

SOCIAL ISSUES IN EMERGENCY MANAGEMENT IN THE 21st CENTURY

Course Number: EXT 463

Quarter Year: Summer

Instructor: Lori A. Varick, Ph.D., BCETS

Email: loriv49@yahoo.com
lori.varick@wwu.edu

Telephone: (360) 871-2536

NOTE: This course is entirely web-based, meaning that we will only 'meet' and interact at the website:
<http://courses.wwu.edu/>

Welcome... to the on-line Blackboard classroom for **EXT 463 - Social Issues in Emergency Management in the 21st Century** –This course is a web-based class. For information about registering and 'logging on' to this course, or to find out more about other courses in the program, contact the office of Extended Education and Summer Programs at (360) 650-3650.

This course is worth 4 credits, so you should expect to devote about 2-3 hours per credit each week to reading, completing assignments, and participating on-line. The on-line format is designed to allow greater flexibility among the schedules of all participants. There is **definitely not** less work or time commitment, but we can all interact without needing to be in the same physical space at the same time each week.

****NOTE: See course Syllabus for further information**

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Course Purpose:

To study a wide array of social issues related to emergency management planning, implementation and evaluation.

To explore social processes related to vulnerability analysis, risk assessment, privacy, planning, training, and data gathering.

To assist students in developing a greater understanding about the special needs of vulnerable populations before, during, and after a disaster.

Course Description:

This course is an introduction to social issues related to disaster management programming. Specifically, we will examine various types of disasters along with corresponding social considerations related to each.

Learning Objective:

1. To provide a basic foundation of social issues as they relate to emergency management programming.

Knowledge, Skills and Abilities to be Acquired:

1. Demonstrate a mastery of the array of social issues that occur in most disasters, whether natural, technological, or human-made.
2. Restate current emergency management research papers, publications and resources as they apply to the most vulnerable population in your community.
3. Explain approaches used to design public, nonprofit, and private sector programs that address social issues and concerns.
4. Explain roles and limitations managers face when dealing with social issues related to all aspects of emergency management programming.

5. Explain the impact to vulnerable populations impacted by disaster with a corresponding awareness of resources availability before, during and after a critical event.
6. Demonstrate the ability to conduct scholarly research on social issues in emergency management planning, drawing upon all forms of credible resource acquisition.

Outcomes Measures:

1. Students will demonstrate knowledge of current social issues related to emergency management planning through meaningful weekly postings with fellow learners and course instructors.
2. Students will demonstrate the ability to conduct research and write a scholarly paper on an appropriate social issue in emergency management, and present it to the class.
3. Students will demonstrate a thorough understanding of the impact disasters have on vulnerable populations, and be able to cite specific steps needed to address such populations by emergency planners and other stakeholders.
4. Student will demonstrate a basic understanding of the historical underpinnings of social issues related to disaster management through weekly postings with classmates and course instructors.
5. Students will create an electronic file of relevant research/resources related to social issues and emergency management planning of their choice.

Course Readings:

While there are no required texts for this class, reading assignments and corresponding links will be available at each module sight. Here are a few of the options available for students of check out:

Joseph Nye Jr., THE PARADOX OF AMERICAN POWER, 2003 paperback version – this book is available at Amazon.com very cheaply.

Natural Hazards Research and Applications Information Center, University of Colorado, Boulder, HOLISTIC DISASTER RECOVERY, 2002 available as downloadable. A 2006 version is just out and can be purchased through this website: <http://www.colorado.edu/hazards/publications/holistic/holistic2001.html>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services,

PSYCHOLOGICAL ISSUES FOR OLDER ADULTS IN DISASTERS. 1999:
<http://www.hhs.gov/disasters>

HelpAge International, United Nations High Commission for Refugees, OLDER PEOPLE IN DISASTERS AND HUMANITARIAN CRISES: GUIDELINES FOR BEST PRACTICE, 2001

Institute of Business and Home Safety, LIVING WITH EARTH'S EXTREMES, 2002, available on www.ibhs.org, free upon request

www.firstgov/featured/usgresponse.html -- the US government's comprehensive "FirstGov" web site provides a compendium of federal government information and resources available on the web that address many aspects of the September 11 disaster – including response and recovery

www.fema.gov - the web site for the Federal Emergency Management Agency

www.terrorism.com - the web site of the Terrorism Research Center

www.emergency.com - several chronologies of region-specific terrorism, with a special section on the United States

www.ndpo.gov - the web site for the US Department of Justice National Domestic Preparedness Office of the FBI is a clearinghouse site for state and local emergency planners

www.gadr.qiees.uncc.edu for the Global Alliance for Disaster Reduction, an international initiative, covering social issues and other issues relating to emergency management in every country

www.jsucc.jsu.edu for Jacksonville State University's Gender and Disaster Clearinghouse

www.aaets.org - the web site of the American Academy of Experts in Traumatic Stress (AAETS) since September 11 has added many free documents, such as:

PARENT GUIDELINES FOR CRISIS RESPONSE

TEACHER GUIDELINES FOR CRISIS RESPONSE

HIGH RISK INDICATORS, HOW CAN EMERGENCY RESPONDERS HELP GRIEVING INDIVIDUALS?

WHAT SPECIFIC STRATEGIES CAN EMERGENCY RESPONDERS UTILIZE TO CONNECT WITH PARTICULARLY CHALLENGING INDIVIDUALS?

HOW CAN EMERGENCY RESPONDERS MANAGE THEIR OWN RESPONSE TO A TRAUMATIC EVENT?

Student Requirements: Students are required to maintain active participation in this course by engaging in weekly discussion board assignments as well as by meeting project deadlines. Students are expected to communicate effectively with the instructor as well. Nearly any problem can be solved, as long as it is brought to the attention of the instructor in a timely manner. If you are having difficulty in the course, are confused about anything, or just need clarification, please let the instructor know right away. It is easy to fall behind in a course such as this, so your instructor will work with you to do whatever is possible to help you keep current.

Readings and weekly writing assignments: See course overview below for specific assignments. Weekly assignment policies are as follows:

- Weekly discussion questions will be due by the last day of every week (Sunday) and can be found in the weekly learning modules as part of the discussion board, as well as in this syllabus.
- **You are expected to participate fully in each week's discussion, by posting an original entry of at least 100 words and responding to at least two other student's posts with at least 30 words each.**
- Weekly postings will help instructors evaluate student knowledge and comprehension of the reading material.
- You are expected to write at a collegiate level, using proper grammar and spelling. Read the document entitled "Miller's rules for writing" for tips on making your writing great.
- **These are pass/fail assignments. If you complete the assignment as specified and post it on-time, you receive full credit. If you post it late or incomplete, you receive partial credit. Weekly assignments will only be accepted up to 3 days after the Sunday deadline (that's Wednesday of each week). After that time, the discussion boards will be "locked" and no further posts will be accepted on the topic.**
- Students are encouraged to watch for current events that relate to social issues in emergency management and post relevant material on the discussion board in the designated thread. Up to 3 points of extra credit may be given for this!

Writing Guidelines:

All papers submitted must include a title page (with your name), utilize page numbers, have 1" margins, use 12 point Arial, Times or Times Roman font, and be double spaced. Please see the "Rules for writing" document available in course documents on Blackboard for helpful tips and overall expectations.

Term Paper:

Each student will be required to write an 8-10 page paper regarding an emergency management topic (related to social issues) of interest to you and preapproved by your instructor. Your proposed topic is due for approval by **Monday, July 23**. Your proposal should include 5 scholarly references that you intend to use in your final paper and a brief explanation of why this topic was chosen. **Your term paper will be due on Sunday, August 19** and must be submitted via the Blackboard Digital Drop box. You are expected to utilize at least 10 scholarly references (meaning they are full length articles appearing in peer reviewed journals) in your paper. You will need to make use of WWU's library services to complete this project, which are available online at <http://www.library.wvu.edu/>. Choose "Extended Ed. Students" from the dropdown menu to find resources (including a librarian) dedicated specifically for distance education students. You may use other credible resources as well.

Late papers:

Late papers will be subject to an automatic 10% grade reduction unless arrangements are made beforehand with the instructor or extenuating circumstances exist. A very narrow definition of extenuating circumstances will be used however, so please do not turn your paper in late. If in doubt, communicate.

Course Format:

Course material will primarily be delivered via issue papers and diverse electronic media, with significant student discussion and participation. Students will be expected to choose a vulnerable population to concentrate their research efforts on and to begin to develop a specialty in an area of social issues related to emergency management planning.

Class Participation:

Regular weekly written contributions are required. Limited participation will significantly impact your grade (see "Grading" below). Check in, actively contribute, and feel free to ask questions at any point. Readings should be completed prior to logging in for the week. Please make sure that your comments are thoughtful, relevant and reflect appropriate critical thinking skills. Your instructor expects all students to give and receive feedback that is relevant, adds to the discussion and encourages further dialogue.

Written Assignments:

In addition to weekly postings, one short paper (2-3 pages) will be assigned during this course in an area of your individual choice of specialty, with deadlines designated. Each student will also be required to create an electronic file with current, credible resources related to social issues and emergency management planning. All documents must be emailed, with attention given to format, presentation, grammar, and spelling. Weekly written assignments will culminate in a major term paper (8-10 pages) on your chosen social issue and will be turned in and discussed the last week of the quarter.

Grading:

Weekly Discussion Board Posts	30%
One Short Paper	10%
Final Paper	40%
Electronic Resource File	20%
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	100%

Grading Guidelines:

95 – 100	=	A
93 – 94	=	A-
90 – 92	=	B+
87 – 89	=	B
85 – 86	=	B-
82 – 84	=	C+
79 – 81	=	C
77 – 78	=	C-
74 – 76	=	D+
71 – 73	=	D
69 – 70	=	D-
68	=	F

Course Evaluation:

WWU Extension Services has established a policy that all courses and instructors are evaluated quarterly. To facilitate this process, WWU Testing Center has developed a secure website on which this evaluation takes place. The evaluation document used speaks specifically to the on-line educational process and experience. You will be provided with a URL for the course evaluation near the end of the term.

WWU Testing Center compiles the evaluation information and disseminates the report after grades have been submitted. Your participation in this evaluation process is strongly encouraged and your identity will not be given to your

instructor.

Incompletes:

A grade of K (incomplete) may be assigned only upon request of the student and agreement of the course instructor.

To receive a K (incomplete) you must obtain a contract form from the instructor and negotiate a formal agreement with the course instructor specifying the work done and the remaining work needed to complete the course and earn a grade.

You are encouraged to complete the work agreed upon during the next quarter. If a final grade has not been submitted after one year, the K automatically reverts to a failing grade (Z).

For additional information regarding incompletes, please see the official university bulletin.

Course Schedule

To be taught in nine two-hour modules, followed by discussion:

Module 1: (June 26 – July 1) Introductions and Course Overview - New perspectives since September 11, 2001 – The Concept of Normalcy

Module 2: (July 2 – July 8) Historical underpinnings of Social Issues, academic research and emergency management

Module 3: (July 9-15) Culture of Disaster and Social Vulnerability

Module 4: (July 16-22) National versus International Priorities in Emergency Management

Module 5: (July 23-29) Social Issues Related to Emergency Response –Who Should Pay? Who Should Decide Policy? Weighing Individual versus Collective Needs

Module 6: (July 30- August 5) Social Issues Related to Different Types of Disasters

Module 7: (August 6 – August 12) Student Presentations of Short Paper on Selected Vulnerable Group Impacted by Disasters

Module 8: (August 13 – 19) Social Issues and Emergency Management Program Development

Module 9: (August 20-24) Term Papers Due, Summary, Closing Comments and Discussion

NOTE: 'tentative' schedule – subject to revision with advance notice

All readings will be a link from the corresponding learning module in Blackboard.

ACADEMIC DISHONESTY POLICY AND PROCEDURE

1. Policy

Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning. Without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or thoughts of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred.

2. Academic Dishonesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. Academic dishonesty compromises the instructor's ability to fairly evaluate a student's work or achievement. **It includes, but is not limited to, the following:**

- (a) Giving unauthorized information to another student or receiving unauthorized information from another student during any type of assignment or test.
- (b) Obtaining or providing without authorization questions or answers prior to the time of an assignment or test.
- (c) Using unauthorized sources for answers during any assignment or test.
- (d) Asking or arranging for another person to complete an assignment or take a test in one's place.
- (e) Giving or receiving answers by use of signals during a test.
- (f) Altering answers on a scored test and submitting it for a higher grade.
- (g) Collaborating with others in a required assignment without the approval of the instructor.
- (h) Stealing class assignments or portions of assignments, including electronic files, and submitting them as one's own.
- (i) Not crediting participants for their part in a group project or claiming credit for work not done on a group project.
- (j) Plagiarism, which is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgment. Examples include, but are not limited to:
 - (1) Using another person's written or spoken words without complete and proper citation.
 - (2) Using information from a World Wide Web site, CD-ROM or other electronic source without complete and proper citation.
 - (3) Using statistics, graphs, charts and facts without acknowledging their source.
 - (4) Submitting a paper purchased from a term-paper service.

- (5) Paraphrasing, which is imitating someone else's argument using other words without acknowledging the source.
 - (6) Claiming credit for someone else's artistic work, such as a drawing, script, musical composition or arrangement.
 - (7) Using someone else's lab report as a source of data or results.
 - (8) Using one's own or substantially similar work, produced in connection with one course, to fulfill a requirement in another course without prior permission.
- A student may use the same or substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved.

3. Procedures

- (a) An instructor suspecting an act of academic dishonesty shall discuss the matter thoroughly with the student involved.

Arrangements for this discussion shall be made by the instructor within ten (10) class days after discovering the alleged violation. In the event the student is absent from campus, the instructor shall attempt to contact the student in writing at the most recent permanent address available in the Office of the Registrar. If the incident occurs at the end of a quarter, the instructor within ten (10) class days of the beginning of the following quarter or within a reasonable time thereafter the instructor shall arrange to discuss the matter with the student.

Should the instructor be unable to contact the student to discuss the incident in question before final grades are due, the instructor shall submit a grade of X with a note to the registrar. The registrar shall in turn inform the student of his/her responsibility to contact the instructor and refer the student to the section of the General Catalog addressing "Student Rights and Responsibilities." Should the student not respond to the faculty member or respective department chairperson by the 10th day of the next academic quarter, not including summer, the grade will be changed to an F.

During the discussion between the instructor and student, the student may be asked to explain his or her thought process and the sources of information, ideas, data, or calculations presented in the work under dispute. Failure to give an adequate explanation can influence the instructor's decision.

Following this discussion, the instructor shall determine whether or not an act of academic dishonesty has occurred, and if so, whether it is a minor or major violation. If in the instructor's judgment there has been a minor violation, in which the offenses are either purely technical in nature or the instructor does not perceive an intent to deceive and/or achieve an academic advantage, the instructor shall, according to his or her professional judgment, proceed in one or more of the following ways:

- Explain or clarify the standards of the assignment and ask the student to redo it.
- Issue the student a written warning and give the student a zero on the assignment in question.

If in the instructor's judgment there has been a major violation, in which the offenses include a substantial misrepresentation and/or apparent intent to deceive and gain an academic advantage, the instructor shall assign a grade of F for the course and notify the Vice President for Academic Affairs and the Registrar. The instructor should write a brief account summarizing the evidence for the finding of a major violation. This should be sent to the Registrar with copies to the department chair and the student. A record of the violation is maintained in the Office of the Vice President for Academic Affairs and the Office of the Registrar. Repeated acts of academic dishonesty shall make a student subject to disciplinary action – including possible dismissal – through the "Student Rights and Responsibilities Code," available from the Office of Student Life.

No student shall be allowed to withdraw from a course or from the University to avoid receiving a failing grade based upon academic dishonesty.

(b) Appeal: A student who receives an "F" grade for academic dishonesty and who feels wrongly accused by an instructor may appeal to the dean of the school or college involved. The appeal must be lodged within ten (10) class days of receiving notice of the instructor's decision, and if not, any right of appeal is deemed waived. The dean shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to both the student and the instructor within ten (10) class days of receiving the appeal.

Either side may appeal a decision of the dean to the Student Academic Grievance Board and from the Board to the Vice President for Academic Affairs, whose decision is final. Procedures followed shall be those provided in the "Student Academic Grievance Policy and Procedures" (Section B, Appeal to the Board), which is printed in Appendix F of the University's General Catalog.

Reprinted from Western Washington University's General Catalog.

Grade reports: WWU does not mail grade reports to students at the end of the quarter. You will need your WWU Student ID # to access this information from WWU's website. It begins with a W and is followed by eight numbers; i.e., W12345678. This number is the only way to access your records at Western Washington University.

If you do not know your WWU Student ID #, please call the Registrar's Office at 360-650-3432. They will ask you for your name, including middle initial; social security #, and birth date to look up your WWU ID#.

To view your academic record on the web:

- Work prior to Fall 1984 will not be on the Web.
- Use mouse to move from field to field, **not** Enter/Return (this will automatically exit)
 1. Go to www.wwu.edu/web4u
 2. Enter WWU ID#, (make sure W is capitalized), e.g. W12345678

3. Enter six digit PIN, which is one of the following: the first six digits of your Social Security # . Or if you are a Canadian Citizen your birth date in six digit format. If neither of these work call 360-650-3432. Instructions are available for changing your PIN see instructions under NOTE.
4. Click on “Student Services & Financial Aid”
5. Click on “Student Records”
6. Click on “Academic History” If you have a money hold, you will not be able to view academic history and will need to view the “Final Grades” option. If you need a printed copy of your grades reflecting your name, the “Academic History: is the option you should choose.

NOTE: These records are for the student’s use only. For use in employment or other academic institutions, these copies *will not* be accepted. i.e., WWU Placement Office will not accept these copies. Also note that there is an option to change pin. Instead of clicking on student “Student Records” click on the “Personal Information” option.

**If you can not gain access to the web—use the following phone number.
Dial 360 650-RSVP.**

- 1) Choose 4—Grading information
- 2) Choose 1—Review Grades
- 3) Enter your student number—This is your nine-digit student number that begins with a W. Do not enter the W but rather the 8 numerical digits. Example: For student number W12345678, you would enter 12345678.
- 4) Enter personal identification number (pin). See clues about pins on number 3 above.
- 5) Select grading term. You will be prompted. Grades, quarter g.p.a, cumulative g.p.a. and academic standing will be relayed.

Note: Quarterly grades are posted once a quarter. Grades are not considered final until the Thursday after the end of the quarter. Instructors often make changes during grade entry.