**Disaster Response and Recovery**

*Spring 2019*

EADP 3045 - 001

Monday 6:00 – 8:50 PM

SAGE 354

Instructor: Dr. Mary Nelan

Office Hours: Tuesday 12:00 – 2:00 (and by appointment)

Office: Chilton Hall, Room 122C

Email: [mary.nelan@unt.edu](mailto:mary.nelan@unt.edu) (Use this email address, **do not** send messages through Canvas)

**Course Readings**

*Required Text:* McEntire, David A. (2015). *Disaster Response and Recovery: Strategies and Tactics for Resilience.* Wiley: New Jersey.

*Additional Readings:* Additional readings are listed in the class schedule and will be available on the course canvas site.

**Course Overview**

Disasters are an inevitable consequence of society and individual communities living in our world. 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, news reports of 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 Requirements**

Students will earn their grades in this course based on their performance on 2 exams, 1 after-action report, and their attendance/participation.

*Exams:*

There will be **2** exams in this class. Each exam will consist of **30** multiple-choice questions and **4** short essay questions. These exams will draw from the course readings and lectures. The first exam (February 25) will cover information introduced in Week 1 through Week 6. final exam (May 6) will be non-cumulative and cover information introduced Week 8 through Week 14.

The following is a breakdown of how the exams will be graded:

30 multiple-choice 60 points

4 essay questions 40 points

Total 100 points x 2 exams = 200 points

One week before the exam, I will release **8** possible essay questions and I will ask you **4** of those questions on the exam; I will not tell you specifically which two essay questions will be asked.

For each exam, you have the opportunity to develop a review guide and submit it **before the start of the exam** (either in hard copy or email form) for **up to** **5 points** extra credit on your exam grade. The general format is up to each individual, for maximum points the guide must include all topics covered for that exam. Remember the goal of a good study guide is to organize your notes and materials. I recommend identifying key concepts, prioritize information, define vocab works, and include examples. For ideas and suggestions check out the Creating Study Guide pdf on Canvas. I will not accept review guides that are my slides printed out in outline form, I will also not accept the answers to the pre-released essays for points.

*24-hour rule:* When you receive your exam grades please wait 24-hours before you contact me about your grade. If you want to discuss your grade, please send me an email and we can set an appointment outside of class. I do not discuss grades over email.

*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 (no mass shooting events), conduct online research about the event (do not cite Wikipedia as a source), 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. A rubric and explanation of the assignment will be released on Canvas on **March 4**. You must send me an email telling me which event you have chosen by **April 1.** The case studies are due **in class at the beginning of the class period** (you can only submit over email if you have previously discussed it with me and have a legitimate excuse) **April 22**. You will also be required to submit your paper to “turn it in” on canvas **prior to the start of class on April 22.** Each student will give a presentation on their paper starting in the second half of class on **April 22** and continuing in class on **April 29.**

The following disasters cannot be used for your after-action report:

**Hurricanes**: *Katrina, Matthew, Sandy, Andrew, Harvey, Irma, Maria, Lena*

9/11

West, Texas Fertilizer Explosion

Boston Marathon Bombing

Moore Tornado

Haiti Earthquake

Oklahoma City Bombing

2011 Japan Earthquake and Tornado

Indian Ocean Tsunami

*Attendance/Participation:*

Attendance/Participation will be counted towards your grade in this class. Attendance will be taken through group activities in each class where you will discuss the topics introduced in lecture and answer questions posed by the instructor. To verify that you had read this syllabus, please send a picture of your favorite zoo animal by September tenth for two points extra credit on your total class points. Please use the email suggestions below in the professionalism section of this syllabus. Your lowest attendance/participation score will be dropped when calculating your final grade. Absences will only be excused in the event of extenuating circumstances (including family crisis, illness or injury that is documented by a doctor, a university accepted excuse, a university sponsored event on the class meeting day that requires the student to be away from campus, or other similar reasons beyond the student’s control).

*Course Grades:*

Your grade for the course is broken down as follows:

Exams 100 points each (200 points total)

Assignment 100 points

Attendance 50 Points

Total: 350 Points

|  |  |
| --- | --- |
| A | 90% and above |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 0 – 59% |

*Late Assignments:*

I do not accept late assignments after the due date.

*Missed Exams*

Exams may only be made up in the event of extenuating circumstances (including family crisis, illness or injury that is documented by a doctor, a university accepted excuse, a university sponsored event on the day of the exam that requires the student to be away from campus, or other similar reasons beyond the student’s control). Notice through email or in person must be given to the instructor before the exam or within 24 hours after the exam.

**Professionalism**

One purpose of college courses is to help professionalize students. Two ways that we can work towards that in our class is through professionalizing your emails as students and using proper titles.

*Emails*

Please feel free to email me when you need help in the class, this is not meant to intimidate you but rather help you to send appropriate emails not only to me but your other professors. There are 5 key elements to a successful email to professors:

1. Subject Line: Clearly identify which class you are in and what you are emailing about in a few words.
2. Name: Use the proper title and name for your professor. Address the email to either Professor or Dr. Nelan (I have a Ph.D.; you can call me doctor). Also, make sure you know my last name and spell it correctly (this goes for all of your professors).
3. Briefly (and politely) state the reason for your email. If you are frustrated with something, try to take a step back and write a polite email, it will go a long way. If your email is aggressive then I will not receive it well. Remember to write in a professional manner, it is respectful and I always try to respect my students so it is nice when they reciprocate.
4. Do not use slang, text language, or emoticons. This is very important, professional emails do not include this type of language and it is better to get into the habit of writing emails this way.
5. Proofread: Anything that you send to professors should be proofread, whether it is an assignment or an email.

\*Bonus: Check the syllabus for the answer before you send an email (I will respond by referring you back to the syllabus if the answer to your question can be found here).

*Titles*

Using the proper title or honorific is respectful and important professional correspondence and interactions (emergency management being one of them). Please address me as either Dr. Nelan or Professor Nelan. Studies have shown that women are less likely than men to be addressed as Dr. and generally are called Ms. or Mrs. Why am I putting such an emphasis on this? It will serve you well in your future, in Emergency Management you will find that many people have titles and it is respectful to use those titles. This is not just for my ego; this is an important component of professionalization as you progress through the university.

**LAPTOPS AND CELL PHONES IN THE CLASSROOM**

Technology can be an excellent learning tool; however, it can also hinder learning when it is abused in the classroom. In this course, I allow personal laptops for note taking purposes. For your information, studies have shown that taking notes by hand is a more effective method of learning the material presented in your college courses.

If laptops are used for entertainment purposes while in class, you may unknowingly distract your fellow students who are not only interested in learning the topic of the course, but have also paid for the course. (See this article on the “cone of distraction” that is caused by individuals using laptops and cellphones in class for entertainment purposes: https://derekbruff.org/?p=2915) Please be aware of how you choose to use your laptops and what affect you may be having on students around you.

Cell phones are prohibited in class. Please turn off your ringer and put your cell phone away for the duration of class. If you need to be reached for any reason during class, please keep your phone on vibrate and leave the room to talk or text on your phone. Like laptops, cell phones can distract the students around you, and the instructor. Texting in class (no matter how stealthy you think you are) is disrespectful to the instructor and your fellow students.

**POLICY ON CHEATING AND PLAGIARISM**

*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 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*](http://www.unt.edu/oda). You may also contact them by phone at [*940.565.4323*](tel:940.565.4323).

**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.

**Tentative Course Schedule**

Week 1: January 14

*Topics:*

Course Overview

Types of Disasters

Knowing What to Expect After Disaster

*Readings:* Chapter 1

Week 2: January 21 - **No Class – MLK Jr. Day**

Week 3: January 28

*Topics:*

Experiences in Disaster

Disaster Behaviors

Research in Disasters

*Readings:* Chapter 2

Week 4: February 4

*Topics:*

Human Responses to Disaster

Alternative Management Approaches

Disaster Myths

*Readings:* Chapter 3 & 4

Week 5: February 11

*Topics:*

Disaster Myths and Hurricane Katrina

*Readings:* Tierney et al. 2006. “Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina.” *Annals of the American Academy of Political and Social Science* 604: 57

Week 6: February 18

*Topics:*

Disaster Warnings & Evacuation Behaviors

Search and Rescue Operations

*Readings:* Chapters 5 & 6

Week 7: February 25 - **Exam 1**

Week 8: March 4

*Topics:*

Convergence in Disasters

Materiel Convergence

*Readings:*

1. Fritz, C.E. & J.H. Mathewson. 1957. “Convergence Behavior in Disasters: A Problem in Social Control.” *Disaster Study Number 9, National Academy of Sciences National Research Council.* Washington D.C. **Pages 1-27**
2. Holguin-Veras et al. 2014. “Material Convergence: Important and Understudied Disaster Phenomenon.” *Natural Hazards Review 15*(1) 1-12.

Week 9: March 11

*Topics:*

Convergence in Disasters

Personnel Convergence

*Readings:*

1. Charles Fritz & J.H. Mathewson. 1957. “Convergence Behavior in Disasters: A Problem in Social Control.” *Disaster Study Number 9, National Academy of Sciences National Research Council.* Washington D.C. **Pages 29-60**
2. Mary Nelan & Sara Grineski. 2013. “Responding to Haiti’s Earthquake: International Volunteers’ Health Behaviors and Community Relationships.” *International Journal of Mass Emergencies and Disasters 31*(2) 293-314.

Week 10: March 18 – **Guest Speaker**

*Topics:*

Disaster Recovery

Moving beyond Immediate Needs

*Readings:*

Chapter 8

Gavin Smith and Dennis Wenger. 2006. “Sustainable Disaster Recovery: Opserationalizing an Existing Agenda.” Pp. 234-257 in H. Rodriguez, E.L. Quarantelli, and R.R. Dynes (eds.), *Handbook of Disaster Research.* New York: Springer.

Week 11: March 25

*Topics:*

Recovery Plans

Mitigation Challenges and Opportunities

*Readings:* Chapters 9 & 10

Week 12: April 1

*Topics:*

Social Vulnerability to Disaster

Sources of Vulnerability

Vulnerability and Recovery

*Readings:*

1. Enarson, E. and B.H. Morrow. 2000. “A Gendered Perspective: The voices of women.” Pp. 116-140 in W.G. Peacock, B.H. Morrow, and H. Gladwin (eds) Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters.
2. Dash, N., Peacock, W.G., and B.H. Morrow. 2000. “And the Poor Get Poorer: A neglected Black community.” Pp. 206-225 in W.G. Peacock, B.H. Morrow, and H. Gladwin (eds) Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters.

Week 13: April 8

*Topics:*

Disaster Commemoration

*Readings:*

Alderman, D.H. and H. Ward. 2008. “Writing on Plywood: Toward and Analysis of Hurricane Graffiti.” *Coastal Management* 35: 1-18

Week 14: April 15 **TBA**

Week 15: April 22 - **After Action Reports Due**

**Student Presentations**

Week 15: April 29

**Student Presentations**

**Final May 6: 6:00 – 8:00 PM**