Introduction to Emergency Management

Fall 2016
EADP 3010 – 002
Tuesday and Thursday 8:00 – 9:20 AM
GATE 137

Instructor: Dr. Mary Nelan
Office Hours: M 11:30 – 1:30, W 11:00 AM – 1:30 PM (and by appointment)
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Email: mary.nelan@unt.edu

Course Readings

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 1 essay question. These exams will draw from the course readings and lectures. The first exam (September 27) will cover information introduced in Week 1 through Week 4. The second exam (November 1) will cover information introduced in Week 5 through Week 9. The final exam (December 13) will be non-cumulative and cover information introduced Week 10 through Week 15.

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 multiple-choice</td>
<td>70</td>
</tr>
<tr>
<td>1 essay questions</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>100 points x 3 exams</td>
<td>300</td>
</tr>
</tbody>
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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? The case studies are due on Tuesday December 6. Each student will prepare to discuss their topics on December 8.

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.

Course Grades:
Your grade for the course is broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>100 points each (300 points total)</td>
</tr>
<tr>
<td>Disaster Case Study</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance</td>
<td>50 Points</td>
</tr>
<tr>
<td>Total</td>
<td>450 Points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
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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.

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. Technology in the classroom is a privilege, not a right. 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 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.

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 30 & 31**  
*Topics:* Introductions and Course Overview  
*Readings:* Chapter 1

**Week 2: September 6 & 8**  
*Topics:* Defining Disaster  
Hazards, Disasters, and Risk  
*Readings:* Chapter 2

**Week 3: September 13 & 15**  
*Topics:* History of Disaster Research  
Types of Research  
Ethics and Challenges of Disaster Research  
*Readings:* Chapter 3

**Week 4: September 20 & 22**  
*Topics:* Categories of Disasters  
*Readings:* Chapter 4

**Week 5: September 27 & 29**  
**Exam 1 on Tuesday, Sept 27**  
*Topics:* Emergency Management Organizations and Agencies  
Working in Emergency Management
Readings: Chapter 5

Week 6: October 4 & 5
Topics:
Preparedness
Factors Influencing Levels of Preparedness
Readings: Chapter 5 & 6

Week 7: October 11 & 13
Topics:
Planning
Readings: Chapter 7

Week 8: October 18 & 20
Topics:
Response
Warnings
Working and Volunteering in Response
Readings: Chapter 8

Week 9: October 25 & 27
Topics:
Recovery
Community-Based Recovery Planning
Working and Volunteering in Recovery
Readings: Chapter 9

Week 10: November 1 & 3
Exam 2 on Tuesday, November 1
Topics:
Mitigation
Structural Mitigation
Non-Structural Mitigation
Mitigation Planning
Readings: Chapter 10

Week 11: November 8 & 10
Topics:
Continuing Mitigation
Public and Private Sectors in Disasters
Readings: Chapter 10 & 11

Week 12: November 15 & 17
Topics:
Non-Governmental Organizations (NGOs)
International Humanitarian Relief
Readings: Chapter 12

Week 13: November 22 & 24
No Class on Thursday, November 24
Topics: Non-Governmental Organizations (NGOs)
International Humanitarian Relief
Volunteering in Disaster
Disaster Donations
Readings: None

Week 14: November 29 & December 1
Topics:
The Future of Emergency Management
Professional Emergency Managers
Knowledge Transfer
Readings: Chapter 13

Week 15: December 6 & 8
Disaster Case Study Due on December 6
Topics:
Discussing Disaster Case Studies
Catching up on Topics
Wrap up the course

Week 16: December 13
Final – 8:00 – 10:00 AM