Disaster Response and Recovery
Fall 2021
EADP 3045 - 001
Tuesday 2:00-4:50 PM
CHIL 240

Instructor: Dr. Mary Nelan
Office Hours: Virtual by appointment (don’t hesitate to email for an appointment, I am just protecting some people in my life by only offering virtual)
Office: Chilton Hall, Room 308K
Email: mary.nelan@unt.edu

Course Readings

Additional Readings: Additional readings are listed in the class schedule and will be available on the course canvas site.

Course Overview

Disasters are an inevitable consequence of society and individual communities living in our world. They stem largely from the tendency of human societies to settle in hazard-prone areas, our reliance on high-risk technologies, and long-standing and emerging political conflicts. In recent years, news reports of disasters seem to be increasing in number; worsening in terms of financial, physical, and social impacts; and growing in complexity. Despite their best efforts to mitigate against or try to prevent disasters from happening, human societies must always maintain and constantly improve their capacities to respond to and recover from large-scale events.

Course 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:
1. Identifying the diverse and complex range of hazards confronting human societies today and in the future.
2. Discussing the challenges involved in warning populations of impending threats, promoting appropriate protective actions, mobilizing necessary resources, and coordinating overall response operations.
3. 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.
4. Exposing students to principles of effective emergency management derived from both empirical research and lessons learned from previous disasters.
Course Requirements
Students will earn their grades in this course based on their performance on 2 exams, 1 after-action report, and their attendance/participation.

Exams:
There will be 3 exams in this class that will be completed on canvas. Each exam will consist of 5 short essay questions – each question will be worth 20 points. These exams will draw from the course readings and lectures. The exams will be open note and you will have 90 minutes to complete the exam once you start. Even though exams will be open note, you cannot copy and paste your answers from either my lectures or the internet. Your answers must be in your own words, otherwise they are plagiarized.

The exams will during class time, they will open at 2pm the day of the exam (as marked below on the syllabus) and they will close at 4:50pm. Once you start the exam you will have 90 minutes to complete it.

For each exam, you have the opportunity to develop a review guide and submit it before the start time of the exam for up to 5 points extra credit on your exam grade. The general format is up to each individual, for maximum points the guide must include all topics covered for that exam. Remember the goal of a good study guide is to organize your notes and materials. I recommend identifying key concepts, prioritize information, define vocab works, and include examples. For ideas and suggestions check out the Creating Study Guide pdf on Black Board. I will not accept review guides that are my slides printed out in outline form.

24-hour rule: When you receive your exam grades please wait 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 to meet over zoom. 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 presentation (including spelling and grammar), and thoroughness. Each student is required to identify a disaster of interest (no mass shooting events or epidemics/pandemics – and events must have happened over one year prior), 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) 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. A rubric and explanation of the assignment will be released on canvas on October 5. You must email the TA, Alex, the event you have chosen by November 5. The case studies are on canvas on November 30 prior to the start of class on that day. Each student will give a presentation on their paper starting in the second half of class on November 30 and continuing on December 7.
The following disasters cannot be used for your after-action report:

**Hurricanes:** Katrina, Matthew, Sandy, Andrew, Harvey, Irma, Maria, Lena
9/11
Boston Marathon Bombing
2011 Japan Earthquake and Nuclear Event

**Discussion Posts:** You will be required to answer a discussion question every week when there is not an exam. Your post must be 100 words or more and will be due on Thursday at 11:59pm. You will then be required to reply to two other students posts (in your assigned group) and each response must be at least 50 words, which is due by Friday at 11:59 pm. To verify that you had read this syllabus, please send a picture of your favorite zoo animal by September seventh for two points extra credit on your total class points. Please use the email suggestions below in the professionalism section of this syllabus.

**Course Grades:**

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<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>60% (20% for each exam)</td>
</tr>
<tr>
<td>After-Action Report</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>15%</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
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**Late Assignments:**
I do not accept late assignments after the due date.

**Missed Exams**
Exams may only be made up in the event of extenuating circumstances (including family crisis, illness or injury that is documented by a doctor, a university accepted excuse, a university sponsored event on the day of the exam that requires the student to be away from campus, or other similar reasons beyond the student’s control). Notice through email or in person must be given to the instructor before the exam or within 24 hours after the exam.

**Professionalism**
One purpose of college courses is to help professionalize students. Two ways that we can work towards that in our class is through professionalizing your emails as students and using proper titles.
**Emails**

Please feel free to email me when you need help in the class, this is not meant to intimidate you but rather help you to send appropriate emails not only to me but your other professors. There are 5 key elements to a successful email to professors:

1. **Subject Line:** Clearly identify which class you are in and what you are emailing about in a few words.

2. **Name:** Use the proper title and name for your professor. Address the email to either Professor or Dr. Nelan (I have a Ph.D.; you can call me doctor). Also, make sure you know my last name and spell it correctly (this goes for all of your professors).

3. **Briefly (and politely) state the reason for your email.** If you are frustrated with something, try to take a step back and write a polite email; it will go a long way. If your email is aggressive then I will not receive it well. Remember to write in a professional manner, it is respectful and I always try to respect my students so it is nice when they reciprocate.

4. **Do not use slang, text language, or emoticons.** This is very important; professional emails do not include this type of language and it is better to get into the habit of writing emails this way.

5. **Proofread:** Anything that you send to professors should be proofread, whether it is an assignment or an email.

*Bonus: Check the syllabus for the answer before you send an email (I will respond by referring you back to the syllabus if the answer to your question can be found here).

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**Titles**

Using the proper title or honorific is respectful and important professional correspondence and interactions (emergency management being one of them). Please address me as either Dr. Nelan or Professor Nelan. Studies have shown that women are less likely than men to be addressed as Dr. and generally are called Ms. or Mrs. Why am I putting such an emphasis on this? It will serve you well in your future, in Emergency Management you will find that many people have titles and it is respectful to use those titles. This is not just for my ego; this is an important component of professionalization as you progress through the university.

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**Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

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**COVID-19 Impact on Attendance**

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or...
askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Class Materials for Remote Instruction**
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**LAPTOPS AND CELL PHONES IN THE CLASSROOM**
Technology can be an excellent learning tool; however, it can also hinder learning when it is abused in the classroom. In this course, I allow personal laptops for note taking purposes. For your information, studies have shown that taking notes by hand is a more effective method of learning the material presented in your college courses.

If laptops are used for entertainment purposes while in class, you may unknowingly distract your fellow students who are not only interested in learning the topic of the course, but have also paid for the course. (See this article on the “cone of distraction” that is caused by individuals using laptops and cellphones in class for entertainment purposes: https://derekbruff.org/?p=2915) Please be aware of how you choose to use your laptops and what affect you may be having on students around you.

Cell phones are prohibited in class. Please turn off your ringer and put your cell phone away for the duration of class. If you need to be reached for any reason during class, please keep your phone on vibrate and leave the room to talk or text on your phone. Like laptops, cell phones can distract the students around you, and the instructor. Texting in class (no matter how stealthy you think you are) is disrespectful to the instructor and your fellow students.

**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 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 and 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 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.

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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.
Tentative Course Schedule

Week 1: August 24
Topics:
Course Overview
Types of Disasters
Knowing What to Expect After Disaster
Readings: Chapter 1

Week 2: August 31
Topics:
Experiences in Disaster
Disaster Behaviors
Research in Disasters
Readings: Chapter 2

Week 3: September 7
Topics:
Human Responses to Disaster
Alternative Management Approaches
Disaster Myths
Readings: Chapter 3 & 4

Week 4: September 14
Topics:
Disaster Myths and Hurricane Katrina

Week 5: September 21 – Exam 1

Week 6: September 28
Topics:
Disaster Warnings & Evacuation Behaviors
Search and Rescue Operations
Readings: Chapters 5 & 6

Week 7: October 5
Topics:
Convergence in Disasters
Materiel Convergence
Readings:

Week 8: October 12
Topics:
Convergence in Disasters
Personnel Convergence

Readings:

Week 9: October 19 – Guest Speaker
Topics:
Disaster Recovery
Moving beyond Immediate Needs
Readings:
Chapter 8

Week 10: October 26 – Exam 2

Week 11: November 2
Topics:
Recovery Plans
Mitigation Challenges and Opportunities
Readings: Chapters 9 & 10

Week 12: November 9
Topics:
Social Vulnerability to Disaster
Sources of Vulnerability
Vulnerability and Recovery
Readings:

Week 13: November 16
Topics:
Disaster Commemoration
Readings:

Week 14: November 23 – Exam 3

Week 15: November 30 – After Action Reports Due
Student Presentations

Finals Week – December 7 – 1:30 – 3:30
Student Presentations