

# **COURSE INFORMATION**

- EADP 4040 International Disasters
- Summer 2025
- No required meeting schedule

## **Professor / Instructor Contact Information**

- Luis Tapia [Luis.Tapia@unt.edu](mailto:Luis.Tapia@unt.edu)
- By appointment only via Zoom

Course Pre-requisites, Co-requisites, and/or Other Restrictions  
EADP 3010 or consent from department

## **Textbook**

Coppola, D.P. (2021) Introduction to International Disaster Management (4th Edition). Waltham, MA: Butterworth-Heinemann.

## **Course Description**

Explores issues pertinent to international disasters, including susceptibility of poor countries to natural disasters, the nature of complex emergencies, and the actors involved in humanitarian activities across national borders. Special attention is given to the social, political and economic barriers that perpetuate the vicious cycle of vulnerability as well as the need for long-term solutions that promote beneficent forms of development.

Instructional method includes a mix of discussion boards, exams, quizzes, instructor lead lecture, and various forms of media.

## **Goals / Rationale of the course:**

This course will unveil the unique context of disasters at the international level by examining the competing perspectives on the causes of disaster, the actors involved, and the differences in emergency management actors across national borders. Challenges including poverty, politics, and urbanization will also be explored.

Each student will be expected to gain a solid understanding of the challenges and obstacles that inhibit disaster risk reduction across the globe as well as the possible solutions for overcoming those barriers.

This course is divided into twelve modules that focus on specific topics and case studies. Special attention will be given to the concepts of hazards, risk, and vulnerability.

## **Learning Objectives**

1. Students will examine the cultures, theories, principles, and practices of emergency management from a global perspective.
2. Students will identify and analyze the obstacles that inhibit disaster risk reduction at the international level
3. Students will evaluate the relationship between development and vulnerability
4. Students will compare current efforts to prevent & respond to disasters at the international level
5. Students will recognize disaster related challenges / opportunities at the international level

## **Student Technical Support**

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Hours:

Monday-Thursday 8am-midnight

Friday 8am-8pm

Saturday 9am-5p

Sunday 8am-midnight

## **ASSESSMENT & GRADING**

### ***Assessments***

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. You will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you at the start of the semester.

### **Assessment #1: Discussion Questions (24 points total)**

*Course Objective/Learning Outcome #1 and #2: Students will examine the cultures, theories, principles, and practices of emergency management from a global perspective; Students will identify and analyze the obstacles that inhibit disaster risk reduction at the international level.*

Students will answer a discussion question as they would if it was a short answer or essay question. Students will use in-text citations and references to back-up their stance or point-of-view. Students will use APA 6th edition to properly cite references. Students are encouraged

to welcome all voices, be courteous to all classmates, and support an inclusive learning environment.

Grading Rubric:

- 0.5 points for providing a response to the instructor prompt
- 0.5 points for providing a response to one classmate
- 1.0 point for meeting the word length requirement of 150-300 words for instructor prompt and 100-150 words for the classmate response

## **Assessment #2: Module Quizzes (24 points total)**

*Course Objective/Learning Outcome #5: Students will recognize disaster related challenges and opportunities at the international level.*

Quizzes are open book assessments. They should be completed independently and not in groups. Students will access the module quizzes in the assignment folder on Canvas. After completing the online lecture, assigned reading, and any related media, students will then complete an online quiz that consist of 4 multiple-choice questions.

## **Assessment #3: Film Review (16 points total)**

*Course Objective/Learning Outcome #5: Students will evaluate the relationship between development and vulnerability; Students will compare current efforts to prevent and respond to disasters at the international level.*

Students will select one of the films from the list below and complete a film review:

- Terror in Europe
- From Haiti's Ashes
- Japan's Killer Quake
- Disaster Cleanup

The film review will address 5 questions and be approximately 1200-1500 words. The film review should be completed using Microsoft Word or comparable word processor. No title page is required. In the header, students should state their full name, class, and semester with left text alignment. The footer should contain centered page numbers. Students should use Calibri font size 11 double-spaced with 1- inch margins. Each section should start with the following headers stated in bold with a line skipped between the header and the response:

- Major Themes
- Examples of 4 Phases
- Lessons Learned
- Emergency Management Effectiveness
- My Understanding

The questions to answer in the film review include:

- What was the film about - including major themes (~250 to 300 words)
- What examples of preparedness, mitigation, response, and/or recovery did you observe (~250 to 300 words)
- What lessons learned can individuals, organizations, and government learn from this video (~250 to 300 words)
- How can emergency management be more effective for similar hazard impacting similar populations (~250 to 300 words)
- How did this film contribute to your understanding of international disasters (~250 to 300 words)?

Grading Rubric:

- 8 points on the quality of analysis and how clearly the opinion or idea is expressed
- 2 points for grammar and punctuation
- 4 points for completeness, including word count
- 2 points for following required format

## **Assessment #4: Reflection Video (16 points total)**

*Course Objectives/Learning Outcome #1, #2, #3, #4, and #5: Students will evaluate the relationship between development and vulnerability; Students will compare current efforts to prevent and respond to disasters at the international level; Students will examine the cultures, theories, principles, and practices of emergency management from a global perspective; Students will identify and analyze the obstacles that inhibit disaster risk reduction at the international level; Students will recognize the disaster related challenges and opportunities at the international level*

Students will select any natural, technological, or manmade disaster that has occurred within the past 50 years outside of the United States. Once selected, students will create a video summary of the disaster that addresses the following:

1. Your name, the disaster selected, and statement on why you selected this disaster to focus on.
2. Description of the vulnerability and risk associated with the impacted area. Why do you think these vulnerabilities existed?
3. Description on the impact or consequences of the disaster. What occurred? What took place in the response and recovery phases?
4. Identification of an area for improvement for each of the four phases of emergency management (one for preparedness, response, recovery, and mitigation for a total of four) and who the responsible party would be to implement corrective actions before the next disaster occurs (example: mayor, private sector telecommunications company, disaster relief organization, etc.).

5. A recommendation on what emergency managers and the international community can learn from this disaster. What can the United States or other countries learn from this disaster that may increase their readiness for this or similar disasters?

The length of the video should be between 3-5 minutes. Please be sure to speak up so you can be heard.

#### Grading Rubric

- 4 points for quality of the description of the disaster, the vulnerabilities, and risk associated with the impacted area.
- 4 points for the description of what occurred, including the activities taking place in the response and recovery phases.
- 8 points for identification of an area for improvement for each of the four phases of emergency management and their responsible party.

### **Assessment #5: Final Exam (20 points total)**

*Course Objectives/Learning Outcome #1, #2, #3, #4, and #5: Students will evaluate the relationship between development and vulnerability; Students will compare current efforts to prevent and respond to disasters at the international level; Students will examine the cultures, theories, principles, and practices of emergency management from a global perspective; Students will identify and analyze the obstacles that inhibit disaster risk reduction at the international level; Students will recognize the disaster related challenges and opportunities at the international level*

Students will complete an open-book 20 question final exam. The questions will be made up of True/False and Multiple Choice questions. Questions will be drawn from online lectures, reading material, class discussions, and video media. Only one attempt will be allowed.

## **Points**

### **Total Points Possible for the Semester = 100**

89.5 to 100 = A

79.5 to 89.4 = B

69.5 to 79.4 = C

59.5 to 69.4 = D

0 to 59.4 = F

Late assignments will be accepted after a 10% daily reduction (up to 50% maximum reduction) and by turning into Canvas only (no email submission).

## Due Dates

This course is divided into two units. Content from the first unit will be due at a midway point in the semester, with the second unit content being due at the end of the semester.

- **Due July 9th at 11:59pm -**
  - **Discussion Question Responses #1-6**
  - **Quizzes #1-6**
  - **Reflection Video Assignment**
- **Due July 25th at 11:59pm -**
  - **Discussion Question Responses #7-12**
  - **Quizzes #7-12**
  - **Film Review Assignment**
  - **Final Exam**

## Module Breakdown

Module 1 will consist of the following items:

- Complete module 1 content and materials, including embedded or linked articles and videos
- Review Ch. 1 pages 1-44
- Listen to Pakistan cyclone podcast audio
- Watch FEMA PrepTalk video on Challenges for Emergency Managers
- Participate in module 1 discussion
- Take module 1 quiz

Module 2:

- Complete module 2 content and materials, including embedded or linked articles and videos
- Review Ch. 2 pages 47-151
- Read Volcano eruption story
- Watch Camp Fire Lessons Learned video
- Listen to Australian Wildfires podcast audio
- Participate in module 2 discussion
- Take module 2 quiz

Module 3:

- Complete module 3 content and materials, including embedded or linked articles and videos

- Review Ch. 3 pages 178-181; 207-262
- Read Tongan Volcano story
- Read Another City Drowning story
- Watch FEMA PrepTalk video on Children and Disasters
- Watch Dangers of Storm Surge video
- Participate in module 3 discussion
- Take module 3 quiz

#### Module 4:

- Complete module 4 content and materials, including embedded or linked articles and videos
- Review Ch. 8 pages 549-562; 592-601
- Review Ch. 9 pages 615-628; 651-672
- Review Ch. 10 pages 703-724
- Read Tongan Volcano story
- Read about Germany's Disaster Management System
- Participate in module 4 discussion
- Take module 4 quiz

#### Module 5:

- Complete module 5 content and materials, including embedded or linked articles and videos
- Review Ch. 4
- Review Ch. 5
- Review a sampling of how Brazil addresses disaster risk reduction
- Watch the FEMA PrepTalk on building a culture of preparedness
- Watch the Red Cross and Red Crescent video on business preparedness
- Watch the video on how the Dutch address flood mitigation
- Participate in module 5 discussion
- Take module 5 quiz

#### Module 6:

- Complete module 4 content and materials, including embedded or linked articles and videos
- Review Ch. 8 pages 549-562; 592-601
- Review Ch. 9 pages 615-628; 651-672
- Review Ch. 10 pages 703-724
- Read Tongan Volcano story
- Read about Germany's Disaster Management System
- View Turkey's Strategic Plan for Emergency Management
- Participate in module 6 discussion
- Take module 6 quiz

#### Module 7:

- Complete module 7 content and materials, including embedded or linked articles and videos
- Read Why Do Some Terrorist Attacks Receive More Media Attention Than Others article
- Watch Terror in Europe video
- Participate in module 7 discussion
- Take module 7 quiz

#### Module 8:

- Complete module 8 content and materials, including embedded or linked articles and videos
- Read about Habitat for Humanity's programs
- Watch From Haiti's Ashes video
- Participate in module 8 discussion
- Take module 8 quiz

#### Module 9:

- Complete module 9 content and materials, including embedded or linked articles and videos
- Read Japan's Debris Management report
- Watch Japan's Killer Quake video
- Participate in module 9 discussion
- Take module 9 quiz

#### Module 10:

- Complete module 10 content and materials, including embedded or linked articles and videos
- Watch Killer Typhoon video
- Read the "Build Back Better" article
- View a sampling of current disaster relief campaigns on Relief Web website
- Participate in module 10 discussion
- Take module 10 quiz

#### Module 11:

- Complete module 11 content and materials, including embedded or linked articles and videos
- Read the list of USAID lessons learned
- Read the Challenges in Sustainable Recovery Processes
- View "The Orphans" video
- View "Where Were You" episode on the Indian Ocean Tsunami
- Participate in module 11 discussion



- Take module 11 quiz

Module 12:

- Complete module 12 content and materials, including embedded or linked articles and videos
- Review Chapter 11
- Participate in module 12 discussion
- Take module 12 quiz
- Complete final exam

## **ADA Policy**

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 at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.