

**SPECIAL POPULATIONS IN DISASTER  
EADP 4050**

Professor: Dr. James Kendra  
Semester: Fall 2007  
Course Schedule: R 3:30 pm – 6:20 pm  
Course Location: WH 119

Office Location: WH 366C  
Office Hours: R 1:00-3:00 PM  
E-mail: jmkendra@unt.edu

**Course Description**

This course focuses on the impacts of emergencies and disasters on special populations, using various conceptions of community and of vulnerability and resilience as analytical tools.

Hurricane Katrina and to a lesser extent Hurricane Rita showed the consequences of longstanding social vulnerabilities, most notably along lines of race and class but also with respect to age, custodial residence, and so on. It also showed the extent of affiliated community development challenges, especially with respect to housing and other infrastructure. In examining the origin, nature, and distribution of vulnerability, the course will take an interdisciplinary approach grounded in geography and sociology, the founding disciplines of hazards and disaster studies, respectively. Geographers conceptualize hazards as mismatches of people-technology-society interactions, while sociologists take a sociopolitical ecology approach, studying the interdependencies of social groups, principally from a conflict perspective. These approaches will provide the analytical lens for the course as we examine the prevalence of social vulnerability and the options for policy guidance. Students will evaluate the causes of vulnerability of certain populations to hazard; identify strategies for increasing resilience; identify and evaluate relevant community resources; comprehend appropriate outreach and educational methods; and establish skills needed in group and collaborative projects.

**Course Text**

Peacock, Walter Gillis, Betty Hearn Morrow, and Hugh Gladwin (eds.). (2000) *Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters*. Florida International University, International Hurricane Center, Miami.

A packet of readings is available at the copy center, and additional readings will be distributed in class or downloaded from the Internet.

Students should also stay informed about current disaster-related events and emerging debates related to disasters or other environmental issues. Useful resources include the print or online editions of *The New York Times* ([www.nytimes.com](http://www.nytimes.com)) or *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)), and FEMA ([www.fema.gov](http://www.fema.gov)).

**Course Policies:**

Attendance is required.

Arriving late is strongly discouraged.  
Participation is recommended.  
Reading weekly assignments is required.  
Showing respect to other students is required.  
Make-ups will be limited to special circumstances (and with prior notification only).  
Extra credit assignments will not be given.  
Incompletes will be given according to department policy.  
Plagiarism and other forms of cheating will automatically result in a failing grade.

Note: See the end of this syllabus for the university policy on the Americans with Disabilities Act, and the department policy on cheating and plagiarism.

### **Grading:**

Grades will be based on attendance, participation, quizzes, an essay, the project, and tests. Please note the following breakdown:

Attendance and participation	10%
Quizzes	20%
Midterm	15%
Project	20%
Extended Essay	15%
Final Exam	20%

### Attendance

Attendance will be assessed at least once each class session and 10% of your grade will be determined by your attendance and active, thoughtful, and informed participation in class discussion and activities. Students should be aware that a significant number of absences will make it difficult to pass the course since information from the lectures as well as from the readings will appear on tests and quizzes. The instructor may administer unscheduled quizzes, particularly if attendance and in-class participation seem to be falling off. Students who miss class will receive no participation credit for that day since they are not present to participate in the discussion.

### Quiz/Mid-term/Final

60% of your grade will be determined by quizzes and tests. These will consist of some mixture of true/false, multiple choice, fill-in-the-blank, short-answer, and essay questions. The emphasis will be on short-answer and essay questions. Make ups for tests and quizzes will be available only upon the most compelling justification (and with prior notification!) and may be in a different format. Please see me in my office, not in the classroom, to discuss any justification for missing a quiz or an exam.

### Projects

Students will assemble into groups. Each group will choose a special population for intensive examination with respect to its particular vulnerabilities in the event of a disaster.

Each group will 1) thoroughly analyze the vulnerabilities of the special population; 2) assess what elements of resilience the group might have; 3) identify and evaluate planning strategies that might be employed to lessen the effects of a disaster; 4) identify and evaluate community resources that are available for mitigation and for post-disaster relief; and 5) consider the foundations of that population's vulnerability (which might include social, economic, political, physical, or other components).

Each group will present its report to the class. The reports will be evaluated on how well you support your points with the established literature and with your own well-considered observations and interpretations. Please provide me with a written copy of your presentation with appropriate citations and bibliography. Include a statement, signed by all group members, of each participant's contribution to the project. Note that though this is a collaborative effort, *each student will receive an individual grade*. Part of each student's grade on this project (20% of the project grade) will be based on a peer review of group members' contributions to the project that will assess participants' attendance at group working meetings, submission of work as agreed, and useful insights or suggestions. The rest of the grade will be based on a *statement of student learning* that discusses what you have learned during the project and what theoretical and policy aspects you can take into the field, and a *portfolio* that contains such material as notes, lists of sources consulted, drafts, sketches, charts, or other documents that further support your contribution to the group project.

#### Extended essay

Students will write an extended essay of at least 1000 words, not including cover page and bibliography. Topics for the essay will be distributed by the instructor at approximately the midsemester date, and will ask the student to consider and analyze a significant aspect of social vulnerability. Papers should be typed, double-spaced, with 1-inch margins in 12-point Times New Roman, with citations and bibliography as used in *Disasters*, *Disaster Prevention and Management*, or *International Journal of Mass Emergencies and Disasters*. Essays will be graded on originality and the degree to which the essay incorporates information from the readings and class discussion.

#### **August 30**

#### **Introductions of Students and Instructor; Scope of Course**

#### **September 6**

"Disaster in the First Person," pp. 1-19.

"Social Systems, Ecological Networks and Disasters: Toward a Socio-Political Ecology of Disasters," pp. 20-35.

#### **September 13**

Fordham, Maureen. 1999. "The Intersection of Gender and Social Class in Disaster: Balancing Resilience and Vulnerability." *International Journal of Mass Emergencies and Disasters* 17: 15-36.

Mack, S. E., Spotts, D., Hayes, A., & Warner, J. R. (2006). Teaching emergency preparedness to restricted-budget families. *Public Health Nursing*, 23 (4), 354-360.

Boyce, James K. 2000. "Let Them Eat Risk? Wealth, Rights, and Disaster Vulnerability." *Disasters* 24: 254-261.

### **September 20**

"Warning and Evacuation: A Night for Hard Houses," pp. 52-74.

Enarson, Elaine and Joseph Scanlon. 1999. Gender Patterns in Flood Evacuation: A Case Study in Canada's Red River Valley." *Applied Behavioral Science Review* 7: 103-124.

### **September 27**

"A Gendered Perspective: The Voices of Women," pp. 116-140.

Stehlik, D., Gray, I., Lawrence, G. (2000). Gender and Drought: Experiences of Australian Women in the Drought of the 1990s. *Disasters*, 24 (1), 38-53.

### **Quiz 1**

### **October 4**

Phillips, Brenda D. 1993. "Cultural Diversity in Disasters: Sheltering, Housing, and Long Term Recovery." *International Journal of Mass Emergencies and Disasters* 11: 99-110.

Phillips, Brenda D., Lisa Garza, and David M. Neal. 1994. "Intergroup Relations in Disasters: Service Delivery Barriers After Hurricane Andrew." *Journal of Intergroup Relations*: 21: 18-27.

Pehuero, A. A. (2006). Latino disaster vulnerability: The dissemination of hurricane mitigation information among Florida's homeowners. *Hispanic Journal of Behavioral Sciences*, 28 (1), 5-22.

### **October 11**

"Stretching the Bonds: The Families of Andrew," pp. 141-170.

### **October 18**

### **Midterm Exam**

### **October 25**

"And the Poor Get Poorer: A Neglected Black Community," pp. 206-225.

Elliott, J. R., & Pais, J. (2006). Race, class and Hurricane Katrina: Social differences in human responses to disaster. *Social Science Research*, 35 (2), 295-321.

### **November 1**

Vogt, Barbara M. 1991, "Issues in Nursing Home Evacuations." *International Journal of Mass Emergencies and Disasters* 9: 247-265.

Kohn, R., Levav, I., Garcia, I. D., Machuca, M. E., & Tamashiro, R. (2005). Prevalence, risk factors and aging vulnerability for psychopathology following a natural disaster in a developing country. *International Journal of Geriatric Psychiatry*, 20 (9), 835-841.

Ronan, K. R., Johnston, D. M., Daly, M., & Fairley R. (2001). School Children's Risk Perceptions and Preparedness: A Hazards Education Survey. *The Australasian Journal of Disaster and Trauma Studies*,

### **November 8**

McMurray, L., & Steiner, W. (2000). Natural disasters and service delivery to individuals with mental illness – Ice Storm 1998. *Canadian Journal of Psychiatry*, 45 (4), 383-386.

Rahimi, Mansour. 1993. "An Examination of Behavior and Hazards Faced by Physically Disabled People During the Loma Prieta Earthquake. *Natural Hazards* 7: 59-82

### **Quiz 2**

### **November 15**

#### **Extended essays due**

"Disasters and Social Change: Hurricane Andrew and the Reshaping of Miami?" pp. 226-242.

Nakagawa, Yuko and Shaw, Rajib. 2004. Social Capital: A Missing Link to Disaster Recovery. *International Journal of Mass Emergencies and Disasters* 22 (1): 5-34

### **November 22**

**Thanksgiving: No Class**

### **November 29**

**Project Reports**

### **December 6**

**Review and Recapitulation**

**Thursday, December 13**

**Final Examination 1:30-3:30 PM**

**WH 119**

**NB. This syllabus is subject to change depending on emerging needs.**

## UNIVERSITY AND DEPARTMENT POLICIES

### ***Disability Accommodation***

The Emergency Administration and Planning Program, in cooperation with the Office of Disability Accommodations (ODA), complies with the Americans With Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor within the first two weeks of the semester. Students registered with the ODA may present the Special Accommodation Request from that office in lieu of a written statement.

### ***Cheating and Plagiarism***

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying others’ tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate department exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the department faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, problem papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Program(s) Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program(s) Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.