

EADP 1010 Exploring Disasters

Spring 2026

T/Th 11:00 a.m. - 12:20 p.m.

Location: Chilton Hall 255

Syllabus Last Updated: 1/7/2026

Instructor: Professor Julie Elliott

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Teaching Assistants

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Name: Molly McHugh

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Office Hours: Wednesdays, 1:30 p.m. – 3:00 p.m.

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Course Description and Objectives

This course introduces hazards and disasters and discusses the impacts they have on society. Emphasis is given to the role of culture in shaping risks, vulnerability, and resilience. Students will explore the breadth of the emergency management and disaster science fields as well as the causes and consequences of major historical and contemporary disasters. This course is designed to:

- Raise awareness of hazards, disasters, and how they shape communities worldwide.
- Expose students to the concepts of vulnerability and resilience at multiple scales: individual, community, and nation.
- Consider the causes and consequences of major historical and current disasters.
- Introduce students to various risk reduction strategies and examine their potential benefits and drawbacks.
- Explore the breadth of emergency management and disaster science fields.

Required Materials

You should have the following materials to complete this course:

- A three-ring binder for in-class activities
- Internet access for accessing readings via Perusall and submitting assignments via Canvas

- A mobile device with Internet access to participate in attendance and ungraded quizzes administered at the start of class (via iClicker mobile app).

There is no textbook for this course. Assigned readings include relevant news articles, thought pieces, research briefs, book chapter excerpts, and podcasts (listen or read the linked transcript). These materials will be posted on Canvas, organized by week. Readings are intended to provide background before the lecture and spark questions about class discussion topics. Content from assigned readings may be used in course quizzes.

How to Succeed in this Course

- **Show up.** Come to every class. All students are expected to attend every class period and participate in class discussions and activities. While in class, be engaged: take notes, ask questions, and participate in activities.
- **Find support.** Meet with me or our teaching assistants during office hours. Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Further, there are several other resources the university has made available to you to support your education. I strongly encourage you to utilize the Learning Center for tutoring or the visit the Writing Lab as you work on your paper for this course. Consider forming a study group with other students in this class.
- **Be prepared.** Read assigned readings prior to the start of class and be prepared to discuss concepts during class. Carefully read the syllabus to ensure you understand expectations for class assignments, exams, and activities.
- **Stay focused.** Every assignment, every project, every exam in college is preparing you for your future. Stay focused on your goals. Your hard work now will pay off.

Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing

these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Communication Practices

How You Will Communicate with Us

Whenever you have a question about absences, the syllabus, course materials, assignments, or anything else related to this course (and your question is not answered during our scheduled class time), you are encouraged to contact our teaching assistants (TAs). We have two TAs in this class. Here is guidance for which TA you should contact:

- If your last name begins with A through K: Anne Weaver (ceciliaweaver@my.unt.edu)
- If your last name begins with L to Z: Molly McHugh (mollymchugh@my.unt.edu)

Please send your initial email through our TAs, as they may be able to answer your question quicker than me. If your email is about something the TAs are not able to address, they will forward the email on to me. NOTE:

When communicating with us, please be mindful of the following guidelines:

- When emailing, please include EADP 1010 in the subject line.
- We strive to respond within 2 business days; if you do not receive a reply within 2 days, I encourage you to send a follow-up message. A gentle nudge is always appreciated. Keep in mind that response times may be longer on weekends and holidays.
- All communication related to this class should be professional. I will not tolerate rudeness or disrespect directed toward myself, our teaching assistants, or other students.
- Some questions are better addressed verbally – for instance, **we cannot discuss grades via email**. In these instances, I encourage you to visit myself or our TAs during office hours.

How I Will Communicate with You

All class-wide communication about this course will be sent through Canvas. I will be posting several announcements throughout the semester so please check Canvas frequently! I recommend downloading the Canvas app to your phone and ensuring notifications are turned on.

Inclusive Learning Environment

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 may occur, 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.

Academic Integrity Expectations

Cheating and Plagiarism

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.” Both cheating and plagiarism are considered academic dishonesty and violations of UNT’s Academic Integrity Policy. **I take violations of this Policy very seriously and will not tolerate cheating or plagiarism in my class.** Any cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and the process outlined by the Office of Academic Integrity. Cheating and plagiarism will not be tolerated in this course. A student caught cheating or plagiarizing, or knowingly assisting, will receive a zero on the assignment and, if not the first violation of the policy, an “F” for the course. I also will report the student(s) to the Office of Academic Integrity for further review.

NOTE: Students who use other people’s work without proper citation will be violating UNT’s Academic Integrity Policy.

Please read UNT’s Academic Integrity policy to support your academic success.

(<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss.

Artificial Intelligence

AI software – such as ChatGPT – is a tool. Like any tool, it can be used effectively and make life and work easier, but it can also be very damaging when used inappropriately.

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is NOT permitted in this course, unless stated otherwise during class. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (<https://policy.unt.edu/policy/06-003>). If I suspect that AI has been utilized in an assignment, I reserve the right to assign a zero on the assignment and, if not the first violation of the policy, an “F” for the course.

Campus Closures

Per UNT Policy 06.049, if campus is closed for any reason (such as inclement weather or another incident), you will receive an Eagle Alert. If you do not receive an Eagle Alert, class will be proceeding as scheduled (unless I’ve made an announcement otherwise via Canvas). We will not have class if the campus is closed. Please add the Eagle Alert contact information to your phone and pay close attention when you receive an alert from this system: The text message will come from 89361 and the call will come from 940-369-8097.

Classroom Emergency Response

Immediately call 9-1-1 for any life-threatening emergency.

In the event we are notified to take shelter (e.g., we receive a Tornado Warning), we will immediately move to the designated Tornado Shelter Area in the building.

In the event we are notified to evacuate the building, we will take the nearest (and safest) exit and proceed to the parking lot on the west side of the building.

Attendance

I will be using the iClicker system to take Attendance, which will be worth 10% of your final grade. Additional information about attendance is available in the Course Requirements/Schedule section of this syllabus.

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (<https://policy.unt.edu/policy/06-039>). An absence may also be excused for illness or injury, if the student can provide a doctor's note.

Because this course involves collaboration, participation is essential to learning. Please be punctual to class and plan to be present until the scheduled ending time, as you must be present to receive credit.

If you cannot attend class or complete assignments because of an emergency, please reach out to your TA and me. It will be up to my discretion, as the instructor, to determine whether or not the absence will be excused.

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. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Course Requirements/Schedule

Assessing Your Work

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

| | |
|---|-------------|
| Signature Assignment 1 | 15% |
| Signature Assignment 2 | 20% |
| Signature Assignment 3 | 15% |
| Group PSA Video | 10% |
| Exams (3 exams, 10% each, lowest grade dropped) | 20% |
| Perusall Readings | 10% |
| Attendance | 10% |
| <hr/> | |
| Total | 100% |

Your final grade will be calculated on the following scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 50-59

Signature Assignment 1: Hazard/Disaster Interview (15%)

For this assignment, you will use a provided interview guide to conduct an interview with someone (not yourself or a professor) about a hazard or disaster event they experienced. Write a well-organized report that synthesizes your findings. Guidelines on report organization and scoring are provided under Assignments in Canvas.

Signature Assignment 2: Disaster Case Study (20%)

Choose a disaster event that has occurred in a country different from your home country OR that occurred at least 50 years. Research the disaster and write a well-developed report based on your findings. Guidelines on report organization and scoring are provided under Assignments in Canvas.

Signature Assignment 3: Public Service Announcement Script (15%)

Write a well-organized public service announcement script that reflects a chosen hazard and intended audience. Research both the hazard and the proper protective actions people can undertake to mitigate, prepare for, respond to, or recover from this hazard. Your PSA will reflect your findings. Guidelines on scoring are provided under Assignments in Canvas.

Group PSA Video (10%)

As a group, create a public service announcement video/animation either 30 seconds or 1 minute in length. The PSA should clearly describe the hazard and risk and provide information on how to protect oneself from the hazard. The end of the PSA should provide details about where someone can find more information about this hazard (e.g. NWS, NOAA, DHS). Videos should be uploaded to YouTube, with the link to the video submitted by one group member via Canvas. Videos will be shown during the

Film Festival (scheduled during our final exam block). Guidelines on scoring are provided under Assignments in Canvas.

Exams (20%)

There will be three (3) exams in this class. Exams will consist of multiple choice and true/false questions. Each exam will take 1-hour to complete and be facilitated during class time on the following dates:

- February 19
- April 2
- April 28

The lowest exam grade will be automatically dropped. Students will be provided a final exam study guide the class prior to the exam. In-class activities and handouts will be extremely valuable study tools, so it is important to attend class regularly to be best prepared for the tests.

Perusall Readings (10%)

Each week, you will review and annotate our assigned readings via Perusall (access via Canvas). To receive credit, you must read each article and add two (2) to three (3) substantive annotations to the readings. Your lowest three (3) weekly scores will be dropped. **Perusall annotations are due by Sunday at 11:59 p.m. each week.** Content from the readings will be utilized in lectures and may be tested in the course exams.

Attendance (10%)

I will be using the iClicker system to take Attendance, which will be worth 10% of your final grade. It is important to be punctual, as attendance is only taken at the beginning of class. Each student is allowed four (4) unexcused absences. **I do not offer make-up attendance;** however, attendance may be exempted with an acceptable and documented absence (e.g., university athletic event, religious holiday, injury with hospital visit).

iClicker Set-Up

I will be using iClicker to make our class time more engaging. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn in class. This will also provide you with feedback on how well you are comprehending course concepts, help you master challenging concepts, and allow you to review material after class.

Participating in iClicker sessions will help me track your attendance. Any polls, quizzes, or activities facilitated through iClicker will NOT be counted toward your final grade. Attendance, however, is worth 10% of your final grade.

You are required to participate with the iClicker student app on a smartphone, tablet or laptop. It is your responsibility to follow the steps below to properly get added to my iClicker course. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention within **48 hours**.

I have set up an iClicker integration with our campus Learning Management System, which will pull your name directly into my iClicker roster. Complete the following steps to ensure you are prepared to engage with the class via iClicker:

1. **Set up the device(s) you'll use to participate in our class sessions.** You can download the iClicker student mobile app via the App Store or Google Play, or you can use the iClicker web app by signing in as a student at iclicker.com.
2. **If you have an existing iClicker student account that uses our official university email address and/or Student ID, you will automatically be added to our iClicker course.**
 - a. If the iClicker system does not find a matching iClicker student account, you will receive an email from iClicker Support with instructions to [update your existing account's profile](#) or [create a new account](#).
 - b. Please note that this email may appear in your Spam or Junk folders.
3. **If you receive an email prompting you to create or update your iClicker student account, make sure you include the correct account information.**
 - a. If you already have an iClicker account, do **not** create a new account. Instead, log in and edit your existing account's profile to avoid confusion and potential loss of points due to multiple accounts.
 - b. Ensure that your iClicker profile includes the following information:
 - Institution email address
 - Enter here your student EUID number
4. **You should be dropped directly into this course, EADP 1010 Exploring Disasters.**
 - a. If you don't see this course in your account, use the + sign to search for my course:
 - i. In the "Find Your Institution" field, enter University of North Texas.
 - ii. In the "Find Your Course" field, enter EADP 1010 Exploring Disasters.
 - iii. Select "Add This Course" and it will be added to the main Courses screen of your iClicker account.
5. **Check into my course during every class.**
 - a. When it's time for class, make sure you have selected my course from the main Courses screen of your iClicker account. When I start class, check in by selecting the Join button that appears on your screen.
 - b. **NOTE:** I have turned on a GPS location requirement for our class. If you are not physically in class when you try to check in with iClicker, you will not be counted as present.
 - i. You will need to allow the device you are using to reveal your location in order to successfully check in.
 - ii. If you have any issues with your device's location settings, refer to the [Attendance Geolocation Troubleshooting Guide:
https://mhe.my.site.com/iclicker/s/article/Attendance-Geolocation-Tips](https://mhe.my.site.com/iclicker/s/article/Attendance-Geolocation-Tips).
6. **Keep track of your attendance in iClicker.**
 - a. After class, you can review your attendance record in iClicker, making it easy for you to manage your course attendance. **Be sure you notify me of any discrepancies within 48 hours.**

Attendance Academic Integrity Information

iClicker activities fall under the provisions of our campus academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to:

- Checking in while not physically in class
- Having another student check you into class

Any student found to be in violation of these rules will lose attendance points and, if not the first violation of the policy, an “F” for the course. I also will report the student(s) to the Office of Academic Integrity for further review.

Need help with iClicker?

- If you are having issues connecting to the iClicker student app, check out these iClicker Connectivity Tips: <https://mhe.my.site.com/iclicker/s/article/How-to-Troubleshoot-Your-Connection-to-the-iClicker-Student-App>.
- If you are having trouble with iClicker establishing your location, review these : <https://mhe.my.site.com/iclicker/s/article/Attendance-Geolocation-Tips>.
- If you are having issues seeing your attendance in iClicker, check out this troubleshooting guide: <https://mhe.my.site.com/iclicker/s/article/Why-aren-t-my-points-showing-up-in-the-iClicker-student-app>.
- Find answers to many of your questions and contact the iClicker Tech Support Team by visiting iclicker.com/support at any time.

Assignment Policy

Students should refer to the schedule in this syllabus to know when assignments are due. **Usually, we will discuss assignments in class on their due dates, so please come prepared with assignments done prior to class time.** Completing assignments on time is essential to get the most out of discussion and team-based learning during class time.

Assignment deadlines are shown in Canvas and are generally 10:59 a.m. Tuesday/Thursday, unless otherwise noted. Instructions and rubrics for each assignment will be posted under the Assignment tab in Canvas. Assignments should all be saved and submitted in the specified format (usually .DOC, .DOCX, or .PDF, sometimes .JPG or .MP4 formats are required based on the assignment). 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 for submission on some assignments. Extra credit and bonus credit will be given at the instructor’s discretion and announced via Canvas and/or in class.

A penalty of -10% per day will be assessed to any large assignment (i.e., Signature Assignments) submitted after the due date. A percentage of total score possible will be deducted accordingly. All late work must be submitted in the specified format. Please communicate with me about planned absences or extenuating circumstances. Exceptions may be given on a case-by-case basis.

If there is an extenuating circumstance that will or may impact your ability to complete work in this class, please contact me via email (Julie.Elliott@unt.edu) as soon as possible. In your email, please explain your situation in depth. I will consider your request to determine if make-up revisions may be provided. **All requests will be considered on a case-by-case basis (and in accordance with UNT**

policy); I cannot guarantee approval of requests. Please read more about UNT authorized absences in UNT policy 06.039 Student Attendance and Authorized Absences.

Tentative Course Outline

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.

Week 1: The Basics

- January 13 (Tuesday): Syllabus review, Ice breaker, Hazards vs. Disasters
- January 15 (Thursday): Classifying Hazards and Defining Risk
- **Due this week:**
 - **Help Me Get to Know You Survey** - complete via Canvas by 10:59 a.m. on Thursday, January 15
 - **Practice with Perusall**- access and annotate via Perusall by 11:59 p.m. on Sunday, January 18
 - **Week 1 Readings** - access and annotate via Perusall by 11:59 p.m. on Sunday, January 18
 - Olson, R. 2018. Speaking Truth to Power: Please Don't Call Them Natural Disasters. Research Counts.
 - Emergency Management Definition, Principles, and Authority. Federal Emergency Management Agency (FEMA).
 - Disaster risk. United Nations Office for Disaster Risk Reduction (UNDRR).

Week 2: Vulnerability - Setting the Stage for Disaster

- January 20: Who are emergency managers? Vulnerability in all its forms
- January 22: Vulnerability – Hurricane Katrina Case Study
- **Due this week:**
 - **Week 2 Readings** - access and annotate via Perusall by 11:59 p.m. on Sunday, January 25
 - Sanders, M. 2023. What's Driving the Boom in Billion-Dollar Disasters? Pew.
 - Von Meding, J. 2018. 'Natural Disasters' and people on the margins—the hidden story. The Conversation.
 - Davis, M. 2018. A tale of two wildfires: devastation highlights California's stark divide. The Guardian.

Week 3: Resilience in a Changing Climate

- January 27: Chronic, compound & cascading - How hazard risk is evolving
- January 29: Disaster resilience amid new extremes
- **Due this week:**

- **Week 3 Readings** - access and annotate via Perusall by 11:59 p.m. on Sunday, February 1
 - Sommer, L. 2022. Green infrastructure helps cities with climate change. So why isn't there more of it? All Things Considered. NPR.
 - Roque, A.D., D. Pijawka, and A. Wutich. 2020. Unity is Strength: Community Resilience in Puerto Rico After Hurricane Maria. Research Counts. Natural Hazards Center.

Week 4: The Emergency Management Cycle (Part 1)

- February 3: Intro to the Cycle + The Job of the Emergency Manager
- February 5: Mitigation and Preparedness (Blue Skies)
- **Due this week:**
 - **Week 4 Readings** - access and annotate via Perusall by 11:59 p.m. on Sunday, February 8
 - Canton, L. (2013). Emergency manager. In Encyclopedia of Crisis Management. Sage Publications.
 - Eby, C. (2019, March 13). *The seven and a half traits of the ultimate emergency manager*. Domestic Preparedness.
 - Listen (17 min): Schneider, C.M. Earthquakes happen all over the world. Here's how to start preparing for one. Life Kit. NPR.

Week 5: The Emergency Management Cycle (Part 2)

- February 10: Response and Recovery (Grey Skies)
- February 12: Learning from Past Disasters
- **Due this week:**
 - **Week 5 Readings** - access and annotate via Perusall by 11:59 p.m. on Sunday, February 15
 - Nelan, M., S. Penta, and T. Wachtendorf. 2023. Avoiding the "Second Disaster" of Unwanted Donations. Research Counts. Natural Hazards Center.
 - Kettl, D. 2024. Why Washington Can't Get Out of the Disaster Relief Business. Governing.
 - Hersher, R. 2025. Hurricane Katrina forced changes at FEMA. Trump is rolling them back. NPR.

Week 6: Disaster Science + Exam 1

- February 17: Review SA #1; What is disaster science? Why does it matter?
- February 19: **Exam 1**
- **Due this week:**

- **Signature Assignment 1: Hazard/Disaster Interview** – upload to Canvas by 10:59 a.m. on February 17
- *No readings this week*

Week 7: Seeing the Phases in Action, Introduction to Culture in Disasters

- February 24: Guest Speakers – University of North Texas Emergency Management & Safety Services
- February 26: What is culture and why does it matter in a disaster?
- **Due this week:**
 - **Mid-Course Student Feedback** - complete on Canvas by 11:59 p.m. on Sunday, March 1
 - **Week 7 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, March 1**
 - FEMA, 2019. What is Culture and How is it Useful for Approaching Preparedness? Excerpt (pp 9-14 only) from Building Cultures of Preparedness. FEMA Higher Education Program.
 - Schumann, R., and E. Zavar. 2024. More Than Words in Stone: Commemorating Places Reshaped by Disaster. Research Counts. Natural Hazards Center.
 - Browne, K. 2017. Who Lives Here? How Understanding Culture Reduces Suffering, Speeds Recovery, and Supports Resilience. Research Counts. Natural Hazards Center.

Week 8: Culture and Disasters (Continued)

- March 3: Disaster Myths
- March 5: Guest Speaker – Dr. Laura Siebeneck, Lecture on Disaster Movies
- **Due this week:**
 - **Week 8 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, March 8**
 - Mooallem, J. The Lives They Lived: Enrico L. Quarantelli – He proved that disasters bring out the best in us. The New York Times.
 - Louis-Charles, H.M., B.E. Aguirre, and J.M. Kitnurse. Looting or Community Solidarity? Reconciling Distorted Post-Hurricane Media Coverage. Research Counts. Natural Hazards Center.

SPRING BREAK – NO CLASS (March 9-15)

Week 9: Risk Perception

- March 17: Risk Perception, Part 1
- March 19: Risk Perception, Part 2
- **Due this week:**
 - **Week 9 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, March 22**
 - Tierney, K. 2017. There's Something in the Water. Research Counts. Natural Hazards Center.
 - Vogel, J. and B.G. Henning. 2023. Saving Lives from Extreme Heat: Lessons from the Deadly 2021 Pacific Northwest Heat Wave. The Conversation.
 - Taylor, A. 2014. Bhopal: The World's Worst Industrial Disaster, 30 Years Later. The Atlantic.

Week 10: Technology in Emergency Management

- March 24: SA #2 Peer Review Activity
- March 26: Technology in Emergency Management
- **Due this week:**
 - **Week 10 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, March 29**
 - Listen or watch (15 min): The Future of Technology in Emergency Management. Business Continuity Today podcast. (Note: Closed captioning available in video).
 - O'Rourke, T.D. 2007. Critical Infrastructure, Interdependencies, and Resilience. The Bridge 37(1): pp 22-29. National Academy of Engineering.
 - Read or listen (5 min): Rivero, D. 2022. Researchers sound alarm about electric vehicles and hurricane evacuations. WLRN.

Week 11: Business Continuity + Exam 2

- March 31*: Business Continuity
- April 2: **Exam 2**
- **Due this week:**
 - ***Signature Assignment 2: Disaster Case Study** – upload to Canvas by 10:59 a.m. on March 31
 - *No readings this week*

Week 12: Working in Emergency Management

- April 7: Working in Emergency Management – Guest speakers: Katherine McGee (Trinity River Authority) and Lauren Cowell (ASPCA)
- April 9: Working in Emergency Management – Guest speakers: Kathy Clark (Salvation Army)
- **Due this week:**
 - **Week 12 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, April 12**
 - Berliner, U. 2017. Keep It Simple and Stay Open: The Waffle House Storm Menu. NPR, The Two-Way.
 - How FEMA Works. Federal Emergency Management Agency.
 - Meyer, M. (2023). Recovery from a disaster like Hurricane Ian takes years, and nonprofits play many pivotal roles before and after FEMA aid runs out. The Conversation.

Week 13: Communicating in Emergencies

- April 14: Emergency Alerts and Communication
- April 16: Public Service Announcements, SA 3 Peer Review Activity
- **Due this week**
 - **Week 13 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, April 19**
 - Hagerty, C. 2024. Inside the Patchwork World of Emergency Alerts. Rolling Stone.
 - Kemp, A. 2024. When the storm came, alerts came only in English. This team is trying to change that. PBS News.
 - Friedman, S., Parks, E., Ayala, E., & Walinchus, L. (2025, September 3). Hundreds of Texas cities, counties unable to alert all cell phones. NBC DFW.

Week 14: Wicked Problems in Disasters

- April 21: Wicked Problems in Disasters
- April 23: Burning Questions and Special Lecture on Hill Country, TX Floods
- **Due this week:**
 - **Signature Assignment 3: Individual PSA Video Script** – upload to Canvas by 10:59 a.m. on April 23
 - **Week 14 Readings - access and annotate via Perusall by 11:59 p.m. on Sunday, April 26**
 - Listen (46 min): Lustgarden, A., and K. Boyd. 2024. You might have to move because of climate change. Think podcast. KERA.
 - Ruby, E. (2025, October 29). After Camp Mystic tragedy, new Texas laws could shut down beloved summer camps. Dallas Observer.

Week 15: Exam 3 and Project Work Day (or Extra Credit Option)

- April 28: **Exam 3**
- April 30: Group **Project Work Day**
 - **Optional Extra Credit Opportunity: Visit to the UNT Emergency Operations Center**

Due this week: Nothing. No readings this week.

Final Exam Week (NOTE: Due dates and times)

- **DUE:** Group PSA video (.MP4 format) uploaded to Canvas by 11:59 p.m. on May 3
- **May 5 10:00 a.m. - 12:00 p.m.:** PSA Film Festival
- **DUE:** Peer evaluations of PSA group members – upload to Canvas by 11:59 p.m. on May 5