Economic Development in Disasters

Course Outline
Summer 2016

Class Meeting: Monday 6.00 – 9.50PM @ ENV 190
Instructor: Simon A. Andrew, Ph.D.
E-mail: sandrew@unt.edu
Telephone: 940-565-4982
Fax: 940-565-4466
Office: Chilton Hall 204A
Office Hours: Thursday 12.00 –2:00PM, or by appointment
Course Description

The course examines the important relationship between development and disaster. This course explores key concepts in risk reduction and sustainable disaster management as well as major competing theoretical frameworks to understand the complex nature of development and disasters. Topics include growth theory, sustainable development, participatory collaboration and civil society in risk reduction strategies.

Course Objectives

- To familiarize students with the history, theories, and practices of economic development strategies at the international level;
- To expose students to a broad range of economic development policy options to minimize the consequence of natural disasters and current topics in economic development;
- To highlight to students the many methods of assessing the impact of disasters on economic development activities;
- To examine the shortcomings and dilemmas of economic development planning.

Recommended Readings

Weekly Readings will be posted on Blackboard

Course Assignments and Grading

Course Essay
  Essay 1 25%
  Essay 2 25%

Group Project (MPA)
  Final project 40%
  Group Presentation 10%

Individual Paper (PhD)
  Final Project (Empirical) 40%
  Presentation 10%

Grades Breakdown

A = 100–90%  B = 89–80%  C = 79–70%  D = 69–60%  F = 59% below

Course Policies

1. I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written. All assignments must be turned in on time. No work will be accepted after 5PM on Friday, July 29, 2016.
2. If you are using a computer or other technology to take notes, this is fine. It is not ok, however, to surf the web, text others, or read or send emails during class time. If you choose to ignore this, plan to retake the class at a later date as it will result
in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).

Essays
At two points in the semester, you will write and submit two sets of essay. These questions will afford you some limited selection. Your answers should be typed, 1.5-spaced, using standard margins and 12-font in a proportional font such as Times Roman. Note that you are limited to write a total of ten (10) pages excluding the reference page—I will not read your answer beyond the 10th page. Please do not tinker with font size and margins. All questions will be equally weighted; they will be graded on the quality of the arguments, the organization of the essay, adequate use of existing literature, grammar, and spelling.

When submitting your essay, make sure to include the essay questions. A general guideline on how to write an essay can be found in websites such as http://essayinfo.com/
To get you start thinking about your essay, I suggest reading around the topic and the recommended readings. An acceptable essay must go beyond mere description of factual information, and will integrate materials from various sources and perspectives including class readings and your own assessments. In other words, don’t just list descriptive or factual information on the topic.

Specifically, grading will be based on the followings: Did you actually answer the question? Is the argument well-structured and convincing? Did you use appropriate evidence from the literature we covered in class and/or everyday settings and integrate it into the argument?

Group Project
A three/four-person group will be formed as soon as possible for the purpose of analyzing, reporting, and presenting a case study. The project will involve original research and field work for the preparation of a report on the effect of disasters on economic and community development. We will discuss the format of the case study and expectation in Week 1.

The final draft of the project should be approximately 25 pages in length excluding reference section, appendices etc. and written in proper form (double-spaced types, 1" margins, no larger than 12 point font, citations).

Group Presentation
Group presentation should not be more than 25 minutes. A major goal of your presentation is to make it interesting and informative to the class using creativity whenever possible. Your oral presentation should include illustrations, easy to read visual aids, and provide information about the purpose, scope, and operation
of the project you are examining. The audience should learn a great deal about
how the project addresses economic and community development issues.

As you collaborate with your team members, you will work as a team, and consequently
you should rely on each other in selection, designing, and presenting the material. By
working in a team, each of you should demonstrate your ability to work with others and
manage project tasks. Carry your share of the workload. Group work is more challenging
but these skills are significant in public administration. We expect that all students will
be good team members. However, action should be immediately taken if a free-rider
problem emerges. Waiting until the end of the semester will indicate that the problem is
not that severe and the instructor is less likely to take corrective action. Note that I award
points to individuals in the group based on the final submission. If you are not part of the
group's final submission, you will not earn points for your group project.

Policy on Disability Accommodation

Students with disabilities needing academic accommodation should (1) register with and
provide documentation to the Office of Disability Accommodation (ODA); and (2) bring
a letter to the instructor indicating the need for accommodation and what type. This
should be done during office hours before the 12th class day of regular semesters.

Acceptable Student Behavior

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

Student Perceptions of Teaching (SPOT)

Students are strongly encouraged to complete the Student Perception of Teaching (SPOT)
survey. This short survey will be made available on-line at the end of the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Topic 1: Economic Development: Theories, Practice, and Policies</td>
</tr>
<tr>
<td>June 6</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Topic 2: Development Traps and Failure: What are the Negative</td>
</tr>
<tr>
<td>June 13</td>
<td>Consequences of Disasters?</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Topic 3: Disaster Planning: Coordination of Resources – Does it work?</td>
</tr>
<tr>
<td>June 20</td>
<td></td>
</tr>
<tr>
<td>June 25</td>
<td>Topic 4: Disaster Preparedness: Government and Private Sector Roles</td>
</tr>
<tr>
<td>(Sat.) Lang 104</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Topic 5: Disaster Recovery: Investments, Externalities, Development,</td>
</tr>
<tr>
<td>June 27</td>
<td>and Resources</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Topic 6: Current Issues: Economic Preparedness</td>
</tr>
<tr>
<td>July 4</td>
<td>Essay 1 due (Friday)</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Public Holiday</td>
</tr>
<tr>
<td>July 11</td>
<td></td>
</tr>
<tr>
<td>July 16 Sat.</td>
<td><strong>1:00 PM – 4:50PM [Tentative]</strong> Workshop – Group Projects</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Topic 8: Development Successes: Long Term Economic Growth</td>
</tr>
<tr>
<td>July 18</td>
<td>Essay 2 due (Friday)</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Group Presentations</td>
</tr>
<tr>
<td>July 25</td>
<td>Group project due (Friday)</td>
</tr>
</tbody>
</table>

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.
Essay Set 1

1. Outline and discuss competing theories that have been applied by scholars in studying economic development and growth, and their application to the impact of natural disasters. What are the policy implications? Support your arguments with empirical findings.

2. Discuss the negative effects of natural disasters on an economy. What are the major dimensions and costs (social and economic) associated with disasters? What are the major theories adopted by researchers to support or refute these arguments? Provide recent examples of failed local economies?

3. To what extent can local governments prepare for disasters? Based on empirical work that has been conducted in the field, what actions should policy-makers and practitioners take in order to minimize the economic losses after disasters? Are these actions feasible?

4. What different types of programs should be created by local governments to minimize the consequences of disasters? Outline and discuss various strategies that can be adopted by private businesses and where should a policy maker invest resources before and after a disaster occurs?

Essay Set 2

1. To what extent can economies fully recover after natural disasters? What types of frameworks do researchers use to study disaster recovery? What role should governments play with regards to private and public investment after disasters?

2. Outline and discuss the current issues related to disaster economic preparedness. To what extent can local governments deal with natural disasters? Support your arguments with empirical findings.

3. Based on empirical studies, what types of disasters have the most effect on an economy? Explain how and why various types of disasters affect an economy of a region and the actions that governments must take to ensure that the consequences of disasters are minimized.

4. What theoretical framework has been adopted by researchers to study long term economic growth after disasters? What policies have been adopted by governments to minimize economic losses? To what extent are these policies successful?
**Topic 1: Economic Development: Theories, Practice, and Policies**

Outline and discuss competing theories that have been applied by scholars in studying economic development and growth, and their application to the impact of natural disasters. What are the policy implications? Support your arguments with empirical findings.

1. Understanding the economic and financial impacts of natural disasters. Chapters 1, 2, 3, 5 and 6. Charlotte Benson and Edward Clan (World Bank)
2. Classic theories of development: a comparative analysis. Chapter 4; Reading will be provided via Blackboard

**Topic 2: Development Traps and Failure: What are the negative consequences of disasters?**

Discuss the negative effects of natural disasters on an economy. What are the major dimensions and costs (social and economic) associated with disasters? What are the major theories adopted by researchers to support or refute these arguments? Provide recent examples of failed local economies?

3. The economic aftermath Hurricane Katrina. Jacob Vigdor; 2008

**Topic 3: Disaster Planning: Coordination of Resources- Does it work?**

To what extent can local governments prepare for disasters? Based on empirical work that has been conducted in the field, what actions should policy-makers and practitioners take in order to minimize the economic losses after disasters? Are these actions feasible?

1. The political economy of “natural” disasters. Charles Cohen and Eric Werker; 2008
**Topic 4: Disaster Preparedness: Government and Private Sector Roles**

What different types of programs should be created by local governments to minimize the consequences of disasters? Outline and discuss various strategies that can be adopted by private businesses and where should a policy maker invest resources before and after a disaster occurs?


**Topic 5: Disaster Recover: Investments, Externalities, Development, and Resources**

To what extent can economies fully recover after natural disasters? What types of frameworks do researchers use to study disaster recovery? What role should governments play with regards to private and public investment after disasters?

3. Rebounding from disruptive events: business recovery following the Northridge Earthquake. James Dahlhamer and Kathleen Tierney; 1996

**Topic 6: Current Issues: Economic Preparedness**

Outline and discuss the current issues related to disaster economic preparedness. To what extent can local governments deal with natural disasters? Support your arguments with empirical findings.

4. The political economy of urban disaster assistance. Steven Stehr; 2006.
**Topic 7: Development Successes: Short Term Economic Growth**

Based on empirical studies, what types of disasters have the most effect on an economy? Explain how and why various types of disasters affect an economy of a region and the actions that governments must take to ensure that the consequences of disasters are minimized.


**Topic 8: Development Successes: Long Term Economic Growth**

What theoretical framework has been adopted by researchers to study long term economic growth after disasters? What policies have been adopted by governments to minimize economic losses? To what extent are these policies successful?