

(revised syllabus)

Building Resilient Communities: Plan 414

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Office Hours: By appointment

Course Overview:

This course is designed to give you an understanding of the natural forces behind the most common disasters and the human actions that reduce or increase vulnerability to natural disasters. Fundamental thinking about disasters is that a disaster is the result of the relationship between natural forces, and social/cultural systems and their artifacts. Natural events are not in themselves disasters. They only become disasters in interaction with humans and the built environment.

In this course, students will investigate what it means to be “resilient”, exploring principles from planning, design, environmental studies, sociology, and disaster studies. We will also pay special attention to the interplay between social inequality, poverty, social exclusion and vulnerability to natural disaster. Students will also learn best practices for disaster response, recovery and mitigation—as well as best practices for mitigation in response to climate change. We will examine historical and contemporary case studies, including the Buffalo Creek Flood, the Chicago Heat Wave, Hurricane Katrina, and Super-Typhoon Haiyan, among others, in order to better understand the conditions that created “disasters” and the complex processes of recovery and adaptation that followed. We will mine these case studies to uncover best practices for planners, designers, and policy professionals. Finally, we will consider patterns of disaster response in the U.S. and beyond and shifting notions of disaster preparedness while also looking at the important role of community organizations in disaster preparedness, response, and recovery.

As part of the course students will take part in two NDPTC (National Disaster Preparedness Training Center) sponsored trainings and will have the opportunity to earn FEMA certification from participation in these trainings. The course will also incorporate visits by respected experts, practitioners and guest speakers.

Required Texts:

Everything in its Path: Destruction of Community in the Buffalo Creek Flood by Kai Erikson

Heat Wave: A Social Autopsy of Disaster in Chicago by Eric Klinenberg

Other Readings posted on Laulima

Assignments:

Participation (20%) Participation is an extremely important part of this course, and I will count on the presence and active engagement of all class members. Attendance is also crucial given that this course meets only once a week. Your participation grade will drop one letter grade for any unexcused absence.

Your participation grade will include the following:

- 1) Regular attendance
- 2) Coming to class *having read* the assigned readings for that day and *ready to discuss* or *ask questions about* assigned readings. Clarifying questions are of course welcome!
- 3) Asking questions and listening carefully to the ideas of classmates
- 4) Your performance on random “reading quizzes”—simple questions based on the course readings
- 5) Being an engaged listener for guest speakers, taking notes, and asking questions. Also, following each guest speaker, you will work in groups to review themes, arguments, findings and ideas presented by each speaker. During class your group will prepare a short ‘study guide’ that will be used to prepare the final exam.

Short Presentation of a Best Practice: (5%) In one of the last two class meetings, you will give a short presentation on a favorite “**best practice**” that you have learned about during the course of the semester. You should prepare 2-3 power point slides and a 5 minute presentation in which you explain this best practice to the class. You should pick a best practice that is relevant and interesting for your own interests and profession. This can also draw from any of the reading and research you have done to prepare for your papers. Students will present on April 21 or April 28.

Final Exam (25%) The final exam will take place on Monday May 12 (during normal class time, 5pm). The exam will consist of short narrative questions based on course readings, in-class discussions, class videos, guest speakers, and student presentations of best practices. You will also be asked to discuss key terms or key concepts drawn from all of the class material. In order to prepare for the exam, I recommend that when you read for the course, you focus on key arguments and key concepts in each text. You should also do this as you listen to guest speakers.

Paper #1 (20%) Case Study of a natural disaster (20%) (undergraduates 5-7 pages; graduates 8-12 pages, double-spaced) In this paper, you should write an analysis of a specific disaster event. It can be one of the disasters discussed in the course or another of your choosing. You should make an argument about what this case study teaches us in terms of any of the following: vulnerability to disaster, preparedness, response, recovery (short term or long term), mitigation, adaptation, government response, community response, etc. Your goal is to make a clear and important *argument* with a focused thesis statement. Support your argument with *evidence*. You should consult secondary sources as well as primary sources (including newspaper reports) about the event. If you write about any of the case studies discussed in our class, you are required to consult at least 3-4 additional outside works about the event in consideration. **Due: March, 17.**

Outreach Activity (10%) Everyone should participate in at least one outreach event. This can mean any of the following: 1) participate in community preparedness event (for example, the disaster preparedness meeting of a neighborhood board), 2) attend a VOAD meeting, 3) participate in volunteer activity for preparedness or disaster response, 4) interview someone who has worked on disaster preparedness recovery, 5) interview someone who has experienced disaster. Please write a 1-2 page summary of what you observed and learned. This may be used as basis for paper #2 *if you would like* (not required). This will allow everyone to connect with local issues. You will report on your activity to the class on April 28 or May 5. I will be providing a list of outreach options. Your outreach activity write up is due **April, 14** (or earlier)

Paper #2: Policy/Planning Briefs with recommendations for a specific place or agency (20%) (under-graduates 5-7 pages; graduates 8-10 pages) In this paper you should write a policy brief, or planning memo in which you make specific recommendations for a community, project site, or agency. You should make a clear argument about how your focal site, community, or organization could improve their “Resilience” (understood in the broadest sense of the word). You may decide to use your outreach activity as a way to prepare for this paper. Your job is to show that you have considered the unique challenges and opportunities faced by the organization, community or agency of your choosing. Draw upon the course readings and supplementary readings on resilience to offer advice for your chosen audience. **Due: April, 28.**

Option: There may be the possibility for you to attend a Saturday session of a HurriPlan (offered by NDPTC) which includes a design charrette for hurricane preparedness on March 22 in lieu of one paper.

Additional note on electronic devices:

I do not allow laptops, tablets, or phones to be used during course time *unless specifically directed or allowed*. This will help us all stay focused and work together more effectively as a learning community.

Academic Integrity:

UH Manoa campus policies on academic honesty and plagiarism apply.

Course Calendar and Assignments

January 13: Course introduction

January 20: NO CLASS –Holiday (Martin Luther King Jr. Day)

January 27: FEMA/NDPTC-sponsored training *Coastal Community Resilience*

Feb. 3: Concepts of Resilience: vulnerabilities and opportunities in Coastal areas

In class: group exercise and role-playing on applying resilience concepts

Video “Hurricane Force” a Coastal Perspective

Reading: *Planning for Coastal Community Resilience* Beatley Ch. 1-3

Campanella, Thomas J. and David R. Godschalk (2012). “Resilience.” In *The Oxford Handbook of Urban Planning*.

Feb. 10: The Experience of Disaster: Personal and Community Impacts

In class: Introduction to Katrina

Video: Selections from “Trouble the Water” and “When the Levees Broke”

Discussion of vulnerability

Reading: *Everything in Its Path* (1-155)

Feb. 17: NO CLASS—Holiday (President’s Day)

Feb. 24: The Experience of Disaster: Community Recovery after Trauma

In class: Guest Speaker Susan Asam, Senior Manager, ICF International

Discussion of *Everything in Its Path*

Video: “a Village called Versailles”(rebuilding in a working-class Vietnamese Community of New Orleans”

Introduction to Climate Change Risks and Adaptation Strategies

Reading: *Everything in Its Path* (156-end)

Donaghy (2007). Climate change and planning: responding to the challenge. *Town Planning Review*.

The World Bank (2011). Natural Hazards, Unnatural Disasters. Chapter 6: Burgeoning Cities, Climate Change, and Climate Induced Catastrophies.

March 3: Responding to Climate Change

In Class: Guest Speaker Makena Coffman, Associate Professor

Discussion of Social Vulnerability and Disaster Risk

Reading:

Makena Coffman “Kakaako Community Development District TOD Overlay Plan: EIS Sea Level Rise Considerations”

Pacific Islands Regional Climate Assessment (PIRCA) 2012 report “Climate Change and Pacific Islands: Regional Impacts and Indicators” Executive summary; case studies (optional)

Center for Island Climate Adaptation and Policy (2010). Hawaii’s Changing Climate: Briefing Sheet.

Barnett, Jon and W. Neil Adger (2001). Climate dangers and atoll countries. *Climatic Change*, 61: 321-337.

Klinenberg, Eric (2013, January 7). Adaptation: How can cities be “climate proofed?” *The New Yorker*

Optional readings:

Pacific Islands Regional Climate Assessment (PIRCA) 2012 report “Climate Change and Pacific Islands: Regional Impacts and Indicators” case studies (optional)

The following University of Hawaii Sea Grant Publications, all available at <http://seagrant.soest.hawaii.edu/publications>

“Sea-Level Rise and Coastal Land Use in Hawaii: A Policy Tool Kit for State and Local Governments”

“Water Resources and Climate Change Adaptation in Hawai’i: Adaptive Tools in the Current Law and Policy Framework”

“Climate Change Law and Policy in Hawaii”

“Report of Findings - Climate Change in the Federated States of Micronesia: Food and Water Security, Climate Risk Management, and Adaptive Strategies”

March 10: FEMA/NDPTC-sponsored training *HurriPlan*

Reading: *Heat Wave: a Social Autopsy of Disaster* (selections tba)

March. 17: FEMA/NDPTC-sponsored training *HurriPlan*

Reading: *Heat Wave: a Social Autopsy of Disaster* (selections tba)

Paper #1 Due

March 22 (Saturday): HurriPlan part 3, optional

March 24: NO CLASS—(Spring Break)

March 31: Community Collaboration for Resilience

In Class: “Community Collaboration for Resilience” Panel organized by Emily Kukulies, Professor and Director of Student Life, Red Cross Volunteer, VOAD (Voluntary Organizations Active in Disaster) members and community experts

Readings: *Heat Wave: a Social Autopsy of Disaster*

April 7: Design and Disaster: a Case Study of Super Typhoon Haiyan

In Class: Guest Speaker Dr. Imes Chiu “Design and Disaster: A Case Study of Super Typhoon Haiyan”

Resilience and Recovery in a Cross-Cultural Perspective

Readings: “Natural Disaster, Mitigation and Sustainability: The Case of Developing Countries” SOUHEIL EL-MASRI & GRAHAM TIPPLE. *International Planning Studies* (2002).

Diane Diacon “Typhoon Resistant Housing for the Poorest of the Poor in the Philippines” in *Reconstruction After Disaster* Ed. Awotona

April 14: Government, Politics, and Disaster: Challenges and Opportunities

In Class: Frontline Video on FEMA

Discussion of post-Katrina government failures and opportunities
The evolution of FEMA and The Whole Community Approach
Political and Social Inequality as an impediment to recovery

Readings: “A Matter of Choice: Historical Lessons for Disaster Recovery” in *There is No Such Thing as a Natural Disaster* (Ed. Squires and Hartman)

Selections FEMA Whole Community Approach

DUE: Outreach activity write up

April 21: Planning Tools and Best Practices to Prepare for Disaster

In Class: Personal Preparedness—video “Disaster Preparedness for Dummies”

Share/Present a “Best Practice” you have learned about this semester

Reading: Burby et al (1999) “Unleashing the Power of Planning to Create Disaster

Resistant Communities”, APA Journal

Coastal Community Resilience Ch. 7 Planning Best Practices

Due: Presentation of Best Practice

April 28: Conceptualizing Resilience and our role as citizens

In class: Students report on Outreach Activities

Each Student Share/Present a “Best Practice” you have learned about this semester

Readings: Vale and Campanella “Axioms of Resilience” in *The Resilient City*

Paper #2 Due

May 5: Closing and Review for Final Exam

May 12: Final Exam (5pm, Saunders 116)