#### UPDATED EMGT 101: EMERGENCIES, DISASTERS, AND CATASTROPHES (3 credits)

# Fall 2018

**MWF 1:00 p.m. – 1:50 p.m.**

 **Room: NDSU South Engineering 116**

**Credits:** 3

**Instructor:** Dr. Samantha Montano

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**Office Hours:** Tuesday from 1:00-3:00pm and Friday from 2:00-4:00pm and by appointment

**Course Bulletin Description**

“An overview of emergencies, disasters, and catastrophes from a social, political, historical, policy, environmental, international and cross-cultural perspective. Focuses on differences in these events in terms of scale as well as cause from the disaster phase approach.”

**Course Purpose**

The purpose of the course is to provide you with a basic understanding of emergencies, disasters, and catastrophes, and how the United States creates, interacts, and copes with these events. The course will simultaneously pursue three themes to accomplish this general purpose including 1) the history of hazard events in the United States, 2) ways human beings can change the impacts of disasters, and 3) the way the management of hazard events has changed over time in the United States.

**Course Goals**

As part of this course, you will perceive that you have increased your

* familiarity with the emerging profession and principles of emergency management;
* comfort with thinking critically, articulating thoughts and opinions, synthesizing material from multiple sources and points of view, and conducting research related to some emergencies, disasters, catastrophes, and why they occur where they do, when they do, and how they do in the United States;
* understanding of the issues, choices, and trade-offs involved in preparing for, responding to, mitigating against, and recovering from hazard events in the United States; and,
* understanding of the role that individuals and local communities need to play in reducing vulnerability to hazards and increasing resilience.
* knowledge of what role they can play as stakeholders in the distributed function of emergency management

**Course Objectives**

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

* describe hazards and how they vary;
* distinguish between emergencies, disasters, and catastrophes;
* articulate some of the ways humans interact with hazards in the United States to produce hazard events;
* relate key hazard events in the history of the United States and their influence on emergency management;
* describe some of the issues, choices, and trade-offs involved in preparedness, mitigation, response, and recovery;
* distinguish between myths about hazard events and human behavior during hazard events and what research has shown to be true of hazard events;
* identify and describe basic concepts in emergency management; and,
* explain your role as a stakeholder in the distributed function.

**General Expectations**

*Technology Use*The Department of Emergency Management has a department-wide technology policy that bans the use of technology in the classroom for anything other than instructor-sanctioned classroom activities. Included in this classroom usage ban are cell phones, laptops, tablets, smart watches, and any other technology that disrupts individual attention and learning. Students who have a verifiable need to use technology for valid educational purposes, must identify and validate that need with the course instructor at the beginning of the semester.

Students engaging in technology use in class will be warned once.  Upon a second incident, the student will be required to meet the instructor outside of class to discuss the matter. A third incident will result in consultation with the Department Head and may result in further action.

*Behavioral Expectations*

The Department of Emergency Management has department-wide behavioral expectations that align with university-level expectations. University policy delineates expectations regarding student responsibilities and student conduct (*NDSU Policy, Sections 335 and 601).*Violations of university policy will be dealt with in accordance with university-level disciplinary processes.

*Participation*

Classes are more engaging and interesting for both you and me when there is widespread participation during class meetings and activities. This course makes extensive use of small group and large group activities and discussions to introduce ideas and content, as well as deepen your understanding of the information. Your learning experience is thus dependent—to some extent—on your classmates and vice versa. Because of this, it is essential that you not only attend class each day, but that you show up prepared and ready to participate in the day’s activities and discussions.

You are also expected to TAKE NOTES. Due to the nature of this course and the relative newness of the field of emergency management, an introductory textbook is not being assigned. Thus, I will be communicating key information through lecture and activities that will not be duplicated in reading assignments. *Note-taking and review of notes will be integral to your ability to participate in and successfully complete the course*.

*Diversity*

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. Therefore, this course seeks to create an environment where equal opportunity is guaranteed 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, and/or diversity in thinking, opinion, beliefs, argument. This is basic human decency; it is the law; and part of what college is all about.

*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](http://www.ndsu.edu/fileadmin/policy/335.pdf) 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](http://www.ndsu.edu/registrar/). 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 (www.ndsu.edu/disabilityservices)](http://www.ndsu.edu/disabilityservices/) as soon as possible.

**Assignments**

**Quiz: Syllabus Quiz** (5 points)

Rather than overwhelm or bore you in a lecture that reviews this document, you will need to read this document on your own and be prepared to take a short quiz on its contents. The quiz will be given during the second class period and will consist of true/false, multiple choice, and short-answer questions. The quiz will be worth five points and will be evaluated based on the accuracy of your answers to the questions posed. Reviewing the highlighted and bold lines in the syllabus will be helpful in preparing for this assignment.

**Quizzes: In-Class** (10 points each, approximately 120 points total)

Beginning in the second week of the course, I will begin giving quizzes in class. The weeks where in-class quizzes will be given are noted on the course schedule below, however, the actual quiz day will remain unannounced. On quiz days, you will pick up the quiz on the way into class. You will have the first 10 minutes of the class period to complete the quiz. Question types will include true/false, multiple choice, matching, and short answer. Each quiz will be worth up to 10 points and will be evaluated based on the accuracy of the answers you provide to questions posed. The quizzes will primarily be comprised of questions related to the class topics, lecture material, and/or reading assignments that you have been exposed to since your last quiz; however, old questions may be repeated throughout the semester.

**Quizzes: Take Home** (25 points each, 50 points total)

During the semester, there will be two take home essay quizzes. The weeks where take home essay quizzes will be given are noted on the course schedule below. For essay quizzes, you will until the next class period from receipt to write (or type) an essay that fully addresses the prompt. Completed essay quizzes will be due in class, although they may be turned in to me prior to the due date if necessary. Each take home essay quiz will be worth 25 points. A rubric will be passed out with each take home quiz that depicts that exact manner in which the quiz will be evaluated. Important notes: *You must use evidence from lecture and/or readings to support the arguments you make as part of your quiz!*

**In Class Activities: Higher Level Learning (HLL) Activities** (5-10 points each, approximately 120 points total)

While the primary interest of this course is in helping you understand and remember things about emergencies, disasters, and catastrophes, there is also an interest in providing you the opportunity to engage in higher level learning activity—applying what you are learning and analyzing issues, cases, or scenarios in the context of what you are learning. Most of the time, following lecture and reading on a topic, you will have the opportunity to engage in an activity. Most activities will be associated with a work product that must be completed and submitted within class time in the period assigned; however, there may be some occasions where an activity begun during class time must be completed outside of class. There will be a discussion around each activity during which you may add to or correct your work product *using a writing utensil of another color.* Weeks where an in-class activity are planned are noted on the course scheduled below. Feedback will be provided for all activities—including feedback in the form of a grade. Activity assignments will vary in point value from 5 to 10 points and will be graded based upon level of initial effort (50%) and the accuracy **AND** thoroughness of the overall assignment (50% and includes additions/corrections made during discussion).

**Out of Class Assignment: Plagiarism Training Module** (10 points)

You will be asked to complete written assignments on your own. To avoid a failing grade on these assignments (or much worse), it is critical that you understand and avoid plagiarism. It is SO important that you are being required to turn-in a certificate of completion of Indiana University Bloomington’s Plagiarism Training Module (available for free at <https://www.indiana.edu/~istd/>). You must pass the test at the end of the tutorial (If you have taken this test for another class, please do so again just to be sure that you are on top of this very important issue. Thanks.) This module test must be completed and the certificate handed-in before any written assignments will be graded. (This means that late points will be deducted from written assignments handed-in on time until the plagiarism certificate is also handed-in). We are serious and will abide by [NDSU Policy 335: Code of Academic Responsibility and Conduct](http://www.ndsu.edu/fileadmin/policy/335.pdf). Successful completion of the tutorial and submission of the certificate will be worth 10 points.

**Out of Class Assignment: Reading Reflections** (10 points each, approximately 120 points)

Reading is important, essential even. And yet, in too many courses, reading is often left undone or only minimally done. To help you prioritize reading for each module and to get you thinking about the reading content, I have attached points to the reading assignments. For each module, you will be required to demonstrate that you have read and reflected upon the assigned readings.

 Specifically, you will be responsible for answering two prompts:

1. Write a paragraph summarizing this module’s readings (e.g., What were the main points of the readings? If there were multiple readings, what themes did you see across them?)
2. Write a paragraph reflecting on this module’s readings (e.g., What did you find interesting? Did the readings leave you with any questions? Can you see connections to previous class readings/ lectures?)

You may find some additional guidance from me for certain modules in cases where there are specific points that I want you to reflect upon as your think about the readings. In those instances, the second prompt will be slightly different so make sure you read the prompts going into each module’s reflections.

Reading reflections for each module will be completed on Blackboard. Due dates for each reflection are listed on the tentative course schedule below. Points will be assigned based on thoroughness (did you fully address each prompt) and accuracy (is what you are saying correct). Remember, the point here is to demonstrate that you have read and thought about the assigned readings!

**Required Readings:**

1. Rubin, C.B. (ed.) (2010). Emergency management: The American experience 1900-2010, Second Edition. Fairfax, VA: Public Entity Risk Institute (PERI).
2. Other materials as assigned. Available on Blackboard or through the library.

**Out of Class Assignment: Catastrophe Op-Ed Piece** (10 points for rough draft, 45 points for final assignment, 55 points total)

There are areas of the United States that could potentially be affected by a hazard event that we would classify as a catastrophe. Yet, in many of these locations, communities either are unaware of the risk or choose to ignore it. You will write an op-ed piece intended to persuade a community or locale that they need to pay attention. Your op-ed piece must accurately address the following information as part of your argument (although not necessarily in any particular order): 1) the history of this type of incident in the area and/or in the United States, 2) the possible impacts (direct and indirect) that might be felt by individuals, organizations, and/or the government, 3) how we as individuals, organizations, and/or the government create/interact with the hazard to make it a potential catastrophic event, 4) the reasons this would be a catastrophe and not a disaster, 5) the kinds of actions/activities that COULD be done to minimize or prevent damage from this hazard and 6) the extent to which any of these activities have been done (e.g. how prepared are we to respond and recover from this catastrophe?). An information sheet to guide your completion of this op-ed piece is available on Blackboard in the Module 12: Catastrophes folder within the Course Content section. The homework assignment will be worth 55 points. The manner in which this assignment will be evaluated will be handed out in class with the assignment *(Important note: evidence will be required to support your arguments!)*. A draft of your catastrophe op-ed piece will be due in the class denoted on the schedule below. You will have an opportunity during that class to engage in a peer review and discussion process. Your final version will be submitted to me through Safe Assign in the Content section, Module 12: Catastrophes folder on Blackboard by 11:59 pm on the date due noted below.

You may earn 5 points of extra credit on your op-ed assignment by having your piece reviewed by the Center for Writers (located in Rm 16 at the library) prior to submission of the final draft.

**Out-of-Class Assignment: Higher Level Learning (HLL) Activities** (20-30 points each, approximately 120 points total)

There will be certain higher level learning activities that will occur out of class. These activities will be posted on Blackboard in the folder corresponding to the Module for which they are assigned. Dates where an out-of-class activity will be due are noted on the course schedule below. Instructions for the activity will be announced in-class and through Blackboard. As with in class activities, there will be a discussion around each activity during which you may add to or correct your work product *using a writing utensil of another color.*  Feedback will be provided for all activities—including feedback in the form of a grade. Activity assignments will vary in point value from 20 to 30 points and will be graded based upon level of initial effort (50%) and the accuracy **AND** thoroughness of the overall assignment (50% and includes additions/corrections made during discussion). Unless otherwise noted, activity assignments will be due in class on the assigned date, however, outside submissions may be accepted by me on a case-by-case basis.

**Out of Class Assignment: Where I Fit Reflections** (20 points each, 100 points total)

Emergency management is not just the responsibility of emergency managers. Many individuals, organizations, and government entities have a role in the completion of the activities related to emergency management tasks. This includes you! You will write a series of reflections that discuss how you fit into emergency management and what role you might have within the distributed function (or the profession/discipline!). These reflections should demonstrate how you have contemplated and personalized the material offered through class lecture and assigned readings.

*Reflection One:* You will write a page or two double-spaced that tells me a bit about you, namely where you are hoping to live (location, housing type, who you are planning to live with) and what you are hoping to do upon graduation (organization, job type). The purpose of this reflection is to begin getting you to think about where you will be after college and set the stage for the remaining reflections.

*Reflection Two:* Based on our initial discussion around hazards, vulnerability, and risk, you will then write a two- to three-page double-spaced reflection that identifies the primary hazards you will face, how you might be vulnerable to those hazards, and how you think about your risk in this future life upon graduation.

*Reflection Three:* Following our discussion of the **preparedness** and **response** phases, you will draft a two- to three-page double-spaced submission that talks about how and the extent to which you might become involved in **ONE** of those two phases, either as an individual, as part of your future organization, or as a member of your community.

*Reflection Four:* Following the discussion of **mitigation** and **recovery**, you will draft a two- to three- pages double-spaced submission that talks about how and the extent to which you might become involved in **ONE** of those two phases, either as an individual, as part of your future organization, or as a member of your community.

*Reflection Five:* Your final reflection will be a page or two double-spaced submission that describes your most important takeaways from this course as you proceed with your studies and your life in general. Connections can and should be made here with both your major/minor and your personal life.

Your reflections will be submit the Where I Fit Reflections on Blackboard by 11:59 pm on the due dates noted below. The manner in which these reflections will be evaluated are posted in the folder as well. Please note that you will have an opportunity to revise your first four reflections should you desire based on my feedback and your continued thinking as the course evolves. Revisions will be due via paper copy to me by the date listed in the syllabus below.

You may earn 2 points of extra credit per reflection assignment (so up to 10 points total) for having your essay reviewed by the Center for Writers (located in Rm 16 at the library) prior to submission. The Center for Writers is an excellent campus resource whose express mission is to help students improve their writing skills. I would encourage you to take advantage of their expertise!

**Attendance Policy**

According to university policy Section 333 (www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected. Only absences listed within Section 333 will be considered excused and only with official documentation from the entity requiring the student’s absence. The instructor must be notified of these excusable absences a minimum of one week in advance of the absence.

Where officially excused absences are recognized by the instructor,

* *Quizzes*—For pedagogical reasons, quizzes are impossible to make up. These quizzes are based, in large part, on information presented in lecture immediately preceding the quiz and the instructor integrates feedback into the course in the class period following the quiz (exposing all students to the correct answers to the quiz). Yet, the student will be able to complete an alternate assignment to enhance learning associated with the course and have the potential to earn points commensurate with those associated with any in class activities missed. See quiz and assignment alternate/extra credit section below for details.
* *In Class Activities*—For pedagogical reasons, in class activities are impossible to make up. These activities have been designed to require group work, integrate information from in-class lecture immediately preceding the activity, and then inform a follow up discussion with the class as a whole. It is not possible for the instructor to recreate this environment outside of class. Yet, the student will be able to complete an alternate assignment to enhance learning associated with the course and have the potential to earn points commensurate with those associated with any in class activities missed. See quiz and assignment alternate/extra credit section below for details.
* *Out of Class Assignments*—The student must make arrangements with the instructor to submit, via email, any assignments due during their excused absence. At the instructor’s discretion, the alternate due date for the assignment will be made for the week before or immediately following the excused absence.

**Quiz and Assignment Alternates/Extra Credit**

Students who miss quizzes and/or in class activities due to an excused absence will have access to at least two standing alternate assignments. These standing alternate assignments are posted in the Quiz and Assignment Alternates folder in the Course Content section of Blackboard. Point values vary based on the alternate assignment and are listed on the assignment. Where instructor recognized excused absences result in missing more in class assignments and quizzes than there are alternate assignments, the instructor will provide the student additional alternate assignments on a case by case basis. Students in the class who desire extra credit may complete the assignments in the Extra Credit Folder in the Course Content section of Blackboard.

**Evaluation**

**Grade Scale**

|  |  |  |
| --- | --- | --- |
| *Graded Item* | *Points* | *Percentage* |
| Syllabus QuizPlagiarism Training Module | 510 | 0.7%1.4% |
| Reading Reflections | 120 | 17.0% |
| Homework | 55 | 7.8% |
| In-Class Quizzes\* | 130 | 18.4% |
| Take Home Quizzes | 50 | 7.1% |
| In-Class HLL Activity\* | 120 | 17.0% |
| Out-of-Class HLL Activity\* | 115 | 16.3% |
| Where I Fit Reflections | 100 | 14.2% |
| Total | 705 | 100% |
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\* Points and associated percentage that quizzes and HLL activities represent in the grade scale for the class may vary depending on the number of quizzes/activities given.

**Letter Grade Scale**

|  |  |  |
| --- | --- | --- |
| *Point Range* | *Percentage Range* | *Letter Grade* |
| 631-705561-630 | 90-100%80-89% | AB |
| 490-560 | 70-79% | C |
| 420-489 | 60-69% | D |
| Less than 420 | Less than 60% | F |

**Tentative Course Schedule \*This schedule is tentative and is subject to change at my discretion. \***

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments** |
| Week One: August 20-24 |
| Topics:* Course Introduction
* Theoretical framework and definitions
 | Assignment(s):* **AUGUST 24th**: Syllabus quiz
* **NOTE:** Plagiarism Training Module due Wednesday, August 29th
* In-class HLL this week
* Module 1 reading reflection due Friday by 11:59 pm
 |
| Reading(s): Metcalfe, John. (2017). The huge costs of weather damage in 2016. *CityLab.* Accessed at:<https://www.citylab.com/environment/2017/01/noaa-2016-climate-disasters-billion-dollar-costs/512630/>  |
| Week Two: August 27-31  |
| Topics:* Theoretical framework and definitions
* Hazards and varying events
 | Assignment(s):* **AUGUST 29TH:** Plagiarism Training Module due
* **NOTE:** Reflection 1 due Monday, September 3rd via Blackboard
* In-class quiz this week
* In-class HLL activity this week
 |
| Reading(s): None |
| Week Three: September 3-7 |
| Topics:* Hazards and varying events
 | Assignment(s):* **SEPTEMBER 3RD:** Reflection 1 due via Blackboard
* In-class quiz this week
* In-class HLL activity this week
* Module 2 reading reflection due Friday at 11:59 pm
 |
| Reading(s):* Morrow, B. (1999). Identifying and mapping community vulnerability. Disasters, 23(1), 1-18.
* Thomas, D., & Mitchell, J. (2001). Which are the most hazardous states? In S. Cutter (ed.), *American hazardscapes: The regionalization of hazards and disasters* (pp. 115-155). Washington, DC: Joseph Henry Press.
 |
| Week Four: September 10-14 |
| Topics:* Emergencies versus disasters
 | Assignment(s):* In-class quiz this week
* Two in-class HLL activities this week
* Module 3 reading reflection due at 11:59 pm
 |
| Reading (s):* Auf der Heide, E. (1989). *Disaster response* (pp. 33-51). St. Louis, CV Mosby.
 |
| Week Five: September 17-21 |
| Topics:* Preparedness
 | Assignment(s):* **NOTE:** Out-of-class HLL activity assigned this week, due via Survey Monkey on Monday, September 24th
* Take-home quiz this week
* In-class HLL activity this week
* Module 4 reading reflection due at 11:59 pm
 |
| Reading(s):* Perry, R.W. & Lindell, M. K. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. *Disasters*, 27(4), 336-350.
* McKay, J. (2012). The preparedness message isn’t reaching the public. *Emergency Management*,

<http://www.emergencymgmt.com/disaster/Preparedness-Message-Isnt-Reaching-Public.html>* Council for Excellence in Government. (2006). Are we ready? Introducing the public readiness index: A survey-based tool to measure the preparedness of individuals, families, and communities. Accessed at: <https://www.fema.gov/media-library-data/20130726-1910-25045-5489/public_readiness_index.pdf>
 |
| Week Six: September 24-28  |
| Topics: * Preparedness
* Disasters and how managed them pre-1950
 | Assignment(s):* **SEPTEMBER 24TH:** Out-of-class HLL due via Survey Monkey
* **NOTE:** Reflection 2 due Monday, October 1st via Blackboard
* In-class quiz this week
* In-class HLL this week
* Module 5 reading reflection due Friday at 11:59 pm
 |
| Reading(s): * Chapter 1, 2, and 3. Rubin, C.B. (ed.) (2010). *Emergency management: The American experience 1900-2010*. 2nd Edition. Fairfax, VA: Public Entity Risk Institute (PERI).
 |
| Week Seven: October 1-5 |
| Topics:* Case studies
* Response
 | Assignment(s):* **OCTOBER 1ST:** Reflection 2 due via Blackboard
* In-class quiz this week
* In-class HLL activity this week
 |
| Reading(s): None |
| Week Eight: October 8-12 |
| Topics:* Response
 | Assignment(s):* **NOTE:** Out-of-class HLL activity assigned this week, due Tuesday, October 17th
* In-class quiz this week
* In-class HLL activity this week
* Module 6 reading reflection due at 11:59 pm
 |
| Reading(s):* Drabek, T. (2010). The human side of disaster (pp. 107-168). New York: CRC Press.
* Florida, Richard. (2017). The rescue impulse. *CityLab.* Accessed at: <https://www.citylab.com/life/2017/09/the-rescue-impulse/539820/>
 |
| Week Nine: October 15-19 |
| Topics:* Disasters and how we managed them 1950-1978
* Case studies
 | Assignment(s):* **OCTOBER 17TH:** Out-of-class HLL activity due
* **NOTE:** Reflection 3 due Monday, October 22nd via Blackboard
* In-class quiz this week
* Two in-class HLL activities this week
* Module 7 reading reflection due Friday at 11:59 pm
 |
| Reading(s):* Chapter 4. Rubin, C.B. (ed.) (2010). *Emergency management: The American experience 1900-2010*. 2nd Edition. Fairfax, VA: Public Entity Risk Institute (PERI).
 |
| Week Ten: October 22-26 |
| Topics:* Mitigation
 | Assignment(s):* **OCTOBER 22ND:** Reflection 3 due via Blackboard
* **NOTE:** Out-of-class HLL activity assigned this week, due Wednesday, October 31st
* In-class quiz this week
* In-class HLL activity this week
 |
| Reading(s): None |
| Week Eleven: October 29-November 2  |
| Topics:* Mitigation
* Disasters and how we managed them 1979-2000
 | Assignment(s):* **OCTOBER 31ST:** Out-of-class HLL activity due
* In-class quiz this week
* In-class HLL activity this week
* Module 8 reading reflection due Friday at 11:59 pm
 |
| Reading(s):* Mileti, D. (ed.) (1999). Influences on the adoption and implementation of mitigation. In D. Mileti (ed), *Disasters by design* (pp. 135-154). Washington, DC: National Academy of Sciences.
* Schneider, R. (2002). Hazard mitigation and sustainable community development. Disaster Prevention and Management, 11(2), 141-147.
 |
| Week Twelve: November 5-9 |
| Topics:* Disasters and how we managed them 1979-2000
* Case studies
 | Assignment(s):* In-class quiz this week
* In-class HLL this week
* Module 9 reading reflection due Friday at 11:59 pm
 |
| Reading(s):* Chapter 5. Rubin, C.B. (ed.) (2007). *Emergency management: The American experience 1900-2005*. Fairfax, VA: Public Entity Risk Institute (PERI).
* Labadie, J. (1984). Problems in local emergency management. *Environmental Management, 8*(6), 489-494.
 |
| Week Thirteen: November 12-16 |
| Topics:* Recovery
 | Assignment(s):* Take home quiz this week
* In-class HLL this week (part 1)
* Module 10 reading reflection due Friday at 11:59 pm
 |
| Reading(s):* Aldrich, Daniel. (2017). In disaster recovery, social networks matter more than bottled water and batteries. *Citylab.* <https://www.citylab.com/solutions/2017/02/recovering-from-disasters-social-networks-matter-more-than-bottled-water-and-batteries/516726/>
* White, Gillian B. (2015). A long road home. *The Atlantic.* <https://www.theatlantic.com/business/archive/2015/08/hurricane-katrina-sandy-disaster-recovery-/400244/>
 |
| Week Fourteen: November 19-23, **NO CLASS FRIDAY** |
| Topics:* Recovery
 | Assignment(s):* **NOTE:** Out-of-class HLL activity assigned this week, due Wednesday, November 28th
* In-class quiz this week
* In-class HLL this week (part 2)
* Module 11 reading reflection due **SUNDAY, November 25th**
 |
| Reading(s): * Wise and Nader. (2002). Organizing the federal system for homeland security problems, issues, and dilemmas. *Public Administration Review, 62*, 44-57.
* Chapters 6, 7, and 9. Rubin, C.B. (ed.) (2007). *Emergency management: The American experience 1900-2005*. Fairfax, VA: Public Entity Risk Institute (PERI).
 |
| Week Fifteen: November 26-30 |
| Topics:* Disasters and how we managed them post-9/11
* Catastrophes
 | Assignment(s):* **NOVEMBER 28TH:** Out-of-class HLL activity due
* **NOTE:** Reflection 4 due on Monday, December 3rd via Blackboard
* **NOTE:** Out-of-class HLL activity assigned this week, due Wednesday, December 5th
* **NOTE**: Draft Catastrophe Op-Ed Piece due Wednesday, December 5th
* In-class quiz this week
* Module 12 reading reflection due Friday at 11:59 pm
 |
| Reading(s): * Quarantelli, E. (2005). Catastrophes are different from disasters: Some implications for crisis planning and managing drawn from Katrina. Newark: DE: Disaster Research Center, University of Delaware.
* Schultz, Kathryn. (2015). The really big one. *The New Yorker,* July 20, 2015 Issue. <http://www.newyorker.com/magazine/2015/07/20/the-really-big-one>.
 |
| Week Sixteen: December 3-7 |
| Topics:* Catastrophes
 | Assignment(s):* **DECEMBER 3RD:** Reflection 4 due via Blackboard
* **DECEMBER 5TH**: Out-of-class HLL activity due
* **DECEMBER 7TH**: Draft Catastrophe Op-Ed Piece due
* **DECEMBER 7TH**: Final Day to Submit any revised Reflections
* **NOTE**: Reflection 5 due Wednesday, December 12th by 11:59 pm via Blackboard
* **NOTE**: Your Final Catastrophe Op-Ed Piece due Wednesday, December 12th by 11:59 pm via Blackboard
* In-class quiz this week
 |
| Reading(s): None  |
| Finals Week: December 10-14 |
| * **DECEMEBER 12th:** Final class meeting at 1 pm, EC opportunity
* **DECEMEBER 12th:** Revised Catastrophes Op-Ed Piece **AND** Reflection 5 due via Blackboard by 11:59 pm
 |