EADP 4050-001
Special Populations and Disasters
(*Social Vulnerability in Disasters*)

Instructor: Dr. Ronnie Schumann
Class Meetings: R 2:00 PM - 4:50 PM, Chilton Hall 270
Office Hours: T 1:30 – 3:30 PM, W 10:30 - 11:30 AM, or by appointment
Office: Chilton Hall, Room 122E
Phone: (940) 565-2996
Email: ronald.schumann@unt.edu

Course Overview
In the aftermath of natural and technological disasters, not everyone is equally affected, not all homes are equally damaged, nor do different neighborhoods and communities seek the same level of emergency relief responses. Patterns of physical exposure to hazards often fail to fully explain why such disparities exist among people groups impacted by disasters. Social vulnerability plays a key role in determining disaster winners and losers. This course will explore the association between social attributes (e.g., gender, age, disability, class, race, ethnicity, housing tenure, and household composition) and specific needs and disaster outcomes across the four phases of the emergency management cycle. The concepts of risk, vulnerability, intersectionality, community, resilience, and sustainability will be used as analytical tools to better understand the impacts of emergencies and disasters on ***vulnerable populations***. Special focus is given to the challenges of relief aid delivery, evacuation, sheltering, housing reconstruction, infrastructure rebuilding, and capacity building with the aims of engendering empathy for these populations and identifying appropriate strategies to minimize their disaster impacts and increase their overall resilience to future events.

Course Objectives
- Explore the social and geographic dimensions of vulnerability.
- Synthesize research findings, lecture material, documentary evidence, and personal reflections on vulnerable populations to better characterize their needs.
- Demonstrate *social responsibility* through argumentative writing by acknowledging and applying diverse cultural perspectives to emergency management scenarios.
- Utilize *quantitative reasoning skills* to evaluate and summarize community-level sociodemographic data.
- Implement the social vulnerability approach by cooperatively conducting a community vulnerability analysis.
- Effectively *communicate* the purpose, methods, and findings from a community vulnerability analysis in written, oral, and graphical formats.
- Apply *critical thinking* skills to justify appropriate capacity building strategies for distinct vulnerable population groups.

Grading Scale

A = 90% or greater; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = 0-59.9%

Grade Breakdown

Weekly Quizzes / Participation Activities	20%
2 Critical Syntheses (SA1)	20%
Community Demographic Profile (SA 2)	10%
Project: Individual Portion (SA3 and SA4 @ 10% each, Peer evaluation @ 4%)	24%
Project: Group Portion (4 components @ 4% each)	16%
Group Final Briefing	10%
TOTAL	**100%**

Attendance

I expect students to arrive on time and come prepared for class. Due to our once weekly meeting time and the swift pace of the material, regular attendance is crucial to success. Although I will not take formal attendance, 20% of the final grade will come from quizzes and participation in class.

Out-of-Class Assignments

Instructions and materials necessary for completing assignments will be posted on Blackboard, with deadlines noted. Students are expected to submit these assignments on time. Submitting late work is not only irresponsible, but it can delay feedback to classmates. **Late work must be submitted in the format specified in the instructions** and will receive a late penalty of -10% per day the assignment is late. Late work turned in after the deadline the same day will receive a deduction of -5%. Students should expect feedback on assignments within 2 weeks of submission for all work submitted on-time. When you submit late work hard-copy or via email, please confirm that I received the assignment.

If you need to submit a hard-copy assignment outside of class time, you may turn it in at the EMDS Department Office, Chilton Hall, Room 122. There is a mailbox next to my door, 122E. Please ask the assistant at the front desk to write in the time of your submission. Otherwise, I will assign a grade based on the date I retrieve it.

Weekly Quizzes, Discussion Groups & Participation Activities

Weekly reading quizzes will be given throughout the semester. The quiz will cover the readings due for that day, according to the syllabus. Each quiz is either five or ten questions in length, and always worth twenty (20) points total. Students will first answer the quiz independently, for 10 points. After submitting this individual quiz, students will have approximately 10 minutes to consult with their discussion group and collectively re-answer the quiz, for another 10 points. Discussion groups will be formed the first week of class and will remain the same throughout the semester. Participation activities will also be graded out of 20 points. Weekly quizzes and

participation activities are grouped into one category for your final grade calculation. The three (3) lowest grades in this category will be dropped from the calculation.

Make Ups

I will NOT give makeup quizzes. Period. Participation activities completed during class also may NOT be made up for a grade. Any participation activity assigned for completion outside of class time is subject to the late policy noted above in "Out-of-Class Assignments."

Required Text

I do not require a text for this course, however, I will assign 1-3 academic journal articles, book chapters, or web resources to review each week. I am sensitive to keep the reading load manageable (30-40 pages/week). Students are expected to arrive in class prepared for a quiz and discussion of the readings. Reading the articles is essential for ensuring quality discussion! I encourage you to print out all of these articles in the first week and compile them into a binder or folder, which you can bring every week to class. (I KNOW YOU WANT TO SAVE THE TREES!! BUT ANNOTATING THE ARTICLES IS KEY TO REMEMBERING AND DOING WELL).

Critical Syntheses – Signature Assignment 1

As a class, we will watch 4 documentaries during the semester. You are responsible for submitting two (2) syntheses (approx. 1,000 words each) based on two documentaries of your choice. The due date for each essay is typically two weeks after we watch the film in class (refer to the schedule below). This assignment in argumentative writing will help you synthesize information presented in lecture, weekly readings, and the documentary along with your relevant personal reflections to achieve an appreciation of the perspectives, needs, and challenges facing each group. This assignment provides opportunity to demonstrate *social responsibility* and requires you to think critically about disaster vulnerability reduction strategies locally, nationally, and globally. (See instruction sheet for further details and rubric).

Community Demographic Profile – Signature Assignment 2

This assignment consists of retrieving and organizing social data from secondary sources (U.S. Census and Social Explorer), applying *empirical and quantitative skills* to interpret the data, and summarizing conclusions in the form of a two (2) page, single-spaced narrative. Demographic analysis will lead to the identification of multiple socially vulnerable groups to target in other project elements. This assignment will be due mid-semester following a lab exercise on social data collection. (See instruction sheet for further details and rubric).

Project: Community Vulnerability Analysis

Throughout the semester, you will cooperatively conduct a community vulnerability analysis (CVA). You will work both independently and in teams to apply the skills and constructs learned in class to generate a tangible product, which can become part of your student portfolio. Teams of 3-5 students each will be formed mid-semester, and the group will agree upon a U.S. city or county as the focus of the analysis. Two in-class lab exercises and an open lab day will

be devoted to practicing the skills necessary to successfully carry out the CVA; however, a substantial portion of the work will be done outside of class. The CVA will contains seven (7) elements, as follows:

a) Executive Summary of the CVA (Individual) – Signature Assignment 3
This one (1) page, single-spaced document will describe the purpose, methods, and findings from the community vulnerability analysis in a clear and succinct manner. This portion of the assignment, submitted at the end of the semester, will demonstrate *communication skills.* (See instruction sheet and rubric for details).

b) Combined Community Demographic Profile (Group)
After students receive feedback on their individually submitted community demographic profiles, information on the profiles should be synthesized into one version of the profile. This profile will focus on one vulnerable population group, showing the presence of this group in the community and characterizing their vulnerability. The combined demographic profile will include statistical information and a one to two (1-2) page narrative. (See project checklist and instructions for details).

c) Community & Hazard History (Group)
Understanding the local context of vulnerability requires considering both the social, economic, and political history of a community as well as its record of past disasters. Both are also required to make informed, equitable decisions about investments in vulnerability reduction. This assignment asks group members to research the history of their selected community (e.g., political and social history, current housing and land use patterns, impacts from previous disasters) and to collect and summarize data on previous hazard events. The written summary will be approximately three (3) pages in length and be accompanied by a multi-hazard summary table. (See project checklist and instructions for details).

d) Key Stakeholder Resources Summary (Group)
The whole-community approach to emergency management requires practitioners to incorporate local stakeholders and resources in planning for vulnerable groups. This assignment requires students to, first, research the web of local stakeholders (e.g., community-based organizations, agencies, service providers, active non-profits, city/county government departments, etc.) who could play a role in disaster relief or risk reduction efforts for the identified vulnerable population, and second, to summarize their capabilities (e.g., technical guidance, manpower, facilities, consultation support). Group members will compile an annotated listing of approximately 10 local stakeholder resources, including contact information, submitting it in the form of a two to three (2-3) page, single-spaced summary. (See project checklist and instructions for details).

e) Vulnerability Map(s) (Group)
Knowing where sensitive population groups are located in relation to hazards is crucial to situational awareness. Group members will construct one to two (1-2) thematic maps using either ArcGIS Online or QGIS to show at least one element of exposure and one element of population sensitivity. Maps should be well planned to clearly communicate the social vulnerability and/or special needs of the population group identified. Groups are limited to ONLY two maps. Lab time in class will be devoted to learning the functions of the software necessary to complete this task. (See project checklist and instructions for details).

f) Capacity Building Proposal Justification (Individual) – Signature Assignment 4
This culminating piece of the project is designed to simulate a grant proposal justification that an emergency manager working in the public or non-profit sector might write. Using *critical thinking skills* to apply insights obtained throughout the semester as well as evidence gleaned from the CVA process, each student will propose a unique local capacity building project to benefit the special population group identified. The justification will consist of narrative responses to a short series of questions. Length will be approximately two to three (2-3) pages, single-spaced. (See instruction sheet and rubric for details).

g) Peer Evaluation (Individual)
Each student will individually rate and comment on their group members' contributions to the project. Students will receive individual credit for turning in this evaluation online at the end of the semester. Consistently low ratings by other members will result in a reduction of that student's grade for the group portions of the project.

You will be responsible for submitting each individually-completed element online via Blackboard. All individual and group elements for all group members should be submitted hard-copy at the end of the semester in a report folder or binder to be retained by the instructor. (See individual assignment instruction sheets for rubrics).

Group Final Briefings
On the final exam date, teams of students will present the findings of their CVAs cooperatively. Each individual student must present their capacity building strategy and justification during the presentation. The briefings will be timed and limited to 12 minutes per team—time may be shorter if there are more than eight groups. (See instruction sheet and rubric for details).

Classroom Courtesy & Professionalism

Students are expected to treat their colleagues and instructor with respect.

- Please DO bring your laptops and tablets to class—use of internet resources is encouraged in group assignments. Laptops may be also be used for note taking purposes, however, they may not be open during quizzes.

- Please DO NOT TEXT or play Pokemon-Go during class. This is distracting to me and to other students around you.
- Phones and other devices should be put on silent during class so as not to disturb other students. The only exception is if we have an in-class assignment using them.
- Practice the use of proper salutations (Dear…), honorifics (Dr., Mr./Ms., etc.), and closings (Thanks, Sincerely, etc.) in email communication. This demonstrates respect and professionalism.
- Most importantly, LISTEN to your colleagues. This course provides a forum for discussing relevant societal issues that may be sensitive and/or personal. In demonstrating social responsibility, feedback and classroom discussion should be cordial, constructive, and well-reasoned.

Email, Blackboard, and Communication Outside of Class

Email is my preferred method of contact outside of class for quick questions, clarifications, and making appointments. I generally respond to emails within 24 hours, except on weekends and holidays when the response time may be longer. Students are expected to maintain a high level of professionalism when communicating through email. Students are training to be emergency management professionals and will represent both UNT and the EADP program after graduation. Therefore, emails must use complete sentences, an appropriate salutation, and a signature. Unprofessionally written emails will not receive a response. Students are expected to activate their UNT email account and check it daily on weekdays. I will occasionally send out class announcements if there are last minute changes to the schedule. You are responsible for any information contained in these emails. Course assignments will be available only through Blackboard. Make sure you are familiar with the workings of this site in order to access lecture notes, assignments, and other course documents.

If you have a lengthy question, are unclear on course content, or if you are concerned about your class performance, please come see me in my office! I am generally here most days from late morning through early evening hours.

Policy on Laptops in the Classroom

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). If you do not own a laptop but would like one for note taking in class, you may check one for free for a 4-hour time period through 24 Commons, First Floor of Willis Library: https://www.library.unt.edu/24-commons

Policy on Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to

leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Policy on 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 other's 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."

Penalties

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. Determination of cheating or plagiarism shall be made by the course instructor. As an instructor, I do not tolerate academic dishonesty! Any student caught cheating or plagiarizing or who knowingly assists another to do so will receive a zero (0%) on the assignment in question, a failing grade (F) in this course, and will be reported to the Office of Academic Integrity for further review and sanction.

Appeals

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

University Policy on Disability Accommodation

The Department of Emergency Management and Disaster Science, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

If you have a specific disability that qualifies you for academic accommodations, it is your responsibility to notify me, the instructor, and provide certification from Disability Accommodation. The Office of Disability Accommodation is located in Sage Hall, Suite 167, and online at https://disability.unt.edu/. Their phone number is (940) 565-4323.

Tentative Schedule

Date	Topics	Readings Due	Details / Assignments Due
18 Jan	Course Introduction, EM Basics, & Intro to Vulnerability	None.	• Form Discussion Groups • Activity: Vulnerability Reflection & Response
25 Jan	Social Vulnerability Applications & Theory	1. Cutter, S.L. 1996. "Vulnerability to environmental hazards." *Progress in Human Geography* 20(4): 529-539. 2. Brown-Jeffy, S, and Kroll-Smith, S. 2009. "Recovering Inequality: Democracy, the Market Economy, and the 1906 San Francisco Earthquake and Fire." Pp 83-103 in Jones EC and Murphy, AD, (eds.). *The Political Economy of Hazards and Disasters*. 3. Weber, L. 2010. "The Story of Margaret Welch: A Case Study." pp. 81-92, in *Understanding Race, Class, Gender, and Sexuality*, 2nd ed. New York: Oxford UP.	• Participation 1: Vulnerability Reflection & Response Due Online • In-Class Activity: Embodying Vulnerability
1 Feb	Age: Children & Elderly	1. Peek, L. 2008. "Children in Disasters: Understanding Vulnerability, Developing Capacities and Promoting Resilience – An Introduction. *Children, Youth and Environments* 18(1): 1-29. 2. When Disaster Strikes – Promising Practices: Older Adults. MDC. 9pp.	• Documentary #1: *Children of the Tsunami*
8 Feb	Disability & Functional Needs	1. Vogt, B.M. 1991. Issues in Nursing Home Evacuations. *International Journal of Mass Emergencies and Disasters* 9: 247-265. 2. Stough, L.M., Sharp, A.N., Resch, A., Decker, C., and Wilker, N. 2016. "Barriers to the long-term recovery of individuals with disabilities following a disaster." Disasters 40(3): 387-410.	• Guest Lecture:
15 Feb	Gender	1. Richter, R. and Flowers, T. 2010. Gender Aware Disaster Care: Issues and Interventions in Supplies, Services, Triage and Treatment. *International Journal of Mass Emergencies and Disasters*, 28(2):207-225. 2. Thornton, W.E. and Voigt, L. 2007. Disaster Rape: Vulnerability of Women to Sexual Assaults during Hurricane Katrina. *Journal of Public Management and Social Policy* 23-49.	• Synthesis #1 (SA1) Due Online • In-class Activity: Demographic Data Analysis

22 Feb	Households	1. Tobin-Gurley, J., et al. 2010. Displaced Single Mothers in the Aftermath of Hurricane Katrina: Resource Needs and Resource Acquisition. International Journal of Mass Emergencies and Disasters 28(2): 170-206. 2. Gorman-Murray, A., et al. 2017. Problems and possibilities on the margins: LBGT experiences in the 2011 Queensland floods. Gender, Place & Culture, 24(1): 37-51.	• In-Class: Begin Lab Exercise 1
1 Mar	Community Vulnerability Analysis	1. Thomas, D.S.K., Hyde, I., and Meyer, M.A. 2013. Measuring and Conveying Social Vulnerability, Chapter 16. Pp 415-445 in Thomas, D.S.K., Phillips, B.D., Lovekamp, W.E., and Fothergill, A. (eds.). *Social Vulnerability to Disasters*. 2nd Ed. CRC Press.	• In-Class: Finish Lab Exercise 1
8 Mar	Housing & Homelessness	1. Quarantelli, EL. 1995. Patterns of sheltering and housing in US disasters. *Disaster Prevention and Management,* 4(3): 43 – 53. 2. Fogel, S.J. 2017. Reducing Vulnerability for Those Who Are Homeless During Natural Disasters. *Journal of Poverty* 21(3): 208-226. 3. Homelessness and Disasters. *Natural Hazards Observer* 40(2), Nov. 2015. READ ONLY: "From the Editor" (pg 3), "Vulnerable Yet Resilient" (pp 4-9), and "Skid Row Realizations" (pp 14-18).	• Guest Lecture: Francine Speer (1st half of class) • Form Project Groups • Review Project Checklist
15 Mar	**SPRING BREAK**		
22 Mar	Class & Poverty	1. Boyce, JK. 2000. "Let Them Eat Risk? Wealth, Rights, and Disaster Vulnerability." *Disasters* 24: 254-261. 2. Tipple, A.G. 2005. "Housing and Urban Vulnerability in Rapidly-Developing Cities." *J. of Contingencies and Crisis Management*, 13(2): 66-75.	• Community Demographic Profile (SA2) Due Online • Documentary #2: *Born with a Wooden Spoon* (DVD 7281R) • Guest Lecture: Brian Richardson (2nd half of class)
29 Mar	Community Vulnerability Analysis: Lab 2	1. Shellito, B.A. 2016. "Working with Digital Spatial Data and GIS," Chapter 5, in *Introduction to Geospatial Technologies*, 3rd Ed. W.H. Freeman. Pp 123-145. 2. Shellito, B.A. 2016. "Using GIS for Spatial Analysis," Chapter 6, in *Introduction to Geospatial Technologies*, 3rd Ed. W.H. Freeman. Pp 177-196. **3.** Shellito, B.A. 2016. "Using GIS to Make a Map," Chapter 7, in *Introduction to Geospatial Technologies*, 3rd Ed. W.H. Freeman. Pp 223-241.	• Follow-up discussion: Intersections with poverty • In-class: Lab exercise 2

5 Apr	Race/Ethnicity & Displacement	1. Yelvington, KA. 2000. Coping in a Temporary Way: The Tent Cities, Chapter 6. pp. 92-115 in Peacock, Walter G., Betty Hearn Morrow, and Hugh Gladwin (eds.). *Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters*. Florida International University, Int'l Hurricane Center, Miami. 2. Peacock, WG. and Chris, G. 2000. Ethnic and Racial Inequalities in Hurricane Damage and Insurance Settlements. In Peacock, WG., Morrow, BH., and Gladwin, H. (eds.). *Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters*. FIU, Int'l Hurricane Center, Miami.	• Synthesis #2 (SA 1) Due Online • Meet in project groups
12 Apr	**NO CLASS MEETING**	**Watch documentary online, review slides, & complete take-home exercise**	• Documentary #3: *Desert Bayou* • Activity: Vulnerability Metrics
19 Apr	Language & Literacy	1. Arlikatti, S., et al. How Do You Warn Them If They Speak Only Spanish? Challenges for Organizations in Communicating Risk to Colonias Residents in Texas. *Disaster Prevention and Management*, 23(5): 533-550.	• Vulnerability Metrics Activity Due Online (Bring a copy for discussion in class) • Meet in project groups • Bring drafts of group components for feedback
26 Apr	Indigenous Cultures & Livelihoods	1. Gunewardena, N. 2006. "Peddling Paradise: Rebuilding Serendib: The 100-Meter Refugees versus the Tourism Industry in Post-tsunami Sri Lanka," *The Applied Anthropologist*, 26(2): 149-169. 2. Tsunami, 10 years on: the sea nomads who survived the devastation: https://www.theguardian.com/global-development/2014/dec/10/indian-ocean-tsunami-moken-sea-nomads-thailand	• Synthesis #3 (SA1) Due Online • Documentary #4: *We Are All Related Here* (DVD 16550R)
3 May	**Open Lab Day**	**Work on final projects**	• Synthesis #4 (SA1) Due Online • CVA Group Binder Due, (Refer to checklist)
10 May	**Final Briefings: 1:30 – 3:30 PM** ****NOTE EARLIER MEETING TIME****	**Attendance is mandatory!** Group members who are absent will receive an automatic penalty to their project grade.	• CVA Executive Summary (SA3) Due Online • Capacity Building Proposal (SA4) Due Online • Peer Evaluation Due Online

Unless otherwise specified, all due dates are by 2:00 PM (beginning of class time) on the due date.