

Introduction to Emergency Management

Spring 2017

EADP 3010 – 001

Tuesday and Thursday 11:00 – 12:20 PM

ENV 120

Instructor: Dr. Mary Nelan

Office Hours: Wednesday 11:30 – 1:30, Thursday 9:00 AM – 10:30 AM (and by appointment)

Office: Chilton Hall, Room 122C

Email: mary.nelan@unt.edu (Use this email address, do not send messages through blackboard. I do not check it regularly)

Course Readings

Required Text: Phillips, B.D., Neal, D.M., and Webb, G.R. 2017. Introduction to Emergency Management. Second Edition. Boca Raton, FL: CRC Press. (ISBN-13: 978-1-4822-4506-6)

Course Overview

As you may have seen in the media, disasters appear to be increasing globally. These disasters include 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). As a society, we are faced with diverse, challenging, and frightening threats, and therefore we must equip ourselves to face the unexpected and cope with the consequences of large-scale catastrophes. That is the purpose and goal of the field of emergency management.

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 field of disaster research.
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 Requirements

Exams:

There will be 3 exams in this class. Each exam will consist of 35 multiple-choice questions and 2 short essay questions. These exams will draw from the course readings and lectures. The first exam (February 14) will cover information introduced in Week 1 through Week 4. The second exam (March 28) will cover information introduced in Week 5 through Week 10. The final exam (May 9) will be non-cumulative and cover information introduced Week 11 through Week 15.

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

30 multiple-choice	70 points
<u>2 essay questions</u>	<u>30 points</u>

Total

100 points x 3 exams = 300 points

Disaster Case Study:

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 (do not cite Wikipedia as a source), write a short case study, and discuss the case in class. The report (which should be between three and five typed, double-spaced pages) must answer the following questions: (1) What was the event, when and where did it occur, and what were its major impacts? (2) How prepared was the community for the event? (3) What agencies or organizations were involved in responding to the event, and what are some of the challenges they faced? (4) What actions has the community taken to better prepare itself for future disasters? A rubric and explanation of the assignment will be released on blackboard on February 1. The case studies are due on Tuesday, May 2. Each student will prepare to discuss their topics on Tuesday, May 2.

The following disasters cannot be used as a topic for your case studies:

Hurricane Katrina
Hurricane Matthew
9/11
Moore Tornado

Hurricane/Superstorm Sandy
West Texas Fertilizer Explosion
Oklahoma City Bombing
Haiti Earthquake

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. Your lowest 2 attendance/participation scores 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 (300 points total)
Disaster Case Study	100 points
Attendance	<u>50 Points</u>
Total:	450 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 course 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: Identify 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) Provide your course number and a 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.

Titles

Using the proper title or honorific is respectful and important in certain professions (emergency management being one of them). Please address me as either Dr. Nelan or Professor Nelan. Studies have shown that generally 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>. 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 17 & 19

Topics:

Introductions and Course Overview

Readings: Chapter 1

Week 2: January 24 & 26

Topics:

Defining Disaster

Hazards, Disasters, and Risk

Readings: Chapter 3

Week 3: January 31 & February 2

Topics:

History of Disaster Research

Types of Research

Ethics and Challenges of Disaster Research

Readings: Chapter 4

Week 4: February 7 & 9

Topics:

Categories of Disasters

Readings: TBA

Week 5: February 14 & 16

Exam 1 on Tuesday, February 14

Topics:

Emergency Management Organizations and Agencies

Working in Emergency Management

Readings: Chapter 2

Week 6: February 21 & 23

Topics:

Preparedness

Factors Influencing Levels of Preparedness

Readings: Chapter 2 & 5

Week 7: February 28 & March 2

Topics:

Planning

Readings: Chapter 6

Week 8: March 7 & 9

Topics:

Response

Warnings

Working and Volunteering in Response

Readings: Chapter 7

Week 9: Spring Break

Week 10: March 21 & 23

Topics:

Recovery

Community-Based Recovery Planning

Working and Volunteering in Recovery

Readings: Chapter 8

Week 11: March 28 & 30

Exam 2 on Tuesday March 28

Topics:

Mitigation

Structural Mitigation

Non-Structural Mitigation

Mitigation Planning

Readings: Chapter 9

Week 12: April 4 & 6

Topics:

Continuing Mitigation

Public and Private Sectors in Disasters

Readings: Chapter 9 & 10

Week 13: November April 11 & 13

Topics:

Non-Governmental Organizations (NGOs)

International Humanitarian Relief

Readings: Chapter 11

Week 14: April 18 & 20

Topics: Non-Governmental Organizations (NGOs)

International Humanitarian Relief

Volunteering in Disaster

Disaster Donations

Readings: TBA

Week 15: April 25 & 27

Topics:

The Future of Emergency Management

Professional Emergency Managers

Knowledge Transfer

Readings: Chapter 12

Week 16: May 2

Disaster Case Study Due on May 2

Topics:

Discussing Disaster Case Studies

Final May 9: 10:30 AM – 12:30 PM