

UMBC UGC Instructions for New Course Request Form (revised 10/2011)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 24 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. Enter 0 for courses that may not be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: POLI 468 – Disaster Politics

Date Submitted: 01/18/2019

Proposed Effective Date: Fall 2019

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Dept Chair or UPD	Carolyn Forestiere	forestie@umbc.edu	58160	POLI
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COURSE INFORMATION:

Course Number(s)	468
Formal Title	Disaster Politics
Transcript Title (≤24c)	Disaster Politics
Recommended Course Preparation	POLI 260, POLI 250
Prerequisite	
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
Grading Method(s)	X Reg (A-F) Audit Pass-Fail

PROPOSED CATALOG DESCRIPTION:

This course is designed to introduce students to the political and policy dimensions of disaster. The course will explore how disaster affects the social/political landscape, as well as how that social/political landscape affects the state's ability to deal with disaster. Topics covered include state institutional adaptation and policy learning; special cases of vulnerability; the impact of disaster on local and international conflicts; and humanitarian assistance.

RATIONALE FOR NEW COURSE

- a) There is no other course taught like this subject, which integrates a range of subfields from comparative politics and international relations to public administration. It is also a highly interdisciplinary course.
- b) To be taught every 2-4 semesters
- c) This is an upper level POLI elective which dovetails with numerous other courses offered on human rights, US foreign policy, international relations and intra-regional studies (see POLI 370s/470s, POLI 380s/480s and POLI 390s/490s).
- d) Upper level POLI students and other upper level students (EHS, HAPP)
- e) Reading and lecture component combined with emphasis on discussion
- f) Basic background in comparative politics, international relations, public administration or pertinent EHS/HAPP-related coursework helpful but not necessary.
- g) Students must take for a regular grade
- h) This course cannot be repeated (unless failing grade)

ATTACH COURSE OUTLINE (mandatory):

Disaster Politics
Spring 2019

Brian Grodsky
E-mail: bgrodsky@umbc.edu

Introduction

The goal of this course is to introduce students to the political and policy dimensions of disaster. The two key questions we ask here are (a) How does disaster affect the social/political landscape, and (b) How does the social and political landscape affect the ability to deal with disaster?

We work our way up to these questions through a series of sub-themes running through the disaster literature. Each of these has effects on our later, more overtly political, analysis. We begin by defining disaster and analyzing disaster from a structural perspective, looking at how disasters have changed the modern state. Next, we examine the personal and psychological reactions to disaster on the part of victims and community (local and national), placing a special emphasis on vulnerability of select populations. Finally, we study various political aspects of disaster, from determinants of policy learning to the political opportunities that emerge from disasters. Our analysis includes both domestic and foreign policy considerations.

The readings for this course are inter-disciplinary in nature. Many of the studies we will examine are rooted in political science and sociology. But we also rely significantly on studies from history, economics, psychology, (emergency) medicine and other fields. The varied nature of the readings is a result of the complexity of disasters. It also reflects a secondary goal of this course, which is to think outside the box and consider various approaches to the dilemma at hand.

Students who have completed this course should be able to:

- (1) understand key concepts and processes in disaster research.
- (2) integrate questions related to domestic and international disaster preparedness/response into the broader framework of states and regimes.
- (3) relate a theoretical, multi-disciplinary literature to everyday cases.

This class will be taught in a hybrid format. You will be responsible for completing readings (all of which will be available on Blackboard) and watching online lectures, then attending and actively participating in class discussion. Several of the discussion questions will integrate general theoretical concepts covered in separate presentations (also found online, links provided).

Course Requirements

This course will be primarily based around discussion, where I pose a variety of questions designed to solidify and expand our collective understanding of the week's lessons. Preparation is critical for the discussion portion of the course, and students will be graded on their performance. In order to ensure that you have carefully read and thought about each day's readings, you will be responsible for writing brief (3 to 4-page) responses to the assigned readings that you will turn in electronically before the beginning of class. (Questions will be posted on blackboard by Friday.) Your final grade will be composed of these brief papers (50%), participation (25%), and a brief case study report (25%).

Attendance is a necessary (but insufficient) condition for you to receive a high participation grade. You must also contribute to the discussion. If for some reason you will be unable to attend a class, please let me know prior to your absence (via e-mail or in person). Otherwise your absence will be unexcused. You will be responsible for all of the material covered in your absence and you must turn in your paper via e-mail by the start of the class you will be missing. In addition, **you will be given (UPON REQUEST) a make-up written assignment that must be completed within one week of your absence in order for your absence to be excused.**

Note that you will be responsible for reading ALL of the readings and watching ALL of the online lectures for a given week by the first class of that week, so that you can write a thorough paper and critically evaluate the work of others. The rule of thumb is that I will not accept late papers. Exceptions will be rare – you should assume they will not occur – and will get only partial credit.

All of the required readings for this class will be posted on Blackboard. There are no required textbooks. One way to reduce copying costs is to send all files to a copying store (e.g., Kinko's) for printing, or to form groups that will take turns copying all materials for a given week. Another is to simply read and take notes on your computer.

If you have questions or concerns, please see me during office hours or send me an email.

Grades (in detail)

A. Your participation grade, as noted above, is 25% of your final grade. Attendance is a necessary (but insufficient) condition for you to receive a high participation grade. You must also contribute to the discussion. If you miss no class and always contribute, you can expect an A. If you miss no class and rarely participate, you can expect a C. Missing classes add up quickly: **A good rule of thumb is that you will lose 6% of your total discussion grade for every unexcused absence (and a fraction of that for tardiness/early departures).** Also note that your participation grade can be affected by a failure to complete a minimum amount of written work (see below).

Your participation grade is based on classroom performance. You are expected to routinely (every class) actively contribute to discussion when broken up into small groups, as well as when the entire class comes together. While it is difficult to quantify participation, 'active participation' means frequently answering questions posed during the course of the class. As in any group conversation, you do not always have to speak up, but to earn an A you are expected to regularly add your voice to our discussion. Your participation grade also includes monthly meetings with me to discuss your written assignments.

B. As noted earlier, your written work will account for half of your course grade (the other half based on discussion). You will essentially receive two written grades: first, for handing a well-written paper in; and second, for the content of your 9 best papers, handed in to me – **with revisions demonstrating the knowledge acquired from in-class discussions** – at the end of the semester. There will be no exams or research papers for this class.

Please note that your weekly paper **must be e-mailed to me by 9:00 am on the last day of class.**

When you are writing assignments, ensure the following (also, see rubric under course tools in BB – labeled ‘1 – Rubric for Weekly Writing Assignments’):

(1) Clarity: State explicitly the objective of your paper and how you will proceed (this is your first paragraph: what you are arguing and how you will argue it). Follow this structure throughout.

(2) Originality: Put thought into this paper. Think about your argument in detail and think of potential holes in your theory. Include these.

(3) Style and grammar: Do not write this in 15 minutes. Your argument is weakened when your writing is poor. Proof read, make this look professional.

When you are preparing your nine best papers, be sure to incorporate the various lessons you drew from class discussion. These will be due on the last day of class. They should be organized as follows:

(1) New, final version for given day (stapled to)

(2) Old, draft version for given day (stapled to)

(3) Attach each **set** of assignments – in chronological order – with paper clip or something similar (placing in folder is okay, too).

Summary: Your final written grade (50% of the total) will be composed of:

50% - assignments being handed in on time

50% - grade for your 9 best papers

Please note that missing assignments quickly add up in this class. If you miss two papers or assessments, you may receive a 0 for that category. More than three missing papers will result in a drop in your discussion grade as well.

C. The final 25% of your grade is based on a case study you will conduct and share with the class on the last day. This will be a brief research paper (10-15 pages) evaluating how the phenomena discussed in this course played out in a case of your choice. You must see me by the third week of class to finalize case selection. Your study should explore at least four of the weekly themes we will discuss during the semester. It will be graded based on the rubric included in Course Documents.

Finally, **I expect students to give me at least one paper per month** so that I can provide continuous feedback over the semester. I encourage you to meet regularly with me to discuss your progress in the course, but there will be one mandatory meeting early in the semester (and you must give me a paper to critique at least 24 hours in advance). If you

do not make this meeting you will lose points. **You must meet with me – at a minimum – at least once in the first 5 weeks of class** to go over your performance.

Important note: You should keep copies of ALL written assignments – you will be responsible for providing them upon request.

A Note on Academic Honesty:

Be honest. Since you have all signed up for this course on your own free will, I am assuming you are interested and willing to do the work necessary to learn. If you have a question about what constitutes plagiarism, please ask. I subscribe to a zero-tolerance approach; if any students are caught cheating or plagiarizing, I will immediately fail them and then refer them to the Office of Undergraduate Education for possible additional consequences. There will be no discussion of mitigating circumstances. For the sake of clarity, I quote below from the UMBC Office of Undergraduate Education:

"By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory [or for graduate courses, the Graduate School [website](#)]."

Class Schedule and Readings:

Week 1. Introduction

Course Overview

Week 2. What is a Disaster?

What is the difference between man-made and natural disasters from the perspective of preparing (in advance) responding (ex post facto)?

Perry, Ronald. "What is a Disaster?" (Chapter 1 in Handbook of Disaster Research)

Wisner, Ben, Piers Blaikie, Terry Cannon, and Ian Davis. 2004. At risk: Natural hazards, people's vulnerability and disasters (Second Edition). New York: Routledge. Chapter 2, "The Disaster Pressure and Release Model".

Perrow, Charles. 2007. The next catastrophe: Reducing our vulnerabilities to natural, industrial, and terrorist disasters. Princeton, NJ: Princeton University Press. Chapter 2, "'Natural' Disasters".

Michael T. Osterholm, "Preparing for the Next Pandemic," N Engl J Med 2005; 352:1839-1842, May 5, 2005 - <http://www.nejm.org/doi/full/10.1056/NEJMp058068>

Michele Zanini, 'Power curves': What natural and economic disasters have in common, The Mckinsey Quarterly, June 2009, http://www.relooney.info/0_New_5145.pdf

Week 3. Disasters and the State Today

How have state structures evolved to deal with disasters? How might future disasters continue to affect the modern state?

Robert Steven Gottfried, *The black death : natural and human disaster in medieval Europe*. London: Collier Macmillan 1983. Chapter 7, "Disease and the Transformation of Medieval Europe."

Richard J. Evans, "Epidemics and Revolutions: Cholera in Nineteenth-Century Europe," *Past & Present*, No. 120 (Aug., 1988), pp. 123-146.

John A. Garraty, "The New Deal, National Socialism, and the Great Depression," *The American Historical Review*, Vol. 78, No. 4 (Oct., 1973), pp. 907-944.

Week 4. Major State Institutions to Address Disaster (US)

What are the institutions that have been developed to deal with disaster in the United States? What are some strengths and weaknesses of the current system?

Perrow, Charles. 2007. *The next catastrophe: Reducing our vulnerabilities to natural, industrial, and terrorist disasters*. Princeton, NJ: Princeton University Press.
- Chapter 3, "The Government Response: The First FEMA";

Sylves, Rick. 2008. *Disaster Policy and Politics: Emergency Management and Homeland Security*. Washington D.C.: CQ Press, Chapters 1 and 3.

Week 5. Victim Responses – February 27

How do victims respond to disasters? How might these reactions have influenced the development of disaster response institutions?

Amanda Ripley. *The Unthinkable: Who Survives When Disaster Strikes – And Why*. 2008. Introduction and Chapter 1, pp38-40, pp149-152.

Clarke, Lee. 2002. "Panic: Myth or Reality?" *Contexts* 1:21-26.

John Drury, Chris Cocking, and Steve Reicher. "Everyone for themselves? A comparative study of crowd solidarity among emergency survivors," *British Journal of Social Psychology* (2009). 48, pp.487-506.

Week 6. Community Responses – March 6

How do people in the immediate area react to a disaster? How does their reaction facilitate or hinder official disaster response? How might institutions be adapted to take advantage of these reactions? What are the sorts of political opportunities that emerge at the national level?

B. E. Aguirre, Dennis Wenger and Gabriela Vigo, "A Test of the Emergent Norm Theory of Collective Behavior," *Sociological Forum*, Vol. 13, No. 2 (Jun., 1998), pp. 301-320.

Randall Collins, "Rituals of Solidarity and Security in the Wake of Terrorist Attack," *Sociological Theory*, Vol. 22, No. 1, Theories of Terrorism: A Symposium (Mar., 2004), pp. 53-87.

Xu, Bin. 2009. "Durkheim in Sichuan: The Earthquake, National Solidarity, and the Politics of Small Things." *Social Psychology Quarterly* 72:5-8.

Wenger, Dennis E. and Thomas F. James. 1994. "The Convergence of Volunteers in a Consensus Crisis: The Case of the 1985 Mexico City Earthquake " Pp. 229-243 in *Disasters, collective behavior, and social organization*.

Week 7. Community and Vulnerability – March 15 (THURSDAY)

How might community type influence individual and collective response and levels of national solidarity? To what degree are these identities likely to eclipse or be eclipsed by the local community and national community ones discussed earlier? How do the factors described affect local and national politics with respect to long-term change?

Cutter S.L., Burton C.G. and Emrich C.T. (2010). Disaster resilience indicators for benchmarking baseline conditions. *Journal of Homeland Security and Emergency Management* 7(1):1-22.

Klinenberg, Eric. 2002. Heat wave: a social autopsy of disaster in Chicago. Chicago: University of Chicago Press. Chapter 2. "Race, place, and Vulnerability."

David Stroˆmberg, Natural Disasters, Economic Development, and Humanitarian Aid *Journal of Economic Perspectives*—Volume 21, Number 3—Summer 2007—Pages 199–222.

Week 8. Expertise and Policy Adaptation – March 27

What might be some easy lessons learned, and what are the challenges to implementing them? How might these challenges be connected to the range of individual and community issues examined earlier?

Thomas A Birkland, *Lessons of disaster : policy change after catastrophic events*. Washington, D.C.: Georgetown University Press, 2006. Chapter 1.

Scott Gabriel Knowles, *The disaster experts : mastering risk in modern America*. Conclusion.

McNie, E.C., 2007. Reconciling the supply of scientific information with user demands: an analysis of the problem and review of the literature. *Environ. Sci. Policy* 10, 17–38.

Week 9. Why policymakers don't get it – March 29

What are the psychological and structural barriers to disaster preparedness and mitigation on the part of citizens and policymakers?

R Gifford, "The dragons of inaction: Psychological barriers that limit climate change mitigation and adaptation." *American Psychologist*, 66, 4, 2011.

Klinenberg, Eric. 2002. Heat wave: a social autopsy of disaster in Chicago. Chicago: University of Chicago Press. Chapter 4 (Governing by Public Relations).

Meyer, Robert J. (2006). —Why We Under-Prepare for Hazards. pp. 153-173. In: R. J. Daniels, D. F. Kettl, and H. Kunreuther (eds). *On risk and disaster: lessons from hurricane Katrina*. Philadelphia: University of Pennsylvania Press.

Week 10. Political Obstacles to Disaster Preparation and Response – April 17

How do disasters represent political openings for various groups?

Warner, Jeroen, "The Politics of 'Catastrophization'," (Chapter 5) in Thea Hilhorst (ed.) *Disaster, conflict and society in crises: everyday politics of crisis response*, New York: Routledge 2013.

David K Twigg, *The politics of disaster : tracking the impact of Hurricane Andrew*, Ch. 9 "Disasters as Political Challenges and Opportunities".

Richard J Samuels, *3.11: disaster and change in Japan*, Ch.2, "Never Waste a Good Crisis".

Week 11. How Disasters Change Political Landscape – April 10

How does the broader political landscape and the nature of accountability affect the willingness and capability to learn from and adjust to disasters?

A Healy, N Malhotra, "Myopic voters and natural disaster policy," *American Political Science Review*, 103, 3, 2009.

Carlin, Ryan E., et al, "Natural Disaster and Democratic Legitimacy: The Public Opinion Consequences of Chile's 2010 Earthquake and Tsunami," *Political Research Quarterly* March 1, 2014 67: 3-15.

Heijmans, Annelies, "The everyday politics of disaster risk reduction in Central Java, Indonesia," (Chapter 13) in Thea Hilhorst (ed.) *Disaster, conflict and society in crises: everyday politics of crisis response*, New York: Routledge 2013.

Week 12. Disasters, War and Peace – April 24

What is the relationship between disasters and peace/conflict? Given what we have learned in this course (individual, community and national reactions; political environment and policy learning) what might account for this?

Philip Nel and Marjolein Righarts, "Natural Disasters and the Risk of Violent Civil Conflict," *International Studies Quarterly*, Vol. 52, No. 1 (Mar., 2008), pp. 159-185.

Dawn Brancati, "Political aftershocks: The impact of earthquakes on intrastate conflict," *Journal of Conflict Resolution*, 51, 5, 2007: 715-743.

Seden Akcinaroglu, Jonathan M. DiCicco and Elizabeth Radziszewski. "Avalanches and Olive Branches: A Multimethod Analysis of Disasters and Peacemaking in Interstate Rivalries," *Political Research Quarterly*, Vol. 64, No. 2 (JUNE 2011), pp. 260-275

Week 13. Foreign Humanitarian Aid – May 1

What have been some obstacles and problems related to post-disaster humanitarian assistance?

Tin Maung Maung Than. "Myanmar in 2008: Weathering the Storm," *Southeast Asian Affairs*, 2009, pp. 195-222.

Travis Nelson, "Rejecting the gift horse: international politics of disaster aid refusal," *Conflict, Security & Development*, Volume 10, Issue 3, 2010.

K Jobe. "Disaster relief in post-earthquake Haiti: Unintended consequences of humanitarian volunteerism," *Travel medicine and infectious disease*, 2011.