# **NYU Wagner logo**

# **URPL-GP 2645**

# **Planning for Emergencies and Disasters**

# **Spring 2024**

## Instructor Information

**Dr. Vanessa L. Deane, AICP**

* Email: vanessa.deane@nyu.edu
* Zoom office hours:To schedule**,** visit <https://calendly.com/drdeane/>

## Class Information

* Date & Time: Wednesday, 4:55-6:35p
* Location: 12 Waverly Pl Room L114

## 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. 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. 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 pages to get your message across. Use a simple and direct style, putting your recommendation in the first paragraph to create a “hook” for your memo and encourage the recipient to continue reading.

Outside sources are not required. If you use outside research to support any of your recommendations however, list references on a concluding page, separate from the two-page memo.

## *Hazard Mitigation Plan Analysis (25%)*

You will find a copy of a U.S. 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 international jurisdictions are excluded** as potential options for this assignment. 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 (20%)*

For this assignment, you will write a five to six-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.

In terms of paper structure:

* **Background (1-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 2.5-3 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 (1-2 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.

## Assignment Due Dates

* **Case Study #1 – Tsunami Relief in Sri Lanka**
  + February 11th, 11:59p
* **Training Module #1 – Social Vulnerability and Disasters**
  + February 18th, 11:59p
* **Training Module #2 – Positionality in Hazards and Disaster Research and Practice**
  + March 3rd, 11:59p
* **Hazard Mitigation Plan Analysis** 
  + March 10th, 11:59p
* **Case Study #2 – Mystic River: A Quest for Climate Equity**
  + April 7th, 11:59p
* **Training Module #3 – Disaster Mental Health**
  + April 21st, 11:59p
* **Final Paper – Disaster Case Analysis**
  + May 8th, 11:59p

## Generative AI Policy (ChatGPT, etc.)

The use of ChatGPT and related tools will reduce what you learn in this course. Consequently, the use of ChatGPT, Bard, and other generative AI tools is not allowed in this course. As a reminder, please review [Wagner’s Academic Integrity Policy](https://wagner.nyu.edu/portal/students/policies/code).

## 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 Netiquette**

We will meet on Zoom for at least two sessions this semester during our regular class time. **You are expected to participate in each class with your Zoom audio and video on.** If you have an extenuating circumstance that inhibits your video from being on, you must email the professor by 4p the day of class. Our online sessions are meant to be just as interactive as they are in person; **thus, having your video off without prior approval may negatively impact your class participation grade.**

Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more. If class is recorded, students may not share the Zoom classroom recordings. The recordings are kept within the NYU Learning Management System (Brightspace) site and are for students enrolled in this course only.

## Course Overview

* **Lesson 1 – January 24th** 
  + Introduction & Historical Overview of U.S. Disaster Policies
* **Lesson 2 – January 31st** 
  + Defining “Risk,” “Hazard,” and “Vulnerability”
* **Lesson 3 – February 7th** 
  + Mitigation Planning and Policy Strategies: Local, State, and Federal
* **Lesson 4 – February 14th** 
  + Communication, Coordination, and Collaboration in Emergency Management
* **Lesson 5 – February 21st** 
  + Social, Economic and Political Vulnerabilities
* **Lesson 6 – February 28th** 
  + International Disaster Response – Haiti 2010
* **Lesson 7 – March 6th – *rescheduled*** 
  + Defining and Understanding “Resilience”
* **Lesson 8 – March 13th (Zoom)**
  + Case Study – 2022 Buffalo Storm
  + Guest speaker:[Sarah Kaufman](https://wagner.nyu.edu/community/faculty/sarah-kaufman) (NYU Rudin Center)
* **Lesson 9 – March 27th – *rescheduled***
  + Disaster Recovery
* **Lesson 10 – April 3rd** 
  + Climate Change in Theory and Practice I
* **Lesson 11 – April 10th** 
  + Climate Change in Theory and Practice II
* **Lesson 12 – April 17th (Zoom)**
  + Cities and a Just Energy Transition
* **Lesson 13 - April 24th** 
  + Disaster Mental Health
* **Lesson 14 – May 1st** 
  + **NO CLASS**

## 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.
* Peduzzi, P. (2019). The disaster risk, global change, and sustainability nexus. Sustainability, 11(4), 957.

### 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, COORDINATION, COLLABORATION AND

### IN EMERGENCY MANAGEMENT

#### Required Reading:

* (**skim**) Karagiannis, G. & Synolakis, C. (2017). Twenty Challenges in Incident Planning. Journal of Homeland Security and Emergency Management, 14(2), 20160061. https://doi.org/10.1515/jhsem-2016-0061

#### Case Study:

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

### LESSON 5: 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.
* (**read pp. 49-59**) Blaikie, Piers et al. “Chapter 2: The Disaster Pressure and Release Model” in *At Risk: Natural Hazards, People’s Vulnerability and Disasters*. 2nd ed. Florence: Routledge, 1994.

#### CONVERGE Training Module:

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

#### Additional Resource:

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

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

#### Required Readings:

* 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.
* Deane, V.L. “[A five-year case study analysis of USAID local governance programming and public investment spending in post-earthquake Haiti](https://www.sciencedirect.com/science/article/pii/S2452292923000620?utm_campaign=STMJ_AUTH_SERV_PUBLISHED&utm_medium=email&utm_acid=275194533&SIS_ID=&dgcid=STMJ_AUTH_SERV_PUBLISHED&CMX_ID=&utm_in=DM431241&utm_source=AC_).” *World Development Perspectives.*

#### Additional Resource:

### Deane, V. L. (2021). Toward a Decentralized Haitian State: The Promises and Shortcomings of the Post-Duvalier Constitution of 1987. *Journal of Haitian Studies*, *27*(1), 38–64.

### LESSON 7: 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. 166-173**) Tierney (2014). “Defining resilience in relation to risk.” In Tierney, K. *The social roots of risk: Producing disasters, promoting resilience*, Stanford University Press.

#### CONVERGE Training Module:

#### “Positionality in Hazards and Disaster Research and Practice” - <https://converge-training.colorado.edu/courses/positionality-in-hazards-and-disaster-research-and-practice/>

### LESSON 8: CASE STUDY – 2022 BUFFALO STORM

#### Guest Speaker:

* [Sarah Kaufman](https://wagner.nyu.edu/community/faculty/sarah-kaufman) (NYU Rudin Center)

#### Required Readings:

* Kaufman, S. and Zimmerman, R. “Lessons Learned from the Buffalo Blizzard: Recommendations for Strengthening Preparedness and Recovery Efforts: Executive Summary.” *New York University – Wagner*.
* Meko, H. and Fadulu, L. (2 Jun 2023). “Buffalo Leaders Weren’t Ready for Blizzard That Killed 31, Report Says.” *The New York Times*. <https://www.nytimes.com/2023/06/02/nyregion/buffalo-blizzard-emergency-response.html>
* Dance, S. (22 Dec 2023). “How a deadly blizzard forced a snow-hardy city to reckon with disaster risks.” *Washington Post.* <https://www.washingtonpost.com/weather/2023/12/22/buffalo-blizzard-emergency-management-reforms/>

### LESSON 9: DISASTER RECOVERY

#### Required Readings:

* Graham, L., Debucquoy, W., & Anguelovski, I. (2016). The influence of urban development dynamics on community resilience practice in New York City after Superstorm Sandy: Experiences from the Lower East Side and the Rockaways. Global Environmental Change, 40, 112-124.
* APA. “Helping Planners Advance Disaster Recovery.” *Planning Magazine* <https://www.planning.org/blog/9222321/helping-planners-advance-disaster-recovery/>

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

#### Required Reading & Materials:

* (**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.
* The Policy Nerd Podcast. Stand on the shoulders of giants, take the next leap on climate. <https://en.unesco.org/inclusivepolicylab/learning/stand-shoulders-giants-take-next-leap-climate> (also available on streaming platforms)
* Jetn̄il-Kijiner, K. (2022). “How Do We Mourn an Island? Where Do We Mark Its Grave?” <https://www.theguardian.com/world/2022/nov/02/how-do-we-mourn-an-island-where-do-we-mark-its-grave?utm_campaign=Carbon%20Brief%20Daily%20Briefing&utm_content=20221102&utm_medium=email&utm_source=Revue%20Daily>

#### Additional Resource:

* APA. “Climate Change Policy Guide.” <https://planning.org/publications/document/9210766/>

#### Case Study:

* Rappaport, A. (2019). “[Mystic River: A Quest for Climate Equity](https://www.lincolninst.edu/node/178991).” Lincoln Land Institute.

### LESSON 11: CLIMATE CHANGE IN THEORY AND PRACTICE II

#### Required Readings:

* Masterson, V. 13 Jan 2023. “The Bridgetown Initiative: here's everything you need to know.” World Economic Forum. <https://www.weforum.org/agenda/2023/01/barbados-bridgetown-initiative-climate-change/>
* O’Donnell, G. 18 Dec 2023. “Climate change: A breakdown of all the money pledged at COP28.” Yahoo Finance. <https://finance.yahoo.com/news/climate-change-a-breakdown-of-all-the-money-pledged-at-cop28-154644027.html?guccounter=1>

#### Additional Resource:

* Tigue, K. 19 Dec 2023. “COP28 Is Over. But Climate Pledges Are Still Emerging in the Final Days of 2023.” Inside Climate News. <https://insideclimatenews.org/news/19122023/todays-climate-cop28-climate-pledges-still-emerging-final-days-of-2023/>
* 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>

### LESSON 12: CITIES AND A JUST ENERGY TRANSITION (ZOOM)

#### Required Readings & Materials:

* Rowling, M. 18 Dec 2023. “Explainer: COP28 deal on fossil fuels gives impetus to 'just transition'”. Reuters*.* <https://www.reuters.com/business/environment/cop28-deal-fossil-fuels-gives-impetus-just-transition-2023-12-18/>
* Erin Baker, Anna P. Goldstein, and Inês M.L. Azevedo (2021). [“A Perspective on Equity Implications of Net Zero Energy Systems.”](https://www.sciencedirect.com/science/article/abs/pii/S2666278721000246) *Energy and Climate Change* 2: 100047.
* (**carefully skim**) Vanheukelom, J. (2023). *Two years into South Africa’s Just Energy Transition Partnership: How real is the deal?*. ECDPM Briefing note 174. Maastricht: ECDPM.

#### Watch:

* Dr. David Hsu. “Cities and a Just Transition.” *MITOpenCourseware.* <https://ocw.mit.edu/courses/11-165j-urban-energy-systems-and-policy-fall-2022/ocw_11165_lecture03_2022sep14_360p_16_9.mp4>

### LESSON 13: DISASTER MENTAL HEALTH

#### Required Readings:

* Makwana, N. (2019). Disaster and its impact on mental health: A narrative review. *Journal of family medicine and primary care*, *8*(10), 3090.
* Kuipers, D. 26 Aug 2019. “After the wildfire: treating the mental health crisis triggered by climate change.” The Guardian. <https://www.theguardian.com/world/2019/aug/26/climate-change-mental-health-wildfires-santa-rosa>
* 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>

#### CONVERGE Training Module:

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

### LESSON 14: NO CLASS