

**UNIVERSITY OF NORTH TEXAS  
(DEPARTMENT OF PUBLIC  
ADMINISTRATION)**

## **INTRODUCTION TO EMERGENCY MANAGEMENT (EADP 3010)**

Instructor: David A. McEntire  
Semester: Fall 1999  
Course schedule: T 3:00 - 5:50 pm  
Course location: Cury 204

Office Location: Wooten Hall 362  
Office Hours: M 1:30 - 3:00 pm  
                  W 5:00 - 6:30 pm  
E-mail: Dmcentir@scs.cmm.unt.edu

### **Course Description**

The purpose of this course is to introduce students to the important, complex and evolving discipline of emergency management. To achieve this goal we will examine the background and nature of the profession, the central theoretical debates concerning natural and human-induced disasters, the alternative ways of mitigating and reacting to these catastrophic events, and the major roles and responsibilities of emergency managers. The class will also briefly explore current practical problems and possible future directions of the field. Each student is expected to gain a basic understanding of relevant terminology and major disaster issues in order to prepare him or herself for subsequent seminars in the EADP program.

### **Required Readings**

- Drabek, Thomas E. and Gerard J. Hoetmer. 1991. *Emergency Management: Principles and Practice for Local Government*. Washington, D.C.: International City Management Association.
- Additional readings will also be placed on reserve at Willis Library.

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>), or *The Washington Post* (<http://www.washingtonpost.com>).

### **Course Policies**

Attendance is required.

Arriving late is discouraged.

Participation is recommended.

Reading weekly assignments is expected.

Showing respect to other students is encouraged.

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

Extra credit will not be given.

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 based on attendance, participation, a quiz, the term paper and tests. Please note the following breakdown:

Attendance	50
Participation	50
Quiz	50
Midterm	100
Term paper	150
Final Exam	100
<u>TOTAL POINTS</u>	<u>500</u>

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

### *Attendance*

Roll will be taken at least once each class session and approximately 10% of your grade will be determined by your attendance. The student should be aware that a significant number of absences will make it difficult to pass the course as information from the lectures (in addition to the readings) will be used in the grading process.

### *Participation*

Asking questions and making comments about relevant course material is conducive for learning. Therefore, listening and participation will amount to 10% of your grade. If the class is actively involved in the discussion, each student should receive the full 50 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. Unscheduled quizzes may also be administered by the instructor. In other words, unannounced quizzes will be given inversely to class participation. Students who miss class will not receive points for that day as they are not present to participate in the discussion.

### *Quiz/Mid-term/Final*

50% of your grade will be determined by quizzes and tests. These will consist of true/false, multiple choice, fill in the blank, and short essay questions. The instructor will advise the student of the structure of the quiz or test in advance. Students who miss the quiz or test without giving prior notification will be given different questions or will have 10% deducted from their final score. Should unannounced quizzes be administered, the total number of possible points will be adjusted. No make ups will be given to those students who are absent when unscheduled quizzes are given. Make ups for the mid-term and final will be limited to very special circumstances only.

### *Term Paper*

The remaining 30% of your grade will be based on a term paper. Students are required to write a 5-7 page paper which addresses the following questions: What is emergency management? What knowledge should the emergency manager possess? What are his or her responsibilities? What challenges/opportunities should he or she be aware of in the future? What characteristics or

actions would make him or her a successful emergency manager? Papers will be graded on: 1) whether or not the student answered the above questions; 2) the degree to which the student incorporated assigned and other readings, lectures and personal opinions into the assignment; and 3) the student's overall presentation of the material (i.e., level of reflection, clarity, detail grammar, spelling, etc.). Papers are to be typed and double spaced. The papers should conform to the citation style in *Public Administration Review*.

### Dates to Remember

Quiz	September 21
Midterm	October 19
Term paper due	November 23
Final Exam	December 14

### WEEK 1: August 31

Overview of course and introduction to emergency management/related professions

### WEEK 2: September 7

The key concepts of emergency management

- Hoetmer, Gerard J. 1991. "Introduction." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. xvii-xxxiv.

### WEEK 3: September 14

The history and nature of emergency management

- Drabek, Thomas E. 1991. "The Evolution of Emergency Management." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 1-29.
- Kreps, Gary A. 1991. "Organizing for Emergency Management." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 30-54.

### WEEK 4: September 21

The actors involved in emergency management

- Durham, Tom and Lacy E. Suiter. 1991. "Perspectives and Roles of the State and Federal Governments." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 101-130.

Guest lecturer (tentative)

Quiz 1

### **WEEK 5: September 28**

Mitigation (structural and non-structural)

- Godschalk, David R. 1991. "Disaster Mitigation and Hazard Management." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 131-160.

### **WEEK 6: October 5**

Preparedness I (hazard mapping, early warning systems, community involvement, etc.)

- Scanlon, Joseph T. 1991. "Reaching Out: Getting the Community Involved in Preparedness." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 79-100.

### **WEEK 7: October 12**

Preparedness II (plans, simulations, resource acquisition, etc.)

- Daines, Guy E. 1991. "Planning, Training and Exercising." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 161-200.

Guest lecturer or field trip (tentative)

### **WEEK 8: October 19**

Response I (disaster myths and organizational behavior)

- Quarantelli, E.L. and Russell R. Dynes. 1972. "When Disaster Strikes it Isn't Much Like What You've Heard About." *Psychology Today* 5 (9): 67-70.
- Perry, Ronald W. 1991. "Managing Disaster Response Operations." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 201-223.

### **Midterm exam**

### **WEEK 9: October 26**

Response II (coordination and the bureaucratic approach)

- Gillespie, David F. 1991. "Coordinating Community Resources." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 55-78.

### **WEEK 10: November 2**

Recovery and reconstruction

- Rubin, Claire B. 1991. "Recovery From Disaster." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 224-262.

Guest lecturer or field trip (tentative)

**WEEK 11: November 9**

## Disasters at the International Level

- McEntire, David A. 1997. "Reflecting on the Weaknesses of the International Community During the IDNDR: Some Implications for Research and its Application." *Disaster Prevention and Management* 6 (4): 221-233.
- McEntire, David A. 1998. "Balancing International Approaches to Disaster: Rethinking Prevention Instead of Relief." *Australian Journal of Emergency Management* 13 (2): 50-55.

**WEEK 12: November 16**

## Challenges I (apathy, turf battles, the media, poverty, race/ethnicity, gender, etc.)

- Auf Der Heide, Erik. 1989. "The Apathy Factor." In *Disaster Response: Principles for Preparation and Coordination*. Pp. 13-32.

**WEEK 13: November 23**

## Challenges II (technology, hazardous materials, terrorism, etc.)

- Quarantelli, E. L. 1997. "Problematical 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.

**Term paper due****WEEK 14: November 30**

## Recent approaches

- Mileti, Denis. 1995. "Toward an Integration of Natural Hazards and Sustainability." *The Environmental Professional* 17 (2): 117-126.
- McEntire, David A. 1999. "Sustainability or Invulnerable Development? Proposals for the Current Shift in Paradigms." Paper presented at the Natural Hazards Conference, July 14, Boulder, Colorado.

**WEEK 15: December 7**

## The how-to and future of emergency management

- Pickett, John H. and Barbara A. Block. 1991. "Day-to-Day Management." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 263-288.
- Anderson, William A. and Shirley Mattingly. 1991. "Future Directions." In Drabek, Thomas E. and Gerard J. Hoetmer, eds. *Emergency Management: Principles and Practice for Local Government*. Pp. 311-335.

**WEEK 16: December 14****Final Exam**

## **EMERGENCY PREPAREDNESS** (EADP 3020)

Instructor: David A. McEntire  
Semester: Fall 1999  
Course schedule: M 6:30 - 9:30 pm  
Course location: Wooten Hall 122

Office Location: Wooten Hall 362  
Office Hours: M 1:30 - 3:00 pm  
W 5:00 - 6:30 pm  
E-mail: Dmcentir@scs.cmm.unt.edu

### **Course Description**

The purpose of this course is to investigate what emergency managers must do to more successfully prepare for disasters. To achieve this goal, we will discuss the importance of assessing and mitigating against potential hazards, developing effective early warning systems, preparing for search and rescue, and planning to evacuate, shelter and feed prospective survivors before disaster strikes. The seminar will also address planning at various levels of government (and in other organizations), and then explain why simulations and other activities are crucial aspects of disaster preparation. The student will be expected to grasp the nature of this particular phase of disaster by assessing an actual catastrophic event to provide policy recommendations *or* by devising a plan that could be implemented in the real world of emergency management.

### **Required Readings**

- A packet of readings will be available at the reserve desk at Willis Library.

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>), or *The Washington Post* (<http://www.washingtonpost.com>).

### **Course Policies**

Attendance is strongly required.

Arriving late is discouraged.

Participation is encouraged.

Reading weekly assignments is required.

Showing respect to other students is expected.

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

There will be no extra credit.

Incompletes will be given according to department policy.

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

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

### **Grading**

Students will earn points based on attendance, participation, a quiz, the term paper and tests.

Please note the following breakdown:

Attendance	50
Participation	50
Midterm	100
Disaster assessment/plan	200
Final Exam	100
<b>TOTAL POINTS</b>	<b>500</b>

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

### *Attendance*

Roll will be taken at least once each class session and approximately 10% of your grade will be determined by your attendance. The student should be aware that a significant number of absences will make it difficult to pass the course as information from the lectures (in addition to the readings) will be used in the grading process.

### *Participation*

Asking questions and making comments about relevant course material is conducive for learning. Therefore, listening and participation will amount to 10% of your grade. If the class is actively involved in the discussion, each student should receive the full 50 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. Unscheduled quizzes may also be administered by the instructor. In other words, unannounced quizzes will be given inversely to class participation. Students who miss class will not receive points for that day as they are not present to participate in the discussion.

### *Mid-term/Final*

40% of your grade will be determined by tests. These will consist of true/false, matching, multiple choice, fill in the blank, and short essay questions. The instructor will advise the student of the structure of the test in advance. Students who miss tests without giving prior notification will be given different questions or will have 10% deducted from their final score. Should unannounced quizzes be administered, the total number of possible points will be adjusted. No make ups will be given to those students who are absent when unscheduled quizzes are given. Make ups for the mid-term and final will be limited to very special circumstances

### *Disaster Assessment or Plan*

The remaining 40% of your grade will be determined by a disaster assessment *or* plan. If the student chooses to do the assessment, it must be based on a previous disaster event and should provide the main facts of the case, the sequence of events, the agencies involved, an analysis of the central problems/mistakes/oversights, and recommendations that could prevent similar occurrences in the future. The assessment should be 7-10 pages in length, and should conform to the citation style in Public Administration Review. If the student chooses to design a disaster plan, it may be based on either an actual or hypothetical organization/location/hazard. The plan should discuss potential hazards, detection, early warning, search and rescue, evacuation, sheltering, feeding, coordination, specialized groups/events/areas, training and exercises, and contain an index of pertinent disaster information. The plan should be 10-15 pages in length, but does not require citations. Grades for either paper will be determined by comprehensiveness, organization, and overall presentation (level of reflection, clarity, detail, grammar, spelling, etc.).

## Dates to Remember

Midterm	October 18
Term paper due	November 29
Final Exam	December 11

### WEEK 1: August 30

Overview of course and introduction to emergency management

- Kreps, Gary A. 1991. "Organizing for Emergency Management." In Drabek, Thomas E. and Gerard J. Hoetmer, *Emergency Management: Principles and Practice for Local Government*, pp. 30-54. ICMA.

### WEEK 2: September 6

The concept of preparedness

- Gillespie, David F. and Calvin L. Streeter. 1987. "Conceptualizing and Measuring Disaster Preparedness." *International Journal of Mass Emergencies and Disasters* 5 (2): 155-176.
- May, Peter J. 1989. "Social Science Perspectives: Risk and Disaster Preparedness." *International Journal of Mass Emergencies and Disasters* 7 (2): 281-303.

### WEEK 3: September 13

Planning frameworks (what is a disaster?; the bureaucratic approach; and emergent behavior)

- Dynes, Russell R. 1994. "Community Emergency Planning: False Assumptions and Inappropriate Analogies." *International Journal of Mass Emergencies and Disasters* 12 (2): 141-158.
- Quarantelli, E. L. 1984. "Organizational Behavior in Disasters and Implications for Disaster Planning." Emmitsburg, MD: Federal Emergency Management Agency.

### WEEK 4: September 20

Hazard mapping, mitigation, detection, early warning and evacuation

- Godschalk, David R. and David J. Brower. 1985. "Mitigation Strategies and Integrated Emergency Management." *Public Administration Review* 45 (Special Issue): 64-71.
- Fischer, Henry W. III. et. al. 1995. "Evacuation Behavior: Why Do Some Evacuate, While Others Do Not? A Case Study of the Ephrata, Pennsylvania (USA) Evacuation." *Disaster Prevention and Management* 4 (4): 30-36.

### WEEK 5: September 27

Sheltering, feeding, damage assessment and SAR

- Quarantelli, E. L. 1995. "Patterns of Sheltering and Housing in U.S. Disasters." *Disaster Prevention and Management* 4 (3): 43-53.
- Aguirre, B. E. et. al. 1995. "The Social Organization of Search and Rescue: Evidence From the Guadalajara Gasoline Explosion." *International Journal of Mass Emergencies and Disasters* 13 (1): 67-92.

**WEEK 6: October 4**

Handling mass casualties and dealing with the media

- Scanlon, Joseph. 1998. "Dealing With Mass Death After a Community Catastrophe: Handling Bodies After the 1917 Halifax Explosion." *Disaster Prevention and Management* 7 (4): 288-204.
- Scanlon, Joseph et. al. 1985. "Coping with the Media in Disasters: Some Predictable Problems." *Public Administration Review* 45 (special issue): 123-133.

**WEEK 7: October 11**

Specialized planning I (vulnerable populations, airports, and hospitals)

- Morrow, Betty Heran. 1999. "Identifying and Mapping Community Vulnerability." *Disasters* 23 (1): 1-8.
- Quarantelli, E. L. 1972. "The Community General Hospital: Its Immediate Problems in Disasters." *American Behavioral Scientist* 13 (Jan/Feb): 380-391.

**WEEK 8: October 18**

**Midterm Exam**

**WEEK 9: October 25**

Specialized planning II (industrial accidents, hazardous materials, terrorism, etc.)

- Fischer, Henry W. III 1999. "Dimensions of Biological Terrorism: To What Must We Mitigate and Respond." *Disaster Prevention and Management* 8 (1): 27-32.

**WEEK 10: November 1**

Local and state disaster plans

- Lindell, Michael K. 1994. "Are Local Emergency Planning Committees Effective in Developing Community Preparedness? *International Journal of Mass Emergencies and Disasters* 12 (2): 159-182.
- DEM-10. *Local Emergency Management Plan Development Handbook*, State of Texas, July 1990.

**WEEK 11: November 8**

The federal disaster plan and planning issues at the international level

- The Federal Response Plan, 1992
- Slim, Hugo. 1995. "The Continuing Metamorphosis of the Humanitarian Practitioners: Some New Colours for an Endangered Chameleon." *Disasters* 19 (2): 110-126.

**WEEK 12: November 15**

Planning for private and non-profit organizations

- Frost, Chris. 1994. "Effective Responses for Proactive Enterprises: Business Continuity Planning." *Disaster Prevention and Management* 3 (1): 7-15.

**WEEK 13: November 22**

Emergency manager and community education

- Larsson, Gerry and Ann Enander. 1997. "Preparing for Disaster: Public Attitudes and Actions." *Disaster Prevention and Management* 6 (1): 11-21.

**WEEK 14: November 29**

The importance of continued planning, training and exercises

- Auf der Heide, Erik. 1989. "The 'Paper Plan' Syndrome." In Erik Auf der Heide, *Disaster Response: Principles for Preparation and Coordination*. Pp. 33-47.
- Payne, Christopher F. 1999. "Contingency Plan Exercises." *Disaster Prevention and Management* 8 (2): 111-117.

**WEEK 15: December 6**

Review and implications for emergency managers

- McEntire, David A. (forthcoming). "Issues in Disaster Relief: Progress, Perpetual Problems and Prospective Solutions." *Disaster Prevention and Management*.
- Burling, Wynona K. and Adrienne E. Hyle. 1997. "Disaster Preparedness Planning: Policy and Leadership Issues." *Disaster Prevention and Management* 6 (4): 234-244.

**WEEK 16: December 11**

**Final Exam**

## 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 or 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.

*University of North Texas*  
*Department of Public Administration and Emergency Administration & Planning*

**Hazard Mitigation**  
**EADP 3050**

Swaroop Reddy, Ph.D.  
Spring 2000

Monday: 6:30 p.m.- 9:20 p.m.  
Chemistry 324

**Office Hours:**

Monday: 1:00 p.m. – 3:00 p.m.

Tuesday: 1:00 p.m. – 3:00 p.m.

Wooten Hall, Rm. 360 (Or call for appointments on other days)

Phone (940) 565-3786; Internet: sreddy@scs.cmm.unt.edu

**Readings:**

- Susan Cutter, (ed.). Environmental Risks and Hazards. New Jersey: Prentice Hall, 1994.
- Petak William J. and Arthur A. Atkisson. Natural Hazard Risk Assessment and Public Policy - Anticipating the Unexpected. New York: Springer-Verlag, 1982.
- Drabek, Thomas E, and Gerard J Hoetmer (eds.). Emergency Management: Principles and Practice for Local Government, International City Management Association Publication, 1991.
- Burby, Ray, (ed.). Cooperating With Nature: Confronting Natural Hazards with Land-Use Planning for Sustainable Communities. Washington D.C.: Joseph Henry/National Academy Press, 1998.

**Purpose of course and competencies:** The objective of this course is to provide a good understanding of mitigation and its place in disaster management. It also introduces the student to the hazard mitigation planning process, major federal mitigation policies, mitigation tools and techniques, and the intricacies of policy making in the mitigation arena. Its purpose is to develop in students specialized knowledge and skills necessary to undertake hazard mitigation planning. In combination, the course should help the student in:

- Understanding hazard mitigation, mitigation tools and techniques and the significance of mitigation in disaster management
- Understanding major federal mitigation policies and major hurdles in the adoption of mitigation at the community level
- Applying hazard mitigation process at the state and community levels

Evaluation:

Mid-term	300 points
Final	300 points
Term paper	200 points
Plan Review	100 points
<u>Class Participation</u>	<u>100 points</u>
Total	1000 points

A = 900 points

B = 800 points

C = 700 points

D = 600 points

F = Below 600 points

**Tests, term papers, plan evaluations and class participation**

**Tests:** The mid-term and final exams will consist of multiple choice questions and short essays. It should be recognized that there is much more material in the reading assignments than is possible to cover, repeat and develop in class. Although tests tend to place somewhat more emphasis on topics that are covered in both texts and in class, the focus of the tests is on the core material from the reading. Class lectures and related assignments will be directly relevant to the student's understanding of the material and other aspects of performance (such as participation in the class discussion), but the exams will go into depth on what you have been assigned to read.

**Comparative Evaluation of Mitigation Plans:** You will be asked to review and critique a hazard mitigation plan. The objective of this exercise is to expose you to different types of hazard mitigation plans; the exercise will also help you evaluate the quality of various plans. Plan reviews are due on April 10, 2000. **If you turn in your term paper or plan reviews late, you will lose 10 points a day.**

**Term Paper:** *Your term paper topics and outlines (in the form of table of contents) should be submitted for approval no later than February 14, 2000.* Your topics should be related to hazard mitigation. Papers should not exceed 6 pages in length, double spaced and include a bibliography. Please use the *Public Administration Review* journal for style and format. I expect students to use different sources including journal articles and other related publications in developing the paper. *Term papers are due on April 3, 2000.*

**Attendance and class participation:** Class participation and regular attendance are allocated 100 points (10 percent of the total). Student involvement in class discussions is very important; therefore, each student is encouraged to complete all assignments on time and be prepared to discuss the reading assignments during class. This class provides an opportunity for the students to develop abilities in communicating with others about their ideas and approaches for dealing with hazards and disaster management problems. The potential of this opportunity is only fully realized if you make meaningful contributions to the course in class discussions and debate. In general, prepared and constructive participation in class is expected. Students who show a

pattern of not being prepared will be graded down on class participation. ***Students who miss more than three sessions without a legitimate reason will be graded F. Students who have low attendance and/or demonstrate disruptive behavior in the class will be graded down.***

The criteria used in evaluating process-oriented aspects of class participation include:

- Is the participant a good listener?
- Are the points made - or questions raised - relevant to the discussion?
- Are points linked to the comments of others, but not just a restatement of a point that has already been made?
- Is there a willingness to participate?
- Do comments show an understanding of concepts presented in class lectures or assigned reading materials?

***The attached syllabus should not be viewed as a contract and may be altered by the instructor.***

## *Tentative Class Schedule*

### **Session I (January 24, 2000)**

- Course overview
- Course objectives and expectations
- The Comprehensive Emergency Management Approach (CEM)
- Definition of mitigation
- Types of mitigation
- The increasing complexity of disasters
- Why plan for disasters?

### **Session II (January 31, 2000)**

- Definition of various disaster management terms and concepts
- Major types of hazards and causes and mitigative actions

#### *Readings:*

Petak, William J. and Arthur A. Atkisson. *Natural Hazard Risk Assessment and Public Policy Anticipating the Unexpected*. New York: Springer-Verlag, 1982.

### **Session III (February 7, 2000)**

- Planning and Land Use Adjustments in Historical Perspective.
- The Case for Mitigation
- The Context for Mitigation

#### *Readings:*

Burby, Ray, ed. Chapters 1 and 2 “Confronting Natural Hazards: Land-Use Planning for Sustainable Communities,” National Academy Press, 1998.

Beatley, T. *Evolving Mitigation Policy Directions: Elements of a New Paradigm in Making Mitigation Work*; and

Godschalk D. Recommendations for strengthening Hazard Mitigation Policy and Practice in Making Mitigation Work in “*Recasting Natural Hazards Planning and Implementation*”. D.R. Godschalk et al., Washington, D.C. Island Press (1998 forthcoming).

FEMA (1990). *Post-Disaster Hazard Mitigation Planning Guidance for State and Local Governments*. Washington, D.C., FEMA: focus on pp 31-46.

## **Session IV (February 14, 2000) - Term paper topics & outlines due**

- National mitigation policies and programs
  - National Flood Insurance Program (NFIP)
  - National Earthquake Hazard Reduction Program (NEHRP)
  - Coastal Zone Management Act (CZMA)
  - Integrated Emergency Management System (IEMS)
  - National Contingency Plan
  - Superfund Amendment and Reauthorization Act (SARA)
  - National Mitigation Strategy and Project Impact

## **Session X (April 3, 2000) *Term papers due***

- Human adjustment to the risk of environmental extremes

*Readings:*

Cutter - Chapter 14

## **Session XI (April 10, 2000) - *Plan Reviews due***

- Nuclear, biological, and chemical threats (Weapons of Mass Destruction) and hacking
- Guest Speaker

## **Session XII (April 17, 2000)**

- Federal Disaster Assistance Programs and Policies
- Looking to the Future: Public Policy and Other Trends

## **Session XIII (April 24, 2000)**

- Field trip

## **Session XIV (May 1, 2000)**

## **Review**

## **Session XV (May 8, 2000)**

## **Final Exam**

## Supplementary Readings:

Alexander, David. *Natural Disasters*. NY: Chapman and Hall, 1993.

Godschalk D., D. Brower and T. Beatley. *Catastrophic Coastal Storms: Hazard Mitigation and Development Management*. Durham, NC: Duke University Press, 1989.

Petak, William J. and Arthur A. Atkisson. *Natural Hazard Risk Assessment and Public Policy - Anticipating the Unexpected*. New York: Springer-Verlag, 1982.

Godschalk, D. and D. Brower. *Mitigation Strategies and Integrated Emergency Management*, *Public Administration Review*, Vol.45, January 1985.

Drabek, T., A. Mushkatel and T. Kilijarrel. 1983. *Earthquake Mitigation Policy: The Experience in Two States*.

Burby R. and S. French. 1985. *Flood Plain Land Use Management: A National Assessment*.

Rubin, C., M. Saperstein and D. Barbee. 1985. *Community Recovery from a Major Natural Disaster*.

Burby, Ray, 1994. *Plans Can Matter! The Role of Land Use Plans and State Planning Mandates in Limiting the Development of Hazardous Areas*. *Public Administration Review*. May/June, 1994, Vol.54, No. 3.

Wamsley, Gary., 1996. *Escalating in a Quagmire: The Changing Dynamics of the Emergency Management Policy Subsystem*. *Public Administration Review*. May/June, 1996, Vol. 56, No. 3.

Petak, William., 1985. "Emergency Management - A Challenge for Public Administration," *Public Administration Review*, Vol. 45 (Jan. 1985), pp. 3-6.

*Coping With Catastrophe - Building an Emergency Management System to Meet People's Needs in Natural and Manmade Disasters. A Report by a Panel of the National Academy of Public Administration (NAPA)*, February, 1993.

Godschalk D. and D. Brower, 1985. *Mitigation Strategies and Integrated Emergency Management*. *Public Administration Review*, Vol. 45, 1985.

Clary, B., 1985. *The Evolution and Structure of Natural Hazards Policies*. *Public Administration Review*, Vol. 45, 1985.

Berke, Philip. *Coastal Zone Management From an Administrative Perspective: A Case Study of Texas*, *American Review of Public Administration*, Vol.26, No.23, 1983, pp. 217-226.

Berke, P., T. Beatley and S. Wilhite., 1989. Influences on Local Adoption of Planning Measures for Earthquake Hazard Mitigation. *International Journal of Mass Emergencies and Disasters*, 1989, Vol. 7, No. 1.

Mushkatel, Alvin and L. Weschler., 1985. Emergency Management and the Intergovernmental System. *Public Administration Review*, Vol. 45 (Jan. 1985).

Rubin, Claire and Barbee, Daniel., 1985. Disaster Recovery and Hazard Mitigation: Bridging the Intergovernmental Gap. *Public Administration Review*, Vol. 45, Jan. 1985.

**EADP 3080.001 EMERGENCY MANAGEMENT LEADERSHIP AND  
ORGANIZATIONAL BEHAVIOR  
Spring 2000, Wednesday 3 - 5:50 p.m.  
Wooten Hall Room 122  
Department of Public Administration  
University of North Texas**

***Instructor***

Dr. Samantha L. Durst, Associate Professor

Office: Wooten Hall 166

Telephone Numbers: 940-565-2332 (office), 940-565-4466 (fax)

E-mail address: SDURST@SCS.CMM.UNT.EDU

Office Hours: Mondays 10-12 and 2-5:30, Wednesdays 10-12 and 1:30-2:30; and by appointment

***Course Description***

This course provides an introduction to leadership and organizational theory in the context of emergency management. You will examine and develop a range of skills in a number of interpersonal areas: conflict management, use of power, group dynamics, and leadership and influence.

***Essential Competencies/Course Objectives***

The purpose of the Emergency Administration and Planning curriculum is to prepare you for professional careers and leadership in emergency management. Curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public- or private-sector service. By the end of the semester, you should be able to:

- 1) Understand and articulate the theoretical base of leadership and organizational behavior.
- 2) Review and discuss various decision-making models and to communicate the implications of these for emergency management.
- 3) Assess personal characteristics associated with various leadership styles in yourself and others.
- 4) Demonstrate leadership skills needed by emergency management personnel.

**It is your responsibility to read and understand this syllabus.** Please see me immediately if you have any questions about the requirements of the course.

***Required Reading***

Luke, Jeffrey S. 1998. *Catalytic Leadership*. San Francisco, CA: Jossey-Bass, Inc.

Nahavandi, Afsaneh. 2000. *The Art and Science of Leadership, second edition*. Upper Saddle River, New Jersey: Prentice Hall, Inc.

Other readings available at the Willis Library Reserve Desk or the Union Copy Center.

### ***Course Requirements***

You are required to complete all reading assignments and projects by the assigned due dates. I will consider administering make-up examinations in cases of **verifiable** emergencies (illness, etc.) if a request is made in advance of the examination.

Your first assignment is to write an essay with the title of “I learned about leadership from...” This essay should explicitly define leadership. It should be carefully written and not exceed four typed and double-spaced pages.

You will complete two examinations, each of which will consist of 2 essay questions. This type of examination gives you the greatest opportunity to demonstrate the breadth of your knowledge and critical thinking skills. Each exam is comprehensive. In order to receive an “A” on an examination, you must: 1) correctly identify the subject in question *and* 2) identify the importance of that subject to the field leadership and emergency management.

You will present one case analysis (in writing). The class will be randomly divided into two groups for this project. You may not change groups. Guidelines for completing the case analysis are attached to this syllabus. Case analyses may not be submitted late.

All written assignments are to be type written, double-spaced. Written reports will be assessed based upon organization of ideas, illustration of an understanding of leadership and organizational behavior issues and their relationship to emergency management. Readability and effectiveness of writing will be given serious consideration in the assessment of written reports. Careful attention to spelling, grammar, and punctuation will serve you well in anything you write. Comply with standard style guidelines. One helpful reference for style and grammar questions (available in the bookstore) is: Diana Hacker’s *A Pocket Style Manual* (Boston: Bedford Books of St. Martin’s Press, 1993).

You are also required to participate in several web-based discussions and activities in this class via WebCT. You have been assigned a unique login ID and password to participate in these activities. Please do not share this information with anyone. Materials (links) available to you in the WebCT area (home page) for this class will be helpful to you for completing assignments in this class.

**Records of attendance will determine attendance grades.** Sign-in sheets will be distributed and collected in each class session. **Class participation grades will be based on:** (1) quality and originality of general participation in class discussions, (2) evidence of completion of reading assignments in the contributions to class discussions, (3) quality of thought evident in preparation of assignments.

In addition, you have the **option** to complete two exercises from the Nahavandi book during this semester. The combined grade from the three exercises may be substituted for any other grade in the class, even the final exam. The instructor will select the exercises to be completed. Late exercises will not be accepted. The exercises should be completed independently.

*If you have a disability that would limit your ability to participate in class or on an examination, please see me and the Office of Disability Assessment early in the semester. A statement of the University's ADA policy is attached to this syllabus for your reference.*

Final grades in this course will be determined as follows:

Essay:	10 percent	Due: February 2
First Exam:	20 percent	Due: March 8
Case Study Papers:	20 percent	Due: February 16 and March 1
Second Exam:	25 percent	Due: May 10
Web Participation:	10 percent	Due: throughout the semester
In-Class Attendance & Participation:	15 percent	Due: throughout the semester
Optional Exercises:	replacement	Due: 9 a.m. on May 8

### *Your Responsibilities*

(1) PREPARATION. It is essential that you read the assigned readings each week before coming to class. It is not possible to put off reading the material until the end of the semester and expect to do well in this class. Some of the readings will be discussed in class, but others will be used only as points of departure for class discussions and lectures.

(2) PARTICIPATION. The expectations for class participation follow from the above advice. Having read the assigned material with a careful and critical eye, I expect you to come to class and web-based discussions with questions and comments. You will learn more by taking part in these discussions than you otherwise would (the rest of us might benefit from your discussion and questions as well!).

(3) ASSIGNMENTS. All assignments are due at the beginning of the class on the date the assignment is due. It is unfair to others in the class if you have more time in which to complete assignments. Therefore, each timely, completed assignment is eligible for consideration for full credit. *Late work will be downgraded by one grade for each day it is late.*

(4) ACADEMIC INTEGRITY. Work submitted for a grade should be the original work of the author. Remember, plagiarism is a violation of acceptable student conduct. Violations will not be treated lightly, and disciplinary action will be taken should such violations occur. See me if you have any questions about academic integrity in general or as it relates to particular requirements for this course. *The Department of Public Administration's official policy statement on academic honesty is attached to this syllabus for your reference.*

(5) MY RESPONSIBILITIES. In addition to expecting me to arrive in class on time, you should expect my lectures to be coherent, informative, and prepared in advance. You should expect me to promptly grade, comment on, and return your work. I will be available for consultation during my office hours. In addition, I will do my best to meet with you at times other than my scheduled office hours.

### *Schedule of Topics, Readings and Course Activities*

- January 19: Introduction, Course Objectives, Expectations  
What is Leadership? Characteristics of an Effective Leader
- January 26: Models of Organizations  
Reading: Taylor, Frederick Winslow. 1916. "The Principles of Scientific Management."  
Simon, Herbert A. 1946. "The Proverbs of Administration"
- February 2: Definition and Significance of Leadership  
Reading: Luke, Preface and Chapter 1  
Nahavandi, Chapters 1 and 2  
**DUE: Essay ("I learned about leadership from...")**
- February 9: Theories of Leadership  
Reading: Luke, Chapter 2  
Nahavandi, Chapter 3
- February 16: Communication and Liaison Roles  
Reading: Simon, Herbert A., Smithbury, Donald W. and Victor Thompson. 1950. "The Communication Process."  
**Guest Lecturer:** Kim Guymon, Emergency Services Specialist, Denton Branch of the American Red Cross  
**DUE: Case Study #1:** ATF and the Media Prepare for the Raid . on the Branch Davidian Compound.
- February 23: Organizational Decision Making  
Reading: Lindblom, Charles E. 1959. "The Science of Muddling Through,"  
Janis, Irving L. 1971. "Groupthink: The Desperate Drive for Consensus at Any Cost."
- March 1: Organizational Decision Making, continued  
Cosgrove, John. 1996. "Decision making in Emergencies."  
*Disaster Prevention and Management*, 5:4, 28-35.  
**DUE: Case Study #2:** The MOVE Disaster
- March 8: **FIRST EXAM**
- March 15: **SPRING BREAK - NO CLASS SESSION**
- March 22: Conflict Management Styles  
Reading: Luke, Chapter 8
- March 29: Personal Styles

- April 5: Exercising Leadership/Exercising Power  
Reading: Luke, Chapters 3 and 7  
Nahavandi, Chapters 4 and 5
- April 12: Motivation  
Reading: Luke, Chapter 4  
Maslow, Abraham H. 1943. "A Theory of Human Motivation."  
McGregor, Douglas. 1957. "The Human Side of Enterprise."  
Nahavandi, Chapter 6  
**Guest Lecturer:** Glenn Garcelon, Director, FEMA National  
Teleregistration Center
- April 19: Group Dynamics  
Reading: Luke, Chapters 5 and 6  
Nahavandi, Chapter 7
- April 26: Transformational, Collaborative, and Principle-Centered Leadership  
Reading: Chapters 8 and 9
- May 3: Leadership Ethics  
Reading: Luke, Chapter 9  
Nahavandi, Chapter 10
- May 8: **Due: Optional Exercises, no later than 9 a.m.**
- May 10: **Exam—Same place, same time...**

## Guidelines for Preparing Case Analysis

An important element of the learning experience in this course is the analysis of various situations or cases related to leadership and organizational behavior in emergency management. Each of the cases illustrates concepts which we have read about or which we have discussed in class. During the semester, we will consider three cases.

You should come to class prepared to discuss each case. Read it carefully, identify the main players or events in the case, determine the key issues or problems, and determine what actions should be taken to resolve or improve the situation. Your participation in these discussions will be reflected in your grade for “attendance and participation.”

In addition, you will complete a written case analysis of **one** case. The instructor will assign that case to you. One-third of the class will complete each case to be discussed in the class. In your analysis, you should formally organize your discussion as follows:

*Description:* What are the main facts of the case? Who are the major players? What is the sequence of events in the case? (not more than one page)

*Analysis:* What is going on in the case? What are the underlying factors? What concepts drawn from the literature seem to explain the situation? (2-3 pages)

*Recommendations:* In light of your analysis what actions should the main players consider? What would you recommend? Why?

The case analysis should be not more than five (5) pages in length. Your analysis will be evaluated on whether it is well written, shows good understanding of the issues, makes good use of the concepts from the literature and class lectures, and suggests and evaluates alternatives.

Please check the syllabus for the dates when cases will be discussed. If you elect to prepare a particular case, **it must be handed in at that time.**

SYLLABUS  
RIGHT TO KNOW PROGRAMS  
WEDNESDAYS – 6:30/9:30  
CHEMISTRY BUILDING – ROOM 121

OFFICE HOURS: 1 HOUR BEFORE CLASS ON THE DAY OF CLASS

PHONE: (214) 665-2292 WORK

GRADING SYSTEM:

10 WEEKLY QUIZZES	200 POINTS
SEMESTER PROJECT	<u>50 POINTS</u>
	250 POINTS

225 – 250 POINTS	=	A
200 – 224 POINTS	=	B
175 – 199 POINTS	=	C
150 – 174 POINTS	=	D
149 OR LESS	=	BAD CHOICE

SCORE CARD:

QUIZ #1: _____	10 QUIZZES: _____
QUIZ #2: _____	
QUIZ #3: _____	
QUIZ #4: _____	
QUIZ #5: _____	
QUIZ #6: _____	
QUIZ #7: _____	
QUIZ #8: _____	PROJECT: _____
QUIZ #9: _____	ATTENDANCE BONUS: _____
QUIZ #10: _____	TOTAL POINTS: _____

FINAL EXAM: \_\_\_\_\_

THERE WILL BE NO MAKE-UPS ON WEEKLY QUIZZES.

ALL QUIZZES WILL BE FILL IN THE BLANKS, MULTIPLE CHOICE, OR POSSIBLY MATCHING.

Anyone who has special needs under the Disabilities Act should contact me and determine if special provisions need to be made for taking quizzes, notes, or special projects.

***WEEKLY PRESENTATIONS:***

- WEEK 1: INTRODUCTION TO CLASS; HISTORY OF OSHA
- WEEK 2: OVERVIEW OF OSHA STATUTE, HAZARD COMMUNICATION STANDARD
- WEEK 3: OVERVIEW OF ENFORCEMENT PROCEDURES UNDER OSHA AND EPA
- WEEK 4: OVERVIEW OF EXEMPTIONS UNDER THE HCS; PHYSICAL AND HEALTH HAZARDS
- WEEK 5: NO CLASS THAT NIGHT
- WEEK 6: CHEMICAL INVENTORIES, LABELING, AND MATERIAL SAFETY DATA SHEETS
- WEEK 7: TRAINING REQUIREMENTS
- WEEK 8: SPRING BREAK
- WEEK 9: HAZARD COMMUNICATION PROGRAM
- WEEK 10: HAZWOPER REQUIREMENTS; PROCESS SAFETY PROGRAM
- WEEK 11: HISTORY OF EPA; OVERVIEW OF EPCRA STATUTE
- WEEK 12: ROLE OF SERCS AND LEPCS; EMERGENCY PLANNING FOR HAZARDOUS MATERIALS
- WEEK 13: REPORTING REQUIREMENTS BY FACILITIES UNDER EPCRA
- WEEK 14: RISK COMMUNICATION FOR EMERGENCY MANAGEMENT OF CHEMICAL ACCIDENTS
- WEEK 15: DEAD WEEK
- WEEK 16: FINAL EXAM

SEMESTER PROJECT:

CONGRATULATIONS!!!!

YOU HAVE JUST INHERITED A COMPANY FROM YOUR AUNT, HILDA GERTENSTROODLE. YOU RELIZE THAT IN THE PAST THE COMPANY HAS PROVIDED A VERY NICE INCOME FOR YOUR UNCLE AND AUNT, SO YOU HAPPILY TAKE ON THE RESPONSIBILITY OF OWNERSHIP. HOWEVER, YOU SOON FIND OUT THAT MOST OF THE PROFITS WERE DWINDLED AWAY BY YOUR LATE UNCLE, RALPH. SEEMS HE HAD A PENCHANT FOR PICKING THE WRONG HORSES EACH SATURDAY, AND INVESTING IN BAD LAND DEVELOPMENT DEALS AROUND HOPE, ARKANSAS. YOUR AUNT HAS DIED A POOR WOMAN, EXCEPT FOR THE PHYSICAL BUILDING AND INVENTORIES OF THE BUILDING. BUT SINCE THE BOTTOM HAS DROPPED OUT OF THE EDIBLE GOLDFISH INDUSTRY, YOU DECIDE THE CHANGE IN WORKING CONDITIONS MAY BE GOOD FOR YOU. UNFORTNATELY, YOU WERE NEVER INTERESTED IN YOUR RELATIVE'S BUSINESS AS LONG AS THEY REMEMBERED YOU AT THE HOLIDAYS AND BIRTHDAYS. IT BECOMES VERY APPARENT QUICKLY THAT MANY THINGS WILL HAVE TO BE CHANGED IF THE OPERATION IS TO BE A SUCCESS.

A FRIEND OF YOURS VISITS THE FACILITY AND STATES THAT YOUR PAPERWORK IS ATROCIOUS AND THAT YOU MUST DEVELOP A HAZARD COMMUNICATION PROGRAM IMMEDIATELY TO PROTECT YOURSELF AND YOUR FIFTEEN EMPLOYEES. SINCE YOUR BUSINESS IS A WATER TREATMENT CHEMICAL DISTRIBUTORSHIP, YOU MUST PLAN FOR HAZARDOUS CHEMICALS AND THEIR INHERENT PROBLEMS. ALL OF YOUR OPERATIONS CONSIST OF TAKING 2 DIFFERENT MATERIALS, SODIUM HYDROXIDE AND CHLORINE, AND REPACKING THEM. DURING THIS PROCESS, YOU ALSO COMBINE THE SODIUM HYDROXIDE AND CHLORINE, THEREBY CREATING A NEW PRODUCT, SODIUM HYPOCHLORITE (BLEACH). IT BECOMES APPARENT THAT YOU HAVE NO PAPERWORK FOR ANY OF THE CHEMICALS.

YOUR ASSIGNMENT WILL BE TO (THIS IS NOT AN ALL-INCLUSIVE LIST BY ANY MEANS):

- (1) REQUEST MSDS'S FOR ALL PRODUCTS FROM SUPPLIERS
- (2) DEVELOP MSDS FOR NEW PRODUCT (BLEACH)
- (3) DEVELOP HAZARD COMMUNICATION PROGRAM FOR THE FACILITY INCLUDING ALL REQUIRED ELEMENTS PLUS ANY ADDITIONAL INFORMATION YOU MAY BELIEVE TO BE RELEVANT.

SIDELINE: WHEN THE RAW MATERIALS ARE BROUGHT IN, THEY ARE BULK SHIPPED BY RAIL. YOU STORE THE RAW PRODUCTS IN BOTH ABOVE- AND BELOW-GROUND TANKS AND CYLINDERS. WHAT OTHER ENVIRONMENTAL REGULATIONS DO YOU THINK YOU MAY BE COVERED BY??? THIS IS NOT REQUIRED AS PART OF THE PROJECT BUT MAY HELP IN YOUR GRADE, IF YOU NEED THE HELP.

REMEMBER, THIS IS AN EXERCISE FOR YOU TO PUT ONTO PAPER THE LONG, BORING, LECTURES FROM THE LAST 6 WEEKS. THERE IS NOT SET STRUCTURE FOR ANY HAZ-COMM PROGRAM. USE YOUR IMAGINATION, DO NOT LIMIT YOURSELF TO BUREAUCRATIC PROTOCOLS, AND HAVE SOME FUN WITH THE PROJECT.

YOUR GRADE WILL BE BASED ON THOROUGHNESS, NEATNESS, CREATIVENESS, AND OTHER SUBJECTIVE FACTORS THAT ONLY TEACHERS ARE ALLOWED TO KNOW ABOUT. REMEMBER THOSE DAYS IN HIGH SCHOOL WHEN YOU WOULD GET A PAPER BACK WITH ABSOLUTELY NO MARKS ON IT AND STILL GET A "D", OR THE OTHER WAY AROUND (COMPLETELY MARKED UP AND STILL GET A "A"). THOSE DANG SUBJECTIVE FACTORS MUST HAVE BEEN USED.

Emergency Administration and Planning

Spring 1995

University of North Texas  
Edwards Hall Room 204  
Office Hours: M-F 10:00 AM -- noon  
by appointment  
Internet: kushma@scs.unt.edu

Jane A. Kushma  
(817) 565-2996

RESPONSE OF LOCAL, STATE, AND FEDERAL AGENCIES  
TO SPECIAL POPULATIONS  
EADP 4050-001  
THURSDAY 6:30 -- 9:30 PM

This course examines the importance of the identification of special populations and their needs, and service delivery strategies. A conceptual framework for working with special populations is developed in the context of comprehensive emergency management. Major special population groups are explored.

*Objectives:*

1. To acquaint students with the needs of special population groups in disasters.
2. To review existing legislation and regulations regarding special populations and emergency management
3. To identify relevant response agencies and programs, review roles and responsibilities, and inventory service delivery strategies for special populations.
4. To assess future directions for disaster response to special populations.

*Grading:*

Article Review	15%
Quizzes (2)	10%
Midterm	20%
Group Presentation	10%
Term Paper	20%
Attendance and Participation	10%
Final	15%

*Reading Assignments:*

We do not have a textbook available for this course. You will be given a computer search listing of references in "Special Populations in Natural Disasters" which will serve as a baseline of available information in this area of study. Selected readings will also be assigned.

*Article Review:*

Select an article pertaining to a special population you wish to study. Discuss the findings of the articles and implications for the emergency manager or the emergency management field. Your paper should be double-spaced and 3-5 pages long. Late papers will be assessed 10 points off per day.

*Group Presentation:*

Group members should organize the presentation around the following items:

- What do emergency managers need to know?
- What should emergency managers be able to do?
- What are the issues? service delivery needs?
- What are your strategies for success with this special population?

One product of the group presentation will be an annotated bibliography of your reference material.

*Term paper:*

An in-depth analysis of a special population in relation to emergency management considerations. Use multiple sources to develop your paper. The paper should be 5-pages in length, double-spaced, and include bibliography.

*NOTE:*

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

*Schedule:*

Session I January 19	Introduction, Course Objectives, Expectations What is a Special Population?
Session II January 26	Building a Framework What do we know? What questions do we have?
Session III February 2	Social Science Research and Special Populations Emergent Groups Guest Lecturer: Dr. David Neal

*Required Reading:*

Dawson, Gregg. 1993 "A Comparison of Research and Practice: A Practitioner's View." *The International Journal of Mass Emergencies and Disasters* 11: 55-62.

Session IV  
February 9  
Issues in Preparedness  
    Needs Assessment  
    Interorganizational Relations  
    Planning Considerations  
    Education

*Required Reading:*

Kartez, Jack D., and William J. Kelley. "Research-based Disaster Planning: Conditions for Implementation," in *MANAGING DISASTER Strategies and Policy Perspectives*, pp. 126-146. Edited by Louise K. Comfort. Durham: Duke University Press, 1988.

Session V  
February 16  
Issues in Response  
    Management Issues  
    Service Delivery Issues

*Reading Assignments:*

Aguirre, Benigno E. 1988. "The Lack of Warnings in the Saragosa Tornado." *International Journal of Mass Emergencies and Disasters* 6: 65-74.

Phillips, Brenda D., Lisa Garza and David M. Neal 1994. "Intergroup Relations in Disasters: Service Delivery Barriers After Hurricane Andrew." *The Journal of Intergroup Relations* 21: 19-27.

Session VI  
February 23  
Issues in Recovery  
    Service Delivery Issues  
    Policy Considerations

Session VII  
March 2  
Issues in Mitigation  
    Applied Research

*Required Reading:*

Cigler, Beverly A. "Current Policy Issues in Mitigation," in *MANAGING DISASTER Strategies and Policy Perspectives*, pp. 39-52. Edited by Louise K. Comfort. Durham: Duke University Press, 1988.

Session VIII  
March 9  
MIDTERM EXAM  
March 16 SPRING BREAK

Session IX March 23	The Elderly	Guest Expert: TBA
Session X March 30	Persons with Disabilities	Guest Expert: Linda Holloway, RHAB
Session XI April 6	Civil Disorder/Prisons/Terrorism	Guest Expert: TBA
Session XII April 13	Mass Casualty Incidents, Airports, Public Health Issues	Guest Expert: TBA
Session XIII April 20	Hospitals and Nursing Homes, Home Health Care, High Rise Buildings	Guest Expert: TBA
Session XIV April 27	Race and Ethnicity, Immigrants and Refugees, Non-English Speaking, Tourists	Guest Expert: Dr. Brenda Phillips

*Reading Assignment:*

Phillips, Brenda D. 1993. "Cultural Diversity in Disaster Situations."  
*International Journal of Mass Emergencies and Disasters* (March).

Session XV  
May 4

Poverty and Associated Social Problems, Homelessness

Guest Expert: TBA

Course Summary

Session XVI  
May 11

FINAL EXAM

**UNIVERSITY OF NORTH TEXAS  
DEPARTMENT OF PUBLIC ADMINISTRATION**

**Course Syllabus  
EADP4060  
Computers in Emergency Management  
Spring 2000**

Dr. Wes Clarke  
Office: 169 Wooten Hall  
Phone: (940) 565-4870  
E-mail: wclarke@scs.cmm.unt.edu

Hours: Tuesday and Thursday 9:00 AM - Noon

Class meets: Chilton Hall 255  
Monday 1:30 PM - 4:30 PM

Final Exam: Monday, May 8, 6:30 PM - 9:30 PM

**Course Overview:**

This course is designed to introduce students to several specialized software packages available for use in emergency management. A second but no less important activity is the use of more familiar software to handle data and present information that managers need for decision making. This includes entering and manipulating data using spreadsheet programs and moving data and graphs to reports and other documents. There is no text book for the course, but material will be distributed during the semester including information on the computer programs. You should obtain a 100K ZIP disk for saving work files. Note: One of the programs we use this semester requires more storage space than a 1.44K floppy for the data file.

**Course Requirements:**

Students are expected to express themselves clearly and accurately in English on all assignments and exams. Assignments prepared outside of class must be completed using a word processor or computer with printed output that is neat and clear. Pages should be double-spaced with one-inch margins and use any standard typeface (Courier, Times Roman etc.); do not use fancy typefaces or employ 8pt. size in order to meet the page limitation. The typeface used for this syllabus (Times New Roman 12pt.) is preferred.

## Assignments:

There will be four assignment packets, one for each major software package used in the course. These packages will require output from the programs where appropriate and the use of data and output from the program in other software (spreadsheet, word processor). The assignments for each package will be handed out during the course of the semester. Each package assignment will count 10% of the course grade.

This class is designed to introduce you to these software packages. No expectation is made that students will master their use. This being the case, attendance and participation are absolutely required and will count 10% of the course grade. Three missed class sessions will result in the loss of this portion of the grade.

During the course of the semester each student must turn in two article reviews. The articles must come from journals in the field of emergency administration and have content on how administrators are using computers in their work. These do not have to be articles specifically about computer use; they will more likely be about other subjects (hurricanes, floods, hazardous materials, etc.) and describe how computers are used as a peripheral issue. Your review should summarize the article briefly and comments on the usefulness of computers in handling the situation. Your reviews will count 5% each for a total of 10% of the course grade.

Two field trips during the semester will count 10% each. Students need only participate in the field trip to receive these credit points.

Word Processing	10%
Spreadsheet	10%
SoftRisk Packet 1	10%
SoftRisk Packet 2	10%
CAMEO Packet	10%
Article Reviews	10%
EIS Packet	10%
Attendance/Participation	10%
FEMA Field Trip	10%
Garland Field Trip	10%
<b>TOTAL</b>	<b>100%</b>

## **Academic Honesty:**

Every student is expected to do his or her own work on material (assignments, quizzes and exams) handed in for course credit. My definition of *academic dishonesty* can be summarized in one phrase: *the representation of someone else's work as your own*. Such dishonesty is made manifest when you fail to cite a source or author in an appropriate footnote or endnote, use any unauthorized materials (notes, texts etc.) on a closed-book exam, or copy another student's exam, assignment, or paper. Please consult the Department of Public Administration policy attached to this syllabus and the University guidelines for additional information concerning academic honesty and the penalties for violations.

## **Course Outline**

**Week One:** January 17

No Class - Holiday

**Week Two:** January 24

Introduction

Word processing

**Week Three:** January 31

Spreadsheets and graphical presentation of data

**Week Four:** February 7

Spreadsheet and graphical presentation of data

Data analysis using tables

**Week Five:** February 14

SoftRisk

**Week Six:** February 21

SoftRisk

**Week Seven:** February 28

SoftRisk

**Week Eight:** March 6

FEMA Field Trip

**Week Nine:** March 13 - Spring Break

**Week Ten:** March 20

CAMEO/ALOHA/MARPLOT

**Week Eleven:** March 27  
CAMEO/ALOHA/MARPLOT

**Week Twelve:** April 3  
No Class this week

**Week Thirteen:** April 10  
Garland Field Trip

**Week Fourteen:** April 17  
EIS

**Week Fifteen:** April 24  
EIS

**Week Sixteen:** May 1  
EIS

Disaster and Emergency Management Journals

*Australian Journal of Emergency Management*

*Disaster Prevention and Management*

*Disasters*

*Environmental Hazards*

*International Journal of Mass Emergencies and Disasters*

*Journal of Contingency and Crisis Management*

*Natural Hazards*

*Natural Hazards Review*

SYLLABUS EADP 4070  
COMPUTERS IN EMERGENCY MANAGEMENT II-95C

Instructor—Robert Reed  
Edwards Hall Rm 205  
Office Hours—8:00–5:00  
Ph (Off) 565-4077

REQUIRED TEXTS

*Disaster Recovery Planning—Managing Risk & Catastrophe in Information Systems*

Jon William Toigo, Yourdon Press, New Jersey, 1989

INTRODUCTION

The practice of emergency management principles is becoming more and more complex due to the increasing interaction between public and private sector resources. The use of computer technology to manage the planning for and response to disasters is becoming mandatory. Contingency planning requirements are being mandated for certain private sector businesses. This has initiated the development of computer software specifically designed for emergency management.

Computers in Emergency Management II is designed for undergraduate-level study leading toward a Bachelor of Science degree with a major in emergency administration. This course will allow the students to study, examine, analyze, and evaluate generic applications software for use in emergency management. Programs utilized in this course will include, (a) word processing, (b) spreadsheet, and (c) database management systems. Students will gain hands-on experience with four commercial emergency management/contingency planning programs, (a) Bayesian Decision Support System (BDSS), (b) Living Disaster Recovery Planning System (LDRPS), (c) Emergency Information System (EIS), and (d) SoftRisk. These software programs, have been donated to EADP to be used in classroom instruction. Students will assist in the development of the University of North Texas' Disaster Recovery Plan employing LDRPS for Windows, WAN version.

The major goals of this course are to acquaint the students with the state-of-the-art software that is available to the emergency management community. This course will cover the principles that apply in the development of disaster/contingency plans utilizing, (a) hazard identification/risk assessment to include statistical probabilities, (b) recovery of critical computer-generated data bases and essential applications, (c) computer-generated emergency planning documents, (d) computer-generated exercise design, and (e) allocation of resources in the response phase of the emergency.

## EXPECTATIONS, FORMAT AND EVALUATION

Regular class attendance is a *minimum* expectation. Class sessions will generally follow a lecture/discussion/laboratory/seminar format—which implies a need for student preparation. This preparation will involve systematic reading and practice between class sessions. Students will be expected to work independently in the preparation of the UNT Disaster Recovery Plan.

The final course grade will be a weighted composite of the following:

1. Attendance/Participation 25%—Please note that it is difficult to participate unless one is present for class. The “participation” adjustment will be made to the following scale: 0 absence—95/one—90/two—80/three—60. Four unauthorized absences will be grounds for removal.
2. Tests 30%—two tests, mid-term 15% and final 15%.
3. Writing assignments 45%  
Critical analysis of three of the four software packages, BDSS, LDRPS, EIS, or SoftRisk (15% each).

DATE	ACTIVITY
Jan 18	Course overview—expectations
25	Windows—Principles & Practice
Feb 1	BDSS
8	Living Disaster Recovery Planning (LDRPS) Demonstration & Practice
15	LDRPS
22	Guest Lecturer
Mar 1	LDPRS
8	SoftRisk—Principles & Practice
13-17	-----SPRING BREAK-----
22	SoftRisk
29	SoftRisk
Apr 5	Emergency Information System (EIS)
12	EIS
19	EIS
26	EIS
May 3	Exercise
10	Final

## ADA STATEMENT

### ADDENDUM TO ALL EADP SYLLABI

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

## **DISASTER RECOVERY** (EADP 3040)

Instructor: David A. McEntire  
Semester: Spring 2000  
Course Schedule: W 6:30 pm - 9:30 pm  
Course Location: TH 120

Office Location: Wooten Hall 362  
Office Hours: W 4:30 - 6:00  
R 10:30 - 12:00  
E-mail: Dmcentir@scs.cnm.unt.edu

### **Course Description**

The purpose of this course is to help the student understand disaster recovery in isolation from and in relation to the preparedness, response and mitigation phases of comprehensive emergency management. To achieve this goal we will examine the short and long term effects of disasters as well as the process of putting families, businesses and communities back together. The class will also identify the importance of reconstruction, relocation and regulations in reducing future disaster vulnerability. Of particular importance is the process of assessing damages, declaring a disaster and obtaining federally funded aid. Each student will be expected to gain a solid comprehension of the issues, challenges, policies, and opportunities disasters provide for recovery and future mitigation.

### **Required Readings**

- 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>), or *The Washington Post* (<http://www.washingtonpost.com>). Alternative useful sources include *cnn.com*, *disasterrelief.org*, *reliefweb.org*, *fema.gov*.

### **Course Policies**

Attendance is strongly recommended.  
Arriving late is discouraged.  
Participation is encouraged.  
Reading weekly assignments are 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 assignments, a midterm, term paper and a final exam. Please note the following breakdown:

Quiz	50
Midterm	100
Term Paper	150
<u>Final Exam</u>	<u>200</u>
TOTAL POINTS	500

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*

While attendance will not have a direct impact upon grades, roll will be taken at least once each class session. The student should be aware, however, that a significant number of absences will make it difficult for the student to pass the course as information from the lectures (in addition to the readings) will be used in the grading process.

### *Participation*

Asking questions and making comments about relevant course material is conducive for learning. Therefore, participation is strongly encouraged. If the class appears to be uninterested in the subject matter, unscheduled quizzes may also be administered by the instructor. In other words, unannounced quizzes will be given inversely to class participation.

### *Quiz/Midterm/Final Exam*

The majority of your grade will be determined by the quiz, midterm and final exam. These tests will consist of true/false, matching, multiple choice, fill in the blank, and short essay questions. The instructor will advise the students of the structure of the tests in advance. Students who miss the exams without giving prior notification will be given different questions or will have 10% 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 for the scheduled quiz, midterm and final exam will be limited to very special circumstances and with instructor approval only.

### *Term Paper*

The remainder of your grade will be based on a term paper. Students are required to write a 5-6 page paper which addresses a specific area of *disaster recovery* in an in-depth manner. The paper should introduce the issue to be addressed, illustrate its importance, specify the problems evident in the issue, discuss its prospective solutions, and mention the role of the emergency manager in overcoming or resolving those particular obstacles. Students are encouraged to discuss possible topics and outlines with the instructor. Papers will be graded on: the depth in which the issue was covered; the degree to which assigned and other readings, lectures and personal opinions were incorporated into the assignment; and overall presentation (e.g. level of reflection, clarity, detail, grammar, spelling, etc.). Papers are to be typed and double spaced and should conform to the citation style in one of the following journals: *Disasters*, *Disaster Prevention and Management*, *Australian Journal of Emergency Management*, *International Journal of Mass Emergencies and Disasters*, *Natural Hazards Review*, or *Public Administration Review*. Papers turned in after the due date will automatically lose 15 points.

## Dates to Remember

Quiz	Feb.5
Midterm	March 8
Term Paper Due	April 5
Final Exam	TBA

### WEEK 1: January 19

Introductions, overview of course, writing a term paper

### WEEK 2: January 26

Guest lecturer: Scott Bavier (BMS Catastrophe)

Disaster recovery, its relation to other phases and its importance

Reading: Bates, Frederick and Walter Peacock. 1989. Long term recovery. *International Journal of Mass Emergencies and Disasters* 7 (3): 349-365.

### WEEK 3: February 2

The effects of disaster on individuals, families, businesses and the community

Readings: Bates, Frederick and Walter Peacock. 1992. Measuring disaster impact on household living conditions: The domestic assets approach. *International Journal of Mass Emergencies and Disasters* 10 (1): 133-160.

Suarez-Villa, Luis and Wallace Walrod. 1999. Losses from the Northridge Earthquake: Disruption to high-technology industries in the Los Angeles basin. *Disasters* 23 (1): 19-44.

### WEEK 4: February 9

The actors involved in recovery

The recovery process I: disaster declaration, damage assessment and debris management

Reading: Schwab, Jim. 1998. A primer in disaster operations. In *Planning for Post-Disaster Recovery and Reconstruction*. American Planning Association, pp. 21-33.

### WEEK 5: February 16

The recovery process II: assistance availability and delivery

- Quiz

### WEEK 6: February 23

The recovery process III: working with others inside/outside the community, financial management

Readings: Beggs, John J., Valerie A. Haines, and Jeanne S. Hurlbert. 1996. The effects of personal network and local community contexts on the receipt of formal aid during disaster recovery. *International Journal of Mass Emergencies and Disasters* 14 (1): 57-78.

Bolin Robert and Lois Stanford. 1998. The Northridge earthquake: Community-based approaches to unmet recovery needs. *Disasters* 22 (1): 21-38.

**WEEK 7: March 1**

Guest lecturers (Pat McMaken and state and/or federal representatives)  
The politics of recovery

Reading: May, Peter. 1985. Political influence, electoral benefits and disaster relief. In *Recovery from Catastrophes: Federal Disaster Relief Policy and Politics*, pp. 104-128.

**WEEK 8: March 8**

- **Midterm**

**WEEK 9: March 15**

- **Spring break - no classes**

**WEEK 10: March 22**

Guest lecturer (insurance representative)  
Economic issues in recovery

Readings: Leitko, Thomas A. and David R. Rudy. Loss not need: The ethics of relief giving in natural disasters.

Barnett, Barry J. 1999. US Governmental natural disaster assistance: Historical analysis and a proposal for the future. *Disasters* 23 (2): 139-155.

**WEEK 11: March 29**

Field Trip to FEMA National Teleregistration Center  
Post-Traumatic Stress Disorder and emotional recovery  
Recovery issues and cases

Reading: Schwab, Jim. 1998. Flood case study: Arnold, Missouri. In *Planning for post-disaster recovery and reconstruction*, pp. 217-227.

**WEEK 12: April 5**

Guest lecturers (Jack Furlong and Diane Calhoun)  
Recovery issues and cases

Reading: Batho, Stuart, Lynne Russell and Gwyndaf Williams. 1999. Crisis management to controlled recovery: The emergency planning response to the bombing of Manchester City Centre. *Disasters* 23 (3): 217-233.

- **Term Paper due**

**WEEK 13: April 12**

Guest lecturer (Dennis Lee)

Recovery issues and cases

Readings: Olson, Richard Stuart, Robert A. Olson and Vincent T. Gawronski. 1998. Night and day: Mitigation policymaking in Oakland, California before and after the Loma Prieta Disaster. *International Journal of Mass Emergencies and Disasters* 16 (2): 145- 179.

Smith, Richard A. and Robert E. Deyle. 1998. Hurricane case study: Opal in the Florida Panhandle. In *Planning for Post-disaster recovery and reconstruction*, pp. 235-258.

**WEEK 14: April 19**

Guest lecturer (TBA)

Lessons for a smooth recovery

Reading: Rubin, Claire B. 1985. Contributions to effective recovery. In *Community Recovery from a Major Natural Disaster*, pp. 44-57.

**WEEK 15: April 26**

Guest lecturer (Swaroop Reddy)

The need for planning and training; linking recovery to mitigation

Reading: Mileti, Dennis S. and Eve Passarini. 1996. A social explanation of urban relocation after earthquakes. *International Journal of Mass Emergencies and Disasters* 14 (1): 97-110.

**WEEK 16: May 3**

Catch up, review and conclusions

**FINAL EXAM: TBA**

Emergency Administration and Planning  
University of North Texas  
Edwards Hall Room 204  
Office Hours: M-F 1:00 PM - 3:00 PM by appointment  
Internet: kushma@scs.unt.edu

Summer I 1994  
Jane A. Kushma

ASPECTS OF DISASTER RESPONSE  
EADP 4980-001  
T/TR 6:00 -- 10:00 PM

This course provides an overview of key aspects of emergency response: management systems, critical functions, coordination requirements, EOC operations, and hazard-specific considerations. Considerable emphasis will be placed upon an examination of contemporary issues and recent experience in disaster response as reflected in government reports and research findings.

***Course Objectives:***

1. To acquaint students with the theory and practice of disaster response.
2. To inventory prevailing applications of response research and technology.
3. To assess common response problems and shortfalls, and opportunities for change.
4. To assess future directions for disaster response.

***Grading:***

Midterm	25%
Article Review	15%
Term Paper	25%
Final	25%
Participation	15%

***Article Review:***

A critique of a selected article on emergency response, and its relevance to the emergency management community.

***Term Paper:***

An examination of both theoretical and practical considerations of some key aspect of emergency response. Students should set forth the purpose or objectives of the chosen response element, behavioral assumptions, implementation strategies, and expected outcomes and evaluation. Relevant references to theory or experience should be used. Suggested length is 5-7 pages with formal bibliography.

## ***Schedule***

Session I  
June 7 Introduction, Course Objectives, Expectations  
Foundations of Disaster Response

Session II  
June 9 Review of Social Science Research  
Policy Issues

### ***Required Reading:***

Lewis, Ralph G. "Management Issues in Emergency Response," in *MANAGING DISASTER Strategies and Policy Perspectives*, pp. 163-179. Edited by Louise K. Comfort. Durham: Duke University Press, 1988.

Quarantelli, Enrico L., *Organizational Behavior in Disasters and Implications for Disaster Planning*, National Emergency Training Center, FEMA Monograph Series (Emmitsburg, MD: 1984).

Session III  
June 14 Managing Disaster Response  
• Critical Functions  
• Management Systems

### ***Required Reading:***

Drabek, Thomas E., "Managing the Emergency Response." *Public Administration Review* (January 1985), pp. 85-92.

Mitchell, Jeffrey T. "The Impact of Stress on Emergency Service Personnel: Policy Issues in Emergency Response," in *MANAGING DISASTER Strategies and Policy Perspectives*, pp. 199-214. Edited by Louise K. Comfort. Durham: Duke University Press, 1988.

Perry, Ronald W. "Managing Disaster Response Operations," in *Emergency Management: Principles and Practice for Local Government*, pp. 201-223. Edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington D.C.: International City Management Association, 1991.

Session IV  
June 16 Coordination and Cooperation  
• Intergovernmental  
• Voluntary Sector

ARTICLE REVIEW DUE

### ***Required Reading:***

Comfort, Louise K. and Cahill, Anthony G. "Increasing Problem-solving Capacity between Organizations: The Role of Information in managing the May 31, 1985, Tornado Disaster

in Western Pennsylvania,” in *MANAGING DISASTER Strategies and Policy Perspectives*, pp. 180-198. Edited by Louise K. Comfort. Durham: Duke University Press, 1988.

Gillespie, David F. “Coordinating Community Resources,” in *Emergency Management: Principles and Practice for Local Government*, pp. 55-78. Edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington, D.C.: International City Management Association, 1991.

Stallings, Robert A., & Quarantelli, Enrico L., “Emergency Citizen Groups and Emergency Management,” *Public Administration Review* (January 1985), pp. 93-100.

Session V  
June 21

Hazard-Specific Response/Hazard Management

- Earthquakes
- Hurricanes
- Technological

***Required Reading:***

Harrald, John R., Marcus, Henry S., & Wallace, William A. “The EXXON Valdez: An Assessment of Crisis Prevention and Management Systems,” *INTERFACES 20:5* (September-October 1990), pp. 14-30.

Session VI  
June 23

International Disaster Response

MIDTERM

Session VII  
June 28

Catastrophic Disaster Response

- Federal Response Plan
- Federal Disaster Policy

Session VIII  
June 30

- Disaster Response Issues
- Role of Media
- Donations Management
- Performance Standards
- Equity
- Information Management

TERM PAPER DUE

***Required Reading:***

Kusler, Jon A., “Liability as a Dilemma for Local Managers,” *Public Administration Review* (January 1985), pp. 118-122.

Neal, David M., "The Consequences of Excessive Unrequested Donations: The Case of Hurricane Andrew," *Disaster Management* (Vol. 6: 1, 1994) pp 23-28.

Session IX                                      A View of the Future  
July 5

Session X                                      FINAL EXAM  
July 7

### ***References***

The following publications are supplemental reading, listed by class session, to broaden your understanding of topics we discuss in class. The material will be on reserve in the library. You may use this material in preparation for your article review or term paper.

#### *Session II*

Drabek, Thomas E., *Emergency Management: The Human Factor*, National Emergency Training Center, FEMA Monograph Series (Emmitsburg, MD: 1985).

#### *Session III*

The Annenberg Washington Program. *Communication When It's Needed Most*. Washington, D.C.: Northwestern University, 1989.

Wallace, William A., & DeBalogh, Frank, "Decision Support Systems for Disaster Management," *Public Administration Review* (January 1985), pp. 134-146.

#### *Session IV*

Briton, Neil. "Permanent Disaster Volunteers: Where Do They Fit?," *Nonprofit & Voluntary Sector Quarterly*. 20(1), 395-414.

#### *Session V*

California Seismic Safety Commission. *Earthquake Emergency Preparedness and Response*. Sacramento: 1990.

National Hurricane Conference, 1993. *Lessons of Hurricane Andrew*, Tallahassee, FL.

USACE/FEMA Report, 1990. *Hurricane Hugo Assessment Review of Hurricane Evacuation Studies Utilization and Information Dissemination*, Tallahassee, FL.

U.S. House of Representatives Hearing Testimony, 1989. *The Soviet Armenian Earthquake Disaster: Could a Similar Disaster Happen in the United States?*

*Session VI*

Dynes, Russell R. (1988). *The Public Response to the 19 September 1985 Mexico City Earthquake* (Preliminary Paper #127). Newark: University of Delaware, Disaster Research Center.

Kreimer, Alcira, and Munasinghe, Mohan (Eds.), *Managing Natural Disasters and the Environment*. Washington, D.C.: The World Bank, 1991.

*Session VII and VIII*

Carley, Kathleen, and John Harrald. *Organizing for Response: Comparing Practice, Plan, and Theory*. Boulder: University of Colorado, Quick Response Grant 23-92 Field Report, 1993.

U.S General Accounting Office. 1991. *DISASTER ASSISTANCE Federal, State, and Local Responses to Natural Disasters Need Improvement*. Washington, D.C.: GAO/RCED-91-43.

National Academy of Public Administration. 1993. *COPING WITH CATASTROPHE Building an Emergency Management System to Meet People's Needs in Natural and Manmade Disasters*. Washington, D.C.

*Session IX*

Drabek, Thomas E., "Some Emerging Issues in Emergency Management," National Emergency Training Center, FEMA Monograph Series (Emmitsburg, MD: 1984).

U.S. National Committee for the Decade for Natural Disaster Reduction, National Research Council. *A SAFER FUTURE Reducing the Impacts of Natural Disasters*. Washington, D.C.: National Academy Press, 1991.

## DISASTER RESPONSE (EADP 3025)

Instructor: David A. McEntire  
Semester: Summer I 2000  
Course schedule: MW 6:00 pm - 9:50 pm  
Course location: TH 121

Office Location: Wooten Hall 362  
Office Hours: M 4:00 pm - 5:30 pm  
                  T 12:00 pm - 1:30 pm  
E-mail: Dmcentir@scs.cmm.unt.edu

### **Course Description**

The purpose of this course is to unveil the challenges that first responders and emergency managers will confront after a disaster strikes. To achieve this goal we will examine the nature of mass emergencies, the popular myths and realities of catastrophic events, and the importance of providing an effective relief operation to the affected population. The class will also highlight the difficulties of managing a small incident as well as the significant impediments of coordinating multi-organizational responses to major catastrophes. In exploring the means to improve emergency management after disaster occurs, the incident command system and its interaction with the emergency operations center will be heavily emphasized. Each student will be expected to gain a solid comprehension of common post-disaster problems and the roles of first responders and the emergency manager in overcoming those difficult situations.

### **Required Readings**

- 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>), or *The Washington Post* (<http://www.washingtonpost.com>). Other useful sites include *cnn.com*, *disasterrelief.org*, *fema.gov*, and *reliefweb.int*.

### **Course Policies**

Attendance is strongly recommended.

Arriving late is discouraged.

Participation is encouraged.

Reading weekly assignments is required.

Showing respect to other students is expected.

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

There will be no extra credit.

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 through attendance, participation, a presentation, the term paper and tests. Please note the following breakdown:

Attendance/participation	20
Midterm	80
Presentation	50
Term paper	100
<u>Final Exam</u>	<u>150</u>
TOTAL POINTS	400

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

### *Attendance*

Roll will be taken at least once each class session and attendance will amount to .025% of the student's grade. While attendance directly affects only a minor 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 information from the lectures (in addition to the readings) will be used to test and evaluate the student's performance.

### *Participation*

Asking questions and making comments about relevant course material is conducive for learning. Therefore, listening and participation will amount to .025% of your grade. If the class is actively involved in the discussion, each student should receive the full allotment of points in this area. If the class appears to be uninterested in the subject matter at hand, points will be awarded to those who make relevant and interesting comments. Unscheduled quizzes may also be administered by the instructor. In other words, unannounced quizzes will be given inversely to class participation. Students who miss class will not receive points for that day as they are not present to participate in the discussion.

### *Mid-term, Final Exams*

Approximately 60% of your grade will be determined by tests. These will consist of true/false, matching, multiple choice, fill in the blank and short essay questions. The instructor will advise the student of the structure of the quiz or test in advance. Students who miss the quiz or test without giving prior notification will be given different questions or will have 10% deducted from their final score. Should unannounced quizzes be administered, the total number of possible points will be adjusted. No make ups will be given to those students who are absent when unscheduled quizzes are given. Make ups for the mid-term and final will be limited to very special circumstances only.

### *Presentations*

Roughly 10% of your grade will be based on student presentations. Students will be required to discuss an actual disaster event and briefly elucidate the problems evident in the response and the

implications (or lessons) it has for emergency managers. Please do your best to bring out new problems and solutions (e.g. issues that have not been addressed in class but deserve to be included).

### *Term Paper*

The remaining portion of your grade (about 25%) will be based on a term paper. Students are required to write a 5-6 page paper which addresses a specific problem of the response phase in an in-depth manner. Specific questions to be answered include: What is a major challenge emergency managers will confront during the response phase of disaster? Why is it a problem? Why is this issue important to resolve? Finally, how can it be overcome by the emergency manager and other related actors or agencies? Papers will be graded based on: the depth in which the issue was covered; the degree to which assigned and other readings, lectures and personal opinions were incorporated into the assignment; and overall presentation (e.g. level of reflection, clarity, detail, grammar, spelling, etc.). Papers are to be typed and double spaced. Examples of recommended citation styles are available in any of the following journals: *Public Administration Review*, *Disasters*, *Disaster Prevention and Management*, *The Australian Journal of Emergency Management*, *International Journal of Mass Emergencies and Disasters*.

### **Dates to Remember**

Midterm Exam	June 21
Term Paper due	June 28
Presentations	July 3
Final Exam	July 7

### **SESSION 1: June 5**

Overview of course

The nature of disaster

- Auf der Heide, Erik. 1989, "Disasters are Different." In *Disaster Response: Principles for Preparation and Coordination*. pp. 49-78.

Disaster myths (panic, the breakdown of society, looting, exploitation, etc.)

- Wenger, Dennis E., James D Dykes, and Thomas Sebok. 1975. "It's a Matter of Myths: An Empirical Examination of Individual Insight into Disaster Response." *Mass Emergencies* 1 (1): 33-46.

### **SESSION 2: June 7**

Disaster realities I (victim, religious and NGO behavior)

- Stallings, Robert A. and E. L. Quarantelli. 1985. "Emergent Citizen Groups and Emergency Management." *Public Administration Review* 45 (special issue): 93-100.

Disaster realities II (involvement of the media and the private sector)

- Scanlon, Joseph et. al. 1985. "Coping with the Media in Disasters: Some Predictable Problems." *Public Administration Review* 45 (special issue): 123-133.

### **SESSION 3: June 12**

Disaster realities III (activities of emergency personnel, the police and government agencies)

- Drabek, Thomas E. 1985. "Managing the Emergency Response." *Public Administration Review* 45 (special issue): 85-92.

#### **SESSION 4: June 14**

Decision making, stress and resource management

- Dror, Yehezkel. 1988. "Decision Making under Disaster Conditions." In Louise K. Comfort, *Managing Disaster: Strategies and Policy Perspectives*. pp. 255-275. Durham: Duke University Press.
- Neal, David M. 1994. "The Consequences of Excessive Unrequested Donations: The Case of Hurricane Andrew." *Disaster Prevention and Management* 6 (1): 23-28.

#### **SESSION 5: June 19**

The importance and difficulty of coordination (centralization and organizational competition)

- Neal, David M. and Brenda D. Phillips. 1995. "Effective Emergency Management: Reconsidering the Bureaucratic Approach." *Disasters* 19 (4): 327-337.

Solutions for coordination I (redundancy, requisites, and networking)

- McEntire, David A. (under review). "NGO Coordination in Theory: Requisites and the Role of Umbrella Organization in Disaster Relief."

#### **SESSION 6: June 21**

\*Midterm Exam

#### **SESSION 7: June 26**

Solutions for coordination II (ICS)

- Irwin, Robert L. 1989. "The Incident Command System (ICS)." In Erik Auf der Heide, ed. *Disaster Response: Principles for Preparation and Coordination*. pp. 133-163.

Solutions for coordination III (EOC)

- Scanlon, Joseph. 1994. "The Role of EOCs in Emergency Management: A Comparison of American and Canadian Experience." *International Journal of Mass Emergencies and Disasters* 12 (1): 51-75.

#### **SESSION 8: June 28**

Field trip to EOC (tentative)

\*Term Papers Due

#### **SESSION 9: July 3**

Responding to specific disaster events

**\*Student Presentations**

#### **SESSION 10: July 5**

Review and implications

- Quarantelli, E. L. 1997. "Ten Criteria for Evaluating the Management of Community Disasters." *Disasters* 21 (1): 39-56.

Disaster exercise

#### **SESSION 11: July 7**

**\*Final Exam**

*University of North Texas  
Department of Public Administration and Emergency Administration & Planning*

***Hazardous Materials Planning & Management  
EADP 4000***



Swaroop Reddy, Ph.D.  
Fall 1999

Thursday: 6:30 – 9:20 PM  
Terrill Hall - 121

**Office Hours:**

Tuesday- 10:00 a.m.-12:30 p.m.  
Wednesday- 10:00 a.m.-12:30 p.m.\*  
Wooten Hall, Room 360  
\*(Or call for appointments on other days)

Phone (940) 565-3786; Internet: [sreddy@scs.cmm.unt.edu](mailto:sreddy@scs.cmm.unt.edu)

**Text:** *Hazardous Materials Contingency Planning Course Student Manual. SM311, June 1990 (cited as student manual).*

*Recommended Readings:*

The Hot Zone, Richard Preston. An Anchor Book, Published by Doubleday, 1995.

The Cobra Event. Richard Preston. A Balantine Book. October 1998.

**Course objective:** The objective of this course is to provide emergency management specialists with a broad understanding of hazardous materials contingency planning and major environmental regulations associated with it. By the end of the course you should have a sound understanding of the planning process, SARA/Title III and the concepts of LEPC and CEM at the community level. We will also address a new threat - the nuclear, biological and chemical (NBC) terrorism (or weapons of mass destruction) faced by our nation and the planning measures to address the problem. In combination the course should help you in:

- Understanding hazardous materials contingency planning at the local level
- Developing an insight into the full spectrum of hazardous materials planning concerns.

**Evaluation:**

Mid-term	300 points
Final	200 points
Exercise Scenario Writing	100 points
Term Paper	300 points
<u>Class Participation</u>	<u>100 points</u>
Total	1000 points
A = 900 points	
B = 800 points	
C = 700 points	
D = 600 points	
F = Below 600 points	

**Tests, term papers, and class participation**

**Tests:** The mid-term and final exams will consist of multiple choice questions and short essays. It should be recognized that there is much more material in the reading assignments than is possible to cover, repeat and develop in class. Although tests tend to place somewhat more emphasis on topics that are covered in both texts and in class, the focus of the tests is on the core material from the reading. Class lectures and related assignments will be directly relevant to the student's understanding of the material and other aspects of their performance (participation in the class discussion), but the exams will go into depth on what you have been assigned to read.

**Term Paper:** *Your term paper topics and outlines (in the form of table of contents) should be submitted for approval no later than September 23, 1999. Your topics should be related to*

technological hazards. Papers should not exceed 6 pages in length, double-spaced and include a bibliography. Please use the *Public Administration Review* journal for style and format. I expect students to use different sources including journal articles and other related publications in developing the paper. ***Term papers are due on November 11, 1999. If you turn in your term paper late, you will lose 10 points a day.***

**Exercise Scenario Writing:** You will be asked to write an exercise scenario for a HazMat incident. Details of the assignment will be discussed in the class. *Your assignment is due on October 7, 1999.*

**Class Participation:** Class participation and regular attendance are allocated 100 points (10 percent of the total). Student involvement in class discussions is very important; therefore, each student is encouraged to complete all assignments on time and be prepared to discuss the reading assignments during class. This class provides an opportunity for the students to develop abilities in communicating with others about their ideas and approaches for dealing with hazards and disaster management problems. The potential of this opportunity is only fully realized if you make meaningful contributions to the course in class discussions and debate. In general, prepared and constructive participation in class is expected. Students who show a pattern of not being prepared will be graded down on class participation. **Additionally, students who miss more than three sessions without a legitimate reason will be graded F.**

The criteria that are used in evaluating process-oriented aspects of class participation include:

- Is the participant a good listener?
- Are the points made - or questions raised - relevant to the discussion?
- Are points linked to the comments of others, but not just a restatement of a point that has already been made?
- Is there a willingness to participate?
- Do comments show an understanding of concepts presented in class lectures or assigned reading materials?

*The attached syllabus should not be viewed as a contract and may be altered by the instructor.*

### ***Tentative Class Schedule***

#### **Session I (September 2, 1999)**

- Course overview
- Expectations
- Definition of disaster
- Natural vs. technological hazards
- Why plan for disasters?
- The Comprehensive Emergency Management Approach (CEM)

**Session II** (September 9, 1999)

- Understanding SARA Title III
- Community awareness and public responsibility
- Motivating and marketing the LEPC concept

*Required reading:*

Student manual: Module 1

**Session III** (September 16, 1999)

- Hazardous Materials Technical Base
- Hazards Analysis
- Capability Assessment
- The Impact of Population and Industrial growth on HAZMAT Planning
- Information Management

*Required reading:*

Student manual: Module 2

**Session IV** (September 23, 1999) - **Term paper topics and outlines due**

- Methods for Reviewing Plans and Procedures
- HAZMAT Contingency Planning
- Developing the Planning Document
- Computerized Assistance in Planning
- CAMEO

*Required reading:*

Student manual: Modules 2 and 3

**Session V** (September 30, 1999)

- Determination of the Appropriate Response Level
- Unified Incident Command System
- Coordination with plans of other organizations and agencies
- Using tools to help implement the local plan
- NRT-1 and NRT-1A

*Required reading:*

Student manual: Modules 3 and 4

**Session VI** (October 7, 1999) - **Exercise Scenario due**

- Guest Speaker/Field Trip

**Session VII** (October 14, 1999)

**Mid-term exam**

**Session VIII** (October 21, 1999)

- Risk communication

*Required reading:*

Student manual: Module 4

**Session IX** (October 28, 1999)

- Guest Speaker

**Session X** (November 4, 1999)

- Exercising the plan
- Reviewing the plan
- Basic information about preparedness for radiological hazards
- Federal Radiological Emergency Preparedness Plan (FRERP)
- The problem of aging nuclear reactors and siting nuclear repositories/waste sites

**Session XI** (November 11, 1999) – **Term papers due**

- Debriefing
- Updating and keeping your plan current
- Keeping LEPC momentum going
- Terrorism—Nuclear, Biological, and Chemical (NBC) and Weapons of Mass Destruction (WMD)

*Required reading:*

Student manual: Module 5

**Session XII** (November 18, 1999)

- Case studies of Bhopal, EXXON Valdez, and Soveso accidents

**November 25, 1999 – Holiday! Happy Thanksgiving!**

**Session XIII** (December 2, 1999)

- Case studies of Chernobyl, Three Mile Island and Ontario Hydro

**Session XIV** (December 9, 1999)

- Review

**Session XV** (December 16, 1999)

- **Final Exam**

**Supplementary Readings**

- Bogard, William. Evaluating Chemical Hazards in the Aftermath of the Bhopal tragedy. *“International Journal of Mass Emergencies and Disasters”*, V.5, 1987, pp. 223-241.
- Andrews, R.N.L. “Local Planners and Hazardous Materials.” *Journal of American Planning Association*, 53, 1987, pp. 3-5.
- Bishop, John D. “The Moral Responsibility of Corporate Executives for Disasters.” *Journal of Business Ethics*, 10, May 1991, 377-383.
- Isman, Warren. “Controlling Hazardous Materials Spills.” *Fire Engineering*, 131, October 1978, pp. 58- 60.
- Kartez, Jack D. LEPC Roles in Toxic Hazards Reduction: Implementing Title III’s unwritten goals. College Station TX: Texas A&M University, Hazard Reduction & Recovery Center, 1992.
- Lindell, Michael K., and M.J. Meier. “Effectiveness of Community Planning for Toxic Chemical Emergencies,” *Journal of the American Planning Association*, 60, 1994. pp. 222-234.
- Lindell, Michael K., and Ronald Perry. “Evaluation Criteria for Emergency Response Plans in Radiological Transportation.” *Journal of Hazardous Materials*, 3, 1980, pp. 335-348.
- Rogers, George, “The Timing of Emergency Decisions by Community Officials during Chemical Accidents.” *Journal of Hazardous Materials*, V, 37, 1994, pp. 353-373.
- Scanlon, Joseph, and Angela Prawzick, “Toxic Spills in Courtney and Corner Brook: How Two Canadian Communities Handled Similar Chemical Emergencies”. Ottawa, Ont.: Emergency Preparedness, Canada, 1983.
- Tierney, Kathleen J. “A Primer for Preparedness for Acute Chemical Emergencies.” Columbus, Ohio: Disaster Research Center, Ohio State University.
- Quarantelli, Enrico L. “Socio-Behavioral Responses to Chemical Hazards.” Columbus: Ohio State University, Disaster Research Center, 1981.

- Bowonder, B., et al. "Avoiding Future Bhopals." *Environment*, Vol. 27, No. 7, 1985, pp. 31-37.
- Browning, Larry D. and Judy C. Shelter. "Communication in Crisis, Communication in Recovery: A Postmodern Commentary on the Exxon Valdez Disaster." *International Journal of Mass Emergencies and Disasters*, Vol. 10, No. 3, November 1992, pp 477-498.
- Srivastava, Paul. "Preventing Industrial Crises: the Challenge of Bhopal." *International Journal of Mass Emergencies and Disasters*. Vol. 5, 1987, pp. 199-221.
- Smith, Denis. "Beyond Contingency Planning: Towards a Model of Crisis Management." *Industrial Crisis Quarterly*, Vol. 5, 1991, pp. 189-207.
- Faupel, Charles E. and Conner Bailey, "Contingencies Affecting Emergency Preparedness for Hazardous Wastes," *International Journal of Mass Emergencies and Disasters*, Vol. 5, 1988, 265-284.
- Burkhart, Ford N. 1991. Journalists as Bureaucrats: Perceptions of "Social Responsibility" Media Roles in Local Emergency Planning." *International Journal of Mass Emergencies and Disasters* 7:33-56.
- Feldman, David L. 1993. "SARA Title III and Community Hazards Planning: The Case of the Chemical Stockpile Emergency Preparedness Program." *International Journal of Mass Emergencies and Disasters* 11:85-97.
- Gabor, T. 1981. Mutual Aid Systems in the United States for Chemical Emergencies. *Journal of Hazardous Materials* 4:343-356.
- Gray, Jane. 1981. "Characteristic Patterns of and Variations in Community Response to Acute Chemical Emergencies." *Journal of Hazardous Materials* 4:357-365.
- Hadden, Susan G. 1989b. "Providing Citizens with Information about Health Effects of Hazardous Chemicals." *Journal of Occupational Medicine* 31:528-534.
- Hadden, Susan G. 1991. "Public Perceptions of Hazardous Waste." *Risk Analysis* 11:47-57.
- Hancock, Kathleen, Mark Abkowitz, and Mark Lepofsky. 1993. "Assessing Hazardous Materials Emergency Response Capability: Methodological Development and Application." *Transportation Research Record*, 1383:67-76.
- Kartez, Jack D. and Michael K. Lindell. 1987. "Planning for Uncertainty: The Case of Local Disaster Planning." *Journal of American Planning Association*, 53:487-498.
- Sorensen, John H. 1987. "Evacuations Due to Off-Site Releases from Chemical Accidents: Experience from 1980 to 1984." *Journal of Hazardous Materials*, 14:247-257.

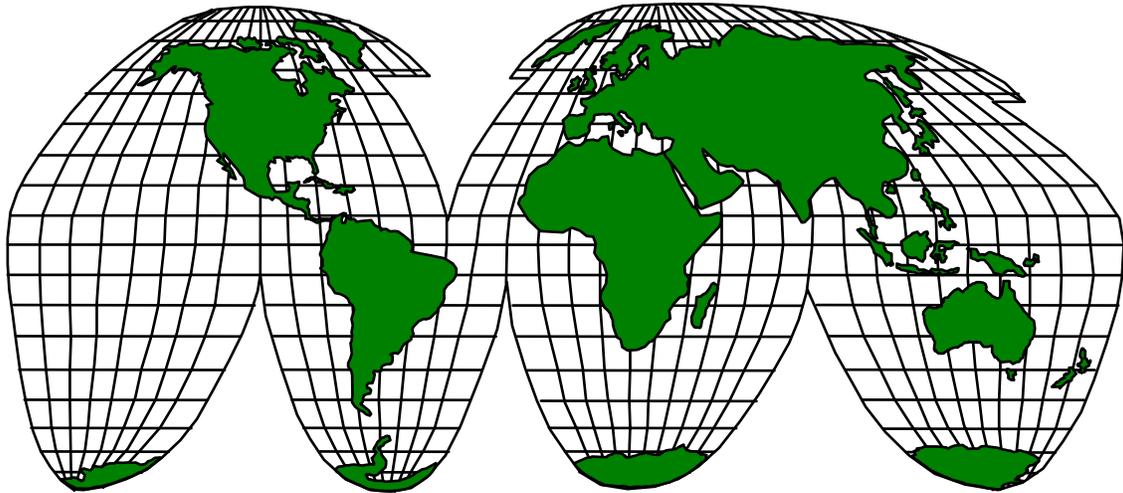
Armstrong, J.S. "Social Irresponsibility in Management." *Journal of Business Research*, Vol., 1977, pp. 421-435.

Baron, Jonathan, et al. "Attitudes Toward Managing Hazardous Waste: What should Be Cleaned up and Who should Pay for it?" *Risk Analysis*, V. 13, 1993, pp. 183-192.

Bord, Richard J. and Robert E. O'Connor. "Risk Communication, knowledge and Attitudes: Explaining Reactions to a Technology, Perceived as Risky." *Risk Analysis*, V. 10, 1990, pp. 499-506.

*University of North Texas  
Department of Public Administration and Institute of Emergency Administration & Planning*

# **International Disasters EADP 4980**



Swaroop Reddy, Ph.D.  
Fall 1999  
Tuesday: 6:30 p.m.- 9:30 p.m.  
Biology - 117

Office Hours:  
T and W- 10:00 a.m. –12:30 p.m.\*  
Wooten Hall, Room 360  
\*(Or call for appointment on other days)

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**Required Text:** “Disasters and Development,” by Frederick C. Cuny, Oxford University Press, New York, 1994.

**Course objective and competencies:** This course is designed to introduce students to disasters in the developing countries. It should help students understand how disasters in the developing world are significantly different from the industrialized nations in terms of impacts on their economics, polity, environment and the social fabric. It highlights how some international disasters lead to complex emergencies paving way to famine, civil strife and mass transnational migrations causing regional political instability and untold misery. This course will examine how vulnerability to disasters and poverty are mutually reinforcing in the developing world and explores different alternatives to promote preparedness and mitigation through institutional capacity building and sustainable development. We will also examine relief and reconstruction program planning and development and how we can incorporate natural hazard considerations into regular development planning and project formulation.

We will examine case studies from different continents to understand the problems faced by developing nations. Additionally, we will study the influence of aid during disaster reconstruction and highlight the need for linking disaster aid to development, local capacity building and sustainable development. By the end of the course, students should develop an understanding of the disaster management problems besetting the developing world and the dilemma of appropriate delivery of aid and intervention. Additionally, students should be able to appreciate how disasters lead to a different set of problems in the developing nations, and evaluate various options to address or ameliorate their disaster management problems.

**Evaluation:**

Two Tests (Mid-term and Final - Each worth 300 points)	600 points
Term Paper	300 points
<u>Attendance &amp; Class Participation</u>	<u>100 points</u>
Total	1000 points

- A = 900 points
- B = 800 points
- C = 700 points
- D = 600 points
- F = Below 600 points

**Tests, term papers, case studies, and class participation**

**Tests:** The mid-term and final exams will consist of multiple choice questions and short essays. It should be recognized that there is much more material in the reading assignments than is possible to cover, repeat and develop in class. Although tests tend to place somewhat more emphasis on topics that are covered in both texts and in class, the focus of the tests is on the core material from the reading. Class lectures and related assignments will be directly relevant to the student’s understanding of the material and other aspects of their performance (participation in the class discussions, but the exams will go into depth on what you have been assigned to read.

**Term papers:** *Your term paper topics and outlines (in the form of table of contents) should be submitted for approval no later than September 21, 1999.* Your topics should be related to disasters in the developing world. Papers should be no more than 6 pages in length, double spaced and include a bibliography. Please use the *Public Administration Review* journal for style and format. I expect students to use different sources including journal articles and other related publications in developing the paper. ***Term papers are due on November 16, 1999. If you turn in your term paper late, you will lose 10 points a day.***

**Case Studies:** The class will be divided into multiple groups and assigned different case studies. Each group will be required to undertake research, present their case studies and initiate/set the tone for a group discussion. Your performance in this assignment will be taken into account while assigning a grade for class participation.

**Attendance and class participation:** Class participation and regular attendance are allocated 100 points (10 percent of the total). Student involvement in class discussions is very important; therefore, each student is encouraged to complete all assignments on time and be prepared to discuss the reading assignments during class. This class provides an opportunity for the students to develop abilities in communicating with others about their ideas and approaches for dealing with hazards and disaster management problems. The potential of this opportunity is only fully realized if you make meaningful contributions to the course in class discussions and debate. In general, prepared and constructive participation in class is expected. Students who show a pattern of not being prepared will be graded down on class participation. ***Students who miss more than three sessions without a legitimate reason will be graded F.***

The criteria used in evaluating process-oriented aspects of class participation include:

- Is the participant a good listener?
- Are the points made - or questions raised - relevant to the discussion?
- Are points linked to the comments of others, but not just a restatement of a point that has already been made?
- Is there a willingness to participate?
- Do comments show an understanding of concepts presented in class lectures or assigned reading materials?

*The attached syllabus should not be viewed as a contract and may be altered by the instructor.*

### ***Tentative Class Schedule***

#### **Session I (August 31, 1999)**

- Course objectives
- Expectations
- What is poverty?
- Absolute vs. Relative Poverty

- Development vs. Growth
- The Impacts of Natural Disasters on Developing Economies
- Scope of the Problem
- The International Political Context

**Session II** (September 7, 1999)

- Disasters: Causes and Effects
- What Are Disasters?
- Effects of Different Types of Disasters on Response

*Required reading:*

Cuny: Chapters 1 and 2

**Session III** (September 14, 1999)

- Disasters and Their impact: The Borracho Hurricane - A Hypothetical Case
- Community Reaction to a Disaster
- Coping Mechanisms
- Classes of Victims
- Case Study: The 1985 Nevada del Ruiz Volcanic Eruption and Armero Mudslides in Colombia
- Case Study: Nepal Municipal Development and Earthquake Reconstruction Project

*Required reading:*

Cuny: Chapters 3 and 4

**Session IV** (September 21, 1999) - *Term paper topics due*

- Intervention and Concerns
- The Results of Intervention
- The Economic Impact of Relief and Reconstruction
- Change after Disasters and Positive Aspects of Intervention
- Famine Early Warning Systems
- Case Study: Sahelian Drought

*Required reading:*

Cuny: Chapters 5 and 6

**Session V** (September 28, 1999)

- The International Relief System
- Defining the System
- Key Players and Problems within the Relief System
- The impact of Disasters on Women and Children
- Case Study: Bangladesh - Cyclone of 1970 and the Great Floods of 1987 and 1988

*Required reading:*

Cuny: Chapter 7

**Session VI** (October 5, 1999)

- Guest Speaker
- Influences on Disaster Response
- Cultural Influences and Barriers
- Technological Capabilities
- Perceptions of Disasters and Influences Within the Relief System
- Case Study: Hurricane Hugo and Disaster Response and Recovery in Montserrat

*Required reading:*

Cuny: Chapter 8

**Session VII** (October 12, 1999)

- Relief and Reconstruction Programs and Program Models
- Factors that Influence the Success of a Program
- Common Problems in Post-disaster Programs
- Case Study: The Bhopal Chemical Disaster

*Required reading:*

Cuny: Chapter 9

**Session VIII** (October 19, 1999)

- Case Study of a Reconstruction Program
- Case Study: The Great Hanshin (Kobe) Earthquake of Japan
- Case Study: Hurricane Mitch in Honduras and Nicaragua

*Required reading:*

Cuny: Chapter 10

**Session IX** (October 26, 1999)

***Mid-term exam***

**Session X** (November 2, 1999)

- Conceptualizing Disaster Recovery
- The Factors Affecting Recovery Time and the Quality of Recovery
- How Relief Strategies Relate to Time of Recovery
- Case Study: The Mexico City Earthquake of 1985 and Housing Reconstruction

- Case Study: The Turkey Earthquake of 1999.

*Required reading:*

Cuny: Chapter 11

**Session XI** (November 9, 1999)

- Mitigation and Preparedness
- How to Incorporate Natural Hazard Considerations into Development Planning and Project Formulation
- Environmental Degradation and Vulnerability to Disasters
- Local Institutional Capacity Building
- Case Study: Nicaraguan Earthquake of 1972

*Required reading:*

Cuny: Chapter 12

**Session XII** (November 16, 1999) - *Term papers due*

- Program Planning and Management
- Initial Steps in Program Planning
- Setting up the Program
- Case Study: The Somalia and Ethiopian Crisis

*Required reading:*

Cuny: Chapter 13

**Session XIII** (November 23, 1999)

- Trends and Future Directions
- The Environment, Natural Hazards and Sustainable Development
- Case Study: The Great Armenian Earthquake

*Required reading:*

Cuny: Chapter 14

**Session XIV** (November 30, 1999)

- Guest Speaker

**Session XV** (December 7, 1999)

- Review

**Session XVI** (December 14, 1999) *Final Exam*

