GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK
WASHINGTON UNIVERSITY

Spring 2007

DISASTER PREPAREDNESS

S40-5885-01

CREDIT HOURS: 3   **INSRUCTOR:** David Gillespie

GRADE: L/G   **OFFICE:** Brown 106

ROOM: TBA   **OFFICE HOURS:** Monday, 2:00-3:00 p.m.
                                            Tuesday, 9:00-10:00 a.m.

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I.   COURSE DOMAIN AND BOUNDARIES

The risk of wide-spread suffering and loss from natural and human-caused disasters is rising. Disasters disrupt every aspect of individual and community life, with especially deep-cutting and serious consequences for vulnerable populations. This course examines disasters as related to race, ethnicity, national origin, class, gender, sexual orientation, physical or mental disability, mental illness and age. Every social worker and the communities they serve will eventually be affected by a disaster. This course offers a framework to prepare future social workers for effective disaster management. It integrates current practice with this rapidly rising area of need.

Theory, research, and case study materials are organized to ground students in pre- and post-disaster management. The emphasis is on the social, psychological, economic, and political aspects of hazards mitigation and disaster preparedness. Topics include a world-wide overview of hazards, disasters, and their costs; vulnerability and risk assessments, sustainable hazards mitigation, international, government and private sector roles and responsibilities; disaster planning, coordinating community resources; disaster preparedness; formal and informal disaster response; disaster recovery; disasters and development; information technology; theory and data; and issues in emergency management, such as who should pay for disasters.

The social aspects of hazards and disasters are recognized as creating both obstacles and opportunities for social workers, engineers, architects, planners, medical doctors and nurses and other professionals who must be concerned with people's safety. This course also provides an overview of social justice and economic issues relating to social workers in the area of disaster preparedness.

II.   COURSE OBJECTIVES

This course will:

1. Provide an understanding of the social nature of natural hazards and disasters.

2. Give students knowledge of the social factors affecting disaster mitigation, preparedness, response, and recovery.

3. Reveal unfounded myths about human behavior in disasters.

4. Increase awareness of hazards and disasters around the world and the unequal social consequences stemming from disaster events.

5. Provide an awareness of opportunities for policy adjustments and applications of research findings.

6. Create or strengthen an appreciation for the practical value of theory with a strong focus on capacity building and evidence based practice.

7. Teach students skills to use information technology to access current disaster-relevant information for assessing, planning, mitigating, responding to and recovery from disaster from local through global levels.

8. Highlight social work values and ethics in examining the consequences of disasters as related to race, ethnicity, national origin, class, gender, sexual orientation, physical or mental disability, mental illness and age.

III.   EDUCATIONAL OUTCOMES

Each student will:

1. Understand the world-wide distribution of hazards and disasters and know the similarities and differences between natural and technological disasters.

2. Gain skills in accounting for the needs of special populations in each phase of disaster management.

3. Acquire mitigation skills that help communities reduce the amount of damage and loss from disaster.

4. Gain preparedness skills that increase community effectiveness in responding to disaster.

5. Increase awareness of opportunities for applying social work and emergency management skills to improve community policy and practice.

6. Increase knowledge of evidence-based hazard and disaster management strategies at individual, local, organizational, regional, national and international levels.

7. Acquire the skills to use information technology to access current disaster-relevant information for assessing, planning, mitigating, responding to and recovery from disaster from local through global levels.

8. Have an understanding of how social work values and ethics help guide responses to the consequences of disasters as related to race, ethnicity, national origin, class, gender, sexual orientation, physical or mental disability, mental illness and age.

IV.   RELATIONSHIP TO PRACTICUM LEARNING OBJECTIVES

Knowledge gained in this course will provide a basis for meeting the following practicum learning objectives:

1. Student is able to apply basic humanitarian and social work values and ethics to practice at the concentration practicum site.

2. Student is able to apply and evaluate empirically supported theories to practice at the practicum site.

3. Student demonstrates an understanding of and the ability to use service delivery systems and resources relevant to the practicum site.

4. The student's conduct and communication demonstrate social work professionalism.

5. Student demonstrates competence in work with diverse clients.

6. Student understands the dynamics of social and economic justice, especially the consequences of poverty, discrimination, exploitation and oppression in human societies in the context of concentration practicum work.

V.   READINGS

The readings in this course are drawn from a wide spectrum of disaster studies representing various kinds of disasters in different parts of the world. These chapters and articles are available through the Telesis website for this course (password = dp07).

VI. ORGANIZATION OF THE COURSE

A. Reading
Reading is assigned for each week as shown below in section IX Course Outline. I expect the readings listed for a given week will have been read prior to the time class meets on that day. For example, the readings for Class 2 on January 23 are assigned at class time the week before (January 16) and need to be read before 1:00 p.m. on Tuesday, January 23.

I believe the best way to learn the ideas expressed in this course is to actively read the material assigned before we meet in class each week. This makes it easier for you to understand what others are talking about and it gives you more to say in class. The more you understand what is being said and the more involved you are in the class, the more fun you will have integrating the ideas into your own thinking.

B. Talking
There are three areas of talking in this class. First, as a class we talk about ideas and applications inspired from the weekly reading. The ideal sought in these talks is to achieve a dialogue. Each member of the class will have an opportunity to facilitate the first hour of class discussion. This is described below in section VIII. C. Summary of Online Discussion and Facilitation of Class Discussion.

Second, sometimes we break into small groups to do exercises that facilitate learning disaster-related concepts. The class may accept any exercise that is proposed, or the class can revise or replace the proposed exercise with an alternative that provides a better opportunity to learn. Usually these exercises are done during the second hour of class after we have discussed ideas from the reading.

Third, at the end of the semester, each person makes a presentation to the class. There is more information about this presentation in section VIII. E. Oral Presentation. Basically, these presentations highlight the main points from your final project. The final project is described in the next section on writing.

C. Writing
There are three different kinds of writing in this class. First, except as excused (see section VIII C Online Discussion) you are required to participate each week in the online course discussion. You may start a new thread, or you may respond to comments and questions raised by others. There are several possibilities for starting new threads. You may comment on a concept in the reading that you think is particularly important. You may raise a question stimulated by the reading. You may describe the application of a concept in the reading to a situation that you know about or have experienced. You may relate something from the reading in the current week to something from one of the prior weeks. In any event, whether you start a new thread or respond to ideas raised by others, you should be ready to talk about the concepts and questions stimulated by the reading. Additional information about this aspect can be found in section VIII. C. Online Discussion. The quality of our

conversations in class will benefit if each of us before class reviews the online discussion for that week.

Second, the individual that is scheduled to facilitate class learning each week is required to turn in a written summary of the concepts, comments, and questions posted online during the week. This is described in section VIII. C. Summary of Online Discussion and Facilitation of Class Discussion. In addition, this person may distribute supplemental materials believed to improve the class learning experience. Supplemental materials can include diagrams, newspaper or magazine articles, exercises, annotated bibliographies, or anything that helps clarify or expand on information in the reading or brought up during the online discussion.

Third, as a *final semester project*, each individual writes a report on 1) a particular hazard or disaster or 2) the hazards and disasters that exist in a particular country or region of the world. This report can be developed over the course of the semester by building up your report with material from each weekly topic on the particular hazard/disaster or country/region selected. For example, during the first week we focus on defining hazards and disasters, distinguishing types of disasters, their distribution and frequency. A person choosing to write a report on earthquakes would define earthquakes, describe the locations of the main earthquake faults around the world, and note the frequency of earthquakes. On the other hand, a person choosing to write a report on a particular region would define the hazards and disasters in that region, and describe the frequency of each type of disaster. You are encouraged to get the most recent data available in developing your report. Additional information about this project appears in section VIII. D. Report on Hazard/Disaster or Country/Region.

VII.   ROLE OF FACULTY AND STUDENTS

I have established general parameters for this course. You can expect that I will create or encourage conditions to help you learn. If this is not happening, it is your responsibility to let me know. After five or six weeks, I will distribute a course evaluation form. A summary of your responses on this form will be presented the following week, along with any changes made in response to your feedback.

I use a learner-centered-learning approach. This approach emphasizes the active involvement of each of us in our own learning. You are encouraged to share with the class any ideas you have that might further enhance your opportunities for learning. It is possible that what works for you will work for others as well. I see my main role as coaching the process of your learning. I see your main role as learning. These roles are fluid and not mutually exclusive. I expect to learn from you. And I expect you to coach each other.

I believe there are at least seven ways that you can help yourself learn about hazards and disasters. First, you help yourself by completing the readings on time. Second, you help yourself by asking lots of questions about each topic. Third, you help yourself by listening

actively to what others are saying about the topics. Fourth, you help yourself by commenting on points of interest that are mentioned or not mentioned during class conversations. Fifth, you help yourself by sharing information about observations of disaster events or patterns. Sixth, you help yourself by putting into practice the knowledge that you are learning. Seventh, you help yourself and others by teaching others what you have learned.

If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language and you may need special assistance in lecture, reading assignments, and/or testing, please let me know.

VIII.   ASSIGNMENTS AND GRADING CRITERIA

A.   Class Involvement and Learning. This reflects your involvement and opportunity to learn when the full class is assembled. In assessing class involvement and learning, I consider three criteria: attendance, learning behavior, and contributing value to others. Days of attendance are counted. Learning behavior and contributing value to others are based primarily on my observation and assessment although I may elicit self-reports and class ratings. A copy of the rating form that will be used if self-reports and class ratings are elicited is available at the Telesis course site. The class may choose to alter these criteria. Unless revised through discussion on the first day of class, involvement and learning in class will count as 15% of your final course grade.

B.   Online Contribution. These are your messages regarding important concepts, key questions, applications of the concepts, or links back to previous reading. Except for the weeks when you facilitate class discussion (see section D below), you are required to participate in the online discussion at least two separate times each week. Unless revised by the class, the criteria used to evaluate your online participating include the potential usefulness of the comments/questions/ideas for learning about disaster preparedness. These scores are based on your contributions. Your online messages contribute 20% to your final course grade, unless the class decides to change this weight.

C.   Summary of Online Discussion and Facilitation of Class Discussion. Each individual will have two opportunities to lead our class discussions. The person scheduled to lead the discussion each week prepares a summary of the *most important concepts* (usually three to five) from the reading and the main ideas or issues brought up during the online discussion. These summaries are distributed to everyone in the class at the beginning of our discussion. As noted above, your summary of the online discussion replaces your online contribution for that week. In other words, the person that is responsible for leading the discussion monitors the online discussion and summarizes it to facilitate our class discussion. That person is not required to post their individual thoughts for that week. Unless revised by the class, the criteria used to evaluate your summaries of the online discussions and facilitation of class discussions are the accuracy of the information, organization of the material, connection with ideas discussed in previous weeks, completeness of discussion and level of class

participation. This criterion will contribute 10% of your final course grade, unless the class decides to increase or decrease this weight or to revise rating procedure.

D. Report on Hazard/Disaster or Country/Region. This is a double-spaced written description of 1) a particular hazard or disaster world-wide or 2) the set of hazards and disasters that characterize a particular country or region. The final project is due on the last day of class, May 1. This report will provide 35% of your final course grade, unless the class decides to assign more or less weight to this criterion. The criteria for grading reports is as follows:

Criteria	Grade Weight	Comments
Problem identification	0-6%	▪ Problem clearly identified. ▪ Problem well articulated.
Facts	0-6%	▪ Facts clearly stated. ▪ Credibility of sources ▪ Current facts. ▪ Interpretation of facts.
Gaps in literature/practice	0-6%	▪ Identification of gaps in literature.
Relevance to social work practice	0-7%	▪ Relevance of problem to social work.
Implications	0-6%	▪ Implications for community preparedness. ▪ Ethical implications.
Writing style	0-3%	▪ Consistency. ▪ APA format. ▪ Grammar.
Originality	0.5%	▪ Identification of new ways for social work to strengthen community disaster preparedness.
Timeliness	0.5%	▪ Report turned in by December 12, 2006.

E. Oral Presentation. This is a professional presentation of the main points in your final report. The presentations will be delivered on the last day of class. Each person's presentation provides 20% of their final course grade, unless the class chooses to change this weight.

Criteria	Grade Weight	Comments
Speaker credibility	0-2%	▪ Reason for your interest in topic. ▪ Professional presentation. ▪ Knowledgeable of topic.
Appeal to audience	0-3%	▪ Be specific, clear and unambiguous. ▪ Talk in measurable terms.
Organization of	0-4%	▪ Careful arrangement of material.

content		▪ Clear purpose, supporting ideas, and conclusion.
Use of visual aids	0-4%	▪ Make use of photographs, line drawings, charts, maps, tables and other illustrations to help communicate ideas. ▪ Don't use a graphic just to fill space.
Ease of understanding	0-4%	▪ Speak clearly, modulate voice. ▪ Define acronyms and avoid jargon.
Timeliness	0-3%	▪ Finish all sections of talk on time. The time allotted will depend on the number of presentations. Expect 10-15 minutes.

F. Extra Credit. You may earn extra credit in a variety of ways. For example, you may use the Internet to update information given in one or more of the assigned readings. You may compile an Internet directory of sources for information about a disaster-related topic of particular interest. You may construct graphics that convey progress in learning or illustrate difficult ideas. You may bring to our attention exemplary readings you have discovered in the course of your work. You may propose a summary of anything that you found helped further your learning about any of the concepts or principles conveyed in the reading.

Unless revised through discussion on the first day of class, you can do an extra credit project to improve your grade by one level (A- to A, B to B+, etc.). Everyone is encouraged to do an extra credit project.

IX.   COURSE OUTLINE

Our class meets fifteen times: January 16, 23, 30; February 6, 13, 20, 27; March 6, 20, 27; April 3, 10, 17, 24; and May 1. March 13 is during Spring Break. Regular attendance is important because of the interactive and learner-centered-learning approach used in this class. The topics that we examine are integrated with social work capabilities and potential. This approach leads to knowledge that enables us to improve levels of disaster preparedness. Issues of social and economic justice are considered a part of each major topic. This means that inequities involving issues such as race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin may be explored through examples of disasters.

Class 1: Tuesday, January 16
                    Introduction to Hazards and Disasters Around the World
Objectives:
        To understand course boundaries and performance expectations.
        To gain initial understanding of hazards and disasters.

We review the syllabus and expectations for this course. Particular attention is paid to the criteria used to monitor learning. I define hazards and disasters, talk about different types of disasters, introduce phases of disaster management, describe the role of social work in disaster historically and open the question of social work's future potential in disaster.

Required

Disaster Types- Provides a list and description of 10 types of disasters
    http://www.ifrc.org/what/disasters/Types/index.asp
Disasters in the United States-Provides a list and brief description of hazards common to the United States http://www.fema.gov/hazard/types.shtm
Yanay, U., & Benjamin, S. (2005). The role of social workers in disasters: The Jerusalem experience. *International Social Work* 48(3) pp263-276

Recommended
Glossary-A glossary of disaster management related terminology
    http://www.em-dat.net/glossary.htm
Soliman, H.H & Rogge, M. E (2002) Ethical Considerations in Disaster Services: A Social Work Perspective. *Electronic Journal of Social Work* 1(1)
Zakour, M. J., & Harrell, E. B. (2003). Access to Disaster Services: Social Work Interventions for Vulnerable Populations. *Journal of Social Service Research* 30(2) pp27-54.

Class 2: Tuesday, January 23
                    Vulnerability and Risk Assessments
Objectives:
    To become acquainted with high risk and special populations in disaster management.
    To raise awareness of diversity issues in disaster management.

We learn why vulnerability matters in disaster management and gain an overview of the different schools of thought that have formed the field of disaster management. We consider the definition, scope, and measurement of hazards risk and pay particular attention to high risk and special populations, including displaced people (refugees), ethnic minorities, economically disadvantaged populations, children, and the elderly.

Required

McEntire (2004). Tenets of vulnerability: An assessment of a fundamental disaster concept. *Journal of Emergency Management* 2 (2), Pp. 23-29.
Anderson (2000). Women and Children Facing Disaster. Pp. 85-90 in Kreime & Arnold (eds.), *Managing Disaster Risk in Emerging Economies*.
In addition to McEntire and Anderson, please read one of the recommended readings. Pick the recommended reading that appears most interesting or relevant to your area of interest.

Recommended

Deeg, D.J, Huizink, A., Comijs, H., & Smid, T. (2005) Disaster and associated changes in physical and mental health in older residents. *European Journal of Public Health.* 15(2) Pp170-174.

Delargy,P., & Alakbarov, R.(2004) Thinking Ahead About Reproductive Health: Contingency Planning and Emergency Preparedness in Crisis Situation (Iraq and West Africa). *Disasters* 28(3) Pp340-350.

Fothergill, A, Maestas, E., Darlington, G.M. & DeRouen, J. (1999) Race, Ethnicity and Disasters in the United States: A Review of the Literature. *Disasters* 23(2) Pp3361-3666.

Guha-Sapir, Debarati; van Panhuis, Wilem Gijsbert (2004). Conflict related mortality: an analysis of 37 datasets. *Disasters* 28(4) Pp418-428.

McEntire (2005). Why vulnerability matters: Exploring the merit of an inclusive disaster eduction concept. *Disaster Prevention and Management* 14 (2), Pp. 206-222.

McNamara, D. (2005) Who does what? *Forced Migration Review*. Supplemental Edition.

Yodmani, S. Disaster Risk Management and Vulnerability Reduction: Protecting the Poor. Paper presented at the Asian and Pacific Forum on Poverty, organized by the Asian Development Bank.

Class 3: Tuesday, January 30

Sustainable Hazards Mitigation

Objectives:

To know the techniques, tools, and issues of mitigation.

To learn about influences on the adoption and implementation of mitigation.

We examine influences on the adoption and implementation of building codes and standards, retrofitting, land use planning and management, insurance, and prediction/forecasting/warnings.

Required

Godschalk, Brody & Burby (2003). Public Participation in Natural Hazard Mitigation Policy Formation: Challenges for Comprehensive Planning. *Journal of Environmental Planning and Management* 46 (5), Pp. 733-754.

Christoplos, I., Mitchell, J., & Liljelund, A. (2001) Re-framing risk: The changing context of disaster mitigation and preparedness. *Disasters* 25(3), 185-198.

Parker (2000). Single-Family Housing: The Window of Opportunity for Mitigation Following Natural Disaster. Pp. 80-84 in Kreime & Arnolds (eds.), *Managing disaster risk in emerging economies*.

Recommended

Burby, R., J. (1999).Unleashing the power of planning to create disaster-resistant
    communities. *Journal of the American Planning Association.* 65(3) p. 247-258
Valdes, J.B (2000). Flooding Issues: The Case of the United States. Chapter 6 p62-69. In
    Kreime & Arnolds (eds.), *Managing disaster risk in emerging economies.*

Class 4: Tuesday, February 6
                International, Government, Private Sector Roles & Responsibilities
Objectives:
    To know roles and responsibilities of the main actors in emergency management.
    To understand different approaches to emergency management.

We map out the primary roles and responsibilities of the main actors in emergency
management. We compare the command and control approach to the involvement and
empowerment approach of emergency management.

Required

McEntire (2005). Why vulnerability matters: Exploring the merit of an inclusive disaster
    reduction concept. *Disaster Prevention and Management* 14 (2), Pp. 206-222.
Pearce (2003). Disaster Management and Community Planning, and Public Participation:
    How to Achieve Sustainable Hazard Mitigation. *Natural Hazards* 28, Pp. 211-228.
Department of Homeland Security (2004). *National Response Plan*. Pp. 1-5; Roles and
    Responsibilities Pp. 8-14.

Recommended

Missouri State Emergency Management Agency (SEMA). Retrieved from
    http://sema.dps.mo.gov/MO%20HAZMIT%20PLAN.pdf
The Emergency Response Policy of the IFRC. Retrieved from
        http://www.ifrc.org/who/policy/emergenc.asp

Class 5: Tuesday, February 13
                        Disaster Planning
Objectives:
    To know the components and steps of community disaster planning.
    To understand the strategies of planning, legal considerations, and issues of risk
    communication.

We discuss plans versus the planning process, disaster planning myths, and features of
planning, including agenda control, coalitions, cooptation, media relationships, constituency
support, liability, and risk communication.

Required

Perry and Lindell (2003). Preparedness for Emergency Response: Guidelines for the Emergency Planning Process. *Disasters* 27 (4), Pp. 336-350.

Peterson & Perry (1999). The impacts of disaster exercises on participants. *Disaster Prevention and Management*. 8 (4), Pp. 241-253.

Recommended

Abarquez, I. & Murshed, Z. (2004). Community-Based Disaster Risk Management Field Practitioners' Handbook. Part 2, Pp. 22-85

Gillespie, D.F. & Perry, Ronald W. (1985). Administrative Principles in Emergency Planning. *The Environmental Professional* 6 (1): 41-45.

Gillespie, D.F., Robards, K.J., & Cho, S. (2004). "Designing Safe Systems: Using System Dynamics to Understand Disasters." *Natural Hazards Review* 5 (May), Pp. 82-88.

Class 6: Tuesday, February 20
Coordination of Community Resources
Objectives:

To understand key features of intergovernmental relations, mutual aid agreements, and community networks.

To appreciate the importance of coordination in mobilizing resources.

Coordination is critical during all four phases of emergency management and the more complex the community the more important coordination becomes. We define coordination and distinguish it from integration. Various forms of coordination are considered.

Required

Gillespie (1991). Coordinating community resources. Pp. 55-78 in Drabek & Hoetmer (eds.), *Emergency Management Principles and Practice for Local Government*. Washington D.C.: International City Management Association, Municipal Management Series.

St. Louis Area Regional Response System (STARRS) and the Emergency Patient Tracking System (EPTS)
http://www.usmayors.org/USCM/best_practices/buscouncil/stlouis_excellence05.pdf

Coordinated Assistance Network (CAN): About CAN; Deployments; Pilot Programs; Partners; FAQs. http://www.can.org/

Emergency Management Assistance Compact (EMAC): About EMAC
http://www.emacweb.org/

National Voluntary Organizations Active in Disasters (NVOAD): About NOVAD; History and Mission of NOVAD http://www.nvoad.org/

Recommended

Gillespie, D.F. & Murty, S.A. (1994). "Cracks in a Post Disaster Service Delivery Network." *American Journal of Community Psychology* 22 (No. 5): 639-660.

Disaster Preparedness

Objectives:

To know the elements and processes of disaster preparedness.

To appreciate the strategic role of disaster preparedness in reducing the number of injuries and loss of life from disasters.

We examine the principal facets of preparedness, including hazards awareness, education, training, exercises, and skill building. We discuss social factors constraining hazard perceptions such as lack of awareness, underestimation of risk, reliance on technology, fatalism and denial, and social pressures. We talk about causes of public and government apathy and consider strategies for reducing apathy.

Required

Banerjee & Gillespie (1994). Linking disaster preparedness and organizational response effectiveness. *Journal of Community Practice* 1 (3), Pp. 129-142.

Paton, Smith & Johnston (2000). When good intentions turn bad: Promoting disaster preparedness.

Shaw, Shiwaku, Kobayashi & Kobayashi (2004). Linking experience, education, perception and earthquake preparedness. *Disaster Prevention and Management* 13 (1), Pp. 39-49.

Recommended

Gillespie, D.F. & Banerjee, M.M. (1993). "Prevention Planning and Disaster Preparedness." *Journal of Applied Social Sciences* 17 (No. 2, Spring/Summer): 237-253.

Class 8: Tuesday, March 6

Formal Disaster Response

Objectives:
To understand functions, staffing, climate, and problems of the Emergency Operations Center.
To learn about implementation of the incident command system.

We consider the formal response to disasters beginning with disaster warning systems, mobilization of the Emergency Operations Center, and implementation of incident command system. The incident command system involves search and rescue, damage assessment, issues of debris clearance, removal and disposition. Also public health issues are addressed.

Required

Hannestad (2005). Incident Command System: A Developing National Standard of Incident Management in the U.S. Pp. 19-28 in Carle & Van de Walle (eds.), Proceedings of the Second International ISCRAM Conference. Brussels, Belgium.

Perry (2003). Emergency Operations Centers in a Era of Terrorism: Policy and Management Functions. *Journal of Contingencies and Crisis Management*. Volume 11, Number 4, Pp. 151-159.

Recommended

Effective Disaster Warnings: A report by the Working Group on Natural Disaster Information Systems, Subcommittee on Natural Disaster Reduction (November, 2000). Pp 18-32

Class 9: Tuesday, March 20

<div align="center">Informal Disaster Response</div>

Objectives:
To understand patterns of victim and non-victim responses and emergent groups.
To know some of the disaster myths.

We examine typical responses of victims to disasters. We also consider the responses of non-victims, including spontaneous volunteers, donated goods, and mass assault. Disaster myths are exposed concerning evacuation, shelter, panic, looting, and others. We discuss the usefulness of the Disaster Research Center's typology on emergent groups.

Required

Lowe & Fothergill (2003). A Need to Help: Emergent Volunteer Behavior after September 11th. Pp. 293-314 in Beyond September 11th: An Account of Post-Disaster Research: Special Publication #39. Boulder, CO: Natural Hazards Research and Applications Information Center, University of Colorado.
Stallings & Quarantelli (1985). Emergent Citizen Groups and Emergency Management. *Public Administration Review* 45, January, Pp. 93-100.

Recommended

Argothy, V. (2003). Framing volunteerism in a consensus crisis: Mass media coverage of volunteers in the 9/11 response. Preliminary Paper 335, Disaster Research Center, University of Delaware.
Auf der Heide, E. (2004). Common Misconceptions about Disasters: Panic, the "Disaster Syndrome," and Looting. In M. O'Leary (Ed.), *The first 72 hours: A community approach to disaster preparedness*. Lincoln, Nebraska: Universal Publishing. Pp.340-380.
Wachtendorf, T. & Kendra, J.M. (2004). Considering convergence, coordination, and social capital in Disasters. Preliminary Paper 342a, Disaster Research Center, University of Delaware.

<u>Class 10: Tuesday, March 27</u>

<div align="center">Disaster Recovery</div>

Objectives:
To learn about political, economic, and social issues influencing disaster recovery.
To be aware of government disaster aid programs and assistance from voluntary agencies.

We define disaster recover, outline what an ideal disaster process looks like, and examine obstacles and facilitators of recovery. Both short and long-term disaster recovery are considered. This involves political constraints and opportunities, economic incentives and disincentives, as well as social and cultural adaptations.

Required

Natural Hazards Research and Applications Center (2001). The Disaster Recovery Process. Pp. 31-43 (Chapter 2); Participatory Processes in Disaster Recovery. Pp. 53-66 (Chapter 3); and Promoting Social and Intergenerational Equity during Disaster Recovery. Pp. 121-139 (Chapter 6) in *Holistic Disaster Recovery: Ideas for Building Local Sustainability after a Natural Disaster*. Boulder, Colorado: Natural Hazards Research and Applications Information Center.

Recommended

Rubin, C. B. & Barbee, D. G (1985) Disaster Recovery and Hazard Mitigation: Bridging the Intergovernmental Gap. *Public Administration Review* 45 57-63

<u>Class 11: Tuesday, April 3</u>

<div align="center">Disasters and Development</div>

Objectives:
      To appreciate the relationship between disasters and development.
      To learn how development can increase or decrease hazard vulnerability.

Disasters can both destroy development initiatives and create development opportunities. Development projects can increase or decrease hazard vulnerability, and the development choices made can result in unequal distribution of disaster risk.

Required

El-Masri & Tipple (2002). Natural Disaster, Mitigation and Sustainability: The Case of Developing Countries. *International Planning Studies* 7 (2), Pp. 157-175.
United Nations Development Programme (2004). Development at Risk. Pp. 9-28 (Chapter 1) in *Reducing Risk: A Challenge for Development*.

Recommended

Benson, C. & Twigg, J. (2004). Integrating disaster reduction into development: recommendations for policy-makers.
Suda, C. A. (2000) Natural Disaster Preparedness, Environmental Degradation and Sustainable Development in Kenya. *African Study Monographs* 21(3) 91-103

Class 12: Tuesday, April 10

<u>Information Technology</u>

Objectives:

> To understand the role of information technology in emergency management.
> To appreciate barriers to implementing information technologies.

We discuss applications of geographical information systems, training in virtual environments for first responders, barriers to the implementation of information technologies, difficulties that arise in disaster responses, and the impacts on organizations of adopting information technologies.

Required

Comfort, Ko & Zagorecki (2004). Coordination in Rapidly Evolving Disaster Response Systems: The Role of Information. *American Behavioral Scientist* 48 (3), Pp. 295-313.

Kaiser, Spiegel, Henderson & Gerber (2003). The Application of Geographic Information Systems and Global Positioning Systems in Humanitarian Emergencies: Lessons Learned, Programme Implications and Future Research. *Disasters* 27 (2), Pp. 127-140.

Recommended

Meissner A., Luckenbach T., Risse T., Kirste T., & Kirchner H. (2002). Design challenges for an integrated disaster management communication and information system.

Tichon, Hall, Hilgers, Leu & Agarwal (2003). Education and Training in Virtual Environments for Disaster Management. United States Army Automotive and Armaments Command, University of Missouri at Rolla.

Class 13: Tuesday, April 17

<u>Theory and Data</u>

Objectives:

> To appreciate disasters as strategic research sites.
> To know how to access cross-national data bases.

We discuss research opportunities with disasters, and certain issues of particular significance to disaster settings, such as transient data, practitioner-researcher cooperation, and automated retrieval systems. In addition, we consider validity and reliability which are important in all kinds of research. Some cross-national data bases are identified, and we discuss areas of research strength and areas of greatest need in disaster.

Required

Collogan, Tuma, Dolan-Sewell, Borja & Fleischman (2004). Ethical Issues Pertaining to Research in the aftermath of disaster. *Journal of Traumatic Stress* 17 (5), Pp. 363-372.

Guha-Sapir & Below (2002). The quality and accuracy of disaster data: A comparative analysis of three global data sets. The ProVention Consortium, The Disaster Management Facility, The World Bank.

Quarantelli (2001). Statistical and conceptual problems in the study of disasters. *Disaster Prevention and Management* 10 (5), Pp. 325-338.

Recommended

Gillespie, D.F. (1988). "Barton's Theory of Collective Stress is a Classic and Worth Testing." *International Journal of Mass Emergencies and Disasters* 6 (No. 3, November): 345-361.

Class 14: Tuesday, April 14

Issues in Emergency Management

Objectives:

To learn about controversial issues current in emergency management.
To understand ways that social work is contributing and can further contribute to disaster preparedness, mitigation, response, and recovery.

We discuss questions such as: Who should pay for disaster? What is the role of the federal government? What is the best way to deal with diversity issues (gender, ethnicity, and social class)? Do those who influence public disaster policies have the public's interest in mind? Who is responsible for Third world recovery?

Required

Comfort, L., Wisner, B., Cutter, S., Pulwarty, R., Hewitt, K. Oliver-Smith, A., Wiener, J., Fordham, Peacock, W., Krimgold, F. (1999). Reframing disaster policy: the global evolution of vulnerable communities. *Environmental Hazards* 1 (1): 39-44.
Kunreuther, H. & Miller, L. (1985). Insurance verses disaster relief: An analysis of interactive modeling for disaster planning process. *Public Administration Review* 45 (January), Pp. 147-154.

Recommended

Michel-Kerjan, E. (2001). Insurance against natural disasters: Do the French have the answer? Strengths and Limitations. Working Paper, Laoratoire d'econometrie, Ecole Polytechnique, Paris
Skees, J., Varangis, P., Larson, D., Sielgel, P. (2002). Can financial markets be tapped to help poor people cope with weather risks? World Bank Working Paper

<u>Class 15: Tuesday, May 1</u>
<div align="center"><u>Oral Presentations & Final Course Evaluation</u></div>

Objectives:

      To learn from each other about particular disasters or about the disasters in a country or region.

      To provide useful feedback to those giving their presentations.

Each member of the class gives an oral presentation of their semester report. We finish up with an evaluation of this course. I elicit assessments of the content, process, exercises, and coaching provided this semester. The information from this evaluation and the mid-semester evaluation is essential to improving the course.

<u>Assignment Due</u>: Final written report on hazard/disaster or country/region.