Class Meeting: Monday 6.00 – 9.50PM @ PEB219
Instructor: Simon A. Andrew, Ph.D.
E-mail: sandrew@unt.edu
Telephone: 940-565-4982
Fax: 940-565-4466
Office: Chilton Hall 204A
Office Hours: Monday 11:30 –1:00PM, 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 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.

Recommended Readings

Weekly Readings will be posted on CANVAS

***I will assign weekly articles and book chapters with these topics by end of the first week of this semester.

Course Assignments and Grading

Course Essay
  - Essay 1 25%
  - Essay 2 35%

Group Project (MPA Only)
  - Final project 30%
  - Group Presentation 10%

Grades Breakdown

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

Course Policies

1. I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written. All assignments must be turned in on time.
2. If you are using a computer or other technology to take notes, this is fine. It is not ok, however, to surf the web, text others, or read or send emails during class time. If you choose to ignore this, plan to retake the class at a later date as it will result in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).
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 10th page. Please do not tinkering 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/](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 three/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 **10-12 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 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.

**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.
Course Outline (Tentative)

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

***I will assign weekly articles and book chapters with these topics by end of the first week of this semester.
**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.”


**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.


**Week 3 Risk Reduction and Policy Learning I and II**

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.

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

**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?


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.


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 modules 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?


Yuko Nakagawa and Rajib Shaw (2004). “Social capital: a missing link to disaster recovery.”

Steven Stehr; (2006). “The political economy of urban disaster assistance.”

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.


Semoon Chang (1984) “Do disaster areas benefit from disasters?”

Carol West and David Lenze (1994). “Modeling the regional impact of natural disasters and recover: a general framework and an application to Hurricane Andrew.”


Mark Skidmore and Hideki Toya; (2002). “Do natural disasters promote long-run growth?”


Week 8 Group Presentation
Essay Set 1: **Due 24 June (Monday)**

**Answer one question from the following list.**

**Question 1:** Outline and discuss the strengths and weaknesses of competing economic theories that have been applied by scholars in studying economic development and growth. Based on your reading, identify at least three major mechanisms explaining the effect of disasters on economic development?

**Question 2:** To what extent disasters set back development? Discuss whether disasters encourage communities to re-think their development policies and “build back better” communities?

**Question 3:** What are the major arguments presented by Thomas Birkland when he talked about “focusing events.” Discuss the strengths and weaknesses of Birkland’s arguments. Can political institutions address the problems revealed by the devastation brought about by disasters? Discuss your answer with empirical examples.

**Question 4:** Outline the arguments that suggest local businesses should prepare for disasters, i.e., How can they prepare for disasters?. Discuss whether local businesses can withstand the consequences of disasters?

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**Essay Set 2  ** **Due 19 July (Friday)**

**Question 5:** Discuss the strength and weaknesses of what is meant by the whole community approach? How has the approach being applied to build resilient communities?

**Question 6:** Discuss the various roles played by nonprofit organizations and civil society in post-disaster recovery. Provide your answer with examples.

**Question 7:** To what extent collaborative emergency management had been implemented successfully to mitigate the consequences of disasters? What are the barriers and challenges to collaborative emergency management?

**Question 8:** Based on empirical studies, what types of disasters have the most effect on an economy? Explain how and why various types of disasters affect an economy of a region and the actions that governments must take to ensure that the consequences of disasters can be minimized.