

Course Syllabus

Principles of Emergency Management

Fall 2021

EADP 3010.001

M 6:00 p.m. - 8:50 p.m.

Gateway 131

Instructor: Julie Elliott

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Office Hours: By appointment

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Course Overview

Disasters are occurring with greater frequency and more severity both in the United States and around the world. In recent years, we have seen numerous 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. Faced with such diverse, challenging, and frightening threats, human societies must equip themselves to face the unexpected and cope with the consequences of large-scale catastrophes. The field of emergency management is aimed at doing just that.

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 related field of disaster science.
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 Readings

Required Text:

Phillips, Brenda D., David M. Neal, and Gary R. Webb. 2017. Introduction to Emergency Management, 2nd ed. Boca Raton, FL: CRC Press.

Additional readings will be uploaded to Canvas and notated on the syllabus.

Course Requirements

Your grades for this course will be based on your performance on three (3) major exams, one (1) paper, one (1) presentation, overall attendance, and overall participation. You will also have the opportunity to earn extra credit that will count toward your overall grade.

Course Grading

Course requirements and their relative weight for grading purposes are as follows:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Disaster Analysis Paper Topic Proposal (One page)	10 points
Disaster Analysis Paper	100 points
Disaster Analysis Presentation	50 points
Attendance	20 points
Participation	20 points
Total	500 points
<i>Extra Credit Opportunities</i>	<i>20 points</i>

Your final grade will be calculated on the following scale:

Points earned	Grade
401-500	A
301-400	B
201-300	C
101-200	D
0-100	F

Exams

Exams will test your knowledge of material covered in the relevant section. For example, the first exam (tentatively scheduled for Monday, September 27) will consist of all material from class discussions and required readings up to that point; the second exam (tentatively scheduled for Monday, October 25) will consist of material from class discussions and required readings covered after the first exam; and the third (final) exam (scheduled for Monday, December 6 at 6 p.m.) will consist of all material from class discussions and required readings that are covered after the second exam (i.e., the final exam is not “comprehensive” in nature).

Each exam will contain 35 multiple choice questions, 1 short listing question, and 1 essay question. The relative weight of each type of question for each exam is as follows:

35 multiple choice	70 points
1 short listing question	5 points
1 essay question	25 points
Total	100 points x 3 exams = 300 points

Missed Exams

Only in extenuating circumstances, such as family crisis, illness or injury sufficient to require medical care (which can be documented), participation in a university sponsored event which requires the student's absence from campus on the day of the exam, and similar reasons beyond the student's control, will make-up provisions apply. Advise the instructor in advance of absences due to such matters. If a make-up examination is allowed, an alternative exam (both in terms of substance and format) will be administered on the last day of finals week.

Disaster Analysis Paper and Presentation

Students will choose a specific disaster event, research the event based on content learned from class, and provide a paper and presentation on the incident. Students will be required to submit a one-page summary of their paper topic to me through Canvas on September 20th. I will review the topic and provide feedback. Please note: I may ask you to change your topic if it has been repeated by other students or there is reason to believe you will not have enough content for the paper. I encourage you to be creative and choose a disaster others may not have heard of before. Please reach out to me if you would like to discuss a potential topic.

Once you have been approved to proceed with your topic, you will perform extensive research on the event using material covered in class, online resources (NOT Wikipedia), peer-reviewed journals, etc. You will synthesize your research into an 8 to 10 page paper (not including a works cited page). A grading rubric and recommended outline will be uploaded to Canvas for your reference. In general, the paper should address the following questions:

- What is the hazard and why did it become a disaster?
- What entities were involved in the response?
- What did (or does) recovery look like in the impacted area?
- What mitigation or preparedness measures have been implemented since the disaster?
- What were some successes and challenges in the management of this disaster?

All information taken from another source **MUST** be cited. Please use American Psychological Association (APA) citation and format style. You can learn more about APA Style from the [Purdue Online Writing Lab](#).

The Disaster Analysis Paper will be due **November 22 at 11:59 pm**.

On **November 22**, all students will be required to give a 10-minute presentation, providing an overview of their chosen disaster, to the entire class. A grading rubric for the presentation will be uploaded to Canvas.

Attendance and Participation

All students are expected to attend every class period and participate in class discussion and activities. Students should read all assigned readings prior to the start of class and be prepared to discuss concepts during class.

Extra Credit

Students will be provided multiple independent opportunities for extra credit. Students may complete four (4) extra credit assignments (FEMA Independent Study Courses), each worth 5 points (for a potential total of 20 points added to final grading point scale). Courses that may count for credit include the following:

- IS-230.E: Fundamentals of Emergency Management
- IS-2000: National Preparedness Goal and System Overview
- IS-100.C: Introduction to the Incident Command System, ICS 100
- IS-200.C: Basic Incident Command System for Initial Response
- IS-2700: National Mitigation Framework, an Introduction
- IS-800.D: National Response Framework, An Introduction

Students will upload evidence of assignment completion to Canvas.

Tentative Course Outline*

Week	Topics	Readings	Assignments Due
Week 1 August 23rd	<p>Introductions and Course Overview</p> <p>What is Emergency Management?</p> <p>Careers in Emergency Management</p>		
Week 2 August 30th	<p>History of Emergency Management in the United States</p> <p>Core Competencies of Emergency Managers</p> <p>Core Principles of Emergency Management</p>	<ul style="list-style-type: none"> • Chapters 1 and 2 • Feldmann-Jensen, S.; Jensen, S. J.; Smith, S. M.; & Vigneaux, G. 2019. "The next generation core competencies for emergency management." <i>Journal of Emergency Management</i> 17(1): 17-25. 	
Week 3 September 6th	Labor Day: NO CLASS		
Week 4 September 13th	<p>History of Disaster Science</p> <p>Distinguishing between Emergencies, Disasters, and Catastrophes</p> <p>Methods of Disaster Research</p>	<ul style="list-style-type: none"> • Chapters 3 and 4 	
Week 5 September 20th	Public/Private Emergency	<ul style="list-style-type: none"> • Chapter 11 	Disaster Analysis Topic Proposal - submit via

	Management and Partnerships Exam Review		Canvas by 11:59 pm
Week 6 September 27th	The Changing Landscape of Hazards and Disasters: New and Emerging Threats	<ul style="list-style-type: none"> • Drabek, T. 2014. "Emergency managers as community change agents: An expanded vision of the profession." <i>Journal of Emergency Management</i> 12(1). 	Exam 1 - to be taken during class period
Week 7 October 4th	Preparedness	<ul style="list-style-type: none"> • Chapter 5 • <i>Assigned Preparedness Campaign Websites - links provided in Canvas</i> 	
Week 8 October 11th	Planning	<ul style="list-style-type: none"> • Chapter 6 • Perry, R. W. & Lindell, M. K. 2004. "Preparedness for Emergency Response: Guidelines for the Emergency Planning Process" <i>Disasters</i>. 	
Week 9 October 18th	Response Exam Review	<ul style="list-style-type: none"> • Chapter 7 	
Week 10 October 25th	Response, continued	<ul style="list-style-type: none"> • Quarantelli, E. L. 1996. "Ten Criteria for Evaluating the Management of Community Disasters." <i>Disasters</i> 21(1): 39-56. 	Exam 2 - to be taken during class period
Week 11 November 1st	Recovery	<ul style="list-style-type: none"> • Chapter 8 • <i>Quarantelli, E. L. 1999. The Disaster Recovery Process: What We Do and Do Not Know from Research.</i> 	
Week 12 November 8th	Mitigation	<ul style="list-style-type: none"> • Chapter 9 • FEMA Mitigation Saves Fact Sheet 	
Week 13 November 15th	Resilience & Global Disaster Risk Reduction	<ul style="list-style-type: none"> • Chapter 11 	
Week 14 November 22nd	Disaster Analysis Presentations		Disaster Analysis Paper - submit via Canvas by 11:59 pm

			Disaster Analysis Presentation - to be given during class period
Week 15 November 29th	<p>Grand Challenges for Emergency Management in an Age of Catastrophe</p> <p>Advancing the Profession through Science: Bridging the Gap between Research and Practice</p> <p>Exam Review</p>	Fothergill, A. 2000. "Knowledge Transfer Between Researchers and Practitioners." Natural Hazards Review 1(9): 91-98.	**All extra credit assignments must be turned in by 11:59 pm**
Week 16 December 6th	Final Exam		

* It is important to note that this course outline is tentative and may be changed. In the event changes to the outline are made, students will be notified in class. It is important, therefore, that students attend class to learn about important changes.

COURSE POLICIES

Communication

If you have questions about course material or assignments that are not answered during our scheduled class time, you are welcome to contact me via email (Julie.Elliott@unt.edu). I strive to respond within 24 hours. When communicating with me, please remember the following guidelines:

- Include “EADP 3010” in the subject line of any emails you send to me.
- Please craft all emails carefully and adhere to all conventional grammar and spelling rules.
- All communication should display a marked professionalism.
- I will not tolerate rudeness or disrespect directed toward myself or other students.

All class-wide communication about this course will be sent through Canvas. Please check Canvas frequently.

Cheating and Plagiarism

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. UNT Policy 06.003 defines cheating as “the use of unauthorized assistance in an academic exercise” and plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent.” Cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and in accordance with the process outlined by the Office of Academic Integrity (<http://facultysuccess.unt.edu/academic-integrity>).

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.

Acceptable Student Behavior

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. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Portable Electronic Device Use

When used appropriately, certain technologies, such as laptop computers, tablets, and smartphones, can enhance the university classroom experience. They also increasingly play a role in promoting campus safety by allowing students to receive severe weather alerts and other important risk information. However, when used inappropriately those same technologies can become a distraction to the individual user, other students, and the instructor. Thus, while students may use portable electronic devices for taking class notes, searching the web for class-related content and resources, and receiving risk warnings and alerts, they may not be used for conducting personal communications (e.g., texting and e-mailing), accessing social media, or any other non-academic purposes. In the event that a student's use of portable electronic devices causes a distraction, he or she will first be asked to refrain from such use, and, if the problem persists, will be asked to leave the classroom.