# **NYU Wagner logo**

# **URPL-GP 2645**

# **Planning for Emergencies and Disasters**

# **Fall 2022**

## Instructor Information

**Professor Vanessa L. Deane**

* Email: vanessa.deane@nyu.edu
* Zoom office hours:Tuesdays, 4-5:30p; to schedule**,** visit <https://calendly.com/drdeane/>

## Class Information

* Time: 9a – 5p
* Location:
  + GCASL – 238 Thompson Street, Room 361 (**Fridays 9/2 and 9/9**)
  + 194 Mercer, Room 204 (**Saturdays 9/17 and 9/24**)

## Course Description

The consequences of disastrous events are escalating globally 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 hazards, in order to better understand urban planning and management approaches necessary in preparing for, responding to, recovering from and mitigating future disaster impacts. The course also investigates root causes of who and what is at risk, along with political economic considerations that induce disasters.

## Course and Learning Objectives

* Understand the history of disaster and emergency management in the United States.
* Understand the various phases of disaster management as well as assess key actors, the role of urban planners and public administrators, and policy challenges throughout these phases.

## Evaluate the human experience of disasters, namely the factors that give rise to various vulnerabilities (e.g., physical, social, economic, political, etc.) as well as implications for increased community resilience using U.S.-based and international case studies.

## Required Readings and Materials

Required readings and materials are available on the course Brightspace page for download or a hyperlink has been provided. Note that the readings and materials vary in quality and complexity, and the connections between them may not always seem obvious. It is strongly advised that you read each week’s readings in the order that they are listed in the syllabus and on Brightspace.

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

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 and time.

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

## *Contribution to discussion and learning; professionalism (20%)*

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. Since class is only meeting four times, there are no excused absences. If an extraordinary situation were to present itself, this will be discussed on a case-by-case basis with the instructor and the Assistant Dean of Academic Programs.

## *Case Studies (20%)*

Reading and reflecting on case studies is an important part of the course work. A course pack containing one of the cases and an in-class simulation is available for [purchase here](https://hbsp.harvard.edu/import/964169) ($19.25). The other case is posted in Brightspace.

Your purpose in writing these two-page case study 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.

For these assignments, 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.

This structure can generally be used for case study memos:

* A one-paragraph summary labeled **Executive Summary** with the context, key issue, and your recommendation.
* **Background**. What are issues and why? Identify the root causes.
* What are your specific **Recommendations**? Be sure to include your rationale and alternatives.
* **Next Steps**. How should your recommendations be implemented? What are the priorities, timeline, and required resources?

You have only two, and no more than three, pages to get your message across. Use a simple and direct style, putting your recommendation in the first paragraph so as to create a “hook” for your memo to encourage the recipient to continue reading. If you use outside research to support any of your recommendations, list references on a concluding page, separate from the three-page memo.

## *Hazard Mitigation Plan Analysis (20%)*

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 and Miami, FL are excluded** as a potential options. Using the following headings as a starting point, be sure to:

* **Background (1-1.5 pages)** – 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? What communication plans has the town created?
  + Are there community disaster exercises?
  + Who does the pre-planning before a disaster happens?
  + Who is in charge when an emergency happens?
  + Who does the post-disaster planning after a disaster?
* **Analysis (2-3 pages) –** most of the paper should be this analysis section.
  + 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.”
* **Conclusion (1/2 to 1 page)** Discuss additional points for consideration such as:
  + 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 (15%)*

## You will complete three asynchronous training modules. Specific modules have been designated to correspond with a particular theme throughout the course. 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) 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.

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

For this assignment, you will write a six to eight-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. You will make a 5 minute presentation on the final day of class, with no more than 5-7 slides, followed by a brief Q&A.

In terms of paper structure:

* **Background (two-page max)**
  + A brief assessment of the affected community prior to the disaster event.
  + A concise summary of the disaster’s impact.
  + Include a discussion of on-the-ground conditions since the disaster.
* **Analysis (at least 3-4 pages)**
  + A critical assessment of the government’s and/or international community’s response and recovery effort.
  + The community’s readiness for a future disaster instance of this scale (or greater) in terms of their capacity for planning and preparedness.
  + Where applicable, include a discussion of the strengths and weaknesses of these measures as well.
* **Recommendations (one-two pages)**
  + Guidance you would provide to decisionmakers on post-disaster mitigation plans or initiatives taken since.
  + Where hazard mitigation planning has not yet occurred, provide recommendations on steps that should be taken.

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 scholarly references (journal articles, reports, primary sources, books, etc.) on your disaster case.

## Late Submission Policy for Assignments

Late submissions will be penalized a half letter grade per 24-hour period. Extensions are rare though exceptions can be requested, by prior arrangement, for extenuating circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding (and unpredictable) schedules, lives, obligations and more – the professor included. If an extension is granted, confirm the modified deadline in writing and adhere to it to without exception.

## 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.

## Letter Grades

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **Course Points** | **GPA Points** | **Criteria** |
| **A** | > 93.0 | 4.­­­­­­0 | **Excellent:** Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well- written. Work is of exceptional, professional quality. |
| **A-** | > 90.0 | 3.7 | **Very Good:** Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. |
| **B+** | > 87.0 | 3.3 | **Good:** Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course. |
| **B** | > 83.0 | 3.0 | **Adequate:** Competent work 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-** | > 80.0 | 2.7 | **Borderline:** Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. |
| **C+** | > 77.0 | 2.3 | **Deficient:** Inadequate work; does not meet the minimal expectations. 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. |
| **C** | > 73.0 | 2.0 | **Deficient:** Inadequate work; does not meet the minimal expectations. 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. |
| **C-** | > 70.0 | 1.7 | **Deficient:** Inadequate work; does not meet the minimal expectations. 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. |
| **F** | < 70.0 | 0.0 | **Fail:** Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. |

## 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 vanessa.deane@nyu.edu in advance.

## Course Overview

**Session 1 – Friday, September 2nd**

* **Lesson 1**
  + Introduction & Historical Overview of U.S. Disaster Policies
* **Lesson 2** 
  + Defining “Risk,” “Hazard,” and “Vulnerability”
* **Lesson 3** 
  + Mitigation Planning and Policy Strategies: Local, State, and Federal
* **Lesson 4** 
  + Communication, Collaboration and Coordination in Emergency Management I

**Session I1 – Friday, September 9th**

* **Lesson 5**
  + Communication, Collaboration and Coordination in Emergency Management II
* **Lesson 6**
  + Social, Economic and Political Vulnerabilities
* **Lesson 7**
  + International Disaster Response – Haiti 2010
* **Lesson 8**
  + Disaster Recovery

**Session II – Saturday, September 17th**

* **Lesson 9**
  + Defining and Understanding “Resilience”
* **Lesson 10**
  + Climate Change in Theory and Practice
* **Lesson 11**
  + Looking Ahead – National and Global Responses to a Changing Climate

**Session IV – Saturday, September 24th**

* **Lesson 12**
  + The Political Economy of COVID-19
* **Lesson 13**
  + Disaster Mental Health
* **Lesson 14** 
  + 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:

* Tierney, K (2014). The Social Roots of Risk: Producing Disasters, Promoting Resilience, Stanford University Press, 2014. “Chapter 1: Risking More, Losing More: Thinking About Risk and Resilience.” pp. 1-10.

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

### LOCAL, STATE AND FEDERAL

#### Required Readings & Materials:

* Booked on Planning Podcast. “Hazard Mitigation and Preparedness” episode. <https://www.bookedonplanning.com/podcast/episode/7e4f72fd/hazard-mitigation-and-preparedness> (also available on streaming platforms)
* 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 MANAGEMENT I

* (**skim**) Macdonald, N. “Humanitarian Dilemmas: A Case Study on Tsunami Relief – Sri Lanka.” International Planning Case Studies Project.

### LESSON 5: COMMUNICATION, COLLABORATION AND COORDINATION

### IN EMERGENCY MANAGEMENT II

#### Required Reading:

* Waugh, W.L. (2009). “Mechanisms for Collaboration in Emergency Management: ICS, NIMS, and the Problem with Command and Control” in O'Leary, R., & Bingham, L. B. (Eds.). The collaborative public manager: New ideas for the twenty-first century. Georgetown University Press.

### LESSON 6: SOCIAL, ECONOMIC, AND POLITICAL VULNERABILITIES

#### Required Reading:

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

#### CONVERGE Training Module:

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

### LESSON 7: 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.

#### Additional Resource:

* 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/>

### LESSON 8: DISASTER RECOVERY

#### Required Readings:

* Chandrasekhar, D. (2014). Nontraditional participation in disaster recovery planning: Cases from China, India, and the United States. Journal of the American Planning Association, 80(. 4), 373–384.

#### Case Study:

* Rongerude, J and Hamideh, S (2019). “Post-Disaster Recovery of Public Housing in Galveston, Texas: An Opportunity for Whom?” Lincoln Land Institute.

### LESSON 9: 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.

### LESSON 10: CLIMATE CHANGE IN THEORY AND PRACTICE

#### Required Reading:

* Fitzgerald, J. (2022). Transitioning From Urban Climate Action to Climate Equity. Journal of the American Planning Association.

#### 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.

#### CONVERGE Training Module:

* Choose **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 11: 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.
* Earth Justice. 16 Aug 2022. “What the Inflation Reduction Act Means for Climate.” <https://earthjustice.org/brief/2022/what-the-inflation-reduction-act-means-for-climate>
* Center for American Progress. 17 Aug 2022. “How the Inflation Reduction Act Will Drive Global Climate Action.” <https://www.americanprogress.org/article/how-the-inflation-reduction-act-will-drive-global-climate-action/>

#### Additional Resources:

* Leber, Rebecca. 16 Aug 2022. “The US finally has a law to tackle climate change.” Vox. <https://www.vox.com/policy-and-politics/2022/7/28/23281757/whats-in-climate-bill-inflation-reduction-act>

#### Case Study:

* Kanter, R.M. (2022). “Climate Action in Miami.” Harvard Publishing.
  + A course pack containing this case and an in-class simulation for Lesson 12 is available for [purchase here](https://hbsp.harvard.edu/import/964169) ($19.25).

### LESSON 12: THE POLITICAL ECONOMY OF COVID-19

#### Required Readings:

* Matthewman, S., & Huppatz, K. (2020). A sociology of Covid-19. *Journal of Sociology*, 56(4), 675-683.

### LESSON 13: DISASTER MENTAL HEALTH

#### 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>
* 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>
* (**skim**) 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.

#### CONVERGE Training Module:

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

### LESSON 14: FINAL PRESENTATIONS