

**Course Syllabus**  
***Introduction to Emergency Management***  
Spring 2019  
EADP 3010.001  
T/R 11:00 a.m.-12:20 p.m.  
Cury 204

Instructor: Dr. Gary Webb  
Location: Chilton Hall 122  
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***Course Overview***

Disasters are occurring with greater frequency and more severity both in the United States and around the world. In recent years, we have seen numerous natural disasters, including earthquakes, tsunamis, and hurricanes; destructive technological disasters, including nuclear accidents, oil spills, and chemical plant explosions; and devastating human-induced tragedies, including terrorist attacks, riots, and school shootings. Faced with such diverse, challenging, and frightening threats, human societies must equip themselves to face the unexpected and cope with the consequences of large-scale catastrophes. The field of emergency management is aimed at doing just that.

***Course Objectives***

The primary objective of this course is to introduce students to the field of emergency management. Course material will facilitate that introduction by:

1. Exploring the history of the profession of emergency management and the related field of disaster science.
2. Introducing students to the all-hazards approach to emergency management and sensitizing them to the wide range of threats facing society today.
3. Introducing students to the concept of comprehensive emergency management and the four phases of disasters: preparedness, response, recovery, and mitigation.
4. Exploring future challenges and opportunities in the field of emergency management.

***Course Readings***

Required Text:

Phillips, Brenda D., David M. Neal, and Gary R. Webb. 2017. *Introduction to Emergency Management*, 2<sup>nd</sup> ed. Boca Raton, FL: CRC Press.

### ***Course Requirements***

Student grades for this course will be based on each student's performance on three (3) major exams, each of which will test students' knowledge of material covered in the relevant section. For example, the first exam (tentatively scheduled for *Thursday, February 14*) will consist of all material from class discussions and required readings up to that point; the second exam (tentatively scheduled for *Thursday, March 21*) will consist of material from class discussions and required readings covered after the first exam; and the third exam (scheduled for *Tuesday, May 7, from 10:30 a.m.-12:30 p.m.*) 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:

35 multiple choice	70 points
1 short list question	5 points
<u>1 essay question</u>	<u>25 points</u>
Total	100 points x 3 exams=300 points

### ***Course Grades***

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

Exam 1	100 points
Exam 2	100 points
<u>Exam 3</u>	<u>100 points</u>
Total	300 points

Student grades will be calculated on the following scale:

<u>Points earned</u>	<u>Grade</u>
270-300	A
240-269	B
210-239	C
180-209	D
0-179	F

### ***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 and 17**

Introductions and Course Overview

**Week 2 January 22 and 24**

*Topics*

History of Emergency Management in the United States  
Core Competencies of Emergency Managers

*Readings:* Chapters 1 and 2

**Week 3 January 29 and 31**

*Topics*

Core Principles of Emergency Management  
History of Disaster Science

*Readings:* Chapter 3

**Week 4 February 5 and 7**

*Topics*

Methods of Disaster Research  
Distinguishing between Emergencies, Disasters, and Catastrophes

*Readings:* Chapter 4

**Week 5 February 12 and 14**

The Changing Landscape of Hazards and Disasters: New and Emerging Threats  
\*\*\*Exam 1, Thursday, February 14\*\*\*

**Week 6 February 19 and 21**

*Topics*

Preparedness

*Readings:* Chapter 5

**Week 7 February 26 and 28**

*Topics*

Planning

*Readings:* Chapter 6

**Week 8 March 5 and 7**

*Topics*

Response

*Readings:* Chapter 7

**Week 9 March 12 and 14**

\*\*\*Spring Break, No Classes\*\*\*

**Week 10 March 19 and 21**

Response, continued

\*\*\*Exam 2, Thursday, March 21\*\*\*

**Week 11 March 26 and 28**

Topics

Recovery

Readings: Chapter 8

**Week 12 April 2 and 4**

Topics

Mitigation

Readings: Chapter 9

**Week 13 April 9 and 11**

Topics

Resilience

**Week 14 April 16 and 18**

Topics

Global Disaster Risk Reduction

Readings: Chapter 11

**Week 15 April 23 and 25**

Topics

Grand Challenges for Emergency Management in an Age of Catastrophe

Advancing the Profession through Science: Bridging the Gap between Research and Practice

Readings: Chapter 12

**Week 16 April 30 and May 2**

Topics

Conclusions and Course Wrap-Up

**Week 17 May 7**

\*\*\*Final Exam, Tuesday, May 7, 10:30 a.m.-12:30 p.m.\*\*\*

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\* 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.

**SPRING 2019**

***Important Class Dates***

**JANUARY 14, MONDAY**

First class day

**JANUARY 21, MONDAY**

Martin Luther King Jr. Day (university closed)

**JANUARY 28, MONDAY**

Census Date (twelfth class day)

**MARCH 8, FRIDAY**

Mid-semester

**MARCH 11-17 (MONDAY-SUNDAY)**

Spring Break

**APRIL 8, 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 finish the course at a later date by completing specific requirements that the instructor must list on the electronic grade roster. All work in the course must be completed within the specified time (not to exceed one year after taking the course.)

**MAY 1-2, (WEDNESDAY-THURSDAY)**

Pre-finals Days

**MAY 2, THURSDAY**

Last class day

**MAY 3, FRIDAY**

Reading Day - no classes may be scheduled.

**MAY 4-10 (SATURDAY-FRIDAY)**

Final examinations

**MAY 10 Friday**

End of Term

## **RELEVANT POLICIES TO THIS COURSE**

### **CHEATING AND PLAGIARISM**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards.

Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. UNT Policy 06.003 defines cheating as “the use of unauthorized assistance in an academic exercise” and plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent.” Cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and in accordance with the process outlined by the Office of Academic Integrity (<http://faculty.success.unt.edu/academic-integrity>).

### **DISABILITY ACCOMMODATION**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **ACCEPTABLE STUDENT BEHAVIOR**

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 Dean of Students 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.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

### **PORTABLE ELECTRONIC DEVICES IN THE CLASSROOM**

When used appropriately, certain technologies, such as laptop computers, tablets, and smartphones, can enhance the university classroom experience. They also increasingly play a role in promoting campus safety by allowing students to receive severe weather alerts and other important risk information. However, when used inappropriately those same technologies can become a distraction to the individual user, other students, and the instructor. Thus, while students may use portable electronic devices for taking class notes, searching the web for class-related content and resources, and receiving risk warnings and alerts, they may not be used for conducting personal communications (e.g., texting and e-mailing), accessing social media, or any other non-academic purposes. In the event that a student’s use of portable electronic devices causes a distraction, he or she will first be asked to refrain from such use, and, if the problem persists, will be asked to leave the classroom.