Principles of Emergency Management – EADP 3010.900

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Course Description
Disasters worldwide seem to be increasing in their frequency and severity. So-called “natural” disasters like hurricanes, earthquakes, tornadoes, tsunamis, and wildfires threaten human lives and property. Technological threats like nuclear accidents, chemical spills, terrorist attacks, and pandemics endanger public safety, health, quality of life, and economic and natural resources. With this array of risks facing modern society, emergency managers must understand these risks, develop strategies to help communities cope, and implement resilient policies and practices ahead of future destructive events. This course introduces students to the complimentary fields of emergency management practice and disaster science research.

Course Structure
This course is an asynchronous (fully remote) offering. This means all course components will take place via Canvas and Zoom. We will not meet face-to-face. The course is 16 weeks in length, and each module corresponds to a single week (Monday – Friday). Due dates for module components are generally Sunday at 11:59 PM, unless otherwise specified. Each successive module will be unlocked upon the completion of the previous module up until an exam. Each exam must be completed during the week it is assigned.

Course Skills and Objectives
This course emphasizes critical thinking and written communication skills. The course teaches best practices and professional ethics for future emergency managers and disaster researchers. Additionally, case studies and examples intend to grow students’ geographic literacy and sociocultural literacy, which are among the Next Generation Core Competencies for Emergency Management Professionals.

By the end of this course, students will be able to:
1. Differentiate between the four phases of the disaster life cycle: mitigation, preparedness, response, and recovery.
2. Describe the all-hazards approach to emergency management.
3. Proficiently use emergency management concepts and terminology in written communication.
4. Evaluate the effectiveness of emergency activities based on guiding principles from emergency management practice.
5. Explain the roots of disaster science and of emergency management.
6. Identify and contrast the various sectors of the emergency management profession.

Course Prerequisites or Other Restrictions
There are no prerequisites for this course. It is recommended that EADP majors take EADP 3020 (Methods in Emergency Management) concurrently with this course.

Required Materials


This textbook edition is a black paperback (*not* the hardcover green book or hardcover red book). You may find it in the UNT bookstore or online. All other required readings and media for the course will be posted on Canvas under the corresponding module. Note: some media will be available via an external URL web link.

Technology Requirements
This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and a reliable internet connection. Other technology requirements include:

- Microsoft Office (Word, Excel, and PowerPoint)
- Internet browser installed
- Speakers, microphone & webcam (these components are built into most laptops)

If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn).

How to Succeed in this Course

**Active & Timely Participation:**
Get the most out of the class by participating in all its aspects. This includes viewing lectures, reading and cross-referencing the text with the lectures, completing quizzes, viewing multimedia resources (e.g., documentaries, podcasts, or media clips), and responding consistently and thoughtfully to discussion board questions. At the discretion of the instructor, there may also be opportunities to take part in optional exam reviews or guest speaker opportunities to enrich the course material. I encourage you to take advantage of as much as possible!

**Early & Open Communication:**
Open communication with me and the teaching assistants is key to doing well in the course. Don’t be afraid to email me or use Canvas inbox to ask a question about the course. This is one means of letting us know that something is unclear. Periodically before exams, one of the discussion boards will include an opportunity for you to identify the “muddiest point” in the course material from that unit. This is another prime opportunity to let us know where we could add some depth or specificity to our explanations. Office hours are another great time to stop by, introduce yourself, and discuss any questions you have about course material or expectations. For your convenience, I have provided both my physical office and Zoom link on this syllabus. Sometimes a quick Zoom call is all that is needed to clarify an unclear point. If the course has a TA, they will also have office hours available weekly and a dedicated Zoom link. Please reach out and come see us!

Finally, I also encourage contact us as soon as possible if you have extenuating circumstances we should know about. Please communicate with us early, especially if you anticipate an absence in advance. We appreciate that
many students are balancing work and family along with school, so we will do our best to work with you and accommodate challenging circumstances. There may be some flexibility we can offer to support your academic success.

Respect for Your Peers & Instructor
I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all learning together.

Ensuring Accessibility for All:
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 Access (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, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

Course Requirements
Assignments for this course include three exams, weekly discussion posts, and bi-weekly scored quizzes. You will also choose one outside assignment geared toward either emergency management professional development or disaster science research practice. These assignments are listed and described in the table below, along with possible points and their percentage of the final grade.

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Exam 1</strong></td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 7 Quizzes @ 10 points each [1 of them will be dropped, we only count 6 quizzes with highest scores]</td>
<td>60 points</td>
<td>20%</td>
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<tr>
<td>• 21 Discussion Posts @ 4 points each [11 of them will be dropped, we only count 10 posts with highest scores]</td>
<td>40 points</td>
<td>20%</td>
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<tr>
<td><strong>Out-of-Class Assignment</strong></td>
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<tr>
<td>• Disaster Case Study Paper OR</td>
<td>100 points</td>
<td>20%</td>
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<tr>
<td>• FEMA Online Course</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
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</tbody>
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Grading Scale:
A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F = 50%-59%. Final grades ending in a non-zero decimal are rounded up to the nearest full point and assigned that corresponding letter grade.

Assignment Details:

Exams:
This course has three exams. Each exam will consist of a variety of question types (multiple choice, true/false, matching, short answer/list questions, and potentially an essay question). Questions will be drawn from assigned readings, lecture material, and the discussion board stimuli that reinforce key concepts from readings and lecture. The first two exams are non-comprehensive, while the final exam incorporates key concepts from the entire semester. Comprehensive portions of the final exam focus on the all-hazards approach and activities that pertain to each of the four emergency management phases.

Participation:
Participation credit is based on responding to weekly discussion boards and completing quizzes in Canvas. There will be 12 weeks where a discussion board will be posted on Canvas with 1-2 open-ended questions. To receive full credit, you must participate in 10 of these discussions. Participation constitutes either: (1) making an original post for each of the 2 questions, or (2) in the case of only 1 question that week, making an original post and replying to another student’s post. Your original post must be substantive, and it must incorporate a topic or source from this course. The best posts explain insights from other classes, incorporate outside sources/issues, or incorporate personal experiences. Posts or such as “I agree”, “I disagree”, or “I’ve experienced that, too” with no justification will not receive credit.

There will be 6 open-book and open-note Canvas quizzes based on each module’s reading and media. (Note: I recommend viewing all module components prior to taking each quiz). Each quiz has a 20-minute time limit. You will only have 2 attempts to take each quiz. Quiz questions will be randomly selected from a bank of potential questions, so they may differ in the second attempt. The second attempt is intended only as a fail-safe for technical glitches, so connecting via a hard-wired internet connection and using a power cord are strongly recommended when taking quizzes.

Out-of-Class Assignment:
Students will choose one out-of-class assignment: either a Disaster Case Study Paper or a FEMA Online Course. The instructions of both assignments will be available on week 9 (Spring Break). For the Disaster Case Study Paper, you will select a disaster that fits the parameters specified in the instructions and profile the event. This assignment emphasizes written communication, critical thinking, and application of emergency management and disaster science concepts learned in the course. Paper instructions, including event parameters, and the scoring rubric are available on Canvas under the Assignments tab. For the FEMA Online Course, you will complete one course through FEMA Emergency Management Institute and submit your completion certificate. This assignment emphasizes professional ethics, best practices, and extension of concepts introduced in the course. Details on which online course to select are available along with the instructions in Canvas under the Assignments tab.

Assignment Policy & Due Dates:
Students should refer to the schedule in this syllabus to know when assignments are due. Official due dates and times will be posted in Canvas. Weekly due dates for all module components will be 4:59 PM each Friday, unless otherwise noted. Instructions and rubrics for each assignment are posted under the Assignment tab in Canvas. Assignments should all be saved and submitted as either .DOC, .DOCX, or .PDF file types. Click on the
assignment title in the Canvas Assignment tab to access the submission window. I reserve the right to use Turnitin or similar software to check originality on assignments. Extra credit may be given at the instructor's discretion. You will be notified in a Canvas Announcement of extra credit opportunities at least a week in advance. These may include attending a research talk, professional webinar, or exam review session.

**Late Work Policy:**
Submitting work on time is crucial to receiving timely feedback and scores on assignments. Since you will have a week to complete your assignment, no late work will be accepted unless you have a legitimate excuse. **UNT recognizes excused absences for active military service, certain religious observances, or official university functions.** In these cases, or if you receive training mandates that conflict with class, please see me in advance so we can make alternate arrangements. For extenuating circumstances (e.g., severe medical issues requiring hospitalization or extended treatment), please report these to the Dean of Students. I am happy to work with both you and the Dean of the Students’ Office to come up with an alternate plan to complete the course requirements. For more information, see the [Student Attendance and Authorized Absences Policy 06.039 (PDF)](#).

**Course Schedule**

**Unit 1: Getting Acquainted with Emergency Management and Disaster Science**

**Week 1: January 16 – 19**
- Topic: Emergency Management & Disaster Science Basics
  1. Read: Chapter 3.1 – 3.3, Chapter 2.1
  2. View lecture
  3. Participate in discussion boards (2 discussion Questions)
  4. Complete Quiz: Syllabus

**Week 2: January 22 – 26**
- Topic: Hazards That Can Become Disasters
  1. Read: Chapter 2.3
  2. View lecture
  3. Participate in discussion boards (2 discussion Questions)
  4. Complete Quiz: Modules 1&2

**Week 3: January 29 – February 2**
- Topic: Human Vulnerability & Resilience to Disasters
  1. Read: 
     a. Chapter 3.4-3.5, Chapter 4.1-4.3
  2. View lecture
  3. Participate in discussion boards (2 discussion Questions)

**Week 4: February 5 – 9**
- Topic: History & Current Status of Emergency Management & Disaster Science
  1. Read: Chapter 1, Chapter 2.2
  2. View lecture
  3. Participate in discussion boards (2 discussion Questions)
  4. Complete Quiz: Modules 3&4
Week 5: February 12 – 16
  • Exam Week
    1. Exam 1 (covers weeks 1-4)

Unit 2: Comprehensive Emergency Management

Week 6: February 19 – February 23
  • Topic: Preparedness, Planning & Risk Perception
    1. Read: Chapter 5 & Chapter 6
    2. View lecture
    3. Participate in discussion boards (2 discussion Questions)

Week 7: February 26 – March 1
  • Topic: Warnings & Response
    1. Read: Chapter 7
    2. View lecture
    3. Participate in discussion board (1 discussion Question)
    4. Complete Quiz: Modules 6&7

Week 8: March 4 – 8
  • Topic: Challenges & Myths of Disaster Response
    1. View lecture
    2. Participate in discussion board (1 discussion Question)

Week 9: March 11 – 15
  • Spring Break – No Classes
  • Out-of-Class Assignments available

Week 10: March 18 – 22
  • Topic: Disaster Recovery
    1. Read: Chapter 8
    2. View lecture
    3. Participate in discussion boards
    4. Complete Quiz: Modules 8&9

Week 11: March 25 – 29
  • Exam Week
    1. Exam 2 (covers weeks 6-9)

Week 12: April 1 – 5
  • Topic: Mitigation
    1. Read: Chapter 9
    2. View lecture
    3. Participate in discussion board

Unit 3: Working and Volunteering in Emergency Management

Week 13: April 8 – 12
  • Topic: Public, Private & Nonprofit Sectors of Emergency Management
    1. Read: Chapter 10
2. View lecture
3. Participate in discussion boards
4. Complete Quiz: Modules 10&12

**Week 14: April 15 – 19**
- Topic: International Humanitarian Disaster Management
  1. Read: Chapter 11
  2. View lecture
  3. Participate in discussion boards
  4. Out-of-Class Assignments Due

**Week 15: April 22 – April 26**
- Topic: The Next Generation of Emergency Managers
  1. Read: Chapter 12
  2. View lecture
  3. Participate in discussion boards
  4. Complete Quiz: Modules 13&15

**Week 16: April 29 – May 3**
- Final Exam Week
  1. Final Exam (covers everything from week 1 to week 15, the all-hazards approach, and the four phases of emergency management) – Due on Canvas by 4:59 PM on Monday, May 6.

**Syllabus Changes & Emergencies**
This schedule is subject to change. Any changes to the syllabus, course information, schedule, or due dates will be posted in Canvas under the Syllabus tab. I will also make a Canvas Announcement about these changes. Students may also be notified by Eagle Alert if there is a campus closing (i.e., for severe/winter weather or a health or public safety emergency like a chemical spills fire, or active violence). For more information, see the [Emergency Notifications and Procedures Policy 06.049 (PDF)](https://unt Canvas).  

**UNT Policies & Services**

**Academic Integrity Policy**
Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations are violating **UNT’s Academic Integrity Policy** (06.003). According to this policy, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Generally, a one-time offense will result in a zero on the assignment in question. Multiple offenses may result in an F in the course and reporting of the instance to the Dean of Students.

**Student Code of Conduct**
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. Visit UNT’s Code of Student Conduct to learn more.

Notice for F-1 Visa Students

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

a. To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

b. If such an on-campus activity is required, it is the student’s responsibility to do the following:
   i. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
   ii. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about their need to participate in an on-campus experiential component for this course, they should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Other Student Support Services:
Looking for help with tutoring, writing, or other academic resources? Are you in need of food or mental health support services? Are you looking to find career help, advocacy, or a supportive/affirming student community? You can access more information on these UNT-based services and additional policies in one of three places:

- In the Navigate App (Navigate.unt.edu).
- In Canvas under the Help menu.
- Via the Student Support Services & Policies page.

If you need help or resources, please email me or reach out in person, and I will help connect you to the campus services that are available.