Course Description

The purpose of this course is to uncover the principles that promote effective disaster response and recovery operations after disasters. To achieve this goal, the course will examine the nature of disasters as well as the roles and responsibilities of various actors involved in emergency management. The course will review popular myths and realities regarding human behavior in catastrophic events in addition to divergent approaches for disaster management. The importance of addressing the needs of the affected population will be discussed, and will include recommendations to fulfill a variety of important functions (e.g. implementing the emergency operations plan, warning, evacuation, search and rescue, emergency medical care/mass casualties, mass fatalities, sheltering and mass care, donations management, damage assessment, the disaster declaration process, media relations/public information, individual and public assistance, and critical incident stress debriefing). Various problems associated with response and recovery operations will be identified (e.g. inadequate preparedness measures, safety and site security, politics, communications, coordination and record keeping, etc.). The role of technology and the importance of communications and coordination will be emphasized along with the incident command system, emergency operations centers, the National Incident Management System and the National Response Plan. Each student will be expected to gain a solid comprehension of common post-disaster problems and how first responders and the emergency manager may overcome those challenges now and in the future. Students will also be provided with hands-on experience in emergency management planning and response through the use of simulation exercises.

All information for this course will be distributed via Blackboard. It is your responsibility to monitor both BlackBoard and your campus e-mail account regularly to participate in this course and obtain additional information and instructions.

Student Learning Outcomes:
By the end of this course, students will be able to:
1. Demonstrate the ability to lead and manage in the public sector organizations under threat of emergency by utilizing different emergency management theories and decision tools to identify and analyze potential hazards and mitigation public sector problems.
2. Articulate and apply a public service perspective to emergency management and policy decisions and actions by engaging public service principles that include inclusiveness; shared power and responsibility; public deliberation; accountability; aspiring to do the “right” thing rather than just do things right; respect and appreciation for diverse values and perspectives; wise stewardship of public resources, and an appreciation for lifelong learning.
3. Communicate and interact productively with a diverse group of people regarding emergency management and the mitigation or recovery from a threat or hazard by effectively communicating issues to a diverse set of stakeholders, in a manner that is accurate, clear, and concise, while also being tailored to varied audiences.

Required Readings:


* Other readings as assigned.

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 Requirements: % of final grade

1. Complete all weekly quizzes in a timely manner. 30%
2. Complete all weekly assignments in a timely manner. 30%
3. Participate in the final week simulation. 20%
4. Complete the final paper with subject matter submitted by June 8th. 20%

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).

All assignments must be turned in using the appropriate Backboard assignment portal. Acceptance of late hand-ins or postings is at the sole discretion of the instructor. Points will be deducted for late hand-ins.

Quizzes (30% of final grade)
Students will demonstrate that they have a mastery over the materials covered in this class by completing four quizzes that will be over the course readings. The quizzes will be in multiple choice format and cover the specific topics in each chapter covered. The exams will have 40 questions and time limited to 50 minutes.

Weekly assignments (30% of final grade)
Details for each of the weekly will be posted online in Blackboard.

Final week simulation (20% of final grade)
During the final week of the course students will participate in a simulated disaster on-line. Details of the simulation will be posted in Blackboard.

Final paper (20% of final grade)
Students are to select a disaster (not Hurricane Harvey) that has occurred in the past and discuss the lessons learned from that event. The presentation should cover background information about the disaster (i.e., what lead up to the event), what problems were manifest during response and recovery operations, how the emergency management community dealt with them, and successes that should be considered for the future. The papers should be at least 10 pages in length but no
more than 15. You must turn in a brief description of the event you would like to use no later than June 8th so that I can have your topic approved by June 12th.

Course Schedule:

WEEK 1 May 29 – June 4
Introduction to Disaster Response and Recovery
Reading Assignment: Chapter 1 “Knowing What to Expect”
  Overview of course
  The nature of disasters
  The need for response and recovery operations

The Actors Involved in Response and Recovery
Reading Assignment: Chapter 2 “Understanding the Actors”
  Activities of local, state and federal government
  Roles of businesses and non-profits
  Emergent groups and citizens in disasters

Myths, Exaggerations and Realities
Reading Assignment: Chapter 3 “Anticipating Human Behavior in Disasters”
  The impact of Hollywood and media portrayals
  Research about myths
  How people actually react

Management Approaches
Reading Assignment: Chapter 4 “Recognizing Alternative Response and Recovery Approaches”
  The traditional approach
  The professional approach
  Comparing the two models

Quiz 1 Due
Assignment 1 due

WEEK 2 June 5 – 11
Generic Functions
Reading Assignment: Chapter 5 “Implementing Initial Response Measures”
  Hazard detection
  Warning
  Evacuation and sheltering

Generic Functions (cont.)
Reading Assignment: Chapter 6 “Caring for the Injured, Dead, and Distraught”
  Search and rescue operations
  Medical care and mass fatality management
  Treating post-traumatic stress disorder

Generic Functions (cont.)
Reading Assignment: Chapter 7 “Managing Public Information, Donations and Volunteers”
  Communicating with the media
  Accepting donations
  Working with volunteers

Brief Topic Statement Due – June 8th
Quiz 2 Due
Assignment 2 Due
WEEK 3 June 12 - 18

Generic Functions (cont.)
Reading Assignment: Chapter 8 “Moving Beyond Immediate Needs”
- Damage assessment
- Disaster declarations
- Debris removal

Generic Functions (cont.)
Reading Assignment: Chapter 9 “Promoting Recovery and Mitigation”
- Individual and public assistance
- Fraud, historic buildings and the environment
- Reducing vulnerability after disaster

Expected Problems
Reading Assignment: Chapter 10 “Overcoming Typical Challenges”
- Decision making, transportation and politics
- Special populations, communication and coordination
- Legal issues and record keeping

Quiz 3 Due
Assignment 3 Due

WEEK 4 June 19 – 25

Using Tools and Strategies
Reading Assignment: Chapter 11 “Harnessing Technology and Organization”
- Technology in emergency management
- Incident command, emergency operations centers and mutual aid
- EMAC, NIMS and the National Response Plan

Looking to the Future
Reading Assignment: Chapter 12 “Foreseeing the Future”
- The interaction of hazards
- New threats
- Rising vulnerability

How to Prepare and React
Reading Assignment: Chapter 13 “Enhancing Disaster Resilience”
- Acquiring resources, hazard and vulnerability assessments, planning, training
- Exercises, community education, improvisation and leadership

Quiz 4 Due
Assignment 4 Due

WEEK 5 June 26 – 29

On-line Simulation
Final Paper Due

Course Policies:

BlackBoard Issues
I understand that at times our Blackboard system may be unavailable for technical reasons thus making it difficult to complete some assignments. In these cases, allowances will be made for late assignments. No allowances will be made, however, for technical difficulties on your side of the class. Procrastination on your behalf does not create an emergency on mine. BlackBoard tends to go down when you procrastinate!
Communicating in an Online Environment
It is important that students communicate in a professional manner in both the discussions and via e-mail. This class is not a social networking site thus it is expected that proper communications protocols be followed.

First, when writing e-mails please use normal syntax and avoid e-speak. Second, avoid sending controversial e-mails or attacking individuals personally during online discussions. If you have a difference of opinion please discuss it in a collegial manner and support your opinions with evidence and facts. There is a tendency these days with online environments to say things in ways one would not say in face-to-face conversation and to use excessively sharp or harsh language. Related to those problems is a tendency to become overly familiar or simply unprofessional. Professionalism and respect are as essential in any online communications as they are anywhere else.

Please be aware that I access Blackboard every weekday. I typically will answer questions and emails within 24 hours during the week, however if emailed after noon on Friday, I may not respond until sometime the following Monday.

Writing
If I find your basic writing skills to be substandard I will ask you to seek guidance at the TAMUCC writing center. Please do so promptly. http://casa.tamucc.edu/wc.php

Disability Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 15, 2018 is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals**  
As stated in University Procedure 13.02.99.C2.03, **Student Grade Appeals**, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, **Student Grade Appeals**. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Academic Integrity/Plagiarism**  
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an F.

**Statement of Academic Continuity**  
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**ANY SYLLABUS REVISION IS AT THE DISCRETION OF THE PROFESSOR BUT WILL BE PRECEDED BY REASONABLE NOTICE TO THE STUDENTS. CHECK BLACKBOARD, EMAIL AND WITH PEERS OFTEN.**
Additional Suggested Readings:


