

EMGT 264: RECOVERY THEORY AND PRACTICE (3 credits)

Fall 2011

M, W, F 10 a.m.-11 a.m.

Room: 117 Music Ed.

Credits: 3

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Course Bulletin Description

Examination of post-disaster policies and programs that protect the natural environment, improve disaster resistance, support diverse populations, improve economic conditions, and preserve community resources. Prereq: EMGT 101.

Course Goal

Recovery has been a neglected component of comprehensive emergency management both in research and in practice despite the fact that hazard events have been increasing in frequency and in the consequences they have for communities across the United States. Yet, this trend is changing.

Recovery is becoming a bigger and bigger focus in emergency management; and, academia is increasingly called upon to inform understanding of what recovery entails and practice in the field. It is critical that individuals seeking positions in the private sector, nonprofits, and government have a comprehensive understanding of recovery—the stakeholders involved, the tasks involved, the factors that make recovery precede more or less effectively, resources available to support recovery, legal issues and laws, and the goals of the recovery process. Thus, the goal of this course is to expose students to both the academic literature and current practice related to recovery in these areas so that upon their completion of the course each student is in a better position to both understand what is (or ought to be) going on in recovery and influence the recovery process positively (as appropriate given the job they hold).

Course Objectives

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

- Articulate the way in which hazards, hazard characteristics, and vulnerabilities are related to the recovery process in the aftermath of hazard events;
- Discuss the needs associated with, responsibilities of, and priorities of various stakeholder groups during recovery;
- Identify and explain the various tasks associated with recovery;
- Identify and explain the factors related to a more effective/efficient recovery;
- Identify resources available in the aftermath of hazard events;
- Identify the opportunities and challenges associated with disaster assistance in the recovery process;
- Identify and explain legal issues and laws related to recovery;
- Discuss the factors research suggests are related to expedient and full recovery of various stakeholder groups; and,
- Define and discuss the relationship between recovery, sustainability, and resilience.

Assignments

Assessments

Pre, Mid, and Post Assessment (10 points each, 30 points total)

Course participants will complete a pre, mid, and post-assessment of their knowledge related to the material and topics covered in the course and/or their learning style. The due dates for the assessments are listed in the Course Schedule. The instructor will post a link to the assessments in the Assignments section of Blackboard OR the instructor may distribute paper copies of the assessments in class.

The assessments are evaluated for completion only. They are NOT tests and are NOT graded for accuracy of your answers. The assessments are for the instructor to gauge student learning and/or needs related to learning style from the beginning to the end of the course.

Ongoing Feedback (Not graded)

Students in the course will have the opportunity to provide feedback, suggestions, and/or raise issues, problems, or concerns anytime throughout the semester. Students will be able to provide their feedback anonymously if they wish. To provide your input, simply go to the Assignments section of Blackboard, click on the Ongoing Feedback link, write your comments and submit. The instructor will check the Ongoing Feedback submissions each week.

Plagiarism Training Module (10 points)

By August 29th, all course participants must have taken Indiana University Bloomington's Plagiarism Training Module (available for free at <https://www.indiana.edu/~istd/>), printed off their certificate of completion, and turned it into the course instructor. Make sure that you click on the test link and take the test for non-IU students towards the bottom of the test web page.

OF NOTE: 1) Students who have already taken the plagiarism training module for another course need to take the module again as a refresher. 2) No assignments will be evaluated until a student's plagiarism training module certificate is submitted to the instructor. 3) Homework assignments will be considered late each day until the plagiarism training module certificate is submitted. Please see late policy for additional information on the consequences of late assignments.

Reading Assignments

There will be reading assignments associated with most weeks in the course. Please see the required readings below for details about the required texts for the course; and, please see the tentative course schedule for specific reading assignments associated with each week of the course.

Required Readings:

1. Phillips, B. (2009). *Disaster recovery*. New York: Taylor & Francis.
2. Alesch, D., Arendt, L., & Holly, J. (2009). *Managing for long-term community recovery in the aftermath of disaster*. Fairfax, VA: Public Entity Risk Institute.
3. Other materials as assigned. Available on Blackboard or through the library.

NOTE: *Because this is a 200-level course, the instructor has limited the number of reading assignments each week. Yet, students must be aware that the instructor will be presenting far more information in class than students will have been required to read. This situation requires that students attend class and take copious and careful notes. Exams and quizzes will require students to address both the information presented in assigned readings and the information presented in class.*

FEMA IS Courses (20 points each, 120 points total)

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

- IS-7 A Citizens Guide to Disaster Assistance,
- IS-21.11 Civil Rights and Disaster Assistance,
- IS-403 Introduction to Individual Assistance,
- IS-634 Introduction to FEMA’s Public Assistance Program,
- IS-632a Introduction to Debris Operations, and
- IS-253, Coordinating Environmental and Historical Preservation Compliance.

The inclusion of these training courses within the recovery 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 practice in the field related to recovery issues.

It is expected that students will have completed the assigned courses by the date due. Timely course completion will be critical as we will be critically analyzing current practice in class.

If students present a printed copy of their Completion Certificate OR a printed copy of the email they received from FEMA confirming that they passed the course in class on the date due, then the student will 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 can present the instructor with their FEMA IS Transcript, Completion Certificate, or a printed copy of the email they received from FEMA confirming that they passed the course as evidence and they will be exempted from the IS Course and the points related to it.

Quizzes (10 points each, approximately 100 points total)

Beginning in the second week of the course, the instructor will begin to give unannounced quizzes. Quizzes will be based on class topics, lecture material, and/or reading assignments associated with the week. Each quiz will be worth 10 points and there will be between 10 and 14 quizzes. Quizzes will be evaluated based on the accuracy of the answers students provide to questions posed. Students will be able to drop the lowest score received on a quiz (Note: *The student must have actually taken the quiz to drop the score*).

Exams (100 points each, 300 points total)

There will be three essay exams worth 100 points each. Each exam will be comprised of short answer and essay questions. The essay exams will be taken during class or given as take home exams. The manner in which the essays will be evaluated is depicted in Appendix A: Emergency Management Program Grading Rubric for Writing Assignments attached at the end of this syllabus.

Tentative Course Schedule

Date	Topic	Assignments
Week One: August 22-26		
• Course Introduction • Theoretical Framework and Definitions	Assignment(s):	<ul style="list-style-type: none">• Complete Plagiarism Training Module, due the 29th• Complete Pre-Assessment, due the 29th• Complete IS-7, due the 29th
	Reading(s):	<ul style="list-style-type: none">• None
Week Two: August 29-September 2		

<ul style="list-style-type: none"> Overarching Recovery Issues <ul style="list-style-type: none"> General Factors Influencing Recovery Measuring Recovery 	Assignment(s): <ul style="list-style-type: none"> DUE THE 29th: Plagiarism Training Module, Pre-Assessment, and IS-7 Completion Certificates, due the 29th Reading(s): <ul style="list-style-type: none"> Rubin, C. (1985). The community recovery process in the United States after a major natural disaster. <i>International Journal of Mass Emergencies and Disasters</i>, 3(2), 9-28. Berke, P. Kartez, J., & Wenger, D. (1993). Recovery after disaster: Achieving sustainable development, mitigation, and equity. <i>Disasters</i>, 17, 93-109.
Week Three: September 5-9—NO SCHOOL ON MONDAY, SEPTEMBER 5	
<ul style="list-style-type: none"> Stakeholder Groups and Recovery <ul style="list-style-type: none"> Local Level Government 	Assignment(s): <ul style="list-style-type: none"> None Reading(s): <ul style="list-style-type: none"> Alesch, D., Arendt, L., & Holly, J. (2009). Chapter 4: Recovery: Beyond restoring the built environment, Chapter 5: Forces that complicate community recovery, Chapter 6: Often local economy unravels, Chapter 7: Post-event demographic changes, Chapter 8: Housing and rebuilding issues, Chapter 10: Local government workload and employee stress, Chapter 11: A diminished revenue base, Chapter 12: Skyrocketing expenses, cash shortages, and closing the revenue gap.. In <i>Managing for long-term community recovery in the aftermath of disaster</i>. Fairfax, VA: Public Entity Risk Institute.
Week Four: September 12-16	
<ul style="list-style-type: none"> Stakeholder Groups and Recovery <ul style="list-style-type: none"> Voluntary Agencies 	Assignment(s): <ul style="list-style-type: none"> None Reading (s): <ul style="list-style-type: none"> Chandra, A., & Acosta, J. (2009). The role of nongovernmental organizations in long-term human recovery after disaster. Santa Monica, CA: The RAND Corporation. Smith, G. A (2011). Nonprofit relief organizations. In G. Smith, <i>Planning for post-disaster recovery: A review of the United States disaster assistance framework</i> (pp. 127-156). Fairfax, VA: Public Entity Risk Institute.
Week Five: September 19-23	
<ul style="list-style-type: none"> Stakeholder Groups and Recovery <ul style="list-style-type: none"> Businesses 	Assignment(s): <ul style="list-style-type: none"> Exam One, due the 23rd by midnight Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 8: Business recovery. In B. Phillips, <i>Disaster recovery</i> (pp. 231-262). New York: Taylor & Francis. Smith, G. A (2011).The private sector and for-profit organizations. In G. Smith, <i>Planning for post-disaster recovery: A review of the United States disaster assistance framework</i> (pp. 157-191). Fairfax, VA: Public Entity Risk Institute.
Week Six: September 26-30	
<ul style="list-style-type: none"> Stakeholder Groups and Recovery <ul style="list-style-type: none"> Individuals and Households 	Assignment(s): <ul style="list-style-type: none"> IS-403 Completion Certificates due the 30th Reading(s): <ul style="list-style-type: none"> Bolin, R., & Trainer, P. (1978). Modes of family recovery following disaster: A cross-national study. In E. L. Quarantelli (ed.), <i>Disasters: Theory and research</i> (pp. 234-247). Beverly Hills, CA: Sage Publications. Smith, G. A (2011). Individuals and emergent groups. In G. Smith, <i>Planning for</i>

	<i>post-disaster recovery: A review of the United States disaster assistance framework</i> (pp. 239-260). Fairfax, VA: Public Entity Risk Institute.
Week Seven: October 3-7	
<ul style="list-style-type: none"> Stakeholder Groups and Recovery <ul style="list-style-type: none"> State and Federal Government and Others 	Assignment(s): <ul style="list-style-type: none"> None
	Reading(s): <ul style="list-style-type: none"> Liu, A. (2010). <i>Federal post-disaster recovery: A review of programs</i>. Washington, DC: Metropolitan Policy Program and the Brookings Institute. Smith, G. A (2011). The public sector: Federal, state, and local governments. In G. Smith, <i>Planning for post-disaster recovery: A review of the United States disaster assistance framework</i> (pp. 35-72). Fairfax, VA: Public Entity Risk Institute.
Week Eight: October 10-14	
<ul style="list-style-type: none"> Recovery Planning 	Assignment(s): <ul style="list-style-type: none"> Mid-semester Assessment, complete by the 14th
	Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 3: Disaster recovery planning. In B. Phillips, <i>Disaster recovery</i> (pp. 61-130). New York: Taylor & Francis. Smith, G. A (2011). Planning for disaster recovery. In G. Smith, <i>Planning for post-disaster recovery: A review of the United States disaster assistance framework</i> (pp. 265-314). Fairfax, VA: Public Entity Risk Institute.
Week Nine: October 17-24	
<ul style="list-style-type: none"> Overarching Recovery Issues <ul style="list-style-type: none"> Legal Issues and Laws 	Assignment(s): <ul style="list-style-type: none"> IS-21.11 Completion Certificates due the 12th
	Reading(s): <ul style="list-style-type: none"> Abbot, E. (2005). Representing local governments in catastrophic events: DHS/FEMA response and recovery issues. In <i>Are you ready? What lawyers need to know about emergency preparedness and disaster recovery</i>, Course materials (pp. 2-18). Washington DC: American Bar Association. Moss, M., Schellhamer, C., & Berman, D. (2009) The Stafford Act and priorities for reform. <i>Journal of Homeland Security and Emergency Management</i>, 6(1), Article 13.
Week Ten: October 24-28	
<ul style="list-style-type: none"> Overarching Recovery Issues <ul style="list-style-type: none"> Mitigation, Sustainability, Resilience 	Assignment(s): <ul style="list-style-type: none"> Exam Two due the 27th by midnight
	Reading (s): <ul style="list-style-type: none"> Passerini, E. (2000). Disasters as agents of change in recovery and reconstruction. <i>Natural Hazards Review</i>, 1(2), 67-72. Reddy, S. (2000). Factors influencing the incorporation of hazard mitigation during recovery from disaster. <i>Natural Hazards</i>, 22, 185-201.
Week Eleven: October 31-November 4	
<ul style="list-style-type: none"> Recovery Tasks <ul style="list-style-type: none"> Damage Assessment Utilities Restoration <i>Sidebar: PDDs</i> 	Assignment(s): <ul style="list-style-type: none"> None
	Reading(s): <ul style="list-style-type: none"> Sylves, R. (2008). Chapter 4: Understanding disaster policy through presidential disaster declarations. In. R. Sylves, <i>Emergency management and</i>

	<i>homeland security disaster policy and politics</i> (pp. 76-107). Washington, DC: CQ Press.
Week Twelve: November 7-11	
<ul style="list-style-type: none"> Recovery Tasks <ul style="list-style-type: none"> Restoration of Community Services Infrastructure 	Assignment(s): <ul style="list-style-type: none"> IS-634 Completion Certificate due the 7th
	Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 9: Infrastructure and Lifelines. In B. Phillips, <i>Disaster recovery</i> (pp. 263-290). New York: Taylor & Francis.
Week Thirteen: November 14-18	
<ul style="list-style-type: none"> Recovery Tasks <ul style="list-style-type: none"> Debris Management 	Assignment(s): <ul style="list-style-type: none"> IS-632a Completion Certificate due the 12th
	Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 4: Debris management. In B. Phillips, <i>Disaster recovery</i> (pp. 61-130). New York: Taylor & Francis
Week Fourteen: November 21-25— NO SCHOOL ON FRIDAY, NOVEMBER 25	
<ul style="list-style-type: none"> Recovery Tasks <ul style="list-style-type: none"> Social Psychological Recovery Volunteer Management Donations Management 	Assignment(s): <ul style="list-style-type: none"> None
	Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 10: Social psychological recovery, Chapter 12: Donations, and Chapter 14: Voluntary Organizations. In B. Phillips, <i>Disaster recovery</i> (pp. 291-332, 369-398, 429-464). New York: Taylor & Francis.
Week Fifteen: November 28-December 2	
<ul style="list-style-type: none"> Recovery Tasks <ul style="list-style-type: none"> Housing 	Assignment(s): <ul style="list-style-type: none"> None
	Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 7: Housing. In B. Phillips, <i>Disaster recovery</i> (pp. 187-230). New York: Taylor & Francis.
Week Sixteen: December 5-9	
<ul style="list-style-type: none"> Recovery Tasks <ul style="list-style-type: none"> Environmental Recovery Historic and Cultural Resources 	Assignment(s): <ul style="list-style-type: none"> IS-253 Completion Certificate due the 5th Post-Assessment, due the 10th
	Reading(s): <ul style="list-style-type: none"> Phillips, B. (2009). Chapter 5: Environmental recovery and Chapter 6: Historic and cultural resources. In B. Phillips, <i>Disaster recovery</i> (pp. 133-186). New York: Taylor & Francis.
Finals Week: December 12-16	
<ul style="list-style-type: none"> Final Exam, December 13 from 1-3p.m. 	

This schedule is tentative and is subject to change at the instructor's discretion.

Evaluation

Grade Scale			Letter Grade Scale		
Graded Item	Points	Percentage	Point Range	Percentage Range	Letter Grade
Assessments	30	5%	600-540	90-100%	A
Plagiarism Training Module	10	1.7%	539-480	80-89%	B
FEMA IS Courses	120	21%	479-420	70-79%	C
Quizzes (appx.)	100	17.8%	419-360	60-69%	D
Exams	300	53.5%	Less than 360	Less than 60%	F
Total	560	100%			

Late Policy

Late assignments will receive a 10% reduction of possible points per day (Saturdays and Sundays included). Late assignments will only be accepted for five (5) calendar days after the original due date. If you know you will have difficulty getting an assignment done on time, please see the instructor in advance.

Course Expectations

1. Preparation and Participation:

All students are expected to arrive to class prepared to participate in activities and discussions related to the topics and readings associated with a given day.

2. 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 Chair of the Department Emergency Management to initiate cancellation of the student's registration in the course.

3. 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.

4. 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.

5. 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.

Appendix A. Emergency Management Program Grading Rubric for Writing Assignments

The following standardized grading rubric will be used to evaluate all writing assignments, essays, and papers in emergency management courses. Faculty evaluations of student writing will consider a minimum of four areas: Structure and Organization, Content, Style, and Mechanics. Faculty may also choose to add additional considerations within each area and/or add another area of evaluation to adapt the grading rubric to specific or unique writing assignments. Prior to giving a writing assignment, faculty will inform students of the point values within each evaluation area.

Structure and Organization (For Tests Evaluated PER ESSAY)					
<i>Opening</i>	Introduction is engaging and a thesis statement clearly tells the reader where the writing assignment is going to take them.	Introduction is informative and thesis statement is focused.	Introduction may be weak. Thesis is evident, but may need sharper focus.	Introduction is weak. Thesis is weak.	No introduction evident. No thesis statement.
<i>Main Body</i>	Paragraph sequence is logical; transitions clarify relationships of ideas. Paragraphs are unified and coherent.	Sequence of paragraphs is logical; transitions are generally smooth. Paragraphs are unified and coherent.	Organization is apparent but not consistent. Transitions are lacking. Paragraphs lack coherence and are often short.	Organization is haphazard; paragraphs breaks are illogical. Short undeveloped and/or repetitive paragraphs.	No organization evident.
<i>Conclusion</i>	Conclusion reinforces where the writing assignment has attempted to take the reader.	Conclusion is well written and goes beyond summary.	Conclusion merely summarizes what was written in the writing assignment.	Conclusion is weak.	No conclusion evident.
Content (For Tests Evaluated PER ESSAY)					
<i>Accuracy</i>	Answers all parts of the assignment, question, or prompt and answers all parts with complete accuracy.	Answers all parts of the assignment, question, or prompt, but has one minor issue related to accuracy.	Answers most aspects of the assignment, question, or prompt and/or has more than one minor issue related to accuracy.	Does not answer most parts of the assignment, question, or prompt and/or has one major issue related to accuracy.	Fails to address multiple aspects of or grossly misinterprets the assignment, question, or prompt and/or has more than one major issue related to accuracy.
<i>Analysis and Originality</i>	Excellent analysis of topic is evident. Writing demonstrates student's clear grasp and ownership of material. Response to topic is original and demonstrates insight into topic.	Analysis is good. Student establishes clear familiarity with material and Response to topic demonstrates careful thought on the topic.	Analysis of topic is superficial; student establishes they are adequately familiar with material; and/or response to topic is appropriate but needs more sustained thinking.	Topic is addressed inadequately and/or writing does not clearly demonstrate the student's thought on or knowledge of the topic.	Inappropriate analysis given topic. Little thought evident.
<i>Evidence</i>	Ideas are well developed with significant and persuasive evidence, use of supporting evidence is both apropos to the points being made and thorough, and writer in a consistent format and accurately references or cites supporting information.	Ideas are well developed with effective evidence and support and writer references or cites supporting information in a consistent format.	Some ideas are underdeveloped and/or some key points may lack support but adequate attempt is made to support major points and cite sources.	Ideas lack development, are overly generalized, and/or ramble and/or very little if any evidence or support from course materials is used or cited.	No development of ideas and/or no evidence or support from course materials is used or cited.
Style and Mechanics (For Tests Evaluated OVERALL)					
<i>Sentence Structure</i> <i>Diction</i> <i>Grammar</i> <i>Spelling</i> <i>Punctuation</i>	Sentences are skillfully constructed, varied, and distinctive. Diction is fresh and precise. Perfect use of the English language. Perfect grammar. Perfect spelling. Perfect punctuation.	Sentences are generally concise and varied. Diction is fluent. Accurate use of the English language. Few deviations from standard grammar. Few spelling errors. Few punctuation errors.	Sentences are appropriate but may show little complexity or variety and some awkwardness. Diction is generally clear and idiomatic. Occasional vague wording or misuse of the English language. Occasional fragments or other errors. Occasional misspellings. Occasional punctuation errors such as comma splices.	Awkward sentences and/or obscure train of thought. Diction is often vague, repetitive, incorrect, and unidiomatic. Repeated fragments or other errors. Repeated misspellings. Repeated punctuation errors such as comma splices.	Sentences lack structure, coherence, and cogence. Diction is vague, repetitive, incorrect, and/or unidiomatic throughout. Serious grammatical errors throughout. Serious and repeated errors in spelling. Serious and repeated errors in punctuation.