm – 8:25pm
- Location: Zoom link via NYU Classes

Course Description

The consequences of disastrous events are escalating across the world, for example, in terms of lives lost, injuries, adverse social conditions, economic costs and environmental destruction. Furthermore, the rapidity of action required when an emergency arises poses unique challenges to traditional planning and the provision of public services. This course introduces students to the discipline of disaster risk management, particularly regarding natural disasters, in order to better understand planning and public service approaches necessary to prepare for, respond to, recover from and mitigate future disaster impacts. The course also includes assessments of social and individual behaviors that serve as a foundation for understanding how people act in disasters, how behavioral changes may save lives and property, and how risks are or should be communicated at every stage.

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

The course textbooks can be borrowed online through Bobst Library for up to a 365-day loan of the entire book using the hyperlinks below. Note that individual chapters can be read online directly from those links as well or be downloaded (and printed, if desired, from the NYU library) though with page limitation restrictions in some instances. Hardcopies can also be purchase through the NYU Bookstore or through other outlets of your choosing.

Additional required readings that are not in one of the textbooks are either noted with the label “**NYU Classes**,” and 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 electronically and in advance.

Required:

- Haddow, George D.; Bullock, Jane A.; Coppola, Damon P. *Introduction to Emergency Management, 6th edition*, Elsevier Science & Technology, 2007. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=534876>.
- Masterson, Jaimie Hicks; Peacock, Walter Gillis; Van Zandt, Shannon S. *Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters*, Island Press, 2014. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=4509456>.
- Tierney, Kathleen. *The Social Roots of Risk: Producing Disasters, Promoting Resilience*, Stanford University Press, 2014. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=1731657>.

Recommended:

- Bankoff, Greg, et al. *Mapping Vulnerability: Disasters, Development and People*, Routledge, 2004. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=981736>.
- The American Planning Association’s (APA) [Research KnowledgeBase](#) offers a number of related collections: [Hazard Mitigation](#), [Green Stormwater Infrastructure](#), [Integrated Water Resource Management](#), and [Environmentally Sensitive Areas](#). APA also has a special collection of [Disaster Recovery Resources](#).

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 NYU Classes under the appropriate 'Assignments' heading by the due date.

- *Contribution to discussion and learning; professionalism (10%)*

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. If you miss a class, you are expected to take full responsibility for the material that was covered during your absence.

- *Summary Analysis (10%)*

Each student will have an opportunity to write a two-page summary critical analysis of the readings and course materials for one class session. Your analysis is **due by 9pm the Thursday before** the class session you signed up for. A sign-up sheet will be available on NYU Classes after the first 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.

Below are some suggested questions to guide 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.

- *Hazard Mitigation Plan Memo (20%) – due by 9p, Thursday March 18th*

You will find a copy of a locality's mitigation plan and analyze the plan in a four-page memo (excluding tables, charts, graphics, reference list, etc.). Note that New York City is **excluded** as a potential option.

In your analysis, be sure to:

- Describe the mitigation plan:

- What possible threats has the town/city identified?
 - What natural hazards and man-made hazards is the town preparing for in the mitigation plan?
 - Are there warning systems included in the plans?
 - Is there an emergency operations center?
 - Are there community disaster exercises?
 - What communication plans has the town created?
 - Who is in charge when an emergency happens?
 - Who does the pre-planning before a disaster happens?
 - Who does the post-disaster planning after a disaster?
- After describing the key points of the plan, spend most of the memo on your analysis. To further support your analysis, refer to the document, *Hazard Mitigation: Integrating Best Practices into Planning* (chapter 2, page 19), which discusses the problems with town mitigation plans. In this section are specific criticisms of these types of plans. Also refer to Drabek's "Managing the Emergency Response" where he reviews town responses to a variety of disasters.
- Additional points for consideration:
- In thinking about the cycle of disaster that we have discussed in class (Mitigation → Preparedness → Response → Recovery), assess whether the mitigation plan recognize and touch on each aspect of the cycle of disasters.
 - Does this plan seem to be a viable plan to follow during an emergency? Explain.
 - Does this plan create a process for handling an emergency? Is this plan a product that sits on a shelf?

The documents referenced above can be found in "Lesson 3."

- *Training Modules (15%)*

The Natural Hazards Center at the University of Colorado Boulder is home to the [CONVERGE facility](https://converge.colorado.edu/) (<https://converge.colorado.edu/>) an interdisciplinary approach to disaster management. Several training modules are available (with more coming soon) and you will complete three asynchronous training modules throughout the semester. Each module is about an hour or so with a quiz at the end. The objective of completing these modules is to strengthen your empirical and methodological skill set while encouraging you to learn more about the social scientific study of disasters.

For these assignments, you will:

- Visit <https://converge.colorado.edu/resources/training-modules> (free registration is required)
- Upload a certificate of completion for the particular CONVERGE training module to NYU Classes.

- *Team Analyses – Pandemic Simulation (20%)*

There will be two team analyses each based on the in-class pandemic simulation exercise that will occur in sessions 4 and 12. Your teams will be assigned, and you may not necessarily be working with the same team in both sessions.

According to the [Center for Leadership, Simulation and Gaming](#):

“This simulation is an interactive, stochastic, accelerated-time game in which participants take on roles as government ministers (Prime Minister, Minister of Communication, etc.) and must work together as a team, interacting with other governments in a fast-paced environment. Participants must develop strategies to preserve global health, choose policies to contain the pandemic, and handle the political and economic ramifications of their decisions.”

After completing the simulation, you and your team will write a three-page paper describing the experience. More specifically, each team will write a critical analysis of its decision-making process throughout the simulation and the impact it had on your country’s outcomes. Individual team members will also reflect on their roles and how their respective contributions impacted overall group effectiveness. In addition to evaluating these intragroup dynamics, each team is to also discuss the role of intergroup dynamics with other countries throughout this experience and how that may have impacted decision-making within the group.

- Team analysis #1 due, **by 9p Thursday March 4th**
- Team analysis #2 due, **by 9p Thursday April 29th**
 - For analysis 2, also include a compare and contrast on the experience the first time around verses the repeat along with a discussion of what the differences may have been attributed to. Be sure to incorporate class material we’ve covered since the first simulation to support your analysis as well.

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

For this assignment, you will write a four-page 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. The analysis must 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. This event must have occurred within the past five to seven years and could have taken place within the United States or in another country. Note that the COVID-19 pandemic is **excluded** from consideration.

Be sure to incorporate a brief assessment of the affected community prior to the disaster event as well as a brief summary of the disaster’s impact. Your analysis should primarily focus on:

- A critical assessment of the government's and/or international community's preparedness, response, recovery **OR** mitigation efforts (include a discussion of the strengths and weaknesses of these measures where applicable)

Also be sure that most of your actual analysis (a minimum of two to three pages) provides a critical assessment of the government's and/or international community's response, recovery and/or mitigation efforts. Also include a discussion of the strengths and weaknesses of these measures as well as a brief discussion on lessons learned (if any). Where applicable, discussion 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 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 9p on Thursday, March 25th**
- Five-minute in-class presentation on **Tuesday, April 27th or May 4th**
- Final analysis, **by 9p on Thursday, May 6th**

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 20% 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

Letter Grade	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 for a graduate student. 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 for a graduate student. 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 for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but 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 for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate 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 graduate students.

- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

NYU Classes

All announcements and resources will be delivered through [NYU Classes](https://www.nyu.edu/life/information-technology/instructional-technology-support/instructional-technology-tools-and-services/nyu-classes.html) (<https://www.nyu.edu/life/information-technology/instructional-technology-support/instructional-technology-tools-and-services/nyu-classes.html>). 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](https://home.nyu.edu/) (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](#). All Wagner students have already read and signed the [Wagner 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](#) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or 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](#) 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](#) 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](#) 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

Classroom Norms

[For an online course, add the following two statements to your syllabus:]

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner's [Zoom in the Classroom](#) series about classroom etiquette, participation, and more. If you are unable to participate with video on, please contact me.

Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

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.

Technology Support

You have 24/7 support via NYU's IT services. Explore the [NYU servicelink knowledgebase](#) for troubleshooting and student guides (NYU Classes, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom's 24/7 technical support](#) (includes a chat function), or review [Zoom's support resources](#). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](#).

Overview of the Semester

- **Week 1**
 - Introduction & Historical Overview of U.S. Disaster Policies

- **Week 2**
 - Defining ‘Risk,’ ‘Hazard,’ and ‘Vulnerability’
- **Week 3**
 - Mitigation Planning and Policy Strategies: Local, State, and Federal
- **Week 4**
 - In-class exercise: Pandemic Simulation
- **Week 5**
 - Communication, Collaboration and Coordination in Emergency Response Planning and Management
- **Week 6**
 - Social, Economic and Political Vulnerabilities
- **Week 7**
 - (**asynchronous**) The Political Economy of Disasters - Haiti Case Study
- **Week 8**
 - Climate Resilience as Theory and Practice
- **Week 9**
 - Environmental Justice, Climate Change and Urban Planning
- **Week 10**
 - Disaster Mental Health
- **Week 11**
 - Infrastructure Planning, Public Health, and Disasters
- **Week 12**
 - (**repeat**) In-class exercise: Pandemic Simulation
- **Week 13**
 - Final Presentations
- **Week 14**
 - Final Presentations

Detailed Course Overview

WEEK 1: INTRODUCTION & HISTORICAL OVERVIEW OF U.S. DISASTER POLICIES

Required Readings:

- Haddow, et al (2017). “Chapter 1: The Historical Context of Emergency Management.”
- Masterson, et al (2014). “Chapter 1: The New Era of Catastrophes,” pp 5-11.
- NYT (2020). “How the Virus Won.”
<https://www.nytimes.com/interactive/2020/us/coronavirus-spread.html>)

WEEK 2: DEFINING 'RISK,' 'HAZARD,' AND 'VULNERABILITY'

Required Readings:

- 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.
- Hilhorst, Dorothy and Bankoff, Greg. (2004). "Introduction: Mapping Vulnerability." pp. 1-9. In Bankoff, Greg, et al. *Mapping Vulnerability: Disasters, Development and People*, Routledge. (**in recommended textbook**)

WEEK 3: MITIGATION PLANNING AND POLICY STRATEGIES: LOCAL, STATE, AND FEDERAL

Guest Speaker: Lisa Blake, *Deputy Director of Planning*, NYC Department of Emergency Management

Required Readings:

- Haddow, et al (2017). "Chapter 3: The Disciplines of Emergency Management: Mitigation."
- Masterson, et al (2014). "Chapter 7: An Assessment of Hazard Mitigation Plans."
- Schwab (2010). "Chapter 1: Hazard Mitigation: An Essential Role for Planners." In Schwab, James C. *Hazard Mitigation: Integrating Best Practices into Planning*. (**full text in NYU Classes**)

Additional Resources:

- American Planning Association. Hazard Mitigation resources - <https://www.planning.org/knowledgebase/mitigation/>
- Drabek, T. E. (1985). "Managing the Emergency Response." *Public Administration Review*, 45(Special), 85–92. (**NYU Classes**)

WEEK 4: IN-CLASS EXERCISE: PANDEMIC SIMULATION

Exercise:

- **Watch** - Harris, et. al (2020). "America Wrote the Pandemic Playbook, Then Ignored It." NYT. 29 September 2020. (<https://www.nytimes.com/video/opinion/100000007358968/covid-pandemic-us-response.html>)

Required Readings:

- Greenblatt, Alan. "Pandemic Provides Defining Moment for Government Leaders." *Governing*. 13 March 2020. (<https://www.governing.com/now/Pandemic-Provides-Defining-Moment-for-Government-Leaders.html>)
- Williams, Zach. "Andrew Cuomo: Master of Disaster." *City & State*. 4 March 2020. (https://www.cityandstateny.com/articles/policy/health-care/cuomo-mobilizes-coronavirus-outbreak.html?utm_source=First+Read+Session+Update&utm_campaign=dd611d447c-EMAIL_CAMPAIGN_2020_03_04_04_29&utm_medium=email&utm_term=0_4e700ecef-c-dd611d447c-35025816&mc_cid=dd611d447c&mc_eid=b5b70438b1)

WEEK 5: COLLABORATION AND COORDINATION IN EMERGENCY RESPONSE PLANNING AND MANAGEMENT

Guest Speaker: TBD

Required Readings:

- Kapucu, Naim. (2008). "Collaborative Emergency Management: Better Community Organising, Better Public Preparedness and Response." *Disasters*, 32(2), 239-262. **(NYU Classes)**
- Waugh Jr, W. L., & Streib, G. (2006). "Collaboration and Leadership for Effective Emergency Management." *Public administration review*, 66, 131-140. **(NYU Classes)**

WEEK 6: SOCIAL, ECONOMIC, AND POLITICAL VULNERABILITIES

Exercise:

- CONVERGE Training Module: "Social Vulnerability and Disasters" - <https://converge-training.colorado.edu/courses/vulnerable-populations/>

Required Readings:

- Bolin, B. and Kurtz, L.C. (2018). "Race, Class, Ethnicity, and Disaster Vulnerability." In *Handbook of Disaster Research*, p. 181-203. **(NYU Classes)**
- Stallings, Erika. "Systemic Racism is Killing Black People During the Pandemic." Medium. (<https://elemental.medium.com/systemic-racism-is-killing-black-people-during-the-pandemic-65d9c8eede6e>)
- Mendez, Michael, et. al. (2020). "The (in)visible victims of disaster: Understanding the vulnerability of undocumented Latino/a and indigenous immigrants." *Geoforum*, pp. 50-62.

Additional Resources:

- NYT. "The Epicenter." (https://www.nytimes.com/2020/12/03/nyregion/coronavirus-new-york.html?mc_cid=993b7e8297&mc_eid=5e00fd7099)

- Gin, June (2020). "Preparing the Whole Community: Including Individuals Experiencing Homelessness in Disaster Planning." *Natural Hazards Center*. (https://hazards.colorado.edu/news/research-counts/special-collection/preparing-the-whole-community-including-individuals-experiencing-homelessness-in-disaster-planning?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)

WEEK 7: (asynchronous) THE POLITICAL ECONOMY OF DISASTERS – HAITI CASE STUDY

Exercises:

- Lecture will be posted in NYU Classes.
- CONVERGE Training Module. Chose **one**:
 - "Conducting Emotionally Challenging Research" - <https://converge-training.colorado.edu/courses/conducting-emotionally-challenging-research-training-module/>
 - "Cultural Competence in Hazards and Disaster Research" Module - <https://converge-training.colorado.edu/courses/cultural-competence/>

Required Readings:

- Bell, Beverly. "Introduction: Thirty-Five Seconds," pp. 1-11. In *Fault Lines: Views across Haiti's Divide*. Cornell University Press, 2013. (**NYU Classes**)
- 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. (**NYU Classes**)
- Oliver-Smith, Anthony. (2004). "Chapter 1: Theorizing Vulnerability in a Globalized World: A Political Ecological Perspective." pp. 10-24. In Bankoff, Greg, et al. *Mapping Vulnerability: Disasters, Development and People*, Routledge. (**in recommended textbook**)
- Bankoff, Greg. (2004). "Chapter 2: The Historical Geography of Disaster: 'Vulnerability' and 'Local Knowledge' in Western Discourse." pp. 25-36. In Bankoff, Greg, et al. *Mapping Vulnerability: Disasters, Development and People*, Routledge, 2004. (**in recommended textbook**)

Additional Resources:

- Haddow, et al (2017). "Chapter 8: International Disaster Management."
- Ferris, Elizabeth. (2013). "[Haiti Three Years On: Overpromised and Underdelivered.](https://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/>)
- Bell, Beverly. "Chapter 21: Hold Strong: The Pros and Pitfalls of Resilience." pp. 168-175. In *Fault Lines: Views across Haiti's Divide*. Cornell University Press, 2013. (**NYU Classes**)

- Danticat, Edwidge. (2020). "[Haiti Faces Difficult Questions Ten Years After a Devastating Earthquake](https://www.newyorker.com/news/daily-comment/haiti-faces-difficult-questions-ten-years-after-a-devastating-earthquake)." The New Yorker. (<https://www.newyorker.com/news/daily-comment/haiti-faces-difficult-questions-ten-years-after-a-devastating-earthquake>).

WEEK 8: CLIMATE RESILIENCE AS THEORY AND PRACTICE

Guest Lecture: [Dr. Tisha Holmes](#), Florida State University

Required Readings:

- Masterson, et al (2014). "Chapter 2: What is Resilience?" pp. 25-40.
- Tierney (2014). "Chapter 7: Defining Resilience in Relation to Risk.
- **Additional reading(s) to be assigned**

Additional Resources:

- Tierney (2014). "Chapter 8: Adaptive Resilience in the Face of Disasters."
- Chemnick, Jean (2021). "Here Are All the Climate Actions Biden Took on Day One." *Scientific American*. (<https://www.scientificamerican.com/article/here-are-all-the-climate-actions-biden-took-on-day-one/>)
- Williams, Zach (2021). "State of the State: Episode Three - Gov. Andrew Cuomo outlines how renewable energy can power the state's recovery from COVID-19." *City & State*. (https://www.cityandstateny.com/articles/politics/new-york-state/state-state-episode-three.html?mc_cid=2621bccfa1&mc_eid=5e00fd7099)

WEEK 9: ENVIRONMENTAL JUSTICE, CLIMATE CHANGE AND URBAN PLANNING

Guest Lecture: [Dr. Michael Mendez](#), UC – Irvine; Los Angeles Regional Water Quality Control Board

Required Readings:

- **Chapters TBD.** Mendez, Michael. *Climate Changes from the Streets: How Conflict and Collaboration Strengthened the Environmental Justice Movement*. Yale University Press. (<https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=5993948>)

WEEK 10: DISASTER MENTAL HEALTH

Exercise:

- CONVERGE Training Module: "Disaster Mental Health" - <https://converge-training.colorado.edu/courses/disaster-mental-health-training/>

Required Readings:

- 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)
- Wallis, Claudia (2020). "The Surprising Mental Toll of COVID: The rise in depression and anxiety is even worse than expected, especially among young adults." *Scientific American*. (<https://www.scientificamerican.com/article/the-surprising-mental-toll-of-covid/>)
- Ries, Julia (2020). "People with COVID-19 More Likely to Develop Depression, Anxiety, and Dementia." *Healthline*. (<https://www.healthline.com/health-news/people-with-covid-19-more-likely-to-develop-depression-anxiety-and-dementia>)

WEEK 11: INFRASTRUCTURE PLANNING, PUBLIC HEALTH, AND DISASTERS

Guest Speaker(s): TBD

Required Readings:

- Hendricks, Marccus D. (2020). "Transforming Public Safety and Urban Infrastructure to Mitigate Climate and Public Health Disasters." *Items – SSRC*. (<https://items.ssrc.org/covid-19-and-the-social-sciences/disaster-studies/transforming-public-safety-and-urban-infrastructure-to-mitigate-climate-and-public-health-disasters/>)
- ***Additional reading(s) to be assigned***

WEEK 12: (repeat) IN-CLASS EXERCISE: PANDEMIC SIMULATION

Required Readings:

- **TBD**

WEEK 13: FINAL PRESENTATIONS

WEEK 14: FINAL PRESENTATIONS