

USP 530/EMCR 530: Building Community Resilience

Nohad A. Toulan School of Urban Studies & Planning

Portland State University

Fall 2023

Hours: Tuesdays/Thursdays 10:00 am-11:50 am

Location: URBN 220

Instructor: Yu Xiao, Ph.D., AICP., Associate Professor **Email:** yxiao@pdx.edu

Credits: 4 graduate hours (This course is a required core course for the EMCR master's program and the EMCR certificate)

Recommended Prerequisite: none.

Course Website: This course uses Canvas (<https://canvas.pdx.edu>) in support of learning. You can log in with your Odin username and password.

Course Description and Objectives

Course Description: This course provides an introduction to resilience theories, concepts, and applications in hazards planning and disaster management. It surveys sociological, public administration, and planning literature to understand risk, resilience, and methods to address these at the community level. Starting from Fall of 2023, this course incorporates Chinese ancient science perspectives for building community resilience.

Learning Objectives: by the end of the course, students should:

- Have a thorough and nuanced understanding of the theories and concepts of community resilience
- Know the tools for building community resilience
- Be able to implement community resilience strategies

Five guiding questions for this course:

1. What is community resilience? (How do you know when you see it?)
2. What are the tools and strategies for building community resilience?
3. Pick one more question related to community resilience and explore it further.
4. What are the implementable strategies for making yourself more resilient?
5. What are the implementable strategies for making Portland State University more resilient?

COURSE WORK

Reading Summaries (individual work): Students will write two reading summaries. The second reading summary builds on the first one. The first reading summary should be at least 2-3 pages long, and the second one at least 4-5 pages long, citing the major concepts and takeaways from the assigned readings to answer the five guiding questions listed above.

Exercises (individual work): Three exercises will be assigned to help students understand the Chinese ancient science and its applications in self-cultivation of body healthy, interpersonal relationships, and enhancing community resilience.

Western Science Approaches to Community Resilience (team work): Using the Western science approaches, students will work in teams of three to four to answer the following questions:

1. What is community resilience? (How do you know when you see it?)
2. What are the tools and strategies for building community resilience?
3. What are some of the implementable strategies for making Portland State University more resilient?

Each team will make a 10-15 minutes presentation in class in week 5.

Chinese Ancient Science Approaches to Community Resilience (team work): Using the Chinese ancient science approaches, students will work in teams of three to four to answer the following questions:

1. What is community resilience? (How do you know when you see it?)
2. What are the tools and strategies for building community resilience?
3. What are some of the implementable strategies for making Portland State University more resilient?

Each team will make a 10-15 minutes presentation in class in week 10.

Final Reflection Paper (individual work): Each student will write a reflection paper on the learning in this course, i.e. what are the major content and takeaways, how can you implement what you learned from this course to enhance community resilience, and what are the suggestions for future courses, etc. This paper should be 3-5 pages in length.

Grading:

Reading summaries (2):	10%
Exercises (3):	10%
Team Project 1: Western Science Approaches to Community Resilience	35%
Team Project 2: Chinese Ancient Science Approaches to Community Resilience	35%
Final reflection paper	10%
Total:	100%

Course grades will be assigned on a criterion-reference scale as follows:

A: 93-100% A-: 90-92%
B+: 87-89% B: 83-86% B-: 80-83%
C+: 77-79% C: 73-76% C-: 70-72%
D+: 67-69% D: 63-66% D-: 60-62%
F: <60%

In case that a grade is on the borderline, classroom participation will be used to determine the final grade.

COURSE POLICIES

Attendance

Students are expected to attend every class. To be excused, the student should notify the instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student should provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

Classroom participation

Students are encouraged to come to class prepared, make thoughtful contributions to class discussions, respect others' views, and help each other out in collaborative learning groups.

Assignment guidelines

Students are encouraged to have study groups and help each other with the assignments. However, the assignments designated as individual work should be done as individual work. Plagiarism will be prosecuted.

Late Submission Policy

In fairness to all students, especially those who work hard to meet deadlines, late assignments will be penalized 10% per day.

Academic Integrity Statement

PSU's Student Code of conduct prohibits "All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (b) The buying and selling of all or any portion of course assignments and research papers; (c) Performing academic assignments (including tests and examinations) for other persons; (d) Unauthorized disclosure and receipt of academic information; and (e) Falsification of research data."

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

Title IX Reporting Obligations

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me> . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate.

Submitting work online

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Technology access

Proficiency in the use of Canvas, PSU email, and other computer tools such as ZOOM or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost:

<https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service>

CALENDAR AND SCHEDULE

Part I: Western Science Approaches to Community Resilience

Week 1 (9/26, 9/28): Introduction- Resilience Theories and Concepts

Tuesday: Introduction to Community Resilience

Thursday: Discussions

- Norris, et al. 2008. Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness, *American Journal of Community Psychology*, 41: 127-150.
- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. *European journal of psychotraumatology*, 5(1), 25338.
- Olshansky, Rob, Lewis Hopkins, and Laurie Johnson. 2012. Disaster and Recovery: Processes Compressed in Time. *Natural Hazards Review*, 13: 173-178.

Week 2 (10/3, 10/5): Social Vulnerability and Community Resilience

Tuesday: Discussions

- Cutter, et al. 2008. A place-based model for understanding community resilience to natural disasters, *Global Environmental Change*, 18: 598-606.
- Cutter, Susan, Bryan Boruff, and W. Lynn Shirley. 2003. Social Vulnerability to Environmental Hazards, *Social Science Quarterly*, 84 (2): 242-261.
- Van Zandt, Shannon, Walter Gillis Peacock, Dustin W. Henry, Himanshu Grover, Wesley E. Highfield and Samuel D. Brody. 2012. Mapping social vulnerability to enhance housing and neighborhood resilience, *Housing Policy Debate*, 22(1): 29-55, DOI: 10.1080/10511482.2011.624528

Thursday: Discussions

- Zhang, Yang, Michael Lindell and Carla Prater. 2008. Vulnerability of community businesses to environmental disasters. *Disasters*. doi:10.1111/j.1467-7717.2008.01061.x.
- Xiao, Yu and Shannon Van Zandt. 2012, Building Community Resiliency: Spatial Links between Households and Businesses in Post-Disaster Recovery. *Urban Studies*, 49(11): 2523-2542.
- Xiao, Yu, Kai Wu, Donovan Finn, and Divya Chandrasekhar, 2018, "Community Businesses as Social Units in Post-Disaster Recovery", *Journal of Planning Education and Research*, DOI: [10.1177/0739456X18804328](https://doi.org/10.1177/0739456X18804328).

Due: Reading Summary 1

Week 3 (10/10, 10/12): Social Capital, None-Profit Organizations, and Community Resilience

Tuesday: Discussions

- Aldrich, Daniel and Michelle Meyer. 2015. Social Capital and Community Resilience, *American Behavioral Scientist*, 59(2): 254-269.
- Chamlee-Wright, Emily and Virgil Henry Storr. 2009. Club Goods and Post-Disaster Community Return, *Rationality and Society*, 21(4): 429-458
- Xiao, Yu and Uttara Nilawar. 2013. Winners and Losers in Space: Analyzing Spatial Demand Shift after Natural Disasters. *Disasters*, 37(4): 646-668.

Thursday: Discussions

- Joshi, P. (2010). Faith-Based and Community Organizations' Participation in Emergency Preparedness and Response Activities: Institute for Homeland Security Solutions.
- Chikoto-Schultz, Grace, Yu Xiao, Paul Manson, and Maryam Amiri. (2019). None-Profit Sector Organizational Actions on Risk Reduction Practices, Policymaking Participation, Community and Social Contributions, and Recovery. Oxford Research Encyclopedias: Natural Hazard Science, DOI: 10.1093/acrefore/9780199389407.013.203
- Clermont, C., Sanderson, D., Sharma, A., and Spraos, H. (2011). Urban disasters – lessons from Haiti: Study of Member Agencies' Responses to the Earthquake in Port au Prince, Haiti, January 2010. Disaster Emergency Committee.

Week 4 (10/17, 10/19): Planning, Financing, and Community Resilience

Tuesday: Discussions

- Schwab, James, 2010. *Hazard Mitigation: Integrating Best Practices into Planning*, APA Planning Advisory Service Report Number 560.
- Ready.gov: <https://www.ready.gov>
- United States Department of Labor- Evacuation Plans and Procedures eTool: <https://www.osha.gov/etools/evacuation-plans-procedures/eap/develop-implement>
- Oregon Office of Emergency Management (OEM): <https://www.oregon.gov/oem/hazardsprep/Pages/default.aspx>

Thursday: Discussions

- Settle, Allen. 1985. Financing Disaster Mitigation, Preparedness, Response, and Recovery. *Public Administration Review*, 45: 101-106.
- Bea, Keith. 2010. *Federal Stafford Act Disaster Assistance: Presidential Declarations, Eligible Activities, and Funding*. Congressional Research Service.
- Parvin, Gulsan Ara and Rajib Shaw. 2013. Microfinance institutions and a coastal community's disaster risk reduction, response, and recovery process: a case study of Hatiya, Bangladesh. *Disasters*, 37 (1): 165-184.

Due: Reading Summary 2

Week 5 (10/24, 10/26): Team Presentation 1: Western Approaches to Community Resilience

Tuesday: Work Session

Thursday: Team Presentation 1

Due: Team Presentation Slides

Part II: Chinese Ancient Science Approaches to Community Resilience

Week 6 (10/31, 11/2)

Tuesday: Discussions

1. Barun Maek Time Channel Introduction
2. What is Yin-Yang-Zhong?
3. Yin-Yang-Zhong Manifestations of the Five Elements

Thursday: Discussions

4. Supporting and Controlling Sequences of the Five Elements
5. Yin-Yang Five Elements and the Sixth Energy in Human Body

Due: Exercise 1

Week 7 (11/7, 11/9)

Tuesday: Discussions

6. Human Body's Qi, Meridians, and Maek
7. Linkages between Human Body and the Larger Cosmos
- 8.1. Sixth Factors in Health (Part I)
- 8.2. Sixth Factors in Health (Part II)

Thursday: Discussions

9. What is Barun Maek?
10. Yin-Yang in Human Body

Due: Exercise 2

Week 8 (11/14, 11/16)

Tuesday: Discussions

11. Tree Energy in Human Body
12. Fire Energy in Human Body
13. Earth Energy in Human Body

Thursday: Discussions

14. Metal Energy in Human Body
15. Water Energy in Human Body
16. Sixth Energy in Human Body

Week 9 (11/21, 11/23)

Tuesday: Discussions

17. Ancient Wisdom about Human Lifestyle
18. Empirical Examples from Barun Maek Research

Due: Exercise 3

Thursday: Thanksgiving, No Class

Week 10 (11/28, 11/30): Chinese Ancient Science Approaches to Community Resilience

Tuesday: Work Session for Team Presentation 2

Thursday: Team Presentation 2

Due: Team Presentation Slides

Week 11 (12/5): Reflection

Tuesday: Reflections and Discussions

The Final Reflection Paper is due on 12/5 (Tuesday) at midnight.