

**Course Syllabus**  
***Disaster Response and Recovery***  
Spring 2018  
EADP 3045.002  
Monday 6:00-8:50 p.m.  
BLB 245

Instructor: Dr. Gary Webb  
Office Hours: M 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 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:

McEntire, David A. 2015. *Disaster Response and Recovery: Strategies and Tactics for Resilience, 2<sup>nd</sup> Edition*. Hoboken, NJ: Wiley.

Additional Readings:

Additional required readings are indicated by an asterisk (\*) on the course outline and are accessible through Blackboard.

***Course Requirements***

Student grades for this course will be based on each student's performance on three (3) major exams and one (1) in-class presentation.

### ***Exams***

There will be three required *90 minute* 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 *Monday, February 19*) will consist of all material from class discussions and required readings up to that point; the second exam (tentatively scheduled for *Monday, March 26*) will consist of material from class discussions and required readings covered after the first exam; and the third exam (scheduled for *Monday, 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:

|                         |                                  |
|-------------------------|----------------------------------|
| 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 |

### ***In-Class Presentation***

Each student is required to prepare and deliver a PowerPoint presentation in class on *April 23* that describes and analyzes a recent disaster, including its physical, financial, and social impacts; identifies major challenges that arose during the response and/or recovery phase(s); and presents at least three lessons learned from the event. Student presentations are valued at 50 points and will be evaluated in terms of organization, clarity of presentation, thoroughness, and originality.

### ***Course Grades***

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

|                              |                  |
|------------------------------|------------------|
| Exam 1                       | 100 points       |
| Exam 2                       | 100 points       |
| Exam 3                       | 100 points       |
| <u>In-Class Presentation</u> | <u>50 points</u> |
| Total                        | 350 points       |

Student grades will be calculated on the following scale:

| <u>Points earned</u> | <u>Grade</u> |
|----------------------|--------------|
| 315-350              | A            |
| 280-314              | B            |
| 245-279              | C            |
| 210-244              | D            |
| 0-209                | F            |

### ***Late Assignments***

In-class presentations 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, **Thursday, May 10 at 8:00 a.m.** No student can make up more than one exam. In the event that a student misses more than one exam, a grade of zero will be assigned for the second missed exam. If a student is granted a make-up exam and misses the scheduled make-up exam, a grade of zero will be assigned for the missed exam.

*Tentative Course Outline\**

**Week 1 January 15**

*Martin Luther King, Jr. Day—No Class*

**Week 2 January 22**

*Topics*

Introductions and Course Overview

*Readings:* None

**Week 3 January 29**

*Topics*

Guiding Assumptions

Research and the Practice of Emergency Management

Types of Disasters and Their Impacts

Future Disasters and Response Challenges

*Readings:* McEntire Chapter 1

**Week 4 February 5**

*Topics*

Human Response to Disaster

Disaster Myths: Their Sources and Consequences

*Readings:* McEntire Chapters 3 and 7

**Week 5 February 12**

*Topics*

Disaster Warnings

The Warning Process

Characteristics of Effective Warnings

*Readings:* McEntire Chapter 5

**Week 6 February 19**

*\*\*\*Exam I\*\*\**

**Week 7 February 26**

*Topics*

Response Demands, Activities, and Roles and Responsibilities

EOC Design and Function

*Readings:* McEntire Chapter 2

**Week 8 March 5**

*Topics*

National Response Framework

National Incident Management System

Incident Command System

*Readings:* McEntire Chapter 11

**Week 9 March 12**

*Spring Break—No Class*

## **Week 10 March 19**

### Topics

Competing Models of Emergency Management and the Importance of Flexibility

Readings: McEntire Chapter 4

## **Week 11 March 26**

\*\*\*Exam 2\*\*\*

## **Week 12 April 2**

### Topics

Disaster Recovery

Dimensions and Stages of Recovery

Factors Affecting Recovery

Readings: McEntire Chapters 8 and 9

## **Week 13 April 9**

### Topics

Social Vulnerability to Disaster and Its Sources

Readings: McEntire Chapter 10

\*Brenda D. Phillips. 1996. "Creating, sustaining, and losing place: Homelessness in the context of disaster."

*Humanity and Society* 20: 94-101.

## **Week 14 April 16**

### Topics

Holistic Disaster Recovery

Recovery Plans

Mitigation Challenges and Opportunities

Readings: \*Gavin Smith and Dennis Wenger. 2006. "Sustainable Disaster Recovery: Operationalizing an Existing Research Agenda." Pp. 234-257 in H. Rodriguez, E.L. Quarentelli and R.R. Dynes (eds.), *Handbook of Disaster Research*. New York: Springer-Verlag.

## **Week 15 April 23**

\*\*\*In-Class Presentations\*\*\*

## **Week 16 April 30**

### Topics

Disaster Response and Recovery: A Glimpse into the Future

Conclusions and Course Wrap-up

Readings: McEntire Chapter 12

## **Week 17 May 7**

\*\*\*Exam 3\*\*\*

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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 2018**  
***Important Class Dates***

**JANUARY 16, TUESDAY**

First class day

**JANUARY 29, MONDAY**

Census Date (twelfth class day)

**JANUARY 30, TUESDAY**

Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.

**FEBRUARY 23, FRIDAY**

Last day for student to receive automatic grade of *W* for nonattendance.

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, SATURDAY**

Beginning this date instructors may drop students with grade of *WF* for nonattendance.

**MARCH 9, FRIDAY**

Mid-semester

**MARCH 12-18 (MONDAY-SUNDAY)**

Spring Break

**APRIL 2, MONDAY**

Last day to drop with either *W* or *WF*.

Last day for a student to drop a course with consent of the instructor.

**APRIL 9, 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.

**APRIL 20, FRIDAY**

Last day for an instructor to drop a student with a grade of *WF* for non-attendance

**MAY 2-3, (WEDNESDAY-THURSDAY)**

Pre-finals Days

**MAY 3, THURSDAY**

Last class day

**MAY 4, FRIDAY**

Reading Day - no classes may be scheduled.

**MAY 5-11 (SATURDAY-FRIDAY)**

Final examinations

**MAY 11 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://facultysuccess.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.