GEOG 251 - Syllabus
Geography of Disaster Management

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Course catalog description. GEOGRAPHY OF DISASTER MANAGEMENT (3). Introduction to the geographic concepts and processes for effective disaster management, including response, recovery, mitigation and preparedness. Risk assessment and evidence-based best practices to prepare and respond to emergencies in a variety of geographic contexts. (Bacc Core Course)

REQUIRED LEARNING RESOURCES

COURSE DESCRIPTION AND OBJECTIVES
As a citizen of planet earth, regardless of where we live, we are exposed to disasters. Natural processes such as earthquakes, volcanic eruptions, hurricanes, typhoons, tornadoes, wildfire, floods, become disasters when societies are inadequately prepared for or poorly manage their response to these events, resulting in loss of life, physical damage, and drastic changes in the environment. The Pacific Northwest is at risk for earthquakes, volcanic eruptions, wildfire, floods, landslides, and other processes that could become disasters. Are you as an individual or as a community prepared to respond to a disaster? Do you believe that ‘it won’t happen to me?’

This course is designed to introduce the geographic concepts and processes that create disasters, and the emergency management practices which help societies cope with disasters. Students will be introduced to the disaster management concepts of Planning, Preparedness, Response, Recovery, and Mitigation of disasters, and they will apply them to the study of natural and technological disasters in a variety of geographic contexts. Students will become familiar with community, state, and federal disaster response organizations, such as the US Federal Emergency Management Agency. Case studies from high-impact disasters, both local and international, will help students to gain a deeper understanding of how risk is assessed and how resilient communities are empowered to respond to disasters.

OSU CATALOG DESCRIPTION
An introduction to the geographic concepts and processes for effective disaster management, including response, recovery, mitigation and preparedness. Risk assessment and evidence-based best practices to prepare and respond to emergencies in a variety of geographic contexts. Lec (Bacc Core Course)

COURSE ORGANIZATION
There are no exams in this course. The following assignments will meet the desired learning outcomes.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale in %</th>
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</thead>
<tbody>
<tr>
<td>Course Journal 10@10 points</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Disaster Movie Critique 1 @ 100 points</td>
<td>100</td>
<td>A = 93 and above</td>
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<tr>
<td>Web Mapping Assignment 1 @ 100 points</td>
<td>100</td>
<td>B+= 80 - 82.9</td>
</tr>
<tr>
<td>Critique local disaster plan 1 @ 150 points</td>
<td>150</td>
<td>B+ = 87 - 89.9</td>
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WEEKLY QUIZZES
Students in the course are required to maintain a weekly journal which summarizes the assigned chapter for the week and reflects on the discussions held in class. This journal will be maintained using the collaboration tool in Canvas and selecting Google Documents. Students must use a Google Document through the Collaboration tool to maintain this journal. Writing journal entries in a Microsoft Word document is unacceptable for this assignment. The journal must be shared with the instructor and is accessible only to the instructor. The journal acts as a medium for students to synthesize knowledge over the course of the term. The overall grade of the journal is determined by reviewing the revision history of the Google Document to ensure that weekly entries were made. Each weekly entry is worth 10 points.

DISASTER MOVIE CRITIQUE
Students will prepare and submit, via Canvas, a 500-750 word critique of a disaster film (not a documentary). The film must be one that is part of popular culture, examples include, San Andreas, Aftershock, Descent, Megafault, or The Flood or classic disaster films such as Twister, Volcano, Dantes’ Peak etc. 1) Summarize the film in one paragraph paying close attention to the geography of the disaster (it is advisable to use a map or two to show location), 2) critique the a) geographic components (cultural, economic, physical) of the film b) how people and organizations are represented in the media.

WEB MAPPING ASSIGNMENT
Students will create a story map in ArcGIS online of their local community’s emergency preparedness, response, recovery, and mitigation plans. More details will be provided via Canvas. Read more about story maps: http://storymaps.arcgis.com/en/articles/publishing-your-story-map/. You will create this map using a free public account with ArcGIS online. Sign-up here http://www.arcgis.com/home/ and select Free Public Account. More information on Story Maps can be found here http://storymaps.arcgis.com/en/. Browse through the collections and familiarize yourself with ideas. Please use photos, maps, and videos to deliver your topic. More information is provided on Canvas.

CRITIQUE LOCAL DISASTER PLANS
Students will work in teams to evaluate and critique a written local disaster plan. Each team will submit a comprehensive report (approx. 1000-2000 words) which focuses on an evaluation of the disaster plan in the context of the geography of the location for which the plan was written.

INFOGRAPHIC OF COMMUNITY DISASTER PROFILE
Students will work in teams to select a disaster that could potentially occur in their local community and prepare an infographic (a visual presentation designed to convey complicated information quickly) of its likelihood, the measures to respond, and the organizations to contact as well as other relevant information. The infographic should serve as a standalone document, which provides one with all the necessary information about the disaster type, its risk level, preparedness and response measures. The infographic should contain all the relevant organizational contact and locational information that could potentially be required in an emergency. The use of maps is required!
**CANVAS**

All course announcements will be posted on Canvas; any scheduling updates and reminders will appear there. Within the course Canvas site you will access the syllabus; schedule, submit assignments; take quizzes; and email other students and the instructor.

**Note Regarding E-mail**: Any e-mail I send to you will go to your ONID address. If that is not the email address you usually use, please make sure that your ONID email is forwarded to your primary email address.

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**BACCALAUREATE CORE COURSE**

Successful completion of this course fulfills learning outcomes for OSU’s Baccalaureate Core course requirements for **Social processes and institutions** in the **Perspectives** category.

1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences

Through a rich tradition of the interdisciplinary approach to disaster research, along with an emphasis on qualitative and quantitative approaches in geography, students explore the breadth and depth of best-practices in emergency management. This course is designed to prepare students to understand and critically evaluate the physical and social terrain of disasters. In essence, students gain an understanding of the social context of disasters. Lessons learnt and best-management practices are gleaned from historical events and connected to contemporary perceptions of risk, vulnerability, and behavioral responses to disasters. Social science methods are critiqued by evaluating risk perceptions and local disaster preparedness and response plans. The role of the individual is emphasized in shaping risk perception and response to disasters while simultaneously providing an understanding of institutional frameworks and best-practices in handling emergency response.

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**COURSE LEARNING OUTCOMES**

The assignments are designed to meet the following learning outcomes according to Bloom’s Taxonomy.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Identify different types of disasters within their particular geographic context, and the associated perceptions of risk and behavioral response</td>
<td>Course Journal</td>
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<tr>
<td></td>
<td>Disaster Movie Critique</td>
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<td></td>
<td>Critique media analysis of disaster</td>
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<tr>
<td>Describe and explain the processes which shape disaster risk and perceptions</td>
<td>Course Journal</td>
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<td>Disaster Movie Critique</td>
</tr>
<tr>
<td></td>
<td>Critique media analysis of disaster</td>
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<tr>
<td>Use the knowledge gained to evaluate local disaster plans and mitigation efforts based on the geography of place</td>
<td>Course Journal</td>
</tr>
<tr>
<td></td>
<td>Critique local disaster plan</td>
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<tr>
<td>Analyze the information gleaned from lecture and readings to critique local disaster plans, popular media, and</td>
<td>Course Journal</td>
</tr>
<tr>
<td></td>
<td>Critique local disaster plan</td>
</tr>
<tr>
<td>Synthesize the information into a detailed snapshot of community preparedness and response to the geography of the area.</td>
<td>Course Journal</td>
</tr>
<tr>
<td></td>
<td>Info-graphic of community disaster profile</td>
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STUDENTS WITH DISABILITIES

See [http://ds.oregonstate.edu/home/](http://ds.oregonstate.edu/home/) for information about Disability Access Services at OSU. The following statement has been provided by OSU Disability Access Services: "Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098."

ACADEMIC INTEGRITY

To learn about OSU's policies and procedures regarding academic integrity and student conduct, go to [http://oregonstate.edu/studentconduct/home/](http://oregonstate.edu/studentconduct/home/).

**Student conduct: Academic honesty, dignity and respect.**

Students are expected to be honest, civil, and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- **Cheating:** Use or attempted use of unauthorized materials, information or study aids
- **Fabrication:** Falsification or invention of any information
- **Assisting:** Helping another student to commit an act of academic dishonesty
- **Tampering:** Altering or interfering with evaluation instruments and documents
- **Plagiarism:** Representing the words or ideas of another person as one’s own

The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. University rules seek to assure each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Office of Student Conduct and Community Standards for disciplinary action.

When instances of plagiarism or other forms of academic dishonesty (such as cheating, tampering, fabrication or assisting with dishonest acts) arise, I will take action through the OSU Office of Student Conduct & Community Standards. Academic dishonesty will result in a penalty ranging from a zero on the assignment/assessment to an F in the course. Additionally, as stated on the Office of Student Conduct’s Academic Dishonesty Report Form, "A first violation of academic dishonesty includes creation of a five-year confidential student conduct record maintained in the Student Conduct & Community Standards office."