Syllabus

COURSE OBJECTIVES

The purpose of this course is to provide an introduction to the roles of planners in preparing for and rebuilding after disasters. The course emphasizes planning for climate change-related disasters. Planners are concerned with the long-term aspects of disaster: the processes of hazard mitigation, climate adaptation and post-disaster recovery.

The focus is mostly on planning in the U.S., within the context of national policies, though we will also cover the major international frameworks which guide international disaster risk reduction and climate adaptation policies. For understanding recovery after large disasters, we will include both U.S. and international cases.

The course will include basic readings on all the above topics, coupled with case examples, a hazard mitigation group project, and a group project on post-disaster recovery.

All course materials are provided through Illinois Compass. This will include all readings and a blog where you will post your responses to the reading questions.

COURSE COMPONENTS

- Readings, attendance, web postings, and participation in class discussions. (20%)
- Short essays (30%)
- Group presentation and report on a mitigation / adaptation methods topic (25%)
- Group presentation and report on a recovery case (25%)

GRADUATE AND UNDERGRADUATE STUDENT EXPECTATIONS

Please note the grading criteria for class assignments will differ for graduate and undergraduate level students. This will be applied to individual class assignments including the short essays and the individual component of the two group projects. An explanation of the grading criteria is provided in the assignment description section of this syllabus.
## SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Readings</th>
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| 9/8  | Community resilience  
*Introduce Mitigation / Adaptation Assignment* | Guest Speaker: Desiree Pastrana Otero  
Boyd. 2011. |
| 9/22 | Flood mitigation planning  
National Flood Insurance Program | Guest speaker: Mary Richardson  
King. 2013. |
| 9/29 | Adaptation planning  
United Nations Framework on Climate Change (UNFCCC) | Coastal adaptation planning  
Managed retreat | Gaul. 2019.  
Stults. 2017  
| 10/6 | Mitigation presentations | Mitigation presentations  
*Mitigation / Adaptation Reports Due* | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>10/13</td>
<td>Post-disaster Recovery</td>
<td>Guest speaker: Rob Olshansky – Post-disaster relocations</td>
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<td></td>
<td><em>Introduce Recovery Assignment</em></td>
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<td>10/20</td>
<td>Watch: “Trouble the Water”</td>
<td>Recovery case: Hurricane Katrina</td>
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<td><em>Hand out Essay 2</em></td>
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<td>10/27</td>
<td>Sendai Framework for Disaster Risk Reduction</td>
<td>Recovery case: 2011 Japan Tsunami</td>
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<td>11/3</td>
<td>Disaster capitalism</td>
<td>Puerto Rico revisited</td>
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<td><em>Essay 2 Due</em></td>
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<td>11/10</td>
<td>Climate justice and transformative resilience</td>
<td>Climate activism and grassroots mobilization</td>
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<tr>
<td>11/17</td>
<td>Post-disaster recovery presentations</td>
<td>Post-disaster recovery presentations</td>
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<tr>
<td>11/24</td>
<td>Post-disaster recovery presentations</td>
<td>No class</td>
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<td><em>Recovery Reports Due</em></td>
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<tr>
<td>12/1</td>
<td>Wrap up</td>
<td>Wrap up</td>
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There is no final exam for this course.

READINGS

All assigned readings are listed below. Readings without web links are in pdf files on the Compass site.

Academic Literature


Olshansky, Robert B. 2009. The Challenges of Planning for Post-Disaster Recovery. in *Building Safer Settlements, Governance, Planning and Responses to Natural Hazards.* Urbano.


**Institutional Literature**

44 CFR Secs 201 and 206, Hazard Mitigation Planning and Hazard Mitigation Grant Program. [http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=e63c0b17b2c76390184c081f4e63611d&rgn=div5&view=text&node=44:1.0.1.4.53&idno=44](http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=e63c0b17b2c76390184c081f4e63611d&rgn=div5&view=text&node=44:1.0.1.4.53&idno=44)


ASSIGNMENTS

Readings and Participation

Students are expected to complete all readings prior to class, and are expected to contribute to class discussions with comments and questions.

Everyone should be prepared to participate in class discussions.

Short Essays

To ensure that each student understands the basic elements of mitigation and recovery, short essays will be assigned. Graduate students will be assigned three short essays. Undergraduate students will be assigned two short essays. For each essay, the instructor will distribute a question or situation, to which students will provide concise written responses in two to four pages. These will give each student an opportunity to show that they absorbed, integrated, and made sense of the material covered in class and readings.

Report on Mitigation / Adaptation Actions

In groups, students will research ways to mitigate the effects of disasters as applied to six selected cities. Each group will make a presentation to the class, proposing the highest priority mitigation methods for two types of natural hazards in their city. For the written component of this assignment students will be expected to produce a report with analysis of how mitigation and adaptation measures are integrated into the city's planning. Graduate students will be expected to produce an eight page report and undergraduate students will be expected to produce a six page report.
Report on a Post-Disaster Recovery Case

In groups, students will research the recovery process following a large U.S. or international disaster that occurred within the past two decades. Each group will prepare a presentation to the class and submit a report summarizing their findings. For the written component of this assignment graduate students will be expected to produce an ten page report and undergraduate students will be expected to produce a eight page report.

Student Conduct and Accessibility

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (http://www.disability.illinois.edu/disability-resource-guide) for more information and inform the instructor of any requests at the beginning of the semester.

Academic Integrity: The UIUC Student Code (http://www.admin.illinois.edu/policy/code) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. In written work, all ideas (as well as data or other information) that are not your own must be cited.

Diversity: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1—Student Rights and Responsibilities (http://admin.illinois.edu/policy/code).

Counseling: The UIUC Counseling Center is available to help students develop coping skills in order to address emotional, interpersonal, and academic concerns. If you have personal issues that are impeding your studies, I encourage you to contact them at https://counselingcenter.illinois.edu/.

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