

# **UNIVERSITY OF NORTH TEXAS**

## **DEPARTMENT OF PUBLIC ADMINISTRATION**

### **CHILTON HALL, DENTON**

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**PADM 5700 / 6710**

**Economic Development & Disasters**

**Course Outline**

**Summer 2020**

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|                |  |
|----------------|--|
| Class Meeting: | Monday 6.00 – 9.50PM                         |
| Instructor:    | Simon A. Andrew, Ph.D.                       |
| E-mail:        | sandrew@unt.edu                              |
| Telephone:     | 940-565-4982                                 |
| Office Hours:  | Monday 11:00 – 12:00 Noon, or by appointment |

## **Course Description**

The course examines the important relationship between development and disaster. This course explores key concepts in risk reduction and sustainable disaster management as well as major competing theoretical frameworks to understand the complex nature of development and disasters. Topics include growth theory, sustainable development, participatory collaboration and civil society in risk reduction strategies.

## **Course Structure**

This course takes place 100% online. We will have synchronous video conferences using Zoom throughout the semester. Unless specified, your interaction with me and with your fellow students will take place in Canvas or through UNT email. There are 8 weeks of content that you will move through. I will open up a new module each week.

## **Course Objectives**

- To familiarize students with the history, theories, and practices of economic development strategies at the international level;
- To expose students to a broad range of economic development policy options to minimize the consequence of disasters and current topics in economic development;
- To highlight to students the many methods of assessing the impact of disasters on economic development activities;
- To examine the shortcomings and dilemmas of economic development planning.

## **Prerequisites**

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:

- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.
- Perform online search (google and YouTube) on topics.
- Cite sources, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives.

## **Recommended Readings**

Weekly Readings will be posted on CANVAS

## **Communication**

While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions go through the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see. You may also want to find someone in

class to be a "buddy" with. This will give you at least one other person who you can email with questions.

If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend. Please use my phone number as a last resort - but, also, please use it if you need to!

Normally, I will return feedback on all written assignments within 1 week of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an Announcement to let everyone know when it can be expected. You can expect to see me participate in the discussion board after all student original posts have been posted - usually on the Friday of the first week of the module.

### **Course Assignments and Grading**

#### ***Course Essay***

|                  |      |
|------------------|------|
| Essay 1          | 25 % |
| Essay 2          | 35 % |
| Class Attendance | 10%  |

#### ***Group Project (Master Student Only)***

|                            |      |
|----------------------------|------|
| Final Project              | 20 % |
| Group Project Presentation | 10 % |

#### ***Individual Paper (PhD Only)***

|                            |      |
|----------------------------|------|
| Research Paper (Empirical) | 30 % |
|----------------------------|------|

### **Grades Breakdown**

A = 100–90%   B = 89–80%   C = 79–70%   D = 69–60%   F = 59% below

### **Course Policies**

I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written portion of the course requirements. All assignments must be turned in on time.

### **Class Attendance**

Class attendance is an important part of the academic process and should be considered both a privilege and a responsibility. Absences should be taken only for important and necessary reasons. As soon as an illness is known to affect class attendance or performance, students are expected to contact professor.

### **Activities**

#### ***Essays***

At two points in the semester, you will write and submit two sets of essay. These questions will afford you some limited selection. **These questions will be posted during the First Week of the semester on CANVAS.**

Your answers should be typed, 1.5-spaced, using standard margins and 12-font in a proportional font such as Times Roman. Note that you are limited to write a

total of **ten (10) pages excluding the reference page**—I will not read your answer beyond the 10<sup>th</sup> page. Please do not tinker with font size and margins. All questions will be equally weighted; they will be graded on the quality of the arguments, the organization of the essay, adequate use of existing literature, grammar, and spelling.

**When submitting your essay, make sure to include the essay questions.** A general guideline on how to write an essay can be found in websites such as <http://essayinfo.com/>. To get you start thinking about your essay, I suggest reading around the topic and the recommended readings. An acceptable essay must go beyond mere description of factual information, and will integrate materials from various sources and perspectives including class readings and your own assessments. In other words, don't just list descriptive or factual information on the topic.

Specifically, grading will be based on the followings: Did you actually answer the question? Is the argument well-structured and convincing? Did you use appropriate evidence from the literature we covered in class and/or everyday settings and integrate it into the argument?

### ***Group Project***

A four-person group will be formed as soon as possible for the purpose of analyzing, reporting, and presenting a case study. The project will involve original research and field work for the preparation of a report on the effect of disasters on economic and community development. We will discuss the format of the case study and expectation in **Week 1**.

The final draft of the project should be approximately **13-15** pages in length excluding reference section, appendices etc. and written in proper form (1.5 spaced types, 1" margins, no larger than 12-point font, citations).

### ***Group Project Presentation***

Group presentation should not be more than **15 minutes**. A major goal of your presentation is to make it interesting and informative to the class using creativity whenever possible. Your oral presentation should include illustrations, easy to read visual aids, and provide information about the purpose, scope, and operation of the project you are examining. The audience should learn a great deal about how the project addresses economic and community development issues.

As you collaborate with your team members, you will work as a team, and consequently you should rely on each other in selection, designing, and presenting the material. By working in a team, each of you should demonstrate your ability to work with others and manage project tasks. Carry your share of the workload. Group work is more challenging but these skills are a significant in public administration. We expect that all students will be good team members. However, action should be immediately taken if a free-rider problem emerges.

Waiting until the end of the semester will indicate that the problem is not that severe and the instructor is less likely to take corrective action. Note that I award points to individuals in the group based on the final submission. If you are not part of the group's final submission, you will not earn points for your group project.

### ***Research Paper (Empirical) – Doctoral Students Only***

The final research paper must be submitted on 24 July. The final paper should be between 25 and 30 pages (double spacing) excluding references. Note that I will only accept empirical research, either a quantitative or qualitative study. The research paper must be theory-driven. In other words, try to avoid toy project and make sure there is a point in doing the research.

You are also expected to complete your research paper by WEEK 8 (Friday at 5.00 PM). This research paper will be of publishable quality and should conform to the style and form of an article submitted to a journal. (See “Guidelines for Final Paper”)

### **Policy on Disability Accommodation**

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Office of Disability Accommodation (ODA); and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during office hours before the 12th class day of regular semesters.

### **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 Center for Student Rights and Responsibilities 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.unt.edu/csrr](http://www.unt.edu/csrr)

### **Student Perceptions of Teaching (SPOT)**

Students are strongly encouraged to complete the Student Perception of Teaching (SPOT) survey. This short survey will be made available on-line at the end of the semester.

### **Grade-related Policies**

**Late Work** - I will not accept late work in this course. All work turned in after the deadline will receive a grade of zero unless the student has a university-excused absence (Links to an external site.)and provides documentation with 48 hours of the missed deadline.

**Turnaround Time** - I aim to return graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

***Grade Disputes-*** You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting ( I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

***Extra Credit -*** There are no extra credit opportunities in this course.

| <b>Course Outline (Tentative)</b> |   |  |
|-----------------------------------|---|--|
| <b>Week/Date</b>                  | <b>Topics***</b>                                    |  |
| <b>Week 1 /</b>                   | <b>June 1</b>                                       | Disasters and Development  |
| <b>Week 2</b>                     | <b>June 8</b>                                       | Disaster, Development, and Resilience  |
| <b>Week 3</b>                     | <b>June 15</b>                                      | Risk Reduction and Policy Learning   |
|                                   | <b>June 20 (Sat.)</b>                               | Economic Consequences of Communicable Diseases   |
|                                   | <b>~~~~~Time Allocation for Group Projects~~~~~</b> |  |
| <b>Week 4</b>                     | <b>June 22</b>                                      | Recovery and Role of Private Sector<br><b>Essay 1 due (Monday)</b>   |
| <b>Week 5</b>                     | <b>June 29</b>                                      | Development, Disaster Resilience and Capacity Building   |
| <b>Week 6</b>                     | <b>July 6</b>                                       | Recovery, Development, and Collaborative Emergency Management  |
| <b>Week 7</b>                     | <b>July 13</b>                                      | Development Successes – Short and Long Term Economic Growth.<br><b>Essay 2 due (Friday)</b>                                  |
| <b>Week 8</b>                     | <b>July 20</b>                                      | Group Presentations<br><b>Group project due (Friday – 24 July 2020)</b><br><b>Research Paper due (Friday – 24 July 2020)</b> |

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.

## **Week 1 Disasters and Development**

This module will provide a brief outline and discuss competing theories that have been applied by scholars in studying economic development and growth, and their application to the impact of natural disasters. We will discuss the policy implications. A good review can be found in the World Bank's publication authored by Charlotte Benson and Edward Clan- "Understanding the economic and financial impacts of natural disasters." On a more pessimistic view can be found in Joseph Scanlon (1988) "Winners and losers: some thoughts about the political economy of disaster."

Chang S.E & Rose A.Z (2012). "Towards a theory of economic recovery from disasters." *International Journal of Mass Emergencies and Disasters*, Vol. 30(2): 171–181

Goulet, D. (2003). "Chapter 4. Classical Theories of Development: A Comparative Analysis." In: M. Todaro, & S. Smith, *Economic Development* (pp. 110-144). Pearson.

## **Week 2 Disaster, Development, and Resilience**

Recognizing the importance of disaster and development, researchers have tried to examine key issues about the relationship between disaster and development studies (Kapucu and Liou 2014). This topic will cover the conceptualize framework to understand the relationship between disasters and development. We examine whether rapid growth and poor re-development can create challenges and increase disaster risk, particularly economic impacts of disasters and disaster recovery. We will start by examining the relationship from a vulnerability perspective, how development may decrease or increase vulnerability. To what extent disasters set back development or encourage society to re-think their development strategies and opportunities.

Bland, Robert, Jesseca E. Short, & Simon A. Andrew (2016). "Financial Resiliency by Local Governments to Natural Disasters" Pg. 195-208. In: Amy L. Crabill [Ed.] *The Future of Disaster Management in the U.S.: Rethinking Legislation, Policy, and Finance*. An American Society for Public Administration Series Book, Taylor & Francis.

Crespo Cuaresma, J, J Hlouskova & M Obersteiner, (2008). "Natural disasters as creative destruction? Evidence from developing countries." *Economic Inquiry* Vol. 46: 214-226.

Hallegatte, S., Rentscheler, J., & Walsh, B., (2018). "Building Back Better. Achieving resilience through stronger, faster, and more inclusive post-disaster reconstruction." Washington, USA: International Bank for Reconstruction and Development/The World Bank. Available online: <https://www.gfdrr.org/sites/default/files/publication/Building%20Back%20Better.pdf>



Manyena, S.B. (2006). "The Concept of Resilience Revisited." *Disasters*, Vol. 30(4): 433-50.

Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F., & Pfefferbaum, R. L. (2008). "Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness." *American Journal of Community Psychology*, Vol. 41 (1-2): 127-150.

### **Week 3 Risk Reduction and Policy Learning**

Thomas Birkland provides an interesting framework to understand the role of extreme events and the processes by which individuals (society) and political institutions address the problems revealed by aftermath of disasters. He adopted the term "focusing events" to explain problems and solutions. We explore theoretical and empirical work that have been conducted in the field in order to understand what actions should policy-makers and practitioners take in order to minimize the economic losses after disasters. While some actions are desirable, others are less feasible. To what extent can local governments prepared for disasters? We will discuss the work done by Stephanie Chang and Adam Rose (2012) on theory of economic recovery from disasters.

Birkland T., & Warnement M.K. (2014). "Focusing Events in Disasters and Development." In: Kapucu N., Liou K. (eds.). *Disaster and Development*. Environmental Hazards. Springer, Cham.

Birkland, T.A. (1998). "Focusing Events, Mobilization, and Agenda Setting." *Journal of Public Policy*, Vol. 18(1): 53-74.

Birkland, T. A., (2009). "Disasters, Lessons Learned, and Fantasy Documents." *Journal of Contingencies and Crisis Management*, Vol.17 (3): 146-156.

Birkland, T.A. (2004), "Learning and Policy Improvement After Disaster: The Case of Aviation Security." *American Behavioral Scientist*, Vol. 48 (3): 341-364.

Quarantelli, E.L (1985). "Organizational Behavior in Disasters and Implications for Disaster Planning." Disaster Research Center, University of Delaware, Newark.

Paton, D. & D. Johnston (2001). "Disasters and Communities: Vulnerabilities, Resilience and Preparedness." *Disaster Prevention and Management*, Vol. 10(4): 270-277.

### **Week 3 (Saturday) Economic Consequences of Communicable Diseases**

Amidst the human suffering caused communicable diseases (e.g., MERS, SAR, 2019-nCoV, Ebola, influenza), it is all too easy to overlook the disease's wider social and economic impact. An epidemic, for example, imposes huge infrastructure demands on health care systems. It also affects substantial economic costs in terms of sickness-related absenteeism, disrupted work schedules, and lost productivity to society at large.

Should we, as a society, need the cold hard figures to optimally allocate the costs of vaccination and preventative health campaigns.

**\*\*\*I will assign articles on this topic\*\*\***

#### **Week 4 Recovery and Role of Private Sector**

We will read the work of Maria Marshal and Holly Schrank (2013) on small business disaster recovery. We will also discuss a classic work that was done by James Dahlhamer and Kathleen Tierney (1996) on rebounding from disruptive events following the Northridge Earthquake. Some of the questions will be exploring during this module are as follows: What is the scope of impact and the survival of businesses? How well are private businesses functioning after disasters? How can private businesses prepare for disasters? Why business continuity planning is important? What are the roles of public sectors in a decision-making process? How to examine the roles of private sectors in the formation and implementation of public-private partnerships? How the private sector contributes to building community and social capital?

Chandra, A., Moen, S., & Sellers, C. (2016). "What Role Does the Private Sector Have in Supporting Disaster Recovery, and What Challenges Does It Face in Doing So?" RAND Corporation. Available online:  
[https://www.preparecenter.org/sites/default/files/role\\_of\\_private\\_sector\\_in\\_supporting\\_disaster\\_recovery.pdf](https://www.preparecenter.org/sites/default/files/role_of_private_sector_in_supporting_disaster_recovery.pdf)

Dietch, Elizabeth Ann & Christy M. Corey (2011). "Predicting long-term business recovery four years after Hurricane Katrina." *Management Research Review*, Vol. 34(3): 311-324.

Han, Z. & Nigg, J. (2011). "The influences of business and decision makers' characteristics on disaster preparedness—a study on the 1989 Loma Prieta earthquake." *International Journal of Disaster Risk Science*, Vol. 2(4): 22–31.

G.R. Webb, K.J. Tierney, & J.M. Dahlhamer (2002). Predicting long-term business recovery from disaster: a comparison of the Loma Prieta earthquake and Hurricane Andrew. *Glob. Environ. Change Part B: Environ. Hazards*, Vol. 4 (2–3): 45-58.

#### **Week 5 Development, Disaster Resilience and Capacity Building**

This topic explores the whole community approach and development programs that contribute to capacity building. We will examine threats from different hazards, disaster preparedness and capacity building efforts in building resilient and sustainable communities.

##### **A Whole Community Approach**

FEMA (2011). "A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action." FDOC 104-008-1 / December. Available online: <https://www.fema.gov/media-library/assets/documents/23781>

Kapucu, N. (2015). "Emergency Management: Whole Community Approach." *Encyclopedia of Public Administration and Public Policy*, Third Edition DOI: 10.1081/E-EPAP3-120053158.

### **Social Capital Approach**

Aldrich, Daniel P (2012). "1. Social Capital: Its Role in Post-Disaster Recovery." In: *Building Resilience: Social Capital in Post Disaster Recovery*. Pg. 1-23. University of Chicago Press: Chicago.

Aldrich, Daniel P. & Meyer, Michelle A. (2015). "Social Capital and Community Resilience." *American Behavioral Scientist*, Vol. 59 (2) 254–269.

Chamlee-Wright & Virgil Henry Storr (2011). "Social capital as collective narratives and post-disaster community recovery." *The Sociological Review*, Vol. 59(2): 266-282.

Albrecht, Frederike (2018). "Natural hazard events and social capital: the social impact of natural disasters." *Disasters*, Vol. 42 (2): 336–360.

Nakagawa, Yuko & Shaw, Rajib (2004). "Social capital: a missing link to disaster recovery." *International Journal of Mass Emergencies and Disasters*, Vol. 22(1): 5-34.

Skoufias, Emmanuel (2003). "Economic Crises and Natural Disasters: Coping Strategies and Policy Implications." *World Development*, Vol. 31(7): 1087-1102.

## **Week 6 Recovery, Development, and Collaborative Emergency Management**

This module examines the role of nonprofits and Civil Society in post-disasters, particularly the involvement of nonprofits in post-disaster recovery and development, i.e., providing emotional and psychological cares, housing repairs and constructions, reconstruction services. This module also focuses on sustainable development, networks, and partnerships (social capital) for effective disaster governance. For instance, what are the various types of programs that can help local residents and their communities' recovery from disasters in the long-run? Who are the key players and what/how have they contributed to recovery?

Kapucu, Naim & Garayev, Vener (2011). "Collaborative Decision-Making in Emergency and Disaster Management." *International Journal of Public Administration*, Vol. 34: 366–375.

Waugh Jr., William L. & Streib, Gregory. (2006). "Collaboration and Leadership for Effective Emergency Management." *Public Administration Review*, Vol. 66 (Special Issue): Collaborative Public Management: 131-140.

Andrew, S.A., Arlikatti, S. Siebeneck, L., Pongponrat, K., & Jaikampan, K. (2016). "Sources of organisational resiliency during the Thailand floods of 2011: a test of the bonding and bridging hypotheses." *Disaster*, Vol. 40 (1): 65–84.

Simo, G. & Bies, A., (2007). "The Role of Nonprofits in Disaster Response: An Expanded Model of Cross-Sector Collaboration." *Public Administration Review*, Vol. 67 (s1): 125-142.

Kapucu, Naim, Arslan, Tolga, & Demiroz, Fatih (2010). "Collaborative emergency management and national emergency management network." *Disaster Prevention and Management: An International Journal*, Vol. 19 (4): 452-468.

### **Week 7 Development Successes – Short and Long Term Economic Growth.**

We will examine, based on empirical studies, what types of disasters have the most effect on an economy. This module also aims to explain how and why various types of disasters affect an economy of a region differently and the actions that governments must take to ensure that the consequences of disasters are minimized. More importantly, what is the main theoretical framework being adopted by researchers to study long term economic growth after disasters; what policies have been adopted by governments to minimize economic losses and to what extent are these policies successful.

#### **Economic Theories Explaining the Effect of Disasters**

Noy, Ilan (2009). "The macroeconomic consequences of disasters." *Journal of Development Economics*, Vol. 88(2): 221-231.

Skidmore, Mark & Toya, Hideki. (2002). "Do natural disasters promote long-run growth?" *Economic Inquiry*, Vol. 40 (4): 664-687.

#### **Political Economy Approach**

Cohen, Charles & Werker, Eric (2008). "The political economy of "natural" disasters." *Journal of Conflict Resolution*, Vol. 52 (6): 795-819.

Garrett, Thomas & Sobel, Russell (2007). "The political economy of FEMA disaster payments." *Economic Inquiry*, Vol. 41 (3):496-509.

Stehr, Steven (2006). "The political economy of urban disaster assistance." *Urban Affairs Review*, Vol. 41 (4): 492-500.

#### **Difficulties in Estimating the Effect of Disasters on Economies**

Baade, Robert, Baumann, Robert, & Matheson, Victor. (2007). "Estimating the Economic Impact of Natural and Social Disasters, with an Application to Hurricane Katrina." *Urban Studies*, Vol. 44 (11): 2061– 2076.

West, Carol & Lenze, David (1994). "Modeling the regional impact of natural disasters and recover: a general framework and an application to Hurricane Andrew." *International Regional Science Review*, Vol. 17 (2): 121-150.

Loayza, Norman, Eduardo Olaberria, Jemele Rigolini, & Lic Christiaensen. (2012). "Natural disaster and growth: going beyond the averages." *World Development*, Vol. 4 (7): 1317-1336.

### **Week 8 Group Presentation**

## **Guidelines for Research Paper (Empirical)**

### **(ONLY FOR DOCTORAL STUDENTS)**

#### **Focus on theoretical interest rather than on substantive area**

Your research should focus on something that is theoretically interesting and not on a substantive area. A theory is about “why” and “how” something happens. For example, assuming I am doing a study on shelters in a disaster area. Rather than focusing on the shelter per se, what is theoretically interesting is really about shelter choice among households (or about the strategic decision-making of households during a disaster). The rational choice theory assumes households to be boundedly rational and will select a shelter that can minimize the costs of re-adaptation. So, I am interested in the motivation of households to choose one type of shelter over another.

However, I could test the rational choice theory on other substantive areas such as re-settlement choice, or whether households will participate in rescue efforts, or a decision on NGOs assistance to disaster victims, or why households might not seek medical attention when suffering from psychological stress etc. The point here is that, I made a deliberate decision to study the problem (and apply the theory) in a specific context or substantive area i.e., shelter.

#### **Major sections: Budget your writing accordingly**

A research paper should have the following sections: “Abstract,” “Introduction,” “Background/ Theoretical Framework,” “Research Design/Data Collection,” “Results/Analysis,” and “Implications/Conclusion.”

Although the structure for a research paper is pretty standard, your section on “Background/Theoretical Framework” should be written somewhat different. You should try to make the title interesting and informative---something that would signal a clear/key theoretical issue being studied. For example, referring back to the previous example, I would have written the section as “Household Shelter Choice: Public Building Versus Private Home” or something along that line. I would also have two sub-sections where I specify the different types of shelter and discuss their associated risks. This way I can develop a specific hypothesis and make predictions (based on the theory) on the behavior of households. My task is to illustrate, given the different choice of shelters, what explains/motivates households to choose one shelter over the other.

#### **Abstract**

You should answer each of following questions without using too much jargon (Abstract should be between 150 and 200 words).

- i. What is the problem that you are examining? i.e., something that is theoretically interesting in a particular/substantive area.
- ii. What is your main argument (or theory used to explain the problem)?
- iii. What is the scope of your research? i.e., sample population, methods of analysis, period of study, and/or data source etc.
- iv. What is/are your general finding(s)?
- v. What are the implications of your finding(s)?

#### **Introduction Section**

Write 3 – 4 paragraphs. The first paragraph should introduce the problem/ issue (substantive area) you are studying. The second paragraph explains the theoretical debate i.e., how they might explain the issue/problem. The third paragraph must present your

main argument and explain how that argument can resolve/answer your research question/problem/issue. Be sure to explain why and how your research can make contribution to the field of public management.

The last paragraph informs the reader what the paper is all about, but this time you need to be specific about your theory and the main objective of the paper. It should provide a road-map for the reader. It says something like, “In this paper, a theory of rational choice is used to examine shelter choice among households affected by the 2005 Tsunami in South India. This paper is organized in the following ways...,” or something along this line. Note that you are not writing a spy novel, so it is okay to tell the reader what you have found.

### **Theoretical Framework/Literature Section**

In this section, you need to tease out or discuss the main components of the theory (or theories) and then specify your hypotheses. The existing literature is supposed to help you develop your main arguments. One of the most frustrating aspects of reading student projects is that there is a tendency to summarize the literature rather than integrate the materials in a way that is cohesive and logical. You are not writing an annotated bibliography, so please do not provide a laundry list of citations and statements about what others found in some sort of annoying ways. You should be presenting a theory that explains the problem you are studying and develop your hypotheses (hopefully one that is testable) based on the chosen framework or theory. Once again, I cannot overemphasize this point: The existing literature is supposed to help you develop your main arguments.

The best way to handle this section is to ask a set of questions.

This is probably the best time to think about how you should write a decent paragraph (also read Newell and Durst on “Tips on writing from the PADM faculty”). There is no specific rule but, in my humble opinion, there seems to be an art to writing a paragraph:

- i. Begin your paragraph with a clear statement/argument and then develop it carefully. A sentence should be about 17 – 19 words maximum. Beyond that, you will lose your reader (read: the instructor). Avoid one sentence paragraphs, you are not writing poetry; avoid abstract writing, you are not Virginia Woolf or James Joyce.
- ii. The second sentence should provide an example to clarify your main point. You can also write another sentence to reinforce your main argument with a few citations. A quotation is acceptable but should be limited to only one or two direct phrases. This can strengthen your argument. In the beginning of the first or second sentence, try to avoid the words “this,” “this is,” “there is,” “there are,” or “it is.” Be clear on “who” is acting on “what”? For example, by simply saying “a household” may be too vague, so you might want to consider “poor households” or “female-headed households.”
- iii. In the third or fourth sentence, be sure to link your argument to the “so what?” question. At the minimum, you need to inform the reader why/how the point you are making is important. Here, you need to be careful with your choice of words. Avoid conversational expressions! And be specific with the causal mechanism or drivers.
- iv. Make sure you edit and re-edit your paragraphs (several times) by getting rid of meaningless words and unnecessary sentences. Do not make the same point twice unless you can highlight the different causal

mechanisms in the following paragraph. In short, redundancy needs to be avoided.

- v. Be sure to use some transitional phrases, clauses, or sentences to create a bridge from one paragraph to the next. You could use the transitional clauses such as “however,” “for the most part,” “moreover” etc., but try to use them strategically.
- vi. Be humble in your writing and try to use conditional clauses if need be. A couple of examples can illustrate this point:
  - a. “The risks of government policy and re-settlement programs having unexpected consequences [~~or side effects~~] can be strongly reduced *if* local officials receiving reliable information about the likely impacts [~~of its programs~~] can translate them into policy actions. However, [the effort] is often difficult to achieve [for several administrative reasons]”
  - b. “*Depending* on the socio-economic characteristics of a household, the preferences of poor households differ considerably on shelter choice.”

### **Research Design/Data Collection Section**

This is perhaps the weakest part of most students’ work. You need to inform the readers of the nuts and bolts of your dataset.

- i. You must have a paragraph or two describing your sample selection or site selection. You must explain the rationale behind your selections. For example, what is your unit of analysis? i.e., countries, states, individuals, organizations, city, county etc. Where did you send the surveys? Who responded? What is the usable sample size? How did you conduct the sample selection? Did you face selection bias problems? What techniques have you used to resolve the problems? How can you be sure that those responded to the surveys are not mostly from the wealthy households?
- ii. How did you measure or operationalize each variable? For example, budget two or three paragraphs on your dependent variable. Explain the substantive interpretation of your dependent variable by either illustrating a mathematical example or through some concrete “real-life” examples. Why did you choose that particular variable to operationalize the concept?
- iii. Similar logic applies to your main independent and control variables (though a detailed write-up is not necessary for the control variables). But, they have to be based on the theory developed in the previous section. You also need to state whether the independent variables will have a positive or negative effect on the dependent variable i.e., what do your hypotheses predict about the coefficients?
- iv. For your statistical analysis, try to avoid technical jargon or terms that are too technical for non-quantitative folks to understand. You want to write this section in English. You are not writing the paper for statisticians or methodologists.
- v. In saying that, you could (this is optional) specify your statistical model (or regression equation(s)). Though, you do need to explain how the model is estimated (OLS, robust standard errors, multinomial logit, probit, or Tobit etc.). Depending on the level of sophistication of your model, it is sufficient to write one or two sentences if your model is already well known in the literature. If you use a complex modeling technique, be ready to write your explanation in English.



- vi. You should provide a table that summarizes all the variables i.e., a table that lists the variables names (avoid using acronyms or abbreviations), their means, and something about their dispersion, minimum, and maximum. You probably want to tell the reader where you get the data, i.e., if your source is from the government census, which year? Sometimes, you may need to provide a table with the correlation coefficients analysis.

### Results/Analysis Section

The results section is where you report your main findings, present tables, explain coefficients etc. Be as thorough and complete as possible but avoid simply writing which variables are significant and reporting their relationships. You need to explain your results not list them.

- i. The first paragraph should summarize the general findings. You could also talk about the diagnostic or other data analyses that can persuade the readers of your general findings.
- ii. For the effect of the main independent variable, work through the hypothesis. Use some hypothetical examples---instead of saying a unit increase in X will lead to an increase in Y by  $\beta_1$ , find an alternative way to communicate that to the readers in a meaningful way. Really unpack your results without being too technical.
- iii. When presenting your tables or figures, make sure the tables or figures can explain the results on their own. In other words, a reader should be able to look at the tables/figures and quickly tell what's going on without reading the main text. Provide the reader with a title that is informative. If your analysis is based on a logistic regression model, it is always a good idea to calculate the *first* coefficient as factor change (log-odds or predicted probability) by showing how that number is derived and then explain its substantive meaning.
- iv. When presenting your tables, you need to report the coefficients, standard errors, *t*-score, or *p*-values. You can add stars as well, i.e., \**p*<.10, \*\**p*<.05, \*\*\**p*<.01. You should report R-square and adjusted R-square (if you used OLS), *F*-value, and sample size. Similar requirements are expected if you have multiple models on the same dataset. If you use logistic regression, be aware that the interpretation of pseudo-R square is not the same as R-square in OLS.
- v. In your main text, always explain what your table is trying to tell the reader. For example, you could write: "Column 1 of Table 5 lists the eight types of shelter. Columns 2 through 4 provide the mean values of perceived costs that households confronted when seeking shelters. The mean differences between the perceived costs are presented in the last three columns. The results indicate that ...."
- vi. When presenting your figures, make sure you label the x-axis, y-axis, and the contents of the figure clearly. If you use bar chart, always report the frequency and percentages. If you are using a logistic regression model and need to present the predicted probability, you may want to tell the reader that "Figure 1 derived from the estimated reported in Table 2" etc.

### Implications/Conclusion

This is your last chance to make your case.

- i. Be sure to discuss the intellectual merit and the broader impact of your research. What are the general implications of your findings, especially for your theory and for practice? For example, explain to the readers what you

have learned about shelter choice and what have we learned about the strategic behavior of households during disasters more generally? Have your results supported your theory? Do your results suggest we need to modify the theory?

- ii. What are the limitations of your research and how would you suggest we should move forward in this line of research?

### **References**

Use the American Psychological Association (APA) style or the Modern Language Association (MLA) style

### **Final Advice:**

- i. Don't forget page numbering
- ii. Write your name in order to claim your work
- iii. My methods professor, Dr. Carsey, suggested that we should model our paper after the best papers we have read in top journals.
- iv. Another wise professor, Dr. Scholz, suggested that we should start a paragraph with a simple sentence and then elaborate our thought from there.