**EMGT 262**

**Disaster Mitigation**

**Fall 2019**

Class Day and Time: Mondays from 3:00pm-5:30pm

Room: South Engineering 120

Credits: 3

Instructor: Jessica Jensen

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Office: Minard 428

Office Hours: Mondays from 12:00pm-3:00pm and by appointment

**Course Bulletin Description**

“Role of emergency management programs in community resilience and sustainability; incorporation of preparedness, mitigation, response, and recovery in community comprehensive and strategic planning. Prereq: EMGT 101.”

**Course Objectives**

By the end of this course, students will be able to

* Describe the hazards and vulnerability landscape that leads to the need for investment in mitigation;
* Discuss current approaches to mitigation in developed/Western world and the contexts that led to these approaches;
* Critique current developed/Western world approaches from various perspectives;

By the end of this course, students will have had opportunity to begin

* Applying what is learned about mitigation approaches and critiques to explain and anticipate mitigation outcomes;
* Forming recommendations as to what might be modified about current developed/Western world approaches to mitigation and identify what must change for those modifications to be implemented including how emergency management professionals and the distributed function need to contribute.

**Assignments**

**Reading Assignments**

There will be extensive reading assignments associated with most weeks in the course; however, there is no textbook. Reading assignments are available on Blackboard.

**Reading Notes** (up to 5 points each, up to 40 points). Where indicated in the tentative course schedule (by week in Blackboard), you will need to take notes consistent with the notes guidance provided in the folder for that week on Blackboard. You will need to type up these notes and submit them online or in person by or in class Monday in keeping with the directions provided on the tentative course schedule for those weeks. Points will be taken off where the assignment is inaccurate or less than thorough.

**ICAs, Quizzes, Worksheets, and Homework Assignments (ICHA)** (175 points\*)

The instructor will leverage some combination of in class activities (ICAs), quizzes, and worksheets to support student learning. Some of these anticipated ICAs, quizzes, and worksheets have been identified on the tentative course schedule while others have not yet been. The intent of any assignment in this category is to support student learning about the topics each week. How each assignment will be identified at the time of assignment.

**Fargo Mitigation Tour** (letter grade drop if not attended)

All students in the course are REQUIRED to complete the Fargo Mitigation Tour on October 28th with the course instructor. Attendance is essential.

**Exams** (up to 50 points each, up to 100 points total)
There are two take home essay exams associated with the course. The exams will be submitted in Blackboard. The prompts will be designed to allow students to demonstrate their knowledge related to the course objectives. The grade sheet to be used in evaluating the essay exams will be available on Blackboard.

**Critique Assignments** (up to 100 points total)
Each student will be assigned a particular “lens” that might be used to critique the extent to which mitigation has been undertaken in the United States to this point/its current state. The “lens” to be assigned include:

* Critique “Lens” A: Uncertainty
* Critique “Lens” B: Ethics
* Critique “Lens” C: Social justice
* Critique “Lens” D: Environmental justice
* Critique “Lens” E: Indigenous knowledge and adaptation

In preparation for the week in which their assigned “lens” will be discussed in class students must:

1. Research that lens through identifying and reading articles about the “lens” itself to ensure they understand it and the extent to which it has been applied to hazards, disasters, and/or mitigation topics. Each student must identify at least 10 scholarly sources related to their topic and submit a reference list by the due date for up to 10 points.
2. Select 1-2 readings that they would assign as class readings on their topic and provide readings notes guidance to support their classmates as they read. Up to 10 points.
3. Develop a short paper 5-7 pages that introduces the “lens” and what it means and demonstrates how that “lens” might be applied as a critique to mitigation in the United States and the extent to which it has been undertaken/its current state. Up to 65 points.
4. Come to class the day in which their assigned “lens” will be discussed with a completed worksheet that includes their own ideas regarding what, if anything, might, or should, be done to both address the critique AND improve the extent to which mitigation has been done, what it achieves, and/or who it benefits. Students will be expected to use their completed worksheet to help facilitate class discussion that day as we work to come to consensus as to what, if anything, might be done to improve things develop a related set of recommendations/ideas. Up to 15 points.

Additional guidance related to these assignments including how each will be evaluated is available in Blackboard, Critique Assignment and Supporting Materials Folder.

**FEMA IS Courses** (5 points each, 30 points total)

As part of the course students will complete the following FEMA Independent Study courses:

* IS-276.a Benefit-Cost Analysis (BCA) Fundamentals
* IS 277.a Benefit-Cost Analysis (BCA): Entry-Level
* IS-212.b Introduction to Unified Hazard Mitigation Assistance (HMA)
* IS-318 Mitigation Planning for Local and Tribal Communities
* IS-328 Plan Review for Local Mitigation Plans
* IS 2700: National Mitigation Framework, an Introduction

The inclusion of these training courses within the mitigation course is intended to provide students an opportunity to gain relevant training as well as the opportunity to develop a basic foundational knowledge of current federal policy and practice related to mitigation issues. It is expected that students will have completed the assigned courses by the date due identified in the tentative course schedule. Timely course completion will be important as we will be critically analyzing current practice in class.

Students must present a printed copy of the email they received from FEMA confirming that they passed the course to class on the date due to receive full credit. Reduction in points earned will be consistent with the course late policy. *If students have already taken any of the courses, then they still must take and pass the test and bring a copy of the email they receive from FEMA confirming that they passed the course to class on the due date to receive full credit.*

**Supporting Documents and Resources
Complete List of (Tentative) Due Dates and Complete Tentative Course Schedule**
Blackboard, Syllabi, etc. Instructor maintains right to adjust due dates.

**Tentative Course Schedule, Assignment Materials, and Reading Assignments**Blackboard, Content Section, by Module and Week. Instructor maintains right to adjust schedule as needed.

**Grade Sheets for Assignments** (as applicable)
Blackboard, Content Section

**Evaluation**

 **Grade Scale Letter Grade Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Graded Item* | *Points* | *Up to %* |  *Point Range* | *Percentage Range* | *Letter Grade* |
| Reading notes | 40 | 9% | 401-445 | 90-100% | A |
| ICS/Homework\* | 175\* | 39% | 356-400 | 80-89% | B |
| Exams | 100 | 22.5% | 311-355 | 70-79% | C |
| Critique assignments | 100 | 22.5% | 267-310 | 60-69% | D |
| FEMA IS Courses | 30 | 7% | Less than 267  | Less than 60% | F |
| Total | Up to 445  | 100% |  |  |  |
|  |  |  |  |  |  |

\*There may be more or fewer points associated with activities in the course depending on how many of them we are able to do.

**Late Policy**

Quizzes and exams may not be submitted late. Other forms of assignments may be submitted up to 5 calendar days after the original due date (Saturdays and Sundays included). Late assignments will receive a 10% reduction of possible points per day. If you know you will have difficulty getting an assignment done on time, please see the instructor in advance.

**Extra Credit** (up to 20 points)

Students may complete up to 5 of the following recommended FEMA IS courses for 2 points of extra credit each this semester.

* IS-319 Tornado Mitigation Basics for Mitigation Staff
* IS-320 Wildfire Mitigation Basics for Mitigation Staff
* IS-321 Hurricane Mitigation Basics for Mitigation Staff
* IS-279.a Introduction to Retrofitting Flood-Prone Residential Buildings
* IS-280 Engineering Principles and Practices for Retrofitting Flood-Prone Residential Structures, FEMA Publication 259, 3rd Edition
* IS-322 Flood Mitigation Basics for Mitigation Staff
* IS-8.a Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699 -
* IS-323 Earthquake Mitigation Basics for Mitigation Staff
* IS-325 Earthquake Basics: Science, Risk, and Mitigation

To receive the extra credit, students must present a printed copy of the email they received from FEMA confirming that they passed all of the courses for which they desire extra credit together to the instructor at one time prior to the final period for the course. There **may** be additional opportunities for undergraduate students to earn extra credit throughout the semester through program participation (i.e. attendance of guest speakers sponsored by the Department or EMSA, attendance of training sessions, etc.). Undergraduate students will be notified in advance of qualifying opportunities. Each of these opportunities will be worth 5 extra credit points. Students must sign-in on the provided sheet at qualifying extra credit opportunities to earn the credit. Extra credit will NOT be tracked or entered in Blackboard.

**Course Expectations**

Attendance:

According to NDSU Policy 333 (www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected.

Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and must provide Activation Orders.

Behavior:

Students are expected to exhibit courtesy to the instructor and to other students during class time by not engaging in disruptive behavior (e.g., talking/whispering when the instructor or another student is speaking, answering their cell phone, *texting, using their laptop computers to surf the internet or check email*). Students engaging in behavior determined inappropriate by the instructor will be warned once. At the second incident, the student will be asked to leave the classroom for the remainder of the class period. A third incident will result in consultation with the Head of the Department of Emergency Management to initiate cancellation of the student’s registration in the course.

Diversity:

This course, like North Dakota State University, seeks to create an environment where equal opportunity is guaranteed and diversity is welcomed, respected, and appreciated for all individuals without regard to age, color, disability, gender identity, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race, religion, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer. In addition to the aforementioned individual characteristics that represent aspects of diversity, participants in the course may also observe diversity in thinking, opinion, beliefs, and argument in our course.

Participants in this course are expected to welcome, respect, and appreciate diversity as well as seek opportunities to learn from diversity as it manifests itself in our course.

Academic Honesty:

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).

Special Needs:

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the Disability Services Office as soon as possible.