**Master of International Affairs**

PAF 9156 Emergency Preparedness, Response and Recovery

**Professor**

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Office Hours: By Request

Class Day(s) and Hours: Wednesday 6:05 to 9pm

Location of course: Online Synchronous

Zoom link:   <https://baruch.zoom.us/j/89731113252?pwd=azI4Nk1ucWE0M2hpb1RHNTA4ZE9UQT09>

**Course Description**

The purpose of the course is to introduce students to policy, planning and management of human services issues that arise in preparing for and responding to disasters and emergencies that have broad effects on people, property, and communities. The course includes the role of both government and nonprofit organizations in responding to disasters and in providing services for relief and recovery. The course also addresses issues of readiness and planning by public and community organizations. Recent and historical events provide examples for students to examine and compare.

**Course Prerequisites:** None

**PAF 9156 Course Learning Goals**

Upon completion of the course, students will:

* *Identify, describe, and explain basic theoretical concepts in the field.*
* *Present a detailed account of the historical context in which these concepts were developed.*
* *Research and prepare a term paper on an important current controversy in the field.*

**Master of International Affairs (MIA) Competencies**  
1) Understand and apply policy analysis to international domains.  
2) Manage and lead programmatic initiatives in governmental and nongovernmental organizations addressing international affairs.  
3) Study international policy convergence and policy diffusion.  
4) Understand and apply theories and methods of comparative public policy and administration, and international and national governance systems and interactions.  
5) Utilize analytic tools on the impact of regionalization and/or globalization, including efforts to harmonize or coordinate domestic and international policymaking and governance.  
6) Assess sub-national, national, trans-national, and supranational policies and political actors and their consequences for the problem-solving capacity of governance systems.  
7) Use old and new media tools to promote the interests of institutions.

**Course Materials:**Required Books:  
1. Matthew Desmond. 2007. *On the Fireline: Living and Dying with Wildland Firefighters*

**References to Blackboard or Other Online Materials:**

All readings beyond the required book listed above will be available as PDFs on Blackboard.

**Grading**

Reading Response 30%

Research Paper 50%

Class Participation 20%

Description of Evaluation Components: Add/change text

* Research Paper: 15 pages. Topic to be determined in consultation with Professor. Total grade includes a 1-page summary with annotated bibliography due 1 month before final paper deadline.
* Reading Response: 5 pages. Topic will be provided in class.
* Participation: On time attendance + contribution to classroom discussion

**Covid 19 Policies:**

Students taking in-person or hybrid classes who fail to follow the vaccine mandate per CUNY policy will be subject to potential academic withdrawal that could also impact their financial aid and might not be eligible for refunds for the course. All students are required to wear a mask in the classroom. Unvaccinated students should remain six feet away from others, even when masked. Socially distancing is not required for vaccinated students.

**Attendance and Lateness Policies:**

Attendance will be taken at start of class.

**Policy Regarding Make-Up Exams:**

Not applicable

**Classroom Management Policies:**Students are expected to contribute to course discussion in a civil and respectful manner.

**Diversity, Equal Opportunity and Non-Discrimination**

Diversity, inclusion, and an environment free from discrimination are central to the mission of the City University of New York, the Marxe School and this class. All complaints under CUNY's Policy On Equal Opportunity And Non-Discrimination should be reported to Baruch's Office of Diversity, Compliance & Equity Initiatives at: Diversity@baruch.cuny.edu.

**Students with Disabilities:**

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like so many things this fall, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu) or call 646/312-4590.

**Academic Integrity:**

Baruch College policy states, “Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college’s educational mission and the students’ personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”[[1]](#footnote-1)

Additional information regarding Baruch College’s policy on Academic Integrity is available at: <http://www.baruch.cuny.edu/academic/academic_honesty.html>

**Course Policy if Academic Dishonesty Occurs**:

Students will be held to the standard outlined by Baruch College.

**The Writing Center:**

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we’re always available for conversations about teaching and writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling (646-312-4012), or by emailing the Center at [writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu).[[2]](#footnote-2)

**Campus Intervention Team:**

The Campus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community can reach out to the CIT to report a concern about a student. Additional information is available at: https://studentaffairs.baruch.cuny.edu/campus- intervention-team/, or by contacting them at: cit@baruch.cuny.edu or 646-312-4570.

**Marxe Advisement:**

A full range of academic advisement services are provided to Marxe students to ensure the successful completion of their degree programs. Visit their website at: https://marxe.baruch.cuny.edu/academics/marxe-advisement/ or email them at: mspia.advisement@baruch.cuny.edu.

**Career Services:**

Launching a career or transitioning into a new one is a journey—and the Marxe Career Services office is here to guide you. From career consultations to on-campus recruiting, the Marxe community gets access to individualized services to help land a dream job in the public sector. Career counselors are here to support you through every stage of your career, as you evaluate your professional goals, develop a plan, and pursue opportunities.

Visit their website at: https://marxe.baruch.cuny.edu/student-opportunities/career-services/ or email them at: mspia.careerservices@baruch.cuny.edu.

**SCHEDULE**

The Baruch Academic Calendar is available at: https://www.baruch.cuny.edu/registrar/registration/academic-calendar.html

**August 30: Course Introduction**

**September 6: Orientations**

George Haddow, Jane Bullock, Damon Coppola. *Introduction to Emergency Management Fourth Edition*. Chs. 1 and 2.

Branda Nowell, Toddi Steelman, Anne-Lise K. Velez, and Zheng Yang. 2018. “The Structure of Effective Governance of Disaster Response Networks: Insights From the Field.” *American Review of Public Administration.* pp. 699–715.

Paul Farmer. 1996. “On Suffering and Structural Violence: A View from Below.” *Daedalus*. pp. 11-28.

**September 13: Theoretical Approaches**

Barnett, Michael. 2005. “Humanitarianism Transformed.” *Perspectives on Politics.* pp. 723-740.

Craig Calhoun. “The Idea of Emergency: Humanitarian Action and Global (Dis)Order.” pp. 18-39.

Siambabala Bernard Manyena. 2006. “The concept of resilience revisited.” *Disasters.* pp. 434-450.

David Chandler. 2020. “The end of resilience?: Rethinking adaptation in the Anthropocene”

**September 20: International Organizations**

Michael Barnett and Martha Finnemore. 1999. “The Politics, Power, and Pathologies of International Organizations.” *International Organization*. pp. 699–732.

Patricia Justino, Katharine Hagerman, Julius Jackson, Indira Joshi, Ilaria Sisto and Asha Bradley. 2018. “Pathways to achieving food security, sustainable peace and gender equality: Evidence from three FAO interventions.” *Development Policy Review.* pp. 85-99.

Joël Glasman. 2017. “Seeing Like a Refugee Agency: A Short History of UNHCR Classifications in Central Africa (1961–2015).” *Journal of Refugee Studies.* pp. 337-362.

**September 27:** **Non-Governmental Organizations**

Mark Duffield. 2012. “Challenging environments: Danger, resilience and the aid industry.” *Security Dialogue.* pp. 143-160.

Dorothea Hilhorst. 2002. “Being Good at Doing Good? Quality and Accountability of Humanitarian NGOs.” *Disasters.* pp. 193-212.

Feroze Manji and Carl O'Coill. 2002. “The missionary position: NGOs and development in Africa.” *International Affairs*. pp. 567 – 583.

**October 4: Hurricane Katrina**

Robert D. Bullard. 2008. “Differential Vulnerabilities: Environmental and Economic Inequality and Government Response to Unnatural Disasters.” *Social Research.* pp. 753-784.

Fayola Jacobs. 2018. “Black feminism and radical planning: New directions for disaster planning research.” *Planning Theory*, vol. 18, 1: pp. 24-39

James Elliott and Jeremy Pais. 2006. “Race, class, and Hurricane Katrina: Social differences in human responses to disaster.” *Social Science Research.* pp. 295-321.

Michael C. Dawson. 2006. “After the Deluge: Publics and Publicity in Katrina's Wake.” *The DuBois Review.* pp. 239-249.

**October 11: Culture**

Matthew Desmond. 2007. *On the Fireline: Living and Dying with Wildland Firefighters*

**October 18: NO CLASS**

**READING RESPONSE DUE**

**October 25: Gender**

Elaine Enarson and Betty Morrow. 1998. “Why Gender? Why Women? An Introduction to Women and Disaster.” pp. 1-10.

Sarah Bradshaw. 2014. “Engendering development and disasters.” *Disasters.* pp. 54-75.

Melissa Villarreal and Michelle A. Meyer. “Women's experiences across disasters: a study of two towns in Texas, United States.” *Disasters.* pp. 285-306.

**November 1: Conflict**

Peter Nyers. 1999. “Emergency or emerging identities? Refugees and transformations in world order.” *Millennium.* pp. 1-26.

Joshua Michaud, Kellie Moss, Derek Licina, Ron Waldman, Adam Kamradt-Scott, Maureen Bartee, Matthew Lim, Jamie Williamson, Frederick Burkle, Christina S Polyak, Nicholas Thomson, David L Heymann, and Louis Lillywhite. 2019. “Militaries and Global Health: Peace, Conflict and Disaster Response.” *The Lancet*. pp. 276-286.

Marie Berry. 2017. “Barriers to Women’s Progress After Atrocity: Evidence from Rwanda and Bosnia-Herzegovina.” *Gender & Society.* pp. 830–53.

Adam Branch. 2018. “From disaster to devastation: drought as war in northern Uganda.” *Disasters.* pp. 306-327.

Omar Dewachi. “When wounds travel.” *Medicine Anthropology Theory*. pp. 61-82.

**November 8: Natural Disasters**

Jennifer Hyndman. 2008. “Feminism, Conflict and Disasters in Post-tsunami Sri Lanka.” *Gender, Technology and Development.* pp. 101-121.

Junot Diaz. 2011. “Apocalypse: There are no natural disasters, only social ones.” *Boston Review*.

Ryan Carlin, Gregory Love and Elisabeth Zechmeister. 2014. “Trust Shaken: Earthquake Damage, State Capacity, and Interpersonal Trust in Comparative Perspective.” *Comparative Politics.* pp. 419–453.

Carolyn Kousky. 2019. “The Role of Natural Disaster Insurance in Recovery and Risk Reduction.” Annual Review of Resource Economics. pp. 399-418.

**November 15: Afghanistan**

Special Inspector General for Afghanistan Reconstruction. 2021. Selection from “What We Need to Learn: Lessons from Twenty Years of Afghanistan Reconstruction.”

Rodrigo Mena and Dorothea Hilhorst. 2021. “The (im)possibilities of disaster risk reduction in the context of high-intensity conflict: the case of Afghanistan.”

**November 29: Ebola**

Adia Benton and Kim Yi Dionne. “International Political Economy and the 2014 West African Ebola Outbreak.” *African Studies Review.* pp. 223-236.

Annie Wilkinson and James Fairhead. “Comparison of social resistance to Ebola response in Sierra Leone and Guinea suggests explanations lie in political configurations not culture.” *Critical Public Health*. pp. 14-27.

David Sanders, Amit Sengupta and Vera Scott. 2015. “Ebola epidemic exposes the pathology of the global economic and political system.” *International Journal of Health Services.* pp. 643-656.

**December 6: COVID-19**

Arundhati Roy. 2020. “The Pandemic is a Portal.” *The Financial Times*.

Debraj Ray and S. Subramanian. 2020. “India's Response to COVID-19 Is a Humanitarian Disaster.” *Boston Review*.

Nivedita Menon. 2020. “Coronacapitalism and Hindu Rashtra in India.” *Thesis Eleven*.

Jos Chathukulam and Joseph Tharamangalam. 2020. “The Kerala model in the time of COVID19: Rethinking state, society and democracy.” *World Development*.

Ed Yong. 2020. “How the Pandemic Defeated America.” *The Atlantic.*

Jeremy Greene and Dora Vargha. 2020. “How Epidemics End.” *Boston Review.*

Leigh Phillips. 2021. “We Need a Movement Against Vaccine Apartheid.” *Jacobin.*

**APPENDIX: CURRICULUM MAPPING**

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| PAF 9XXX: Course Title  (Level: Introduce, Reinforce, Demonstrate, Not applicable) | |
| ***MIA Program Competencies* (see Marxe website for all learning goals within degree)** | **Corresponding Course Goals** |
| 1. Understand and apply policy analysis to international domains. *[Level - ]* | *Faculty teaching the course should map course goals to program competencies.* |
| 2. Manage and lead programmatic initiatives in governmental and nongovernmental organizations addressing international affairs. *[Level - ]* |  |
| 3. Study international policy convergence and policy diffusion. *[Level - ]* |  |
| 4. Understand and apply theories and methods of comparative public policy and administration, and international and national governance systems and interactions. *[Level - ]* |  |
| 5. Utilize analytic tools on the impact of regionalization and/or globalization, including efforts to harmonize or coordinate domestic and international policymaking and governance. *[Level - ]* |  |
| 6. Assess sub-national, national, trans-national, and supranational policies and political actors and their consequences for the problem-solving capacity of governance systems. *[Level - ]* |  |
| 7. Use old and new media tools to promote the interests of institutions. *[Level - ]* |  |

1. Baruch College Student Development & Counseling. (2002, August). *Academic Honesty.* Retrieved from https://www.baruch.cuny.edu/academic/academic\_honesty.html [↑](#footnote-ref-1)
2. Baruch College. (2017, July 30). *Academic Support Services for Baruch Students.* Retreived from https://provost.baruch.cuny.edu/facultyhandbook/academicsupportservices/ [↑](#footnote-ref-2)