

USP410/510: Community Resilience Planning Spring 2016

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Office hours by appointment –
but please feel free to ask!

MCB 123

Tuesday and Thursday
2:00 – 3:50 pm

Course Summary and Goals:

Disasters are the intersection of risk, vulnerability and society. Often one hears of increasing “natural disasters” - but are they natural? Who is impacted more by these events and why? And how do societies respond to these events? This course will review how cities and societies have developed with disasters, continue to be impacted and how research and politics work to improve our preparation and responses to disaster. We will explore how various models of disasters and risk have been deployed over time, and how new ideas around resilience, sustainability and democracy provide new avenues for thinking about disasters.

The course will have a strong “hands-on” component centered on a series of integrated series workshops developed by the Federal Emergency Management Agency (FEMA). The FEMA workshops will overlap with class meetings and include practitioners from the community. Students can become certified in four FEMA trainings (requires extra course work and time.)

Students will also learn about practical planning tools and models for use in community hazard planning. A part of this course is using a series of new mapping tools for assessing community resilience.

About the FEMA Courses:

The course is being taught with three integrated FEMA certified courses designed by the National Disaster Preparedness Training Center (NDPTC) at the University of Hawai'i. The courses are:

- Natural Disaster Awareness for Community Leaders (4 hour),
- Coastal Community Resilience (8 hour),
- Social Media for Natural Disaster Response and Recovery (8 hour)

These three courses will overlap with the PSU course and be an expanded opportunity for you to become certified in these areas. The courses will involve time outside of the class meeting schedule – but will be done in one day each. The courses vary in total time from four to eight hours. They will be held in the same meeting location and the dates are noted on the schedule at the end of the syllabus.

Participation in the certification has no impact on grading – but is a great career development and networking opportunity.

Course Summary and Goals:

There are several goals for this course that should help burgeoning social scientists, curious artists, and anyone who encounters urban life. These goals include:

- Natural Hazard Awareness: Broad understanding of the physical and environmental hazards that create disasters. Understanding of the types of risks and vulnerabilities tied to these hazards.
- Social and Economic Dimensions of Disasters: Critical awareness of the social and economic determinants, factors and outcomes of disaster events, particularly the distribution of vulnerability, assets to cope, and tools to mitigate.
- Applied Tools and Training: The course will develop skills and tools for planning and preparation for disasters as well as exercises to try these new skills out.

Reading and Required Texts:

At the end of this document is the course reading schedule – it includes details on when we will be reading various pieces and when items are due. The articles must be read and you need to be ready for discussion on the day they are listed!

Only one book is required for you to purchase:

Solnit, Rebecca. 2010. *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster*. Reprint edition. New York: Penguin Books.

This is available used in paperback and should be quite affordable!

Brief Description of Assignments

Three main assignments are expected of you this term. More detailed handouts will be provided. Assignments are due at the beginning of class for the day listed on the schedule! The assignments are:

Discussion (20 Points)

Be prepared to participate in class. This means understanding the reading and being prepared to discuss. Simply offering opinions or personal anecdotes are not enough – unless you can frame them with the reading! Bring your readings and notes to class, this counts as part of participation!

Discussion leaders will be selected for many of the class sessions. This is a pseudo-random process where at the beginning of class I will announce 2 leaders for the day. They will have a chance to group up with others in the room, discuss in a small group the topics for the day, and present out to the group for the last portion of the class.

Timely attendance is critical – miss three classes and your grade will fall one letter grade. Miss two and it is an automatic fail for the course. This intensive format requires as much time as we can have together!

Journaling (30 Points)

A goal for this course is for you to understand and develop your own appreciation of the models of risk, disasters, and society. There are many moving concepts and theories that we will work with. To make sense of these, through the course, weekly journaling is a requirement. Each week you will be asked to provide 1 full page of single spaced thoughts on the readings, issues that connect to the readings, and integration with other readings we've covered so far in the term. The goal is not to list ideas, but interact with them. Journaling can be critical, supportive or inquisitive about these topics. We will discuss this further in class. I am also open to creative approaches to journaling. Mind mapping is one tool I've seen students use successfully. If that interests you – let me know!

Natural Hazard/Disaster Planning Review Exercise (50 Points)

You will select a community's natural hazard or disaster plan to review and comment on through the term. The goal for this exercise is to engage a real world case and use the readings and class discussions to explore them. It is also an opportunity for you to become familiar with "live" disaster planning. The goal is both try out some of the new skills from the class and to develop a good planning document that can support a community. I encourage creativity on this – data collection might include interviews in your community. Or you might try to explore new ideas around resilience.

We will share more on these assignments in class. The components of the assignment are:

Title	Points
Community Profile Exercise	5
Vulnerabilities and Assets Exercise	5
Strengths and Opportunities Inventory	5
Final Plan	30
Presentation	5
Total	50

Note to graduate level students: The expectation on the reading, discussion and writing will be higher. There are additional readings under each week that are marked for your review. I also expect that the final assignment will include more literature, analysis and depth in balancing ideas and issues.

Course Policies

Please review these policies – they guide expectations for all students so that its fair for everyone.

Attendance: We are learning through readings, discussions, and our own research. All of this requires a community to test ideas, explore theories and to discover new concepts. So attendance is critical! It helps you, it helps your fellow scholars, and its required. Here are the details:

- Miss 4 class meetings and your grade will fall one letter grade.
- Miss 6 class meetings and it is an automatic fail for the course.
- Not having readings or notes with you is the same as being absent.

If something comes up – the best thing you can do is talk to us. Email us or stop us after class.

Late Work: Assignments are **due at the beginning of class** for the day they are listed on the schedule. All researchers and scholars struggle with meeting deadlines. But the mark of a great academic (or professional) is not just being intelligent but also delivering their thoughts on time to others. So meeting deadlines is not just an arbitrary requirement – it is essential to learning. If you are going to be absent on a due date – talk to us before hand! Permission is easier to ask for than forgiveness. Each day you are late is a 10% drop. After the third day – it will not count.

Schedule and Assignments: Managing deadlines and your time is a critical skill. The course schedule is attached. It is your go-to document! You can load it into Google Calendar, or your phone, or your calendar. Whatever works – but find something that works to keep track of this! Claims that you forgot or were never told – well, those are not options.

Classroom Conduct: Thorough and exciting learning settings are often a little uncomfortable. Ideas will fly, arguments will fail, and succeed. Sometimes it's a little embarrassing. We are all coming from different places in life, and with different experiences that are all valid. Don't take bumps in the road personally – its part of the process.

At the same time, there is a limit to how far arguments or claims can go.

Engage ideas – not individuals.

Personal attacks are known as *ad hominem* – and while they are a staple of politics they are not acceptable here. Prejudice, discriminatory statements, or hurtful attacks will be called out – and might become a learning moment.

Technology: No phones. I know all the tricks of how to text or comment with sly typing under the table, under a piece of paper... I will ask offenders to leave and mark them absent.

In general I discourage laptops but.... I know many take notes on them – but that level of note taking can prevent you from really participating or hearing. The readings are electronic, I understand many prefer to not print the readings out. Make an extra effort to listen, make eye contact and stay engaged.

Plagiarism: Scholars seek to explore new ideas and communicate them effectively. This takes an enormous level of work – so taking these ideas and representing them as your own is serious and will result in a zero for the assignment. Plagiarism is not just copying text – it includes paraphrasing or rewording ideas without attributing them to the source.

For a simple discussion of plagiarism, see here:
<http://library.pdx.edu/tutorials/citation/7>

For a long and legalistic one (that formally applies to us all) see here:
<http://www.pdx.edu/dos/psu-student-code-conduct#ProscribedPSU>

Additional Resources/Support: If you have a disability and require assistance obtaining resources, please see me. I am happy to accommodate as needed. You will also need to register with the Student Resource Center in Smith Rm 435 or call 503-725-4150.

Life, School and Chaos: Balancing school, life, work and family can be a challenge. Please communicate with me early. Childcare collapses, illnesses occur, bosses change shifts. The class and your commitments here are very important – and others depend on them. Please make every effort to attend, but the worst thing you can do is have challenges and not ask for help.

Readings:

Readings with a “” after it are required for graduate students (but are also helpful for undergraduate students!)*

Week 1: Introduction to Course, Basic Concepts Hazards, Disasters and Resilience

Tuesday: Klinenburg Article

Thursday: “The Challenges of Disasters and Our Approach” Chapter 1 in *At Risk* by Wisner, Blaikie, Cannon and Davis. (D2L)

Week 2: Survey of the Science of Hazards/Oregon Hazards

Tuesday: “The Disaster Pressure and Release Model” Chapter 2 in *At Risk* by Wisner, Blaikie, Cannon and Davis. (D2L)

Folke et al “Resilience thinking: integrating resilience, adaptability and transformability”
Holling “Resilience and Stability of Ecological Systems”*

Thursday: “Risk and Vulnerability Assessment” in *Hidden Costs of Coastal Hazards*
Adger, et al “Social-Ecological Resilience to Coastal Disasters”
Cutter, “Social Vulnerability to Environmental Hazards”*

Week 3: Government Planning and Responses to Disasters

Tuesday: “Organizing Hazards, Engineering Disasters? Improving the Recognition of Political-Economic Factors in the Creation of Disasters” Freudenburg et al. (D2L)

Thursday: “New Orleans” chapters in *Paradise Built in Hell* by Rebecca Solnit, pp 231-281]

Campanella “Urban Resilience and the Recovery of New Orleans”

Campanella and Vale “Axioms of Resilience”*

Week 4: Sociology of Disasters

Tuesday: “Denaturalizing Disasters: Social Autopsy of 1995 Chicago Heat Wave” Klinenberg (1999). (D2L)

Thursday: “Beloved Community and “Epilogue: The Doorway in the Ruins” in *Paradise Built in Hell* by Rebecca Solnit, pp. 282-213

Bijker “Dikes and Dams, Thick with Politics”*

ASSIGNMENT DUE: Community Profile Exercise

Week 5: Disaster Planning – Tools for Communities

FEMA Course: Natural Disaster Awareness for Community Leaders (TBA) and Coastal Community Resilience (TBA)

Tuesday: Introduction, Chapter 1 and selected pages in *Planning for post-disaster recovery: a review of the United States disaster assistance framework* (D2L)

Thursday: “A Planning Framework” in *Hidden Costs of Coastal Hazards* (D2L)

Sarewitz et al. “Vulnerability and risk: some thoughts from a political and policy perspective”

Week 6: Community Responses to Disasters

FEMA Course: Social Media for Disaster Response and Recovery

Tuesday and Thursday: San Francisco Earthquake chapter in *Paradise Built in Hell* by Rebecca Solnit, pp 1-70

Walker et al. “Resilience management in social-ecological systems: a working hypothesis for a participatory approach”*

Week 7: Vulnerability and Displacement

Tuesday: “Access to Resources and Coping in Adversity” in *At Risk* by Wisner, Blaikie, Cannon and Davis. (D2L)

Thursday: Wisner et al continued.

Week 8: Political Economy of Disasters

Tuesday: Neil Smith “There’s No Such Thing as a Natural Disaster”

<http://understandingkatrina.ssrc.org/Smith/>

Wisner “Risk and the Neoliberal State”*

Thursday: Park “Globalization, Vulnerability to Climate Change, and Perceived Injustice”

Tironi “Disastrous Publics Counter-enactments in Participatory Experiments”*

ASSIGNMENT DUE: Vulnerabilities and Assets Exercise

Week 9: Aftermath of Disaster: Long-Term Impacts

Tuesday: “Toward a Safer Environment” in *At Risk* by Wisner, Blaikie, Cannon and Davis. (D2L)

Bahadur et al “The Resilience Renaissance? Unpacking Resilience for Tackling Climate Change and Disasters”*

Thursday: “The Rise of Disaster Capitalism” by Naomi Klein (May 2, 2005)

Berke “Reducing Natural Hazard Risks Through State Growth Management”*

Week 10: Sum-up and Presentations

Tuesday: Reflections/Sum-up

Thursday: Presentations

ASSIGNMENT DUE: Final Paper