Course Description & 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:

- Identifying the diverse and complex range of hazards confronting human societies today and in the future.
- Discussing the challenges involved in warning populations of impending threats, promoting appropriate protective actions, mobilizing necessary resources, and coordinating overall response operations.
- 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.
- Exposing students to principles of effective emergency management derived from both empirical research and lessons learned from previous disasters.

Instruction Methods:
This course will consist of lectures, readings and discussions. Grades are assigned based on attendance/participation, two exams, one after-action report, and a presentation. Lectures do not always come directly from the book. I will discuss concepts and issues from assigned readings, but will also provide additional information, which makes attendance in class imperative for success. Each student’s initiative to take notes, engage in class discussions and read the required text and additional readings provided by the instructor will have a tremendous impact on your success in the course. Readings are outlined in the course schedule and should be read by the class that they are assigned. It is extremely important that the student pay attention to the weekly
readings as they will be discussed in the class period. Students that do not read the required text or take copious notes will have difficulty in joining the discussions.

**Canvas**

All the PowerPoints and journal article readings will be uploaded to the Online Classroom aka Canvas on a weekly basis. Please check your Canvas frequently to see the new updates and additional readings.

**E-mails**

All course emails will be sent to your **unt.edu e-mail address**, thus it is highly recommended that you check your unt.edu email address on a regular basis. If you have your unt.edu emails forwarded to another e-mail provider, you may not get e-mails from me. **I will not use any other e-mail address for you, don’t ask.** E-mail is the easiest way to contact me, but please do not inundate my e-mail box with unnecessary/unimportant e-mails containing questions that can be answered at the next class session. Please remember that I may not see your e-mail immediately and in some cases, the e-mails may require a reasonable amount of time before a response can be sent out. This will obviously cause a slight delay in you receiving a response, but please be patient as all e-mails needing a response will receive such in an appropriate amount of time. All e-mails must include the following in the subject line or it will likely be ignored as spam: **EADP 3045 (your name)** Thus, if your name was Luke Skywalker and your email was (luke.skywalker@unt.edu) then your email to me should be as follows:

To: tristan.wu@unt.edu  
From: luke.skywalker@my.unt.edu  
Subject: EADP 3045 (Luke Skywalker)

**Textbook/Reading:**


- **Additional Readings:** additional readings will be available on the course canvas site at least one week before the class.

**Attendance:**

Attendance is an important part of the learning process. In fact, attendance and participation will definitively help determine your academic success. Regular attendance is important because the lectures will cover information that is not found in the texts, and this extra information will be helpful for your final paper. If you are absent, it is your responsibility to become informed about what was covered in class. Please get class notes from a fellow student. It is not my policy to give out my lecture notes.

**Advising:**

Office hours are posted at the top of the syllabus. I welcome you to visit, but please make an appointment with me before you come. **You can also have zoom meetings with me after week 11. Please email me if you need to meet with me.**
Grading:
Grades in this course will be based on your Attendance/Participation, Exams, an After-action Report and a Presentation. Students are expected to read the materials assigned in conjunction with class lectures, participate in class discussions, and demonstrate their comprehension of the material in writing.

- Attendance/Participation/Online-discussion 10%
- Exam 1 (3/2) 30%
- Exam 2 (4/27) 30%
- After-action Report (Due 5/4) 30%

Final Grades will NOT be curved. If you are one point away from the next highest grade, you will receive the lower grade. PLEASE DO NOT call, e-mail or come and see me at the end of the semester and ask me to raise your grade because you were only one or two points away from the next higher grade. What you earned is what you get. There are no borderline cases. I add your points up, look at the grading scale (shown above), and assign a grade.

Attending class and “trying hard” does not assure that you will make a passing grade in this course. Your grade is determined by how well you master the material associated with the course as demonstrated by your exam scores and report.

Attendance/Participation/Online-discussion
Attendance is an important part of the learning process. In fact, attendance and participation will definitively help determine your academic success. Regular attendance is important because we will cover information in a class that is not found in the text, and this extra information will be helpful for your After-action report. I will take attendance a few times this semester. If you are absent, it is your responsibility to become informed about what was covered in class. Please get class notes from a fellow student. It is not my policy to give out my lecture notes. Starting from Week 11, we will not have face-to-face classes. We will use Canvas for discussions. From week 11 to week 15, we will have one discussion topic for each week, all students must participate in the discussions. It will count towards your attendance points. The discussion board will only open from Monday to Wednesday for each week. Make sure you provide your opinions before each Wednesday.

Exams
There will be two exams in this class. The first exam will consist of 30 multiple-choice questions and 3 short answer questions. These exams will draw from the course readings and lectures. The second exam will be an open book, open note exam with 5 essay questions. These questions will ask your opinions and important concepts that mentioned in the lectures from week 11 to week 15. You will have 72 hours to answer the questions. The exam will due on 4/29 midnight. The first exam (March 2) will cover information introduced in Week 1 through Week 7. The second exam (April 27) will be non-cumulative and cover information introduced Week 11 through Week 15.
The following is a breakdown of how the first exam will be graded:
- 30 multiple-choice questions: 15 points
- 3 short answer questions: 15 points

The following is a breakdown of how the second exam will be graded:
- 5 essay questions: 30 points

Total: 30 points x 2 exams = 60 points

One week before the first exam, I will release 6 possible essay questions and I will ask you 3 of those questions on the exam; I will not tell you specifically which essay questions will be asked.

24-hour rule: When you receive your exam grades please wait for 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 the report (including spelling and grammar), and thoroughness. Each student is required to identify a natural 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 with normal margins layout) 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.
3) Must have in-text citations and a reference section (American Sociology Association Format). The reference section (bibliography) doesn’t count for your 5-7 pages.

A rubric and explanation of the assignment will be released on canvas later. You must send the me, an email telling me which event you have chosen by April 13, 8 AM. The report is due on 5/4, 8 AM. You are required to submit your paper to “turn it in” on canvas.

The following disasters cannot be used for your after-action report:
- Hurricanes: Katrina, Matthew, Sandy, Andrew, Harvey, Irma, Maria, Lena
- Haiti Earthquake
- Oklahoma City Bombing
- 9/11 West, Texas Fertilizer Explosion
- 2011 Japan Earthquake and Tornado
- Boston Marathon Bombing
- Indian Ocean Tsunami
2013 Moore Tornado

Presentation

No presentation is needed.

Final Grades
Course grades will be calculated according to the following scale: A = 90 points or more; B = 89 to 80 points; C = 79 to 70 points; D = 69 to 60 points; F = 59 point and less. Once the After-action paper has been graded, final grades will be posted on Canvas on May 6 and submitted to the University. Unless you have evidence that I made an error in the computation of your grade, these grades cannot be changed. If you think I miscalculated your final grade, you have until May 8 to send me further information about it. After May 8, your final grade will be the one reported on Canvas.

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 a 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 any 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 accommodations 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.

**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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)
## Course Outline

| Week 1: | 1/13 | Course Orientation  
The Basics of Disaster Response and Recovery  
Readings: Chapter 1 |
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<td>Week 2:</td>
<td>1/20</td>
<td>Martin Luther King Jr. Day (no class)</td>
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| Week 3: | 1/27 | Organizational Response  
Readings: Chapter 2 |
| Week 4: | 2/3 | Human Responses to Disaster  
Readings: Chapters 3 and 4 |
| Week 5: | 2/10 | Disaster Myths and Hurricane Studies  
Readings: Journal Articles on Canvas |
| Week 6: | 2/17 | Disaster Warnings and Protective Actions  
Readings: Chapters 5 and 6 |
| Week 7: | 2/24 | Household Response, Risk Studies and ICS (Guest Lecture)  
Readings: Journal Articles on Canvas |
| Week 8: | 3/2 | Exam 1 |
| Week 9: | 3/9 | Spring Break (no class) |
| Week 10: | 3/16 | Spring Break Extended (no class) |
| Week 11: | 3/23 | Convergence in Disasters (on-line)  
Readings: Journal Articles on Canvas |
| Week 12: | 3/30 | Moving beyond Disaster Response (on-line)  
Readings: Chapter 8  
Pick your Diaster Event and email your instructor |
| Week 13: | 4/6 | Recovery Plans (on-line)  
Readings: Chapters 9 & 10 |
| Week 14: | 4/13 | Social Vulnerability to Disaster (on-line)  
Readings: Chapter 12 |
| Week 15: | 4/20 | Disaster Commemoration (on-line)  
Readings: Journal Articles on Canvas |
| Week 16: | 4/27 | Exam 2 |
| Week 17: | 5/4 | After-Action Report Due |