Instructor: Dr. Gary Webb  
Office Hours: W 3:00-5:00 p.m. (and by appointment)  
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**Course Overview**  
Disasters are a regular feature of modern living. They stem largely from the tendency of human societies to settle in hazard-prone areas, our reliance on high-risk production and defense technologies, and long-standing and emerging political conflicts. In recent years, disasters seem to be increasing in number; worsening in terms of financial, physical, and social impacts; and growing in complexity. Despite their best efforts to mitigate against or try to prevent disasters from happening, human societies must always maintain and constantly improve their capacities to respond to and recover from large-scale events.

**Course Objectives**  
The primary objectives of this course are to improve students’ knowledge of the response and recovery phases of disaster, familiarize them with the typical problems and challenges that arise during these phases, and suggest strategies for more effectively responding to and recovering from future disasters. Course material will facilitate the development of those skills by:

1. Identifying the diverse and complex range of hazards confronting human societies today and in the future.
2. Discussing the challenges involved in warning populations of impending threats, promoting appropriate protective actions, mobilizing necessary resources, and coordinating overall response operations.
3. Defining the recovery process, identifying factors that promote or impede community recovery from disaster, and examining the issue of social vulnerability and its impact on recovery outcomes.
4. Exposing students to principles of effective emergency management derived from both empirical research and lessons learned from previous disasters.

**Course Readings**

**Required Text:**  

**Additional Readings:**  
Throughout the semester students will also be required to read assigned journal articles. These are indicated by an asterisk (*) on the course outline and are accessible online through the UNT library and the course site on Blackboard.

**Course Requirements**  
Student grades for this course will be based on each student’s performance on three (3) major exams and one (1) after-action report.
Exams
There will be three required exams in this course, each of which will test students’ knowledge of material covered in the relevant section. For example, the first exam (tentatively scheduled for Wednesday, February 26) will consist of all material from class discussions and required readings up to that point; the second exam (tentatively scheduled for Wednesday, April 2) will consist of material from class discussions and required readings covered after the first exam; and the third exam (scheduled for Wednesday, May 7) will consist of all material from class discussions and required readings that are covered after the second exam (i.e., the final exam is not "comprehensive" in nature).

Each exam will contain 35 multiple choice questions, 1 short list question, and 1 essay question. The relative weight of each type of question for each exam is as follows:

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 multiple choice</td>
<td>70 points</td>
</tr>
<tr>
<td>1 short list question</td>
<td>5 points</td>
</tr>
<tr>
<td>1 essay question</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points x 3 exams = 300 points</td>
</tr>
</tbody>
</table>

After-Action Report
There is one required paper in this course. It will be evaluated in terms of organization, clarity of presentation (including spelling and grammar), and thoroughness. Each student is required to identify a disaster of interest, conduct online research about the event, write an after-action report, and deliver a presentation to the class. The report (which should be between five and seven typed, double-spaced pages) must include: (1) a description of the event, including its primary impacts and the various agencies and organizations involved in the response effort; and (2) identify at least five key lessons learned from the event. The reports are due and will be presented in class on Wednesday, April 30.

Course Grades
To summarize, course requirements and their relative weight for grading purposes are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>After-Action Report</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
</tr>
</tbody>
</table>

Student grades will be calculated on the following scale:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>315-350</td>
<td>A</td>
</tr>
<tr>
<td>280-314</td>
<td>B</td>
</tr>
<tr>
<td>245-279</td>
<td>C</td>
</tr>
<tr>
<td>210-244</td>
<td>D</td>
</tr>
<tr>
<td>0-209</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Assignments
After-action reports will not be accepted after the due date.

Missed Exams
Only in extenuating circumstances, such as family crisis, illness or injury sufficient to require medical care (which can be documented), participation in a university sponsored event which requires the student’s absence from campus on the day of the exam, and similar reasons beyond the student’s control, will make-up provisions apply. Advise the instructor in advance of absences due to such matters. If a make-up examination is allowed, an alternative exam (both in terms of substance and format) will be administered on the last day of finals week.
Tentative Course Outline*

Week 1 January 15
Topics
Introductions and Course Overview
Guiding Assumptions
Research and the Practice of Emergency Management
Readings: None

Week 2 January 22
Topics
Defining Disaster
Types of Disasters
Global Distribution of Disaster Impacts
Future Disasters and Response Challenges
Readings: Drabek Chapters 1 and 2

Week 3 January 29
Topics
Human-Induced and Conflict Disasters
Terrorism
Institutional Violence
Technological Disasters
Readings: None

Week 4 February 5
Topics
Human Response to Disaster
Common Disaster Myths
Sources of Disaster Myths
Consequences of Disaster Myths
Readings: Drabek Chapters 3 and 6

Week 5 February 12
Topics
Hurricane Katrina and the Consequences of Disaster Myths

Week 6 February 19
Topics
Disaster Warnings
The Warning Process
Characteristics of Effective Warnings
Evacuation and Protective Action
Readings: Drabek Chapters 4 and 5

Week 7 February 26
Exam 1
Week 8 March 5
Topics
Response Demands
Response Roles and Responsibilities
Typical Response Activities: Damage Assessment, Debris Removal, and Search and Rescue
EOC Design and Function
Readings: Drabek Chapters 7 and 8

Week 9 March 12
Spring Break—No Class

Week 10 March 19
Topics
National Response Frameworks
National Incident Management System
Incident Command System
Politics, Tragedy, and the Practice of Emergency Management

Week 11 March 26
Topics
Flexibility in Emergency Management
Competing Models of Emergency Management
Role Improvisation in Response to Disaster
Organizational Emergence and Adaptation in Response to Disaster

Week 12 April 2
Exam 2

Week 13 April 9
Topics
Disaster Recovery
Dimensions of Recovery
Stages of Recovery
Factors Affecting Recovery

Week 14 April 16
Topics
Social Vulnerability to Disaster
Sources of Vulnerability
Differential Disaster Impacts
Recovery Challenges
Week 15 April 23
Topics
Holistic Disaster Recovery
Recovery Plans
Mitigation Challenges and Opportunities
Readings: Drabek Chapter 11

Week 16 April 30
***After-Action Reports Due and Student Presentations***

Week 17 May 7
***Final Exam***

* It is important to note that this course outline is tentative and may be changed by the instructor. In the event changes to the outline are made, students will be notified in class. It is important, therefore, that students attend class to learn about important changes.

Note: Please complete the SETE evaluation for this course between 4/14/14 and 5/4/14.
SPRING 2014
Important Class Dates

JAN 13, MONDAY
First class day

JAN 20, MONDAY
Martin Luther King, Jr. Day - University closed.

JAN 27, MONDAY
Census Date (twelfth class day)

JAN 28, TUESDAY
Beginning this date a student who wishes to drop a course must first receive written consent of the instructor. A grade of W is assigned.

FEBRUARY 21, FRIDAY
Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.

FEBRUARY 24, MONDAY
Beginning this date, instructors may drop students with grade of WF for nonattendance.

MAR 6, THURSDAY
Mid semester

March 10 - 16 (MONDAY-SUNDAY)
Spring Break

MAR 25, TUESDAY
Last day to drop a course with consent of the instructor

APR 7, MONDAY
Beginning this date a student may request a grade of I, incomplete, a non-punitive grade given only if a student (1) is passing at the time of the request, and (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to complete the work.

APR 18, FRIDAY
Last day for an instructor to drop a student with a grade of WF for non-attendance

April 26 - May 1 (SATURDAY-THURSDAY)
Pre-finals week

MAY 1, THURSDAY
Last class day

MAY 2, FRIDAY
Reading Day - no classes are scheduled.

May 3-9 (SATURDAY-FRIDAY)
Final examinations

May 9 Friday
Graduate Commencement

May 10, Saturday
Undergraduate Commencement
POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

POLICY ON DISABILITY ACCOMMODATION
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

POLICY ON LAPTOPS AND CELL PHONES IN THE CLASSROOM
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.
POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.