

UP 438
Disasters and Urban Planning



Department of Urban and Regional Planning
University of Illinois at Urbana Champaign
Spring 2025

Instructor: Omar Pérez Figueroa

Office Hours: Tuesdays, 10:00am-11:00pm, TBH M230

Course Sessions: Tuesdays and Thursdays, 2:00-3:20pm, TBH Room 223 (****This course will meet in person only unless otherwise notified by the instructor. In such cases, you will receive instructions along with a Zoom link***)

Land Acknowledgement

As a land-grant institution, the University of Illinois Urbana-Champaign has a responsibility to acknowledge the historical context in which it exists. In order to remind ourselves and our community, we will begin this event with the following statement. We are currently on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. It is necessary for us to acknowledge these Native Nations and for us to work with them as we move forward as an institution. Over the next 150 years, we will be a vibrant community inclusive of all our differences, with Native peoples at the core of our efforts.

Class Disclaimer

In our course on Disasters and Planning, we recognize that the topics we explore can be sensitive and may evoke strong emotions. Given the nature of our discussions around disasters, it's important to acknowledge that some students may find certain content distressing or triggering. We want to create a supportive learning environment for everyone.

If you anticipate that discussions about disasters may be challenging for you personally, we encourage you to reach out to the instructor to discuss any concerns or to identify potential alternative assignments. Your well-being is our priority, and we are committed to fostering an inclusive and considerate learning space.

Additionally, we recommend that all students be mindful of their classmates' experiences and perspectives. Let's approach discussions with empathy and respect, recognizing that individuals may have diverse backgrounds and personal connections to the topics we cover. If at any point you feel uncomfortable during class discussions, please feel free to communicate your concerns to the instructor.

Our goal is to facilitate a constructive and supportive learning environment where every student feels heard and respected.

Course Description

As we start this class it is critical to highlight that disasters are not “natural events”, as often portrayed in the news and social media. Yes, they occur in our natural setting, but their consequences are directly tied to societal actions (e.g. policies, plans) and structures (e.g. socio-political structures). Therefore, how planners, designers, emergency managers and others understand disasters and its consequences has everything to do with how these events are managed and mitigated.

The purpose of this course is to introduce the roles of planners in thinking about how we can be prevented, prepare for, and rebuild after disasters. Planners are concerned with the long-term aspects of disaster: the processes of pre-disaster hazard mitigation, climate adaptation and post-disaster recovery. The course emphasizes planning for climate change-related disasters.

While this course pays special attention to disaster planning in the U.S., within the context of national policies, we will also cover the major international frameworks which guide international disaster risk reduction and climate adaptation policies. Furthermore, for understanding recovery after large disasters, we will include international cases.

The course is especially appropriate for graduate students in urban planning, and it is also suitable for undergraduate planning students, provided that students participate in the course at a professional level. **It is also suitable for students from other disciplines who appreciate the opportunity to see how planners look at the world from a multidisciplinary and action-oriented perspective.**

This course is divided on two major sections.

1. **Disaster Core Concepts and Debates**—In this foundational section, students will delve into the essential principles and ongoing debates surrounding disasters. From exploring the definition and classification of disasters to understanding the various theoretical frameworks that underpin disaster studies, this section equips students with a

comprehensive grasp of the core concepts. Topics include the disaster risk reduction paradigm, vulnerability assessment, and the complexities of disaster management. We will challenge students to think critically and foster a deep understanding of the multifaceted nature of disasters.

2. **Analysis and Understanding of Post-Disaster Recovery**—The second half of the course focuses on the critical phase of post-disaster recovery. Students will develop analytical skills to assess the long-term effects of disasters on communities and explore strategies for rebuilding and resilience. Through case studies (both local and international) and practical exercises, students will engage in the examination of recovery frameworks, policy implications, and community-based approaches. Special attention will be given to the social, economic, political, and environmental dimensions of recovery, as well as the challenges and opportunities associated with rebuilding efforts. The section aims to equip students with the knowledge and tools necessary to contribute meaningfully to the planning and implementation of effective post-disaster recovery initiatives at local, regional, and international levels.

Course objectives

Upon successful completion of UP 438 students will have an understanding of:

- The basic emergency management laws and framework in the U.S. and how urban planning fits into them.
- The basic characteristics and principles of hazard mitigation planning and recovery planning.
- International frameworks governing climate adaptation and how they relate to hazard mitigation.
- The details of the U.S. system of hazard mitigation, adaptation and recovery.
- The function and contents of a local hazard mitigation plan
- The challenges of post-disaster recovery in a variety of U.S. and international settings.
- Current challenges and frontiers regarding planning for resilience and climate adaptation

This course is not...

- **A Simplistic Approach to Disasters.** This course does not provide oversimplified views on disasters; instead, it challenges students to explore the intricate web of factors influencing disaster occurrence, response, and recovery.
- **Exclusively U.S.-Centric.** While is heavily focus on the United States context, the course does not neglect the global context. It is not limited to U.S. disasters but incorporates international case studies to offer a comprehensive understanding of diverse disaster experiences worldwide.
- **A Passive Learning Experience.** This course is not designed for passive consumption of information. It encourages active engagement through critical thinking, discussions, and practical exercises, fostering a dynamic learning environment that prepares students to tackle real-world challenges in disaster planning.

- **Ignoring the Complexity of Recovery.** The course does not oversimplify the post-disaster recovery process. It goes beyond superficial analyses and acknowledges the multifaceted challenges associated with recovery, preparing students to comprehend and contribute to the complexities of rebuilding efforts in diverse contexts.

Course Format

This course will combine lectures, in-class and online discussions, and small group exercises. All readings and links to video and audio files will be posted on the course Canvas site. The readings will form the basis for in-class discussion, so you should complete all assigned readings **before** class. All assignments should be submitted through Canvas unless otherwise noted.

Course Assessment

The final grade has the following components:

	Graduate	Undergraduate
Attendance and Participation	10%	10%
Reading Responses and Replies	10%	10%
Disasters in the News Reports (x2)	--	10%
Essays (x2)	30%	--
Group presentation and report on a mitigation/adaptation	25%	25%
Group presentation and report on a recovery case	25%	25%

- **Extension Policy:** Extensions are not guaranteed and will be considered on a case-by-case basis. To increase your chances of receiving an extension, please approach the instructor at least a few days before the deadline. **Requests made the night before an assignment is due will not be granted.** However, extensions will be granted for meritorious cases, which may include medical emergencies, family crises, or other **unforeseen circumstances.**
- **General Rule:** Assignments are expected to be submitted by the **specified deadline.** Late submissions will be subject to a penalty to maintain fairness and uphold academic standards.
- **Late Submission Penalty:** A deduction of 10 points will be applied to assignments submitted after the designated deadline. This penalty is applicable to each day the submission is delayed.
- **Notification:** It is the responsibility of the student to inform the instructor, preferably in advance, if there are anticipated challenges in meeting the submission deadline.
- **Communication is Key:** In case of unforeseen circumstances affecting timely submission, students are encouraged to communicate with the instructor promptly. This facilitates a transparent and understanding environment.

Course Requirements

Attendance and Participation

Your active participation is essential for success in this course. Strong attendance and engagement with the course materials, with the instructor and with your classmates will lead to a high attendance and participation grade. You are expected to complete the assigned readings prior to class and come to class prepared for discussion. Course sessions will include instructor and student-led discussions and small group exercises. You will have various opportunities to share your perspectives, experiences, and questions, and respond to questions raised by the instructor during class and your classmates. If you cannot attend a session, please contact the instructor prior to that session.

Reading responses and replies

Over the semester, you will post **twelve reading** responses *and* **twelve replies** on the course discussion board. Student responses should be based on **at least** one of the graduate readings for the week, indicated by * in the reading list at the end of this syllabus. Your responses should be about 200-300 words and must be posted before class on **Tuesdays**.

Engage one or more of the readings with some variant of one of these prompts: write about something that was important to you, whether you agreed with the author or not, and explain why; list the main argument of the reading and react to them with one of your own; and/or explain how one or more the readings relate to each other, to you, and to the world. You may include quotations that are useful for your argument. End your memo with one open-ended discussion question for the class that emerges from the issues you raised in your response. Please spellcheck your work and make sure it makes sense. As always, be respectful of other peoples' views and keep your minds open.

Your reply to a class member's reading response should be about 100 words and must be posted before class on **Thursdays**. Pick someone's response that interests, provokes thoughts, even disagreement, and/or enlightens a subject for you. It is fine if a few people reply to the same response.

Disaster in the news (Undergraduate students only)

Over the semester, undergraduate students will work on **2 reports** based on news articles. The short report should answer: (1) where and when the article was published, (2) the main topics and arguments presented in the article (who, what, where, when, and why), (3) sources cited (research, interviews, etc.) (4) an analysis of the accuracy and any potential bias in the reporting, and 5) The conclude the report with a question you would like to answer in connection to the news article. Where possible, discussion questions should encourage students to make connections between the article and material covered in class, as well as their personal experiences.

When searching for news articles, I encourage you to search for positive examples of disaster mitigation activities or post disaster recovery.

Resources for media coverage of climate-related issues include:

- AP News – Climate <https://apnews.com/climate-and-environment>
- The New York Times- Climate and Environment <https://www.nytimes.com/international/section/climate>
- NHK World-Japan page - <https://www3.nhk.or.jp/nhkworld/en/news/tags/31/>
- POLITICO—Disaster Relief page- <https://www.politico.com/news/disaster-relief>
- Environment & Disaster Management News- <https://envirodm.org/>

Short Essays (Graduate student only)

To ensure that each student can apply the basic elements of mitigation and recovery, two short essays will be assigned. For each essay, the instructor will distribute a question or situation, to which students will provide concise responses of about two to four pages. These will give each student an opportunity to show that they absorbed, integrated, and made sense of the material covered in class and readings. Essays will be expected to describe the key aspects of each assigned topic in a manner that is factually correct, thorough in understanding of the topic, readable, clearly organized, grammatically correct, and concise.

Report on Mitigation / Adaptation Actions

In groups, students will research ways to mitigate the effects of floods, hurricanes, mudslides, earthquakes, wildfires, tsunamis, or tornadoes, as applied to six selected countries. This year the selected countries are California, Puerto Rico, Spain, Brazil, Japan, Pakistan. Groups will make a presentation to the class, proposing the highest priority mitigation methods for two types of natural hazards in their city. Each group also will review the work of one of the other groups.

The Mitigation/Adaptation grade follows a comprehensive approach. This final grade is comprised of individual oral evaluation, group project report grade and an evaluation sheet completed by each team members.

Report on a Post-Disaster Recovery Case

In groups, students will research the recovery process following [a large U.S. or international disaster](#) that occurred within the past two decades. Each group will prepare a presentation to the class and submit a report summarizing their findings. Each group also will critique one of the other groups.

Conversions from Numeric to Letter Grades

Numeric grades will be converted into letter grades using the scale outlined below. The course will not be graded on a curve, and there will be no rounding applied to numeric grades.

Numerical Grade	Letter Grade	Numerical Grade	Letter Grade
> 92.5	A	> 70.0	C-

> 90.0	A-	> 67.5	D+
> 87.5	B+	> 62.5	D
> 82.5	B	> 60.0	D-
> 80.0	B-	< 60.0	F
> 77.5	C+		

College and Campus Policies and Resources

Diversity: UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected, and individuals feel valued.

Accommodation for Students with Disabilities

If you need accommodations, please make an office hours appointment so we can discuss your needs and ways I can support your learning. To ensure that disability-related concerns are properly addressed, students who require assistance to participate in this class should contact [Disability Resources and Educational Services \(DRES\)](#). DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail disability@illinois.edu.

Support resources and supporting fellow students in distress

As members of the Illinois community, we each have a responsibility to express care and concern for one another. We know that students sometimes face challenges that can impact academic performance (e.g., mental health concerns, food insecurity, homelessness, personal emergencies, among others). Should you find that you or a fellow student are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the professor or the [Student Assistance Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources. The SAC has a Dean on Duty available to see students who walk in, call, or email the office during business hours. For mental health emergencies, you can call 911 or walk-in to the Counseling Center; no appointment is needed.

The University [Mental Health Resources](#) website can help you decide what kind of assistance you might need and how to get connected to services for **mental health and wellness**. The resources on this website reflect many different approaches, ranging from personal counseling to forming groups to address issues in your school or work environment.

Technology access: The [Technology Loan Program](#) is a partnership established across the campus IT community to loan technology hardware to eligible students who have unmet needs. This includes loaning computers and internet hotspot technologies to support online learning and work- from-home activities for the duration of the Covid-19 crisis. Students in need are encouraged to contact the [Student Assistance Center](#) (SAC) at 217-333-0050 or helpdean@illinois.edu. The SAC helps students understand university policies and procedures,

connects them to campus resources, and supports students in crisis.

Attendance: It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor, the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of F for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

Special Circumstances: Please communicate any expected or unexpected absences with the instructor as early as possible. If you will be absent for a class period, you must alert the instructor before class to potentially receive an excused absence. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation in University sanctioned activities, etc.).

Safety and Security in the Classroom: Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency – like fire, severe weather, or if someone is trying to hurt you – we have three options: Run, hide or fight. For more information, please refer to the General Emergency Response Recommendations at <http://www.senate.illinois.edu/emergencyresponse.pdf>.

Sexual Misconduct Reporting Obligation: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality can be found here: <https://wecare.illinois.edu/resources/students/#confidential>. Other information about resources and reporting is available here: <http://wecare.illinois.edu>.

Writers Workshop: The Writers Workshop contributes to the intellectual and creative activities of the University of Illinois by providing support for all writers in the campus community--undergraduate and graduate students, faculty, and staff. The Writers Workshop provides individual and small-group consultations, hosts workshops on academic and professional writing concerns, sponsors writing groups and writing retreats, and visits classrooms upon request to introduce our resources or to provide a tailored, interactive presentation. See <http://www.cws.illinois.edu/workshop/> for more info.

FERPA: Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure the protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information.

FAA Writing Services: The FAA Writing Advisor, Amanda Liepert, offers one-on-one writing assistance to undergraduate and graduate students in Fine and Applied Arts (FAA), including students from other colleges enrolled in this class. The Writing Advisor is available to assist students with classroom assignments; theses and dissertations; artist statements, short bios and program notes; grant applications; scholarly publications; resumé, portfolios, and cover letters; and many other kinds of documents. Email the Advisor at liepert@illinois.edu to request an appointment.

SCHEDULE

SESSION	WEEK	DATE	DAY	TOPIC
SECTION 1-DISASTERS, CORE CONCEPT AND DEBATES				
1	1	Jan-21	Tu	Introduction and Overview
2	1	Jan-23	Th	Defining disasters, and phases of emergency management
3	2	Jan-28	Tu	Vulnerability and social roots of disasters
4	2	Jan-30	Th	Resilience, adaptive capacity, and social ecology
5	3	Feb-4	Tu	Structure of US risk management system
6	3	Feb-6	Th	Federal funding system for recovery and mitigation
7	4	Feb-11	Tu	Adaptation Planning
8	4	Feb-13	Th	Community Resilience in Puerto Rico
	4	Feb-14	F	DISASTER IN THE NEWS REPORT 1 DUE
9	5	Feb-18	Tu	Flood Mitigation Planning and National Flood Insurance
10	6	Feb-20	Th	Costal Adaptation Planning
11	6	Feb-25	Tu	Post-Disaster Relocation* (Mike Mendez)
12	7	Feb-27	Th	ADAPTATION/MITIGATIONS PRESENTATION
13	7	Mar-4	Tu	ADAPTATION/MITIGATIONS PRESENTATION
14	8	Mar-6	Th	ADAPTATION/MITIGATIONS PRESENTATION
15	8	Mar-11	Tu	FEMA and Flood Mitigation* (Laura Curvy)
16	8	Mar-13	Th	Disasters and Mental Health
		Mar-14	F	MITIGATION/ADAPTATION REPORT DUE
	9	Mar-15	Sat	SPRING BREAK – NO CLASS
	9	Mar-23	Sun	SPRING BREAK – NO CLASS
SECTION 2 UNDERSTANDING CRISIS AND RESILIENCE WORLDWIDE				
17	10	MAR-25	Tu	Post Disaster Recovery in India* (Aishwarya Borate)
18	10	MAR-27	Th	Post Disaster Case—Japan 2011—(Rob Olshansky)
		MAR-28	F	SHORT ESSAY 1 DUE
20	11	Apr-1	Tu	Sendai Framework for Disaster Risk Reduction
21	11	Mar-3	Th	Recovery Case—Hurricane Katrina
22	12	Apr-8	Tu	Watch: Trouble the Water
23	12	Apr-10	Th	Disaster Capitalism
24	13	Apr-15	Tu	Recovery Case—Puerto Rico*
25		Apr-17	Th	POST-DISASTER RECOVERY PRESENTATIONS
26		Apr-22	Tu	POST-DISASTER RECOVERY PRESENTATIONS
27		Apr-24	Th	POST-DISASTER RECOVERY PRESENTATIONS
		Apr-25	F	POST-DISASTER RECOVERY REPORTS DUE

28	14	Apr-29	Tu	Climate Justice and Transformative Resilience
29	14	May-2	Th	A Critical Approach to Disaster Resilience
30	15	May-6	Tu	Climate Activism and Grassroots mobilization/Last Class
	16	May-9	F	SHORT ESSAY 2 DUE/ DISASTER IN THE NEWS REPORT 2 DUE

Schedule of Readings

Week 1

- Tierney, Kathleen J., Michael K. Lindell, and Ronald W. Perry. 2001. Facing the Unexpected: Disaster Preparedness and Response in the United States. Washington, D.C.: Joseph Henry Press. **Chapter 1**
- Quarantelli, E. L. (1987). "Disaster studies: An analysis of the social historical factors affecting the development of research in the area. (Page 286-293)

Week 2

- Tierney, Kathleen. 2014. The Social Roots of Risk: Producing Disasters, Promoting Resilience. Stanford CA: Stanford Business Books. **Chapter 2, 6-7**
- Cutter, Susan et al. 2003. Social Vulnerability to Environmental Hazards. Social Science Quarterly, Volume 84, No 2

Suggested

- Pelling, M. (2010). Adaptation to Climate Change: From Resilience to Transformation. Routledge. **Chapter 2**
- Wisner, Ben. et al. (2004) At Risk: Natural hazards, people's vulnerability and disasters. Second Edition. Routledge. Taylor & Francis Group. **Chapter 2.**

Week 3

- Rubin, Claire, editor. 2020. Emergency Management: The American Experience 1900-2010. Third Edition. Fairfax, VA: Public Entity Risk Institute. **Chapter 3, 4, 5**
- Cutter, Susan. 2020. "Tipping Points in Policy and Practice," in Rubin, Claire and Cutter, Susan. Editors. U.S. Emergency Management in the 21st Century: From Disaster to Catastrophe. Routledge, New York

Suggested

- Boyd, Eugene. 2011. Community Development Block Grant Funds in Disaster Relief and Recovery. Congressional Research Service Report for Congress, Washington, D.C. Order Code RL33330, September 21, 2011. <http://www.fas.org/sgp/crs/misc/RL33330.pdf>

Week 4

- Burby, Raymond, Robert Deyle, David Godschalk, and Robert Olshansky. 2000. Creating hazard resilient communities through land-use planning. *Natural Hazards Review*, 1(2): 99-106.
- Berke, Phillip et al. 2015. Evaluation of networks of plans and vulnerability to hazards and climate change: a resilience scorecard. *Journal of the American Planning Association*
- Jacobs, Fayola. (2019). "Black feminism and radical planning: New directions for disaster planning research."

Suggested

- Stults, Missy. Integrating climate change into hazard mitigation planning: Opportunities and examples in practice. *Climate Risk Management*. Volume 17, 2017, Pages 21-34
- Santiago, L., Flores, D., & Hong, C. Y. (2020). The impact of extreme weather events on community risk planning and management: The case of San Juan, Puerto Rico after hurricane Maria. *urbe. Revista Brasileira de Gestão Urbana*, 12.

Week 5

- Ludy, Jessica, & Kondolf, Mathias. (2012). "Flood risk perception in lands 'protected' by 100-year levees.
- Bolstad, Erika. 2016. Coastal Cities Look to Resilience Chiefs to Combat Climate Change. *Scientific American*, May 23, 2016. <http://www.scientificamerican.com/article/coastal-cities-look-to-resilience-chiefs-to-combat-climate-change>
- King, Rawle O. 2013. The National Flood Insurance Program: Status and Remaining Issues for Congress. Congressional Research Service report for Congress R42850, February 6, 2013 <http://www.fas.org/sgp/crs/misc/R42850.pdf>

Week 6

- Hino, Myuki et al. 2017. Managed retreat as response to natural hazard risk. *Nature Climate Change*. Macmillan Publishers Limited.

Week 7

- No readings. *Presentations*

Week 8

- Olshansky, Robert and Laurie Johnson. 2014. The Evolution of the Federal Role in Supporting Community Recovery After U.S. Disasters. *Journal of the American Planning Association*, 80(4): 293-304

- Olshansky, Robert B., Laurie A. Johnson, Jedidiah Horne, and Brendan Nee. 2008. Planning for the rebuilding of New Orleans. *Journal of the American Planning Association*. 74(3): 273-287

Week 9

- Iuchi, Kanako; Elizabeth Maly; and Laurie Johnson. 2015. Three Years After a Mega-Disaster: Recovery Policies, Programs and Implementation After the Great East Japan Earthquake. Pages 29-46 in *Post-Tsunami Hazard*, V. Santiago-Fandiño et al (eds.), Springer International

Week 10

- Schwab, James, editor. 2014. *Planning for Post-Disaster Recovery: Next Generation*, Chicago, Illinois: American Planning Association, Planning Advisory Service Report 576. https://www.planning.org/pas/reports/pdf/PAS_576.pdf Executive Summary, Chapter 1, Chapter 6
- Balachandran, B., Olshansky, R. B., & Johnson, L. A. (2022). Planning for disaster-induced relocation of communities. *Journal of the American Planning Association*, 88(3), 288-304.
- Rosenzweig, C., & Solecki, W. (2014). Hurricane Sandy and adaptation pathways in New York: Lessons from a first-responder city. *Global Environmental Change*, 28, 395-408.

Week 11

- Adams, Vincanne. 2013. *Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina*. Duke University Press. Introduction – Chapter 1
- Klein, Naomi. 2007. *The Shock Doctrine: The Rise of Disaster Capitalism*. Picador, New York, New York

Week 12

- No readings. *Presentations*

Week 13

- Burkett, Maxine. (2018). Behind the Veil: Climate Migration, Regime Shift, and a New Theory of Justice. *Harvard Civil Rights-Civil Liberties Law Review*. Vol. 53
- Angelovski et al. 2016. Equity Impacts of Urban Land Use Planning for Climate Adaptation: Critical Perspectives from the Global North and South. *Journal of Planning and Education Research*. Volume: 36 issue: 3, page(s): 333-348
- Chu, Eric. et al. 2017. Climate adaptation as strategic urbanism: assessing opportunities and uncertainties for equity and inclusive development in cities. *Cities*. 60 378–387. Elsevier Limited.

Readings for Invited Speaker

- Roque, A., Wutich, A. Brewis, A. Beresford, M., García-Quijano, C., Lloréns, H., and Jepson. *Water Sharing as Disaster Response: Coping with Water Insecurity in the*

Aftermath of a Major Hurricane. *Human Organization*. <https://doi.org/10.17730/1938-3525-82.3.248>

- Roque, A., Wutich, A. Brewis, A. Beresford, M., García-Quijano, C., Lloréns, H., and Jepson. (2021). Autogestión and Water Sharing Networks in Puerto Rico after Hurricane María. *Water International*. <https://doi.org/10.1080/02508060.2021.1960103>
- Roque, A.D., Pijawka, D. and Wutich, A. (2020). The Role of Social Capital in Resiliency: Disaster Recovery in Puerto Rico. *Risk, Hazards & Crisis in Public Policy*. <https://doi.org/10.1002/rhc3.12187>

Week 14

- Newell, P., Srivastava, S., Naess, L. O., Torres Contreras, G. A., & Price, R. (2021). Toward transformative climate justice: An emerging research agenda. *Wiley Interdisciplinary Reviews: Climate Change*, 12(6), e733.
- Amorim-Maia, A. T., Anguelovski, I., Chu, E., & Connolly, J. (2022). Intersectional climate justice: A conceptual pathway for bridging adaptation planning, transformative action, and social equity. *Urban climate*, 41, 101053.