

**COURSE SYLLABUS**

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Instructor:	Dr. Kevin Ash	Term:	Fall 2019
Office:	TUR 3128	Class Meeting Days:	Monday
Phone:	352-294-6956	Class Meeting Hours:	10:40 am – 1:40 pm
Email:	kash78@ufl.edu	Class Location:	TUR 3018
Office Hours:	Tues, Wed, Thurs 2-3 pm, or by appointment	Course Credits:	3 hours

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**I. Course Overview**

In this course, students will learn fundamental concepts and widely used methodologies for assessment of hazard vulnerability using geospatial data and analysis techniques. They will benefit from assignments using ArcGIS Pro (primarily) and other geospatial and quantitative analysis software. This course will not use a simple hazard-by-hazard approach, but will integrate perspectives from the physical and social sciences to identify and describe risk and vulnerability with empirical data and real-world examples. This unique course will provide critical training and experience for students interested in hazards geography, GIS, emergency management, risk communication, or urban planning.

The course begins by reviewing key concepts relevant for geospatial analysis of risk and vulnerability such as the definitions of these terms and practical issues such as geographic scale and the modifiable areal and temporal unit problems. Then, we will investigate how different types of hazards are represented spatially and how these differences make multi-hazard mapping and analysis challenging. We will then discuss the advantages and pitfalls of using casualty and economic loss datasets, before introducing students to the wide array of socioeconomic datasets frequently used in social vulnerability analyses. Students will learn several different approaches and methodologies for social vulnerability mapping and analysis, and will learn how physical (risk) and social vulnerability analyses can be integrated into a single quantitative assessment. Students will also be exposed to participatory mapping approaches for risk and vulnerability.

NOTE: This course is co-listed with GEO 4938 which is an undergraduate course. While the two courses will meet together and complete similar assignments and exams, undergraduate and graduate students will be evaluated on different bases. Graduate students will be required to lead in-class discussions, complete a longer and more rigorous final project paper, deliver a longer and more comprehensive final project presentation, and graduate students will not be able to consult their notes during the exams.

**II. Course Content Objectives**

By the end of the course, students will:

- Discover how the concepts of risk and vulnerability are operationalized for geospatial analyses.
- Demonstrate understanding of how risk and vulnerability indices are constructed and mapped using a GIS and how the indices and maps should be interpreted
- Identify and use appropriate geospatial physical and socioeconomic datasets in risk and vulnerability analyses
- Compare and contrast different geospatial analytic methodologies used in risk and vulnerability analyses
- Apply basic and advanced geographic and geostatistical concepts in the context of disaster risk reduction efforts

### III. Student Learning Outcomes

Through the course assignments and exams, students will learn to:

- Define the terms risk and vulnerability and operationalize these concepts with empirical spatial data
- Perform mapping and assessment of physical hazard risks associated with a variety of hazard types using GIS and geospatial analysis techniques
- Understand how the modifiable areal and temporal unit problems, as well as different data smoothing techniques, can influence conclusions about risk and vulnerability in quantitative and geospatial analysis
- Work with data that contain margins of error and visualize uncertainty in maps
- Download, combine, and map secondary socioeconomic data in a social vulnerability index
- Analyze and map data using multivariate statistics
- Map social and physical data using dasymetric techniques
- Combine and map physical hazard and socioeconomic data for a comprehensive risk and vulnerability analysis
- Communicate analysis findings in written, verbal, cartographic, and graphical formats

### IV. Materials and Supplies: Laptop Computer

This course will be held in TUR 3018, which is a studio classroom with no computer terminals. Students must provide their own laptop computer on which to work on assignments and exams during and/or outside of class. Any required software (such as ArcGIS Pro) will be available on students' laptops through UF Apps at <https://info.apps.ufl.edu> or through student versions provided by the instructor.

### V. Required Texts and Useful Online Resources

There is no required textbook for this course. The instructor will assign readings on a weekly basis and these will be available via Canvas. Citations for the required readings are provided at the end of this document.

### VI. Course Format, Activities, and Basis for Evaluation

The class will meet once per week for a three hour time block on Mondays from 10:40 am to 1:40 pm. The three hour period will be a mix of lecture, discussion of assigned readings, review of weekly assignments, and a question/answer period for each week's new GIS assignment.

#### Evaluation and Grading

**Class Participation:** Class participation will be evaluated based on two components. The first is attendance which will count for 5% of the final grade. Students are expected to attend class for each of the 12 days of class during the semester. Students may be excused from absences with appropriate documentation according to the university policy (more information provided in Section IX below). The other 10% of class participation will be based on discussion of the weekly readings on Canvas and in class. Students will be required to post their own summaries and critiques of the papers and discuss the papers further during class periods; this will constitute half (5 percentage points) of the 10% participation grade constituted by discussion. An evaluation rubric is provided below. For the other 5 percentage points of the 10% based on discussion, graduate students will be responsible for leading the in-class discussion at least once during the semester. A rubric for evaluation of discussion leaders is also provided below.

*Rubric for Evaluation: Online Readings Summaries/Critiques*

*Task: Write a 300-500 word summary and critique of the weekly assigned readings and submit it via Canvas prior to class.*

*Consult the rubric below to make sure you include all required elements to receive full credit.*

*(Adapted from two sources: Solan & Linardopoulos 2011, [http://jolt.merlot.org/vol7no4/linardopoulos\\_1211.htm](http://jolt.merlot.org/vol7no4/linardopoulos_1211.htm); Reflection/Discussion Critique Rubric, <http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=D97AAC&>.)*

Evaluation Category	Standards for Excellent Work	Points	Instructor Comments
Summary of Key Concepts	-Demonstrate comprehension of key concepts from readings	/4	

	-Recognize & define key concepts in summary -Use terms & concepts appropriately in context		
<b>Evaluation &amp; Synthesis of Key Concepts</b>	-Construct generalized judgments and/or arguments about key concepts in readings -Support arguments using specific instances or examples from the readings	/6	
<b>Critique Strategies</b>	-Employ one or more critique strategies such as: <ul style="list-style-type: none"> <li>▪ Compare/contrast between readings</li> <li>▪ Deconstruction of language or logic</li> <li>▪ Identification of methodological shortcomings</li> </ul>	/6	
<b>Writing &amp; Communication Proficiency</b>	-Organize writing with clear structure: <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Body</li> <li>▪ Conclusion</li> </ul> -Avoid spelling, grammar, syntax, punctuation, or other writing errors	/4	

*Rubric for Evaluation: Leading Class Discussions*

*(adapted from rubric published by Stevens & Levi 2004, <http://www.humber.ca/centreforteachingandlearning/>)*

*Task: Identify key themes for discussion from the assigned weekly readings. On the Friday before leading your class discussion, send select and distribute one additional reading that supplements the two assigned readings. Conduct a 30-minute discussion with the class and use the rubric to assist you in planning and leading the discussion.*

<b>Evaluation Category</b>	<b>Standards for Excellent Work</b>	<b>Points</b>	<b>Instructor Comments</b>
<b>Preparation</b>	-Provide focus questions & discussion items to class at least 3 full days prior to discussion (previous Friday morning)	/3	
<b>Content</b>	-Themes of readings summarized clearly beginning of discussion	/4	
<b>Discussion &amp; Debate Methods</b>	-Engage students & promote participation -Make sure everyone contributes and no one dominates -Maintain professional & constructively positive tone to discussion -Promote alternative viewpoints to diversify & broaden discussion	/5	

	<ul style="list-style-type: none"> <li>-Highlight key points of debate &amp; why they are important</li> <li>-Use different discussion formats such as with pairs or small groups</li> <li>-Promote debate on theoretical &amp; methodological strengths &amp; weaknesses</li> <li>-Promote rigorous critique of ideas &amp; methods, not of people</li> <li>-Encourage synthesis of themes across readings as part of discussion summary</li> </ul>		
<b>Discussion Guiding Questions</b>	<ul style="list-style-type: none"> <li>-Be challenging &amp; thought provoking</li> <li>-Use understandable language</li> <li>-Use references to specific passages from the readings</li> <li>-Ask questions that take discussion in fruitful new directions</li> <li>-Use questions to identify frontiers of current knowledge</li> </ul>	/5	
<b>Facilitation Skills</b>	<ul style="list-style-type: none"> <li>-Respectful attention &amp; eye contact</li> <li>-Active listening</li> <li>-Asking respectfully for clarification</li> <li>-Paraphrasing to aid understanding</li> <li>-Redirecting questions to various students</li> <li>-Tactfully steer discussion to remain on topic, if needed</li> <li>-Summarizing themes to conclude</li> </ul>	/3	
<b>Total Score</b>		<b>/20</b>	

**GIS Assignments:** There will be 9 GIS assignments which will amount to 30% of the final grade. GIS assignments will typically be due one week after they are assigned; exceptions to this are noted in the course schedule.

**Exams:** In total, the two exams will account for 20% of the final grade, 10% each for the Midterm and Final exams. Both exams will be two hours in duration. They will be written and will cover concepts the students are learning in the course, using short answer and essay questions. Graduate students will not be permitted to consult their written notes during the exams.

**Final Project:** For the final project, students will use one or more of the GIS methods for analysis of hazard risk and vulnerability covered in the course to perform their own analysis for a location and hazard context of their choosing. The final project paper should be about 3500 words in length and include citations, data tables, and maps and graphs as appropriate. The class project will be worth 35% of the total grade. The majority of the points (30 out of the 35 percentage points) will be related to the paper which each student will write and turn in by December 13<sup>th</sup>. The remaining 5 percentage points will be for a 15 minute presentation given on December 2<sup>nd</sup>. More detailed instructions about the final project will be provided to students via Canvas and in class.

Assignments and Exams	Percent of Final Grade
Class Participation	15%
GIS Assignments	30%
Final Project	35%
Exam #1: Midterm	10%

Exam #2: Final	10%
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Grading Scale (%)	
92.5 – 100	A
89.5 – 92.4	A-
86.5 – 89.4	B+
82.5 – 86.4	B
79.5 – 82.4	B-
76.5 – 79.4	C+
72.5 – 76.4	C
69.5 – 72.5	C-
66.5 – 69.4	D+
62.5 – 66.4	D
59.5 – 62.4	D-
< 59.5	E

VII. **Important Dates to Remember:** The due dates below are tentative and can be changed at the discretion of the instructor.

Drop/Add Ends:	Mon, Aug 26 <sup>th</sup> 2019
No Class, Labor Day*	Mon, Sep 2 <sup>nd</sup> 2019
<b>Midterm Exam</b>	<b>Mon, Oct 14<sup>th</sup> 2019</b>
No Class, Veterans Day*	Mon, Nov 11 <sup>th</sup> 2019
No Class, SEDAAG Conference	Mon, Nov 25 <sup>th</sup> 2019
Reading Days	Thurs-Fri, Dec 5-6 <sup>th</sup> 2019
<b>Final Exam</b>	<b>Wed, Dec 11<sup>th</sup> 2019</b>
<b>Final Project Due</b>	<b>Fri, Dec 13<sup>th</sup> 2019</b>
Fall 2019 Grades Visible on <a href="https://one.uf.edu/dashboard/">https://one.uf.edu/dashboard/</a>	Wed, Dec 18 <sup>th</sup> 2019

VIII. **Weekly Topic Schedule, Assignments, and Exams (Schedule is provisional and subject to change)**

Date	Day	Class Topics & Assignments	Read Before Class
Aug 26	M	Course Introduction; Assignment #1	None
Sep 2	M	<b>Labor Day, No Class</b>	
Sep 9	M	Physical Hazard Risk Mapping; Assignment #2; #1 due	Elsner et al. 2012; Deng et al. 2016
Sep 16	M	Multi-Hazard Risk Mapping; Assignment #3; #2 due	Tate et al. 2011; Kappes et al. 2012
Sep 23	M	Geospatial Analysis of Damage & Casualties; Assignment #4; #3 due	Borden & Cutter 2008; Hahn et al. 2017
Sep 30	M	Demographic Geospatial Data Sources & Visualizing Uncertainty; Assignment #5; #4 due	Wong & Sun 2013; Folch et al. 2016
Oct 7	M	GIS-Based Social Vulnerability Analysis; Assignment #6; #5 due	Cutter et al. 2003; Flanagan et al. 2011
Oct 14	M	<b>Midterm Exam; Assignment #6 due Oct 15</b>	
Oct 21	M	Dasymetric Mapping & Social Vulnerability Analysis; Assignment #7; #6 due	Nelson et al. 2015; Garcia et al. 2016
Oct 28	M	Clustering Methods & Social Vulnerability Analysis; Assignment #8; #7 due	Rufat 2013; Wood et al. 2015
Nov 4	M	Risk/Vulnerability Integrated Analysis; Assignment #9; #8 due	Koks et al. 2015; Guillard-Goncalves & Zezere 2018
Nov 11	M	<b>Veterans Day, No Class; Assignment #9 due on Nov 12</b>	

Nov 18	M	Vulnerability Analysis Using Participatory & Qualitative GIS Methods; Lecture & Discussion, No Assignment	Canevari-Luzardo et al. 2015; Hazarika et al. 2018; Yusuf et al. 2018; Sullivan-Wiley et al. 2019
Nov 25	M	<b>SEDAAG Conference, Wilmington, NC; No Class, work on final project</b>	
Dec 2	M	Student presentations on final project; Work on final project papers	None
Dec 11	W	<b>***Final Exam: 7:30 am – 9:30 am in TUR 3018***</b>	
Dec 13	F	<b>Final Project Papers Due</b>	

## IX. Course Policies: Attendance, Make-Ups, and Grades

**Attendance:** Students are expected to attend each and every class period. Absences can be excused with proper documentation according to university policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Examination Policies and Reading Days:** Course policies are consistent with University policies on during-term exams, final exams, reading days, and make-up exams. Students must notify the instructor as soon as possible in case of absence during an exam and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted a reasonable amount of time to make up the missed exam. More details can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>.

**Grading Policies for Assigning Grade Points:** Information on current UF grading policies for assigning grade points may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

## X. Course Policies: Technology and Media

**Email:** Each of you has a UF email address. It is vital that you maintain an active UF email account and that you **check it often**. This tentative syllabus is **subject to change**, and any changes will be transmitted to you via your UF email account and Canvas (see below). Students should email the instructor if they have questions about any of the lectures, readings, assignments, or exams. You should expect a response within about 24 hours during weekdays. On holidays or weekends, expect a response on the next business day. The instructor will reasonably expect similar time frames for responses to emails sent to students.

**Canvas:** Course materials such as lectures, readings, the syllabus, and assignment instructions will be available through Canvas (<https://elearning.ufl.edu>). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account in order to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP(4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Online Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**Recordings and Notes:** It is not permitted to sell notes or recordings from this class without written consent of the instructor. Nor are students permitted to disseminate recordings of the instructor lecturing or post copies of assignments or exams on the internet.

## XI. Course Policies: Student Expectations

### **Disabilities Statement:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Academic Conduct Policy:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

## XII. Campus Resources for Students:

### **Academic Resources**

*E-learning technical support*, 352-392-4357 (select option 2) or email to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://lss.at.ufl.edu/help.shtml>.

*Career Resource Center*, Reitz Union, 352-392-1601. Career assistance and counseling. <http://www.crc.ufl.edu>

*Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center*, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

*Writing Studio*, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>

*Student Complaints*, [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

### **Health and Wellness Resources**

*U Matter, We Care*: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.

*Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 352-392-1161. More information on resources to help students with sexual violence issues at [www.umatter.ufl.edu/sexual\\_violence](http://www.umatter.ufl.edu/sexual_violence)

*Sexual Harassment*, Information on UF policies, awareness, reporting, and counseling at [www.hr.ufl.edu/manager-resources/policies-2/sexual-harassment/](http://www.hr.ufl.edu/manager-resources/policies-2/sexual-harassment/)

*Counseling and Wellness Center*, <http://counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;

*University Police Department*, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### XIII. Assigned Readings Citations:

Borden, K.A., and S.L. Cutter, 2008. Spatial patterns of natural hazards mortality in the United States, *International Journal of Health Geographics*, 7:64, doi:10.1186/1476-072X-7-64.

Canevari-Luzardo, L., J. Bastide, I. Choutet, and D. Liverman, 2015. Using partial participatory GIS in vulnerability and disaster risk reduction in Grenada, *Climate and Development*, 9: 95-109.

Cutter, S.L., B.J. Boruff, and W.L. Shirley, 2003. Social Vulnerability to Environmental Hazards, *Social Science Quarterly*, 84: 242-261.

Cutter, S.L., and C. Finch, 2008. Temporal and spatial changes in social vulnerability to natural hazards, *Proceedings of the National Academy of Sciences*, 105: 2301-2306.

Deng, Y., B. Wallace, D. Maassen, and J. Werner, 2016. A Few GIS Clarifications on Tornado Density Mapping, *Journal of Applied Meteorology and Climatology*, 55: 283-296.

Elsner, J.B., R.E. Hodges, and T.H. Jagger, 2012. Spatial grids for hurricane climate research, *Climate Dynamics*, 39: 21-36.

Flanagan, B.E., E.W. Gregory, E.J. Hallisey, J.L. Heitgerd, and B. Lewis, 2011. A Social Vulnerability Index for Disaster Management, *Journal of Homeland Security and Emergency Management*, 8: 3.

Folch, D.C., D. Arribas-Bel, J. Koschinsky, and S.E. Spielman, 2016. Spatial Variation in the Quality of American Community Survey Estimates, *Demography*, 53: 1535-1554.

Garcia, R.A.C., S.C. Oliveira, and J.L. Zezere, 2016. Assessing population exposure for landslide risk analysis using dasymetric cartography, *Natural Hazards and Earth System Sciences*, 16: 2769-2782.

Guillard-Goncalves, C., and J.L. Zezere, 2018. Combining Social Vulnerability and Physical Vulnerability to Analyse Landslide Risk at the Municipal Scale, *Geosciences*, 8: 294, DOI:10.3390/geosciences8080294.

Hahn, D.J., E. Viaud, and R.B. Corotis, 2017. Multihazard Mapping of the United States, *Journal of Risk and Uncertainty in Engineering Systems, Part A: Civil Engineering*, 3: 04016016.

Hazarika, N., D. Barman, A.K. Das, A.K. Sarma, and S.B. Borah, 2018. Assessing and mapping flood hazard, vulnerability and risk in the Upper Brahmaputra River valley using stakeholders' knowledge and multicriteria evaluation (MCE), *Journal of Flood Risk Management*, 11: S700-S716.

Kappes, M.S., M. Keiler, K. von Elverfeldt, and T. Glade, 2012. Challenges of analyzing multi-hazard risk: a review, *Natural Hazards*, 64: 1925-1958.

Koks, E.E., 2015. Combining hazard, exposure and social vulnerability to provide lessons for flood risk management, *Environmental Science & Policy*, 47: 42-52.

Nelson, K.S., M.D. Abkowitz, and J.V. Camp, 2015. A method for creating high resolution maps of social vulnerability in the

context of environmental hazards, *Applied Geography*, 63: 89-100.

Rufat, S., 2013. Spectroscopy of Urban Vulnerability, *Annals of the Association of American Geographers*, 103: 505-525.

Sullivan-Wiley, K.A., A.G. Short Gianotti, and J.P. Casellas Connors, 2019. Mapping vulnerability: Opportunities and limitations of participatory community mapping, *Applied Geography*, 105: 47-57.

Tate, E., S.L. Cutter, and M. Berry, 2010. Integrated multihazard mapping, *Environment and Planning B: Planning and Design*, 37: 646-663.

Wong, D.W., and M. Sun, 2013. Handling Data Quality Information of Survey Data in GIS: A Case of Using the American Community Survey Data, *Spatial Demography*, 1: 3-16.

Wood, N.J., J. Jones, S. Spielman, and M.C. Schmidlein, 2015. Community clusters of tsunami vulnerability in the US Pacific Northwest, *Proceedings of the National Academy of Sciences*, DOI: <https://doi.org/10.1073/pnas.1420309112>.

Yusuf, J.E., P. Rawat, C. Considine, M. Covi, B. St. John, J.G. Nicula, and K.A. Anuar, 2018. Participatory GIS as a Tool for Stakeholder Engagement in Building Resilience to Sea Level Rise: A Demonstration Project, *Marine Technology Society Journal*, 52: 45-55.