

Disaster Response and Recovery

Fall 2017

EADP 3045 - 001

Monday 6:00 – 8:50 PM

Sage 356

Instructor: Dr. Mary Nelan

Office Hours: Tuesday 11:30-1:30, Wednesday 11:30 – 1:30 (and by appointment)

Office: Chilton Hall, Room 122C

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

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 blackboard 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 (October 9) will cover information introduced in Week 1 through Week 5. final exam (December 11) will be non-cumulative and cover information introduced Week 7 through Week 12.

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

30 multiple-choice	60 points
<u>4 essay questions</u>	<u>40 points</u>
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.

On the day of the exam, you will be allowed to submit your study guide **before the starting time** (either in hard copy or email form) for **up to 5 points** extra credit on your exam grade. If you are late to the exam or do not turn it in at the beginning of the exam it will not be accepted. The study guide must be original work, not a print out of my slides in any format. I **will not** accept answers to the pre-released essay questions.

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 single-shooter 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 blackboard on **November 1**. The reports are due **November 27 at the beginning of class**. Each student will give a presentation on their paper starting in the second half of class on **November 27** and continuing in class on **December 4**.

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

Hurricane Katrina	West, Texas Fertilizer Explosion
Hurricane Matthew	Moore Tornado
Hurricane/Superstorm Sandy	Haiti Earthquake
9/11	Oklahoma City Bombing
Hurricane Andrew	2011 Japan Earthquake and Tornado
Hurricane Harvey	

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 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	<u>50 Points</u>
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>. 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: August 28

Topics:

Course Overview
Types of Disasters
Knowing What to Expect After Disaster

Readings: Chapter 1

Week 2: September 11

Topics:

Experiences in Disaster
Disaster Behaviors
Research in Disasters

Readings: Chapter 2

Week 3: September 18

Topics:

Human Responses to Disaster
Alternative Management Approaches
Disaster Myths

Readings: Chapter 3 & 4

Week 4: September 25

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 5: October 2

Topics:

Disaster Warnings & Evacuation Behaviors
Search and Rescue Operations

Readings: Chapters 5 & 6

Week 6: October 9 - **Exam 1**

Week 7: October 16

Topics:

Convergence in Disasters
Material 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 8: October 23

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 9: October 30 – Guest Speaker

Topics:

Disaster Recovery

Moving beyond Immediate Needs

Readings:

Chapter 8

Gavin Smith and Dennis Wenger. 2006. "Sustainable Disaster Recovery: Operationalizing 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 10: November 6

Topics:

Recovery Plans

Mitigation Challenges and Opportunities

Readings: Chapters 9 & 10

Week 11: November 13

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 12: November 20

TBA

Week 13: November 27 - After Action Reports Due

Student Presentations

Week 14: December 4

Student Presentations

Final December 11: 6:00 – 8:50 PM