# **NYU Wagner logo**

# **URPL-GP 2645**

# **Planning for Emergencies and Disasters**

# **Spring 2022**

## Instructor Information

**Professor Vanessa L. Deane**

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

## Class Information

* Time: Wednesdays, 4:55pm – 6:35pm
* Location: 25 West 4th Street Room: C-14

## 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 emergency 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

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 9pm the Sunday before** the class session you signed up for. A sign-up sheet will be available on Brightspace 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. Therefore, you must include two questions 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.

## *Hazard Mitigation Plan Memo (25%)* – due by 9p, Sunday March 6th

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.
	+ These documents can be found under Additional Resources in “Lesson 3.”
* 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?

## *Training Modules (20%)*

## You are responsible for completing 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 complete three steps:

* Visit <https://converge.colorado.edu/resources/training-modules> (free registration is required) to complete the corresponding CONVERGE training module
* Write a one to one-and-a-half page reflection on the module, its relevance to course material as well as your thoughts on its relevance to emergency management.
* Upload a certificate of completion for the particular CONVERGE training module, along with your reflection piece, to Brightspace **by 9p the Sunday before the class it’s assigned**.

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

For this assignment, you will write a four to five-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 9p Sunday March 20th**
* Submission of power point **by 9p the Sunday before** your presentation
* Five-minute in-class presentation on **April 27th or May 4th**
* Final analysis due **by 9p on Friday, 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 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 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 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 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.

## 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) 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

* **Lesson 1 (January 26th)**
	+ Introduction & Historical Overview of U.S. Disaster Policies
* **Lesson 2 (February 2nd)**
	+ Defining “Risk,” “Hazard,” and “Vulnerability”
* **Lesson 3 (February 9th)**
	+ Mitigation Planning and Policy Strategies: Local, State, and Federal
* **Lesson 4 (February 16th)**
	+ Communication, Collaboration and Coordination in Emergency Management
* **Lesson 5 (February 23rd)**
	+ Social, Economic and Political Vulnerabilities
* **Lesson 6 (March 2nd)**
	+ International Disaster Response – Haiti 2010
* **Lesson 7 (March 9th)**
	+ Disaster Recovery
* **Lesson 8 (March 23rd)**
	+ Defining and Understanding “Resilience”
* **Lesson 9 (March 30th)**
	+ Climate Change in Theory and Practice
* **Lesson 10 (April 6th)**
	+ Looking Ahead – National and Global Responses to a Changing Climate
* **Lesson 11 (April 13th)**
	+ The Political Economy of COVID-19
* **Lesson 12 (April 20th)**
	+ Disaster Mental Health
* **Lesson 13 (April 27th)**
	+ Final Presentations
* **Lesson 14 (May 4th)**
	+ Final Presentations

## Detailed Course Overview

### LESSON 1: INTRODUCTION & HISTORICAL OVERVIEW OF U.S.

### DISASTER POLICIES

#### Required Readings:

* 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.
* (**read pp. 5-11**) 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.

### LESSON 2: DEFINING “RISK,” “HAZARD,” AND “VULNERABILITY”

#### Required Reading:

* (**read pp. 119-144**)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.

### LESSON 3: MITIGATION PLANNING AND POLICY STRATEGIES:

### LOCAL, STATE AND FEDERAL

#### Required Readings:

* 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.
* Prater, Carla S., and Michael K. Lindell. “Politics of hazard mitigation.” *Natural Hazards Review* 1.2 (2000): 73-82.

#### Additional Resources:

* American Planning Association. Hazard Mitigation resources - <https://www.planning.org/knowledgebase/mitigation/>
* Schwab, James C. (2011). Hazard mitigation: Integrating best practices into planning.
* Drabek, T. E. (1985). “Managing the Emergency Response.” *Public Administration Review*, *45* (Special), 85–92.

### LESSON 4: COMMUNICATION, COLLABORATION AND COORDINATION

### IN EMERGENCY RESPONSE

#### Required Readings:

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

* Kapucu, N., & Garayev, V. (2011). Collaborative decision-making in emergency and disaster management. International Journal of Public Administration, 34(6), 366-375.

#### Additional Resources:

#### 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.

#### Johnson, L. A., & Olshansky, R. B. (2017).  “United States: An evolving recovery policy centralized at federal and state levels.” In After great disasters: An in-depth analysis of how six countries managed community recovery. Lincoln Institute of Land Policy.

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

#### Required Readings:

* (**read pp. 181-188**) 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
* (**skim**) 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>

#### Activity:

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

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

#### Required Readings:

* Bankoff, G. (2001). Rendering the world unsafe: ‘vulnerability’ as western discourse. Disasters, 25(1), 19-35.
* (**carefully** **skim**) Bell, Beverly. “Introduction: Thirty-Five Seconds,” pp. 1-11. In Fault Lines: Views across Haiti's Divide. Cornell University Press, 2013.
* (**carefully** **skim**) 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.
* (**skim**) Ferris, Elizabeth. (2013). “[Haiti Three Years On: Overpromised and Underdelivered](file:///C%3A%5CUsers%5CPinchina%5CBox%5CMy%20Courses%5CEmergencies%20and%20Disasters%5C%EF%82%A7%09https%3A%5Cwww.brookings.edu%5Cblog%5Cup-front%5C2013%5C01%5C10%5Chaiti-three-years-on-overpromised-and-underdelivered%5C).” The Brookings Institution. (<https://www.brookings.edu/blog/up-front/2013/01/10/haiti-three-years-on-overpromised-and-underdelivered/>)

#### Additional Resource:

* Schuller, M., & Maldonado, J. K. (2016). Disaster capitalism. *Annals of Anthropological Practice*, *40*(1), 61-72.

### LESSON 7: DISASTER RECOVERY

#### Required Readings:

* 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.

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

#### Required Readings:

* (**read pp. 21-26**) de Bruijn, Karin, et al. "Resilience in practice: Five Principles to Enable Societies to Cope with Extreme Weather Events." Environmental Science & Policy 70 (2017): 21-30.
* (**skim pp. 160-166; read pp. 166-189; skim pp. 189-192**) Tierney (2014). “Defining resilience in relation to risk.” In Tierney, K. *The social roots of risk: Producing disasters, promoting resilience*, Stanford University Press.

#### Additional Resource:

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

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

#### Required Reading:

#### 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.

#### Additional Resource:

* Stults, Missy. “Integrating Climate Change into Hazard Mitigation Planning: Opportunities and Examples in Practice.” Climate Risk Management, vol. 17, Jan. 2017, pp. 21–34.

#### Activity:

* 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/>

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

### TO A CHANGING CLIMATE

#### Required Readings:

* (**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.
* 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>
* Atwoli, L., Baqui, A.H., Benfield, T. et al. Call for emergency action to limit global temperature increases, restore biodiversity, and protect health. J Health Popul Nutr 40, 39 (2021). <https://doi.org/10.1186/s41043-021-00262-x>
* 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>

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

#### Required Readings:

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

### LESSON 12: DISASTER MENTAL HEALTH

#### Required Readings:

* 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.
* 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.
* 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>)
* 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>)

#### Activity:

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

### LESSON 13: FINAL PRESENTATIONS

### LESSON 14: FINAL PRESENTATIONS