

**CAPSTONE IN
EMERGENCY MANAGEMENT
(EADP 4080)**

Professor: David A. McEntire
Hall 366A

Office Location: Wooten

Semester: Fall 2004

Hours: T 5:00 – 6:30 pm; W 1:30 – 3:00 pm

Course Schedule: T 6:30 pm – 9:20 pm

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Course Location: WH 322

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Course Description

The purpose of this course is to integrate and synthesize the theory and principles presented in the core classes of the EADP major. To achieve this goal, the seminar will examine and assess various disaster case studies. The class will also help the student develop skills necessary for a career in emergency management. In addition, the course will help students evaluate different policy issues that confront decision makers and think critically about future approaches to emergency management. The capstone course will therefore help each student solidify his or her understanding of disasters, and develop the necessary skills and abilities to enter and contribute to the growing emergency management profession.

Required Readings

- Mileti, Dennis S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*. Joseph Henry Press: Washington, D.C.
- Other readings will be distributed in class.

Students are also advised to stay on top of current disaster events and debates by reading a local or national newspaper, or the electronic editions of *The New York Times* ([Http://www.nytimes.com](http://www.nytimes.com)), or *The Washington Post* (<http://www.washingtonpost.com>). Other useful sources include *cnn.com*, *disasterrelief.org*, *reliefweb.org*., *fema.gov*.

Course Policies

Attendance is strongly recommended.

Arriving late is discouraged.

Participation is encouraged.

Cell phones and pagers should be turned off when entering class.

Reading weekly assignments is required.

Showing respect to others is expected.

Make-ups will be limited to special circumstances (and with prior notification only).

Incompletes will be given according to department policy.

Plagiarism and other forms of cheating will automatically result in a failing grade.

Note: see the end of this syllabus for the university policy on Americans with disabilities, and the department policy on cheating and plagiarism.

Grading

Students will earn points from the group debate, quizzes, a midterm exam, a student project, and a final exam. Please note the following breakdown:

Attendance/participation	25
Group debate	25
Quizzes	100
Midterm	100
Student project	50
<u>Final Exam</u>	<u>100</u>
TOTAL POINTS	400

A standard scale will be used for grading (e.g. 90-100% = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; 59% and below = F).

Attendance and Participation

Approximately 6% of the student's grade will be determined by attendance and participation. Therefore, roll will be taken at least once each class session. While attendance directly affects a small portion of the grade, the student should be aware that a significant number of absences will make it difficult to do well in the course. This is because tests will cover information from the lectures (in addition to the readings). Students are encouraged to ask questions and make comments about relevant course material. If the class is actively involved in the discussion, each student should receive the full points available in this area. If the class appears to be uninterested in the subject matter at hand, points will be awarded to those who make comments. Students who miss class will lose points for that day as they are not present to participate in the discussion. Unscheduled quizzes may also be administered by the instructor and will be given inversely to class participation.

Group Debate

Students will participate in a group debate about a particular topic of disagreement in emergency management. Students will choose a topic and stance to defend from the approve list (to be distributed in class). Each student is expected to participate. Debate presentations should be about 10 minutes in length. The group debate will amount to 6% of the student's grade. Grades for the group debate will be based on preparation, information provided, and clarity of argument.

Student Project

Approximately 12% of the grade will be determined by student projects. Students will be divided into groups and will create emergency operations plans and exercise scenarios. These plans will then be tested with the use of the created exercises. Additional information about this assignment will be given in class.

Midterm/Final Exam

75% of the student's grade will be determined by quizzes and the midterm and final exams. These will consist of true/false, matching, multiple-choice, fill-in-the-blank and short-essay questions. The professor will advise the student of the structure of the quizzes/tests in advance. Students who miss the quizzes and exams without giving prior notification will be given different questions or will have 15% deducted from their final score. Should unannounced quizzes be administered, the total number of points will be adjusted. No make-ups will be given to those students who are absent when unscheduled quizzes are given. Make-ups will be limited to very special circumstances only and will require prior instructor approval.

Dates to Remember

Group Debate	TBA
Quiz 1	September 14
Quiz 2	September 28
Quiz 3	October 12
Midterm	October 26
Quiz 4	November 9
Student Project due	November 23
Final Exam	December 14

Weekly Schedule

WEEK 1: August 31

Introductions and overview of course
Explanation of group debates and student projects
Discussion: why emergency management matters

- Reading: Mileti, Chapter 1, "A Sustainability Framework for Natural and Technological Hazards."

WEEK 2: September 7

Skills/Application: Student projects
Cases/Knowledge: Earthquakes
Debate: Should the emergency manager be housed in fire departments?

- Reading: Mileti, Chapter 2, "Scenarios of Sustainable Hazards Mitigation."

WEEK 3: September 14

Quiz 1

Skills/Application: Guest lecturers (advice from Alumni and local professionals)

Cases/Knowledge: Tornadoes

Debate: Is physical or organizational preparedness more important?

- Reading: McEntire, David A. 2001. "Multi-organizational Coordination after the Fort Worth Tornado: Constraining and Contributing Factors." *Quick Response Report No. 143*. Natural Hazards Research and Information Application Center. University of Colorado, Boulder.
[Http://www.Colorado.EDU/hazards/q143/q143.html](http://www.Colorado.EDU/hazards/qr/q143/q143.html).

WEEK 4: September 21

Skills/Application: Student projects

Cases/Knowledge: Hurricanes

Debate: Are structural mitigation devices beneficial or detrimental?

Videos: 10 Costliest Disasters, Hurricane Preparedness, Hurricane Iniki

- Reading: Mileti, Chapter 3, "Losses, Costs, and Impacts."

WEEK 5: September 28

Quiz 2

Skills/Application: Guest lecturer (TBA)

Cases/Knowledge: Fires

Debate: Should emergency managers create the EOP alone or with others?

- Reading: Mileti, Chapter 4, "The Interactive Structure of Hazard."

WEEK 6: October 5

Skills/Application: Student projects

Cases/Knowledge: Winter storms, droughts and heat waves

Debate: Does relief make people dependent and should it be stopped?

- Reading: Mileti, Chapter 5, "Influences on the Adoption and Implementation of Mitigation."

WEEK 7: October 12

Quiz 3

Skills/Application: Guest Speaker

Cases/Knowledge: Industrial accidents

Debate: Is the technological approach to disasters beneficial?

- Reading: Mileti, Chapter 6, "Tools for Sustainable Hazards Mitigation."

WEEK 8: October 19

Skills/Application: Student projects

Cases/Knowledge: Structural collapses

Debate: Should planning be hazard specific or generic?

- Reading: Quarantelli, E.L. 1997. "Problematic aspects of the information/communication revolution for disaster planning and research: Ten non-technical issues and questions." *Disaster Prevention and Management* 6 (2): 94-106.

WEEK 9: October 26

Midterm

WEEK 10: November 2

Skills/Application: Student projects and/or guest speaker (TBA)

Cases/Knowledge: Transportation accidents

Debate: Should more regulations be imposed on industry?

- Reading: Mileti, Chapter 7, "Preparedness, Response and Recovery."

WEEK 11: November 9

Quiz 4

Skills/Application: Guest speaker (TBA)

Cases/Knowledge: Violent acts and cult activity

Debate: Should the media be censored during disasters?

- Reading: Unknown author. "ATF and the media prepare for the raid on the branch Davidian compound." In *Administrative Communications*, pp. 274-286.

WEEK 12: November 16

Skills/Application: Student projects

Cases/Knowledge: Floods vs. terrorism

Debate: Should emergency managers focus attention and resources on terrorism?

- Reading: Mileti, Chapter 8, "Innovative Paths and New Directions."

WEEK 13: November 23

Student project due

Skills/Application: Guest Speaker (TBA)

Cases/Knowledge: Natural hazards approach, civil defense, CEM

Debate: How comprehensive is comprehensive emergency management?

- Reading: Mileti, Chapter 9, "Getting From Here to There."

WEEK 14: November 30

Skills/Application: Student projects

Debate: Disaster resistant communities, sustainable development, disaster resilient communities, risk management

- Reading: Geis, Don. 2000. “By Design: The Disaster Resistant and Quality of Life Community.” *Natural Hazards Review* 1 (3): 151-160.
- Britton, Neil R. and Gerard J. Clark. 2000. “From Response to Resilience: Emergency Management Reform in New Zealand.” *Natural Hazards Review* 1 (3): 145-150.

WEEK 15: December 7

Skills/Application: How to succeed as an emergency manager

Cases/Knowledge: Managing our vulnerability to disaster

Debate: Is changing culture necessary and possible?

- Reading: Britton, Neil R. 1999. “Whither emergency management? *International Journal of Mass Emergencies and Disasters* 17 (2): 223-235.
- Reading: McEntire, David A. 2002. “A Comparison of Disaster Paradigms: The Search for a Holistic Policy Guide.” *Public Administration Review*. 62 (3): 267-281.
- Reading: McEntire, David A. (under review). “Why Vulnerability Matters: Illustrating the Need for a Modified Disaster Reduction Concept.”
- Reading: McEntire, David A. (under review). “Implementing a New Approach to Emergency Management: Managing Our Vulnerability to Reduce the Occurrence and Impact of Disasters.”

WEEK 16: December 14

Final Exam

Recommended Reading:

- Armstrong, Michael J. 2000. "Back to the Future: Charting the Course for Project Impact." *Natural Hazards Review* 1 (3): 138-144.
- Fischer, Henry W. 1998. "The Role of the New Information Technologies in Emergency Mitigation, Planning, Response and Recovery." *Disaster Prevention and Management* 7 (1): 28-37.
- Mileti, Dennis et. al. 1995. "Toward an Integration of Natural Hazards and Sustainability." *The Environmental Professional* 17 (2): 117-126.
- McEntire, David A. 2000. "Sustainability or Invulnerable Development? Proposals for the Current Shift in Paradigms." *Australian Journal of Emergency Management* 15 (1): 58-61.
- McEntire, David A. 2001. "Triggering Agents, Vulnerabilities and Disaster Reduction: Towards a Holistic Paradigm." *Disaster Prevention and Management* 10 (3): 189-196.
- Pikawka, David, A. Essam Radwan and J. Andy Soesilo. 1988. "Emergency Response to a Hazardous-materials Rail Incident in Casa Grande, Arizona." In *Crisis Management: A Casebook*, Edited by Michael T. Charles, pp. 43-61.
- Quarantelli, E.L. 1993. "The Environmental Disasters of the Future Will be More and Worse But the Prospect is not Hopeless." *Disaster Prevention and Management* 2 (1): 11-24.
- Ruchelman, Leonard. 1988. "The MGM Grand Hotel Fire." In *Crisis Management: A Casebook*, Edited by Michael T. Charles, pp. 101-114.
- Scanlon, Joseph. 1999. "The Problem – Finding the Problem: Canada's Ice Disaster Lessons for Y2K." *Australian Journal of Emergency Management* 14 (1): 20-24.
- Schneider, Sandra K. 1998. "Hurricane Andrew in South Florida." In *Flirting With Disasters*, pp. 87-101.
- Sylves, Richard T. 1991. "Adopting Integrated Emergency Management in the United States: Political and Organizational Challenges." *International Journal of Mass Emergencies and Disasters* 9 (3): 413-424.

UNIVERSITY AND DEPARTMENT POLICIES

Disability Accommodation

The Emergency Administration and Planning Program, in cooperation with the Office of Disability Accommodations (ODA), complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor within the first two weeks of the semester. Students registered with the ODA may present the Special Accommodation Request from that office in lieu of a written statement.

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 others’ 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 department exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating and plagiarism shall be made by the instructor in the course, or by the department faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, problem papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Program(s) Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program(s) 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 procedures laid down in the UNT Code of Student Conduct and Discipline.