

DEPARTMENT OF CITY AND REGIONAL PLANNING

University of North Carolina at Chapel Hill

PLAN 756: Survey of Natural Hazards and Disasters Fall 2019

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Office: Alumni 413C

Office Hours: T/Th before class and by appt

Class Time: 6-8:30pm

Course Overview

This survey course provides a graduate level introduction to the broad fields of study associated with natural hazards and disasters. Emphasis is placed on gaining an understanding of the defining characteristics of natural hazards and how their effects on human settlements can lead to a series of issues that help us understand what defines a disaster. This course introduces students to a range of topics including meteorology, geology, hydrology, engineering and building performance, policy making, planning, and sociology, among other disciplines.

Given the introductory nature of the course material, no class prerequisites are required other than a student must be enrolled in a graduate program at the University of North Carolina at Chapel Hill, North Carolina State University or Duke University. Undergraduate students can petition to take the class subject to the instructor's approval and availability of remaining seats.

The course is framed using concepts of sustainable development and disaster resilience, including those pre- and post-disaster conditions and actions that enhance or hinder these aims. Emphasis is placed on the use of case studies of past disasters to help students understand the physical characteristics of natural hazards and how they led to the disaster in question.

The course is also intended to explain how planning plays an important role in the larger issue of natural hazards risk management, including our ability to adapt to a changing climate and create more sustainable, disaster resilient communities.

Course Objectives

- 1) To identify and explore key defining meteorological, geologic, hydrologic, characteristics of natural hazards, as well as the effects of a natural hazards intensity, duration, speed of onset, and extent/geographic distribution.
- 2) To identify and explore the key defining characteristics of pre- and post-event conditions that differentially predispose some people, organizations, communities, regions, states, and nations to disasters, including human settlement patterns, federal state and local policy choices, and decisions made by various organizations, institutions, and individuals;

- 3) To identify and explore pre- and post-disaster actions and their effects, including the perpetuation or reduction of vulnerability in areas impacted by extreme events, the hindering or fostering of equity, the impacts on economic development, and the role of the environment in disaster management;
- 4) To explore the relationship between sustainability, disaster resilience, and climate change adaptation; and
- 5) To identify and assess different types of natural hazards risk management governance frameworks, and propose new ways to improve them based on class readings, discussions, and case study review and analysis.

Course Format

This course will meet once per week. Class sessions include lectures (emphasizing applicable cases selected from across the United States and abroad) and discussion, oral presentations, and the review of disaster case studies by students. It is expected that students will come to each class prepared to actively participate in discussions led by the instructor, invited speakers, and students; lead class discussions as assigned; and present materials as part of individual and group projects. Students are expected to work on individual and group projects outside of class.

Student Evaluation

Pass/Fail Grading: Each assignment comes with a detailed explanation of what is expected to achieve a passing assessment. It is basically an all or nothing system—you either meet the criteria of the assignment and do quality work, or you don't. This is a system that encourages quality work without sliding by or betting on partial credit. Instead, you are rewarded for high quality work and held to that standard which is much more akin to the professional world you are heading to.

Bundles: Students will be able to target a desired grad in this class. I have provided 3 bundles of assignments and class engagement here to allow you to see what is expected to reach each target grade. Completing the work in Bundle A with passing grades will lead to a “High Pass” in the class. Completing Bundle B with passing grades will lead to a “Pass”, etc. Engagement credits are available for some “high pass” work that excels above and beyond expectations, participating in certain events, doing additional current event (CE) work (only one CE allowed per week), and for attending 2 more classes than bundle requires. These credits will be used to makeup of sections of a bundle and move you back up. 2 credits needed for each value of “make-up”- For example, 2 credits needed to make up 1 additional absence. 5 credits needed to makeup a low-pass case study. Credit CANNOT be used on Final Paper- you must receive a passing grade to pass the class.

Bundle A, “High Pass”

- Attendance and Participation: You miss no more than **2** classes and participate actively and substantively in class discussions
- 1.1 FEMA credits: ICS-100 and 1.0cr worth of your choosing)
- Final Paper: Paper receives a pass.
- Case Study: All case studies receive pass
- Current event paper: Complete one current event paper & be prepared to present in class

Bundle B, “Pass”

- Attendance and Participation: You miss no more than **3** classes and participate actively and substantively in class discussions
- 0.6 FEMA credits: You complete ICS-100 and 0.5 cr of your own choosing
- Final Paper: Paper receives a pass
- Case Study: Low pass on 1 case study
- Current event paper: Complete one current event paper & be prepared to present in class

Bundle C, “Low Pass”

- Attendance and Participation: You miss no more than **4** classes and participate actively and substantively in class discussions
- Final Paper: Paper receives a pass
- Case Study: No pass on 1 case study OR 2 low pass case studies
- 0.6 FEMA credits OR Current event paper: You only complete the FEMA credits or the Current event paper

An F is assigned if student doesn't complete the requirements of Bundle C.

Assignments/Expectations

1. Read required assignments and participate in class discussions, including those led by instructor, guest speakers, and students.
2. Lead class discussion as assigned; **present case study** findings to class.
3. **Attend and participate in one or more field trips.** Observations, including those germane to class readings and lectures will be discussed in the following class and should be used in student presentations and papers when appropriate. 1 field trip is required as part of class attendance, a 2nd is worth engagement credit
4. **Write a term paper** not to exceed 10 pages in length (single spaced). The paper should address a topic that is relevant to the class. Students will write a 1-page abstract describing the intent of the paper and discuss with the instructor as part of the assignment. Summary of paper in 5 minutes in class. (The term paper is scheduled before end of semester to give you the option of revising and resubmitting up to 2 times.)
5. Complete assigned online **FEMA courses and write review** that includes 1. Summary of course(s), 2. What was learned that was new or different, and 3. Analysis of aspects that

may have been overlooked or ways that other info from the class readings or course would add to the online course.

6. Complete **one current event paper** some time over the course (none allowed last week). It should outline a current event and describe the situation & outcome (economic, political, geographic). Explain how solutions have or will be determined by management/planning used. Be ready to give class a summary. This assignment may be repeated for additional engagement credit; however, only one allowed per week. CE paper must be turned in 1 day before class.

FEMA/ICS/NIMS Coursework

Complete and provide documentation of courses and review of the courses (as outlined above). Students **MUST** complete ICS (Incident Command System)-100 AND # cr of your choice of courses available on the FEMA online system available here:

<https://training.fema.gov/is/crslist.aspx?all=true>

You will first have to register for a FEMA SID. Then it will track your courses for you.

These courses can remain on your future resume, help develop your own interests, can be used to develop term paper, and allow you to view the FEMA viewpoint of disasters.

Reading List

The reading list contains a set of readings which students are required to read before class and be able to discuss them during the relevant session. Required reading materials will be available in the online course folder. Additional readings not noted in the syllabus may be required by guest instructors.

Course Outline: Overview of Hazards, Disaster, and Mitigation/Recovery/Adaptation

Session 1 Introduction Course introduction, including case study approach used in class as well as an overview of course material, format, and expectations; Introduction to natural hazards and disasters; the concepts of sustainability and resilience; and the science, policy, and practice of natural hazards and disasters. Personal experiences with disaster?

Readings:

NPR'S "An American History of Disaster and Response":

<https://www.npr.org/templates/story/story.php?storyId=4839530>

Chapter 12 "Ethical Guidelines for Hazard Mitigation" in Godschalk, et. al (1999). *Natural Hazard Mitigation: Recasting disaster policy and planning*. Washington DC: Island Press.

Natural Hazards and Disasters

Session 2 Understanding Natural Hazards and Disasters. Defining natural hazards and disasters, including hazard characteristics (extent/spatial distribution, speed of onset/warning, duration, magnitude/intensity), risk, exposure, and vulnerability; understanding the effects of modifying the environment and human settlements in and adjacent to hazardous areas. How can hazards analysis better account for social vulnerability?

Readings:

Cretney, R. (2014). Resilience for Whom? Emerging Critical Geographies of Socio-ecological Resilience. *Geography Compass*, 8(9), 627–640. <https://doi-org.proxy.lib.fsu.edu/10.1111/gec3.12154>

GARES, C., & MONTZ, B. (2014). Disaster Vulnerability of Migrant and Seasonal Farmworkers: A Comparison of Texas and North Carolina. *Southeastern Geographer*, 54(1), 36-54. Retrieved from <http://www.jstor.org/stable/26233672>

Chapter 2 "Stormy Weather: Hurricane Hugo's Impact on the South Carolina Lowcountry" in *The Hidden Cost of Natural Hazards* (2000). Washington DC: Island Press.

- Note the different types/categories of impacts

Read beginning thru the end of table on Pg 249: Cutter, S., Boruff, B., & Shirley, W. (2003). Social Vulnerability to Environmental Hazards. *Social Science Quarterly*, 84(2), 242-261. Retrieved from <http://www.jstor.org/stable/42955868>

- Be ready to discuss the elements chosen for the index

Session 3 Natural Hazards Risk Management Policy and Practice.

Discussion of the effects of federal, state, and local policies and planning; description of the history of emergency management as practiced in the United States and abroad, including

international lessons; discussion of the four phases of emergency management (preparedness, response, hazard mitigation and disaster recovery).

Readings:

Chapter 1 Mitigating Natural Hazards: A National Challenge in Godschalk, D.R. et. al (1999). *Natural Hazard Mitigation: Recasting disaster policy and planning*. Washington DC: Island Press.

Chapter 1 The Disaster Recovery Assistance Framework in Smith, G. (2012). *Planning for Post-Disaster Recovery*. Washington DC: Island Press.

Birkland, T. (2016, November 22). Policy Process Theory and Natural Hazards. *Oxford Research Encyclopedia of Natural Hazard Science*. Retrieved 22 Jun. 2019, from <https://oxfordre.com/naturalhazardscience/view/10.1093/acrefore/9780199389407.001.0001/acrefore-9780199389407-e-75>.

Case studies:

1. Robert T. Stafford Disaster Relief and Emergency Assistance Act and the Disaster Mitigation Act of 2000
2. Post-Katrina Emergency Management Reform Act and Sandy Disaster Recovery Act

Presentations (not to exceed 10 minutes) will address the following: a) a general overview of the legislation's intent, b) a brief historical context as to why the legislation was passed (e.g., precipitated by a specific event or other factors), c) an assessment of how well the legislation has met its original intent; d) the degree to which the legislation facilitates or hinders sustainability and disaster resilience; and d) proposed improvements based on class readings, discussions, and your own research. Presentations should include class readings and materials as appropriate.

Session 4 Engineering, Natural Hazards, and Disasters

Discussion will include the role of engineering in natural hazards risk management, including the value of tools used by engineers as well as how an emphasis on engineering approaches can lead to increased threats to people and property. Green infrastructure alternative approach will be considered.

Readings:

Sharing the Challenge: Floodplain Management into the 21st Century. Report of the Interagency Floodplain Management Review Committee to the Administration Floodplain Management Task Force. June 1994. Washington, D.C. (Read Executive Summary, skim remainder of document). Available at: <https://fas.org/irp/agency/dhs/fema/sharing.pdf>

Butler, W. et al, (2016). Low-regrets incrementalism: Land use planning adaptation to accelerating sea level rise in Florida's coastal communities. *In Journal of Planning Education and Research* 36(3): 319-332. DOI: 10.1177/0739456X16647161

Chapter 18 & 35 in Tidball & Krasney (eds.) (2014). *Greening in the Red Zone*. New York: Springer.

Case studies: (engineering solutions)

1. Beach renourishment & Dune restoration
2. Earthquake & Tsunami detection & warning systems
3. Seawalls, dams, & levees as anti-flooding systems

Presentations should address the following: 1. What is the engineering system & how does it work, 2. What are the positives, how well does it work, 3. What drawbacks does it have, and 4. When and how should it be implemented or not

Session 5 Law, Natural Hazards and Climate Change Adaptation.

Speaker: Don Hornstein, Aubrey L. Brooks Professor of Law. UNC Law School (Flood Insurance, Law and Hazards)

Readings:

White, Dale and Dinah Voyles Pulver. 2017. Gambling with Mother Nature: Climate change brings new risks for homeowners, insurers. GateHouse Media.
<http://gatehouseprojects.com/risingseas/property-insurance/>

Thomas, Edward A. and Sam Riley Medlock. 2008. Mitigating Misery: Land Use and Protection of Property Rights Before the Next Big Flood. *Vermont Journal of Environmental Law*. Vol. 9, No. 155: 155-188.

Lauta, K.; Rytter, J. (2016). Landslide on mudslide: Natural hazards and the right to life under the European convention on human rights. *Journal of Human Rights and the Environment*, 7(1), 111-131.

Historic disaster mitigation reforms to become law:

<http://go.galegroup.com.proxy.lib.fsu.edu/ps/i.do?p=STOM&u=tall85761&id=GALE%7CA559053919&v=2.1&it=r&sid=ebsco>

Session 6 (September 24, 2:30-4:30) Field Trip to EOC. North Carolina Division of Emergency Management. Raleigh, North Carolina. Students will tour the North Carolina Division of Emergency Management's Emergency Operations Center where the Deputy Director will discuss the activities and responsibilities of the state agency to include response, preparedness, hazard mitigation, and disaster recovery. Students should be prepared to ask

specific questions of state emergency management professionals based on assigned class readings to include national policies discussed in the previous class and how operations may have changed after 9-11 and Hurricane Katrina.

Readings:

Purohit, H., Castillo, C., Imran, M., & Pandey, R. (2018). Ranking of Social Media Alerts with Workload Bounds in Emergency Operation Centers. Retrieved from <http://search.ebscohost.com.proxy.lib.fsu.edu/login.aspx?direct=true&db=edsarx&AN=edsarx.1809.08489&site=eds-live&scope=site>

Donohue, D. (2016). The Care and Feeding of the Emergency Operations Center. *Fire Engineering*, (5), 75. Retrieved from <http://search.ebscohost.com.proxy.lib.fsu.edu/login.aspx?direct=true&db=edsbl&AN=RN606299227&site=eds-live&scope=site>

Review guidelines from FEMA on EOC checklist: <https://www.fema.gov/emergency-operations-center-assessment-checklist>

Overview of Natural Hazards and Disaster Case Study Reviews

The remainder of the course will focus on the analysis of natural hazards and disasters using a series of historic cases of major disasters that have occurred in the United States and abroad.

Session 7 Meteorological Events: Flooding and US Flood Policy. Discussion of the National Flood Insurance Program; riverine and coastal flooding, including an analysis of key flood-related disaster case studies.

Case studies:

1. Mississippi River Floods (1927 and 1993)
2. Hurricane Harvey (2017) & Houston Tax Day Floods (2016)

In-Class: India flooding, movement of informal settlement

Readings:

Devi, N.N. et al., (2019). Impact of urban sprawl on future flooding in Chennai city, India. In *Journal of Hydrology* 574: 486-496.

Kim, H. W., & Park, Y. (2016). Urban green infrastructure and local flooding: The impact of landscape patterns on peak runoff in four Texas MSAs. *Applied Geography*, 77, 72–81. <https://doi-org.proxy.lib.fsu.edu/10.1016/j.apgeog.2016.10.008>

Chakraborty, J., Collins, T. W., & Grineski, S. E. (2019). Exploring the Environmental Justice Implications of Hurricane Harvey Flooding in Greater Houston, Texas. *American Journal of Public Health, 109*(2), 244–250. <https://doi-org.proxy.lib.fsu.edu/10.2105/AJPH.2018.304846>

Chapter 8: Rural livelihoods and household adaptation to extreme flooding in the Okavango Delta, Borswana by Motsholapheko, M.R., et al. In Motsholapheki, M.R. and Kgathi, D.L. (eds) (2014). Nova Science Publishers.

NOTE: Paper abstract due.

Session 8 Meteorological Events: Hurricanes, Coastal Storms and Nor’easters. Discussion of hurricanes, coastal storms, and Nor’easters, including an in-depth analysis of key disaster case studies. Focus will be placed on coastal flooding, high winds and storm surge and their effects on human settlements and ecosystems.

Case studies:

1. Hurricane Katrina (2005)
2. Hurricane Sandy (2012)
3. Hurricane Maria (2017)

In-Class: Hurricane Michael (2018)

Reading:

Baker, J., et al. (2009). Explaining Subjective Risks of Hurricanes and the Role of Risks in Intended Moving and Location Choice Models. In *Natural Hazard Review*. DOI: 10.1061/_ASCE_1527-6988_2009_10:3_102_

Shweitzer, J. (2014). Climate Change Legal Remedies: Hurricane Sandy and New York City Coastal Adaptation. *Vermont Journal of Environmental Law, 16*(2), 243–296. Retrieved from <http://search.ebscohost.com.proxy.lib.fsu.edu/login.aspx?direct=true&db=lft&AN=100315155&site=eds-live&scope=site>

Chapter 9 Lessons Learned from Hurricane Sandy in the National Park Service *Coastal Adaptation Strategies Handbook:*
https://www.nps.gov/subjects/climatechange/upload/NRSS_CASH_Ch9_111016.pdf

Session 9 Meteorological Events: Tornadoes and Winter Storms.

Discussion of tornadoes and winter storms, including an in-depth analysis of key disaster case studies.

Case studies:

1. Xenia, Ohio Tornado (1974)

2. Greensburg Tornado (2007)
3. Joplin, Missouri Tornado (2011)

Readings:

Albano, C. M., Dettinger, M. D., McCarthy, M. I., Schaller, K. D., Welborn, T. L., & Cox, D. A. (n.d.). Application of an extreme winter storm scenario to identify vulnerabilities, mitigation options, and science needs in the Sierra Nevada mountains, USA. *NATURAL HAZARDS*, 80(2), 879–900. <https://doi-org.proxy.lib.fsu.edu/10.1007/s11069-015-2003-4>

Vasseru, L., Thornbush, M., and Plante, S. (2015). Gender-Based Experiences and Perceptions after the 2010 Winter Storms in Atlantic Canada. In *Int. J. Environ. Res. Public Health* 12(10), 12518-12529; <https://doi-org.proxy.lib.fsu.edu/10.3390/ijerph121012518>
<https://www-mdpi-com.proxy.lib.fsu.edu/1660-4601/12/10/12518/htm>

Strader, S.M., Ash, K., Wagner, E., and Sherrod, C. (2019). Mobile home resident evacuation vulnerability and emergency medical service access during tornado events in the Southeast United States. In *International Journal of Disaster Risk Reduction* 38.

View at least one link for each section (except web products) from:
<http://nhma.info/resources/tornado-resources/>

Session 10 Meteorological Events: Drought, Extreme Heat, and Wildfire.

Discussion of Drought, Extreme Heat, and Wildfire, including an in-depth analysis of key disaster case studies.

Case studies:

1. European Heat Wave (2003)
2. South Africa drought/water crisis (2017)
3. Australian "Black Saturday" Bushfire (2009)

In-Class: Chicago, Illinois Heat Wave (1995)

Readings:

Klinenberg, E. (1999). Denaturalizing disaster: A social autopsy of the 1995 Chicago heat wave. In *Theory and Society* 28: 239. <https://doi-org.proxy.lib.fsu.edu/10.1023/A:1006995507723>

Cox, R.S. and Perry, K.E. (2011). Like a Fish Out of Water: Reconsidering Disaster Recovery and the Role of Place and Social Capital in Community Disaster Resilience. In *Am J Community Psychol* 48:395–411. DOI 10.1007/s10464-011-9427-0

Review websites:

<https://fireadaptednetwork.org/about/learn-about-wildfire-resilience/>

<https://fireadaptednetwork.org/about/frequently-asked-questions/>

<https://www.forestsandrangelands.gov/documents/strategy/strategy/communications/NationalStrategySummary.pdf>

<https://www.theguardian.com/science/2019/jul/02/climate-change-european-heatwave-likelihood>

Session 11 Geotechnical Events: Volcanoes

Case studies:

1. Mount Saint Helens (1980)
2. Krakatoa (1883)
3. Mount Kilauea (2018)

In-class: Monserrat

Readings:

DAVIS, S., ANSHUKA, AOKI, K., DULEY, S., HUFF, M., & LOGAN, C. (2013). Managing Risk and Allure at Volcanoes in Hawaii: How Close Is Too Close? *GeoJournal of Tourism & Geosites*, 12(2), 85. Retrieved from <http://search.ebscohost.com.proxy.lib.fsu.edu/login.aspx?direct=true&db=edb&AN=95062366&site=eds-live&scope=site>

Chapter 3: Volcanism among the Islands. In Fletcher, C. H. (2011). *Living on the Shores of Hawaii : Natural Hazards, the Environment, and Our Communities*. Honolulu: University of Hawaii Press. Retrieved from <http://search.ebscohost.com.proxy.lib.fsu.edu/login.aspx?direct=true&db=nlebk&AN=750593&site=eds-live&scope=site>

Monserrat Review:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67966/ev635.pdf

Session 12 Geotechnical events: Earthquakes & Tsunamis

Case studies:

1. Indian Ocean Tsunami (2004)
2. Tohoku, Japan Earthquake & Tsunami (2011)
3. Haiti Earthquake (2010)

In-Class: Earthquake safety Soviet, Sri Lanka Humanitarian dilemma

Readings:

Strusinkska-Correia, A. (2017). Tsunami mitigation in Japan after the 2011 Tōhoku Tsunami. In *International Journal of Disaster Risk Reduction* 22: 397-411.

WILLIAMS, T. A., & SHEPHERD, D. A. (2016). Building Resilience or Providing Sustenance: Different Paths of Emergent Ventures in the Aftermath of the Haiti Earthquake. *Academy of Management Journal*, 59(6), 2069–2102. <https://doi-org.proxy.lib.fsu.edu/10.5465/amj.2015.0682>

Cases online: Earthquake safety Soviet, Sri Lanka Humanitarian dilemma

Session 13 Subsidence, Erosion, and Algal Bloom

Case studies:

- 1) Coastal Erosion (North Carolina Barrier Islands)
- 2) Coastal Subsidence (Louisiana)

In-Class: Algal Bloom (Florida)

Reading:

Brendan Yuill, Dawn Lavoie, and Denise J. Reed (2009) Understanding Subsidence Processes in Coastal Louisiana. *Journal of Coastal Research: Special Issue* 54: pp. 23 – 36.

WFSU: Engineering, Bioplastics Firms debut “Cutting Edge” Algae removal process; <https://news.wfsu.org/post/engineering-bioplastics-firms-debut-cutting-edge-algae-removal-process>

Review: <https://mote.org/pages/florida-red-tide1> - Specifically read the “**Harmful Algal Blooms in the Gulf of Mexico: A Primer**”

Understanding Florida’s Red Tide: <https://www.flseagrant.org/news/2018/12/understanding-floridas-red-tide/>

Session 14 Climate Change

NOTE: Final Paper due before class

Discussion of the changing face of natural hazards and disasters in the era of climate change. Emphasis will be placed on an in-depth analysis of sea level rise and exacerbated natural hazard vulnerability. Lecture and class discussion will address concepts discussed throughout class and how climate change affects them.

Case studies:

1. Southeast Florida Regional Climate Change Compact
2. Netherlands climate change action & adaptation

In-class: Fiji Islands & sea level rise

Reading:

Table on Traceable evidence of the impacts of climate change on humanity:

<http://impact.gocarbonneutral.org/>

Oculi, N and Stephenson, S.R. (2018). Conceptualizing climate vulnerability: Understanding the negotiating strategies of Small Island Developing States. In *Environmental Science and Policy* 85: 72-80.

Piggot-McKellar, A., et al. (2019, Apr 30). Climate change forced these Fijian communities to move – and with 80 more at risk, here’s what they learned. In *The Conversation*.

<http://theconversation.com/climate-change-forced-these-fijian-communities-to-move-and-with-80-more-at-risk-heres-what-they-learned-116178>

Vella, K., et al. (2016). Voluntary Collaboration for Adaptive Governance: The Southeast Florida Regional Climate Change Compact. In *Journal of Planning Education and Research*: 1-14. DOI: 10.1177/0739456X16659700

Session 15: Week leading up to this session is reserved for individual appointments on Final paper and presentation

Session 16: Final Presentations

Instructions for Class Assignments Case Study Review and Analysis:

Presentations: Individuals or student teams will review and analyze disaster cases as assigned. Individuals or student teams will present their findings (in a PowerPoint) to the class, invited guests, and instructors. The presentations (not to exceed 20 minutes) will include the following elements:

1. Historical overview of the hazard event (e.g. extent, duration, speed of onset, magnitude);
2. The effect of human settlements on pre-event vulnerability, including the degree to which the disaster differentially affected populations and groups;
3. Description of preparedness, hazard mitigation, response, and recovery activities prior to during and following the disaster being studied;
4. Specific recommendations to improve observed policies, programs, and actions of identified stakeholders.

Students will be expected to pose important questions for consideration to the class and monitor class discussion

Final Term Paper: Students are required to write a term paper (not to exceed 10 pages in length-single spaced). It is expected that papers present a clearly articulated issue/problem linked to the existing literature followed by your own observations about the topical area and a set of well-crafted policy recommendations intended to address the problems identified. The paper should include the following sections: 1) an introduction to your chosen topic, including why it is important/significant; 2) a review of the literature; 3) a discussion of your observations/findings; 4) policy recommendations addressing identified issues/problems; 5) conclusion; and 6) references.

You are allowed 2 revision attempts to create a passing paper based on feedback. See calendar for important deadlines.

In order to give your peers the benefits of your research and to give presentation (“elevator speech”) practice, you will present your paper on the last day of class. This speech should be 5 minutes. You are allowed one static slide only.