Disaster Displacement  
EMDS 5800

Instructor: Dr. Laura Siebeneck   Office Location: Wooten Hall 113  
Semester: Fall 2021   In Person Office Hours: Monday 1pm-3pm  
Course Schedule: Mondays 6:00-8:50   Virtual Office Hours: Tuesday 12pm-2pm  
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Course Description: This course examines the movement of people in response to hazards and disasters. Throughout the course, various theoretical frameworks pertaining to evacuation, sheltering, returning, and long-term migration will be introduced to offer insights into the complexity of these movements. Specific topics covered during the semester will include evacuation and return-entry movements, forced and impelled migrations due to disasters, household and community displacement, migration in response to climate change, immobility, vulnerability, return migration, and decision-making of individuals, emergency managers, and community leaders as it relates to movements before, during, and after hazards and disasters.

Course Objectives:

1. Familiarize students with the different types of movements triggered by hazard and disasters.
2. Expose students to various theoretical frameworks and recent related to displacement, including evacuation and return decisions and in the selection of evacuation and migration destinations.
3. Gain understanding of the complexities local officials and emergency managers face when making decisions related to short-term and long-term displacement.
4. Be able to describe some of the qualitative and quantitative data collection and analysis methodologies utilized in the examination of disaster-related displacements.

Course Text
All readings will be posted on Canvas. Please bring either electronic or paper copies of the readings to every class as we will be referencing these throughout discussion.

Grading
Reading Synthesis 20%  (8 total syntheses, 2.5% each)  
Q&O and Participation 25%  (10 total Q&O’s- 2% each; participation 0.5% each class X10)  
Leading 2 Discussions 30%  (15 percent each)  
Final Project 25%

Grading Scale
A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: 0-59%
I. Synthesis of Readings.

Each class, students will be required to turn in a written synthesis of readings assigned for the week. These syntheses should be approximately ¾-1 page single-spaced. Assignments are expected to be typed, 12 pt. font, Times New Roman, 1 inch margins. You do not need a cover page.

The synthesis should provide both an overview of the readings as well as a brief and thoughtful discussion of the ideas and research presented. Typically, you will identify and describe the common theme/s of the assigned readings and then provide the discussion of the readings. For example, as part of this discussion, you may opt to describe (1) common themes or overarching theories discussed in the papers (2) contrasting views of the authors across these readings, and/or (3) make linkages of these ideas to other theories commonly found in disaster science or other topics discussed earlier in the course. It is okay to think outside the box for these syntheses and to link the readings to current events, current disaster migration and evacuation literature, or material from your other courses.

Be sure to use proper citations for any outside sources as well as the papers required for that week’s reading. Also, include a short reference page at the end citing the sources used in synthesis. There are 10 syntheses required this semester; however, your grade will be based on your 8 highest scores. If you turn in 10 syntheses, I will drop the lowest 2 scores. The readings that require a synthesis write up are indicated on the course calendar.

II. Q&O /Participation Grade

1. Weekly Question and Observations (Q&O’s)

Each week, students will be required to bring to class and hand in 2 questions and 2 observations pertaining to each assigned reading. You will be called upon periodically to share with the class these questions and observations. Therefore, they must be completed prior to class. These discussion questions must be typed and handed in at the end of the evening. In addition to this task, students are encouraged to take notes as they complete the reading assignments. This will account for 80% of your participation grade.

When formulating discussion questions and observations, you may want to consider points such as:

1) What critiques, criticisms, or compliments do you have of the paper? Why?
2) Are there any methodological issues or maybe better methods to doing this study?
3) How do the authors perspectives on the papers vary? Or is there a general consensus?
4) Did you find anything particularly unique or novel about this study? What new insights did you gain?
5) What does this research mean for the practitioner vs. researcher?
6) What are the unanswered burning questions/ next research steps?
7) What question may you have about the guiding theoretical framework or methodology?
8) Do the authors of the different papers reach any sort of consensus on particular topics? Or do these perspectives diverge?
9) Do any of these readings relate to or inspire some of your research ideas? How?
2. **Class Participation**

In addition to bringing the Q & O’s to class, students will be graded on their level of thoughtful and meaningful contribution to classroom discussion. This class is a graduate level seminar and will require a significant amount of preparation before class. As such, your level of participation will reflect how well you prepared for class. If you are not prepared to discuss a paper, it will be very clear to me and your classmates. In order to facilitate and participate in class discussion, you should come to class ready to discuss points about the readings. Active participation in class will account for 20% of your final Q&O and Participation grade. Additionally, if students are absent from class, this will negatively affect the class participation grade. Points will be deducted from class participation at a rate of 2% per class after the first 2 absences.

III. **Leading Class Discussion**

During the semester, students are required to take turns leading 2 discussions on a scholarly paper. The first round of discussions will be between September 9 and September 30th, and the second round will be October 14th and November 11th.

As individuals, students will seek out and select a journal article of interest to them, provide an electronic copy of the paper for the rest of the class to read, and lead class discussion on that paper. Keep in mind the article needs to fit the weekly theme. I am happy to provide suggestions for readings – feel free to ask! Students will sign up for their discussions in class August 26th. The steps for doing this are as follows:

1. Identify a peer-reviewed journal article or book chapter published within the past 15 years that you find interesting and will make a good paper for your fellow classmates to read.
2. Check with me to see that the paper fits the scope of the seminar.
3. E-mail me a pdf of the paper no later than 10 days before you are scheduled to present. You may e-mail this to me earlier if you would like. I will post the reading on Canvas. Failure to adhere to this timeline will result in a 10% deduction in your discussion grade.
4. Introduce the paper to the class (that is the theme, questions, methods, key findings, etc.) This introduction should not exceed 5 minutes.
5. Prepare at least 5 questions or details of the topics that you plan to ask/mention as you facilitate discussion. Please hand these typed questions into to me following the discussion.
6. Lead the discussion during class on the paper. (See formulating discussion questions above for guidance on potentially what questions/comments you will use to lead discussion.)

Your discussion and presentation of the paper should be between 25 and 30 minutes in length. Each discussion is worth 15% of your final grade. A successful discussion will be one in which the student comes prepared to lead discussion and is assertive in leading discussion and encouraging comments from their classmates. Make it lively, interesting, and engaging for your classmates.

IV. **Final Paper and Presentation**

*Final Paper.* Students will be required to write a research literature review pertaining to a topic of interest to them. Topics should fall under the broad scope of disaster displacement and need to be
approved by the instructor. This literature review should summarize the important work that has been
done on your selected topic area. A strong literature review will highlight and summarize both earlier
and newer worked carried out within an area as well as identify future research opportunities pertaining
to that particular topic.

Papers should be 2,000-2,500 words (8-10 pages) in length, double-spaced, 12 point, Times New Roman
font. Include a cover page that has your name, the title of the paper, and the word count (this does not
include references). It is expected that these papers will have a minimum 15 scholarly references. It is
okay to include papers read throughout the semester as references in your paper, however it is
expected that at least half of references will come from readings not assigned in the course.

The paper will be graded in terms of clarity of the information presented, clear organization and format,
use of relevant citations, and overall content. I will provide a grading sheet later in the semester that will
inform you how this assignment will be scored.

The instructor must approve the paper topic no later than the end of class October 19th. You may
discuss the paper ideas with me before or after class, during office hours, or via email. The final paper is
due by 12 pm December 9th. Prior to the paper deadline, I am happy to look over paper outlines and
provide feedback on the organization and general content of the paper.

Proposal Presentation

On October 7th, all students will present their project ideas to the class using PowerPoint. Each student
will have 5-7 minutes to discuss their final project idea. This presentation should specifically 1) note the
topic the student plans to research for their literature review, 2) provide a brief background about the
topic, 3) identify 3 key scholars (along with their academic disciplines) that have carried out work in this
area, and 4) describe why this topic is of interest to them.

As part of the participation grade for that day, students will be expected to provide feedback to their
classmates about their proposed topic idea and to be active in discussion.

Final Paper Presentation

On December 2nd, each student will prepare and deliver a 12-15 minute PowerPoint presentation
covering the content of their final paper. Similar to the final paper, this presentation should highlight
and summarize both earlier and newer worked carried out within an area as well as identify future
research opportunities pertaining to that particular topic. A score sheet highlighting the expectations of
the final presentation will be posted on Canvas later this semester.

Final Project Score Breakdown

10% Project Proposal Presentation (2.5 points)
70% Final Project paper (17.5 points)
20% Final Project Presentation (5 points)
Attendance

Because this is a graduate seminar, attendance is expected every class meeting. Missing class prevents you from participating in class and student-led discussions, which is a key component in this seminar-style course (as noted in the Class Participation section of this syllabus). If you are going to be absent, please let me know ahead of time so I can work with you. Remember, if you are absent, you are still responsible for submitting your weekly syntheses and Q&O’s on time. Missed class due to COVID-related issues is discussed in a separate section of this syllabus.

Late Work

To the extent possible, please be mindful of course deadlines. Late work pertaining to the syntheses, Q&O’s and discussion will be accepted up to 1 week after the assigned due date and at a 10% penalty. If something comes up, please let me know ahead of time so we can make alternative arrangements.

Cheating and Plagiarism

As future emergency management officials, it is imperative to maintain the upmost level of integrity and honesty. Your actions are not only a reflection of your character, but the reputation of this program and university. Cheating and plagiarism will not be tolerated. The UNT definition and policy on cheating and plagiarism is found at the end of the syllabus. Plagiarism.Org, expands this definition to include:

- Turning in someone else’s work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of the quotation
- Changing words by copying the sentence structure
- Copying so many words or ideas from a source that it makes up the majority of the work, whether you give it credit or not (i.e. copying and pasting from a variety of sources and calling it your own, even if you use citations.)

At a minimum, any student caught cheating or plagiarizing on any assignment or exam will receive a zero on the assignment. The instructor also reserves the right to assign the student an automatic F in the course. All instances of cheating or plagiarism will be reported to the Department and University for further disciplinary action. Please, if you have any questions about whether you are citing sources correctly or if you are unsure whether you are plagiarizing or not, come see me before you hand in the assignment. I am more than happy to help.

E-Mail
Students are welcome – and encouraged – to contact me using e-mail if they have any questions or would like to make an appointment to see me outside of scheduled office hours. I generally respond to e-mails within 24 hours of receiving them, however, I may take more time to reply during weekends or holidays.

All students are REQUIRED to have a UNT e-mail address. All e-mailed notifications pertaining to this class will be sent through those channels. In other words, if you do not have an account set up at UNT, you may miss out on important information. It is the responsibility of the student to have this account set up.

Student Behavior
All students are expected to conduct themselves in a professional manner at all times. Students are expected to be respectful to the instructor, fellow classmates, and guest speakers. Any behavior that is disruptive or disrespectful – including but not limited to – talking when the instructor or fellow classmate is speaking, rudeness, listening to your i-pod, surfing the internet, checking Facebook, texting, talking on your cell phone, sleeping, etc. – will not be tolerated and the student will be asked to correct the behavior and/or asked to leave the class. Additionally, no tobacco use of any form is permitted in class. We all need to contribute to a safe and open environment where everyone is able to participate in classroom discussion and activities. Repeated offenses will result in a meeting with our department chair and/or reporting to the College and University.

Course Policies – COVID-Related

Face Coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to
campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer or laptop, webcam, and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning will be provided via Canvas. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

**UNIVERSITY AND DEPARTMENT POLICIES**

**End of the Semester Evaluations**

Required: The dates students can complete the Student Evaluation of Teaching Effectiveness will be announced in class. This is your opportunity to evaluate the instructor. Students can complete the online course evaluation at my.unt.edu

**RELEVANT POLICIES TO THIS COURSE**

CHEATING AND PLAGIARISM Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. UNT Policy 06.003 defines cheating as “the use of unauthorized assistance in an academic exercise” and plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent.” Cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and in accordance with the process outlined by the Office of Academic Integrity (http://facultysuccess.unt.edu/academic-integrity).

**DISABILITY ACCOMMODATION**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss
such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323. ACCEPTABLE STUDENT BEHAVIOR Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

PORTABLE ELECTRONIC DEVICES IN THE CLASSROOM When used appropriately, certain technologies, such as laptop computers, tablets, and smartphones, can enhance the university classroom experience. They also increasingly play a role in promoting campus safety by allowing students to receive severe weather alerts and other important risk information. However, when used inappropriately those same technologies can become a distraction to the individual user, other students, and the instructor. Thus, while students may use portable electronic devices for taking class notes, searching the web for class-related content and resources, and receiving risk warnings and alerts, they may not be used for conducting personal communications (e.g., texting and e-mailing), accessing social media, or any other non-academic purposes. In the event that a student’s use of portable electronic devices causes a distraction, he or she will first be asked to refrain from such use, and, if the problem persists, will be asked to leave the classroom.