

USP 530/EMCR 530: Building Community Resilience

Nohad A. Toulan School of Urban Studies & Planning

Portland State University

Fall 2024

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

Location: Karl Miller Center 405

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

Office Hours: Mondays 12:30 pm - 2:20 pm, or by appointment, Urban Center 370 G

Credits: 4 graduate hours (This course is a required core course for the MS in EMCR and EMCR certificate)

Recommended Prerequisite: none.

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

Class Description and Objectives

Class Description: Introduction to resilience theory, concepts, and applications in disaster management and community resilience. Surveys sociological, public administration, and planning theory literature to understand risk, resilience, and methods to address these at the community level.

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

- ✓ Have a thorough and nuanced understanding of community resilience
- ✓ Know the procedures of community resilience planning
- ✓ Understand the funding mechanism and resources for community resilience
- ✓ Be able to discuss community resilience strategies, policies, and their implications
- ✓ Apply equity lens in community resilience

COURSE WORK

Positive News in Disaster Management: Disasters can be devastating and unsettling, but they sometimes reveal silver linings. Let's share those positive news in disaster management.

Reading Summaries: Students will write two reading summaries. Each summary should be at least five pages long (1.5 spacing), summarizing the major concepts and takeaways from the assigned readings and *cit the assigned readings* to answer the following questions:

What is community resilience?

What factors affect community resilience?

What are the methods and approaches for building community resilience?

How to Assemble a Go-Bag

Video on how to assemble a Go-Bag (individual work): Each student will create a video demonstrating how to assemble a personalized go-bag. You can explain the general principles of building a go-bag, showcase the items you include, and discuss your reasons for choosing them. The deliverable is a video showing how to assemble a Go-Bag.

Manual on how to assemble a Go-Bag (team work): Each team will evaluate the individual work on how to assemble a Go-bag and produce an instructional manual for building a go-bag to share with the broader community. Deliverables include a manual on how to assemble a Go-Bag, presentation, and presentation slides.

Household Resilience

My household resilience plan (individual work): Each student will develop a resilience plan tailored to their own family, considering factors like a family gathering place, emergency communication, pets, children, and more. You can explain the general principles of creating a household resilience plan, provide examples, and discuss the rationale behind your choices. The deliverable is a report outlining your household resilience plan.

Manual on household resilience (team work): Each team will evaluate the individual work on household resilience plan and produce an instructional manual for household resilience to share with the broader community. Deliverables include a manual on household resilience, presentation, and presentation slides.

Final Project-PSU Campus Resilience (team work): Students will research on PSU campus resilience and produce a plan for implementation. In the PSU campus resilience plan, you should consider individual resilience, household resilience, and the overall campus-wide resilience. Deliverables include a presentation, presentation slides, and report.

Grading (All assignment should be submitted via Canvas):

Positive news in disaster management	5%
Reading summaries:	10%
Video on how to assemble a Go-Bag (individual work)	10%
Manual on how to assemble a Go-Bag (team work)	15%
My household resilience plan (individual work)	10%
Manual on household resilience (team work)	15%
Final project:	35%
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 must 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 must 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. Students must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence. The instructor will either provide the student an opportunity to make up any graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

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 assignment. However, the work specified as individual work must be 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 5% per day. Assignments and project report more than 7 days late will not be accepted.

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. For more information about Title IX please complete the required student module *Creating a Safe Campus* in your D2L.

Submitting work online

For assignments that require uploading files to D2L, it is the student's responsibility to verify that (1) all files are submitted in D2L 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.

CALENDAR AND SCHEDULE

Part I: Understand Community Resilience

Week 1 (10/1, 10/3): Introduction

Tuesday- Introduction

No reading assigned

Thursday:

- Lindell, Michael and Carla Prater. 2003. Assessing community impacts of natural disasters. *Natural Hazards Review*. 4(4):176-185.

Week 2 (10/8, 10/10): The Sociology of Community Resilience (I)

Tuesday:

- 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.

Optional:

- 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 : Guest Lecture by Dr. Jeff Rubin

Week 3 (10/15, 10/17): The Sociology of Community Resilience (II)

Tuesday:

- 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

Thursday:

- 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, 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.

✓ Due: Reading Summary 1

Week 4 (10/22, 10/24): The Public Administration Angle for Community Resilience

Tuesday:

- Rubin, Claire 2007. Federal Emergency Management Comes of Age: 1979-2001. In *Emergency Management: The American Experience*. Claire Rubin (Ed.) PERI (Fairfax, Virginia), 111-159.
- Bea, Keith. 2010. *Federal Stafford Act Disaster Assistance: Presidential Declarations, Eligible Activities, and Funding*. Congressional Research Service.

Optional:

- 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.

Thursday:

- 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
- Settle, Allen. 1985. Financing Disaster Mitigation, Preparedness, Response, and Recovery. *Public Administration Review*, 45: 101-106.

Optional:

- 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.

Week 5 (10/29, 10/31): The Urban Planning Angle for Community Resilience (I)

Tuesday:

- Berke, Philip and Ward Lyles, 2020. A General Framework for Analyzing Planning for Community Resiliency. In *the Routledge Handbook of Urban Disaster Resilience: Integrating Mitigation, Preparedness, and Recovery Planning*. Edited by Michael K. Lindell.
- Olshansky, Rob, Lewis Hopkins, and Laurie Johnson. 2012. Disaster and Recovery: Processes Compressed in Time. *Natural Hazards Review*, 13: 173-178.

Optional:

- Schwab, James, 2010. *Hazard Mitigation: Integrating Best Practices into Planning*, APA Planning Advisory Service Report Number 560.

Thursday: Guest Lecture on Geodisasters by Dr. Scott Burns.

Week 6 (11/5, 11/7): The Urban Planning Angle for Community Resilience (II)

Tuesday:

- Tanahu Hydropower Project, 2012, Community Development Strategy.
- Cleveland, William, *Arts-based Community Development: Mapping the Terrain*

Thursday: Work Session and Discussion

- ✓ Due: Reading Summary 2

Part II: Methods and Approaches for Building Community Resilience

Week 7 (11/12, 11/14): Individual-Level Resilience

Tuesday: Work Session

- ✓ Due: Video-how to assemble a Go-Bag (individual work)

Thursday: Team Presentation on Manual for building a Go-bag

- ✓ Due: Manual-how to assemble a Go-Bag (team work)

Week 8 (11/19, 11/21): Household-Level Resilience (I)

Tuesday: Work Session

- ✓ Due: My household resilience plan (individual work)

Thursday: Work Session

Guest Lecture by Dr. David Yang

Week 9 (11/26, 11/28): Household-Level Resilience (II)

Tuesday: Team Presentation on Manual for Household Resilience

- ✓ Due: Manual- household resilience (team work)

Thursday: Thanksgiving, No Class

Week 10 (12/3, 12/5): Community-Level Resilience

Tuesday: Work Session on PSU Campus Resilience

Thursday: Work Session on PSU Campus Resilience

Week 11 (12/10): Final Project Presentation- PSU Campus Resilience

Tuesday: Final Presentation on PSU Campus Resilience

Final report due on 12/10