

SPEA V275
Introduction to Emergency Management
2nd 8 Weeks, Spring, 2017

Class Meets: 7:15-9:45 pm, Monday & Wednesday,

Contact Information: Debra Schneck, Adjunct Professor
Email: dschneck@indiana.edu
Mailbox located in SPEA Room PV 278
Office hours: By appointment

Course Description: This course provides an overview of the principles and practices of emergency management at the local, state, national and international levels; discusses intergovernmental and intragovernmental relationships important to emergency operations; provides an overview of the US emergency management system, including related laws, policies, and programs; presents the concepts of preparedness, mitigation, response and recovery; and, provides students with the resources necessary to critically assess research, media reports, popular culture, and political rhetoric related to disasters. This course will discuss best practices and proper methodologies for emergency managers as well as ways that students can develop skills and capabilities important to future employers as they seek individuals in this rapidly expanding and multi-faceted professional arena. It will include some lecture, class discussion, reading assignments, internet-based assignments, and video presentations.

Course Goals & Objectives: The course will provide you with a foundational knowledge of emergency (government) management that can be applied academically, professionally, or as a basis for an individual volunteer experience.

This course will help you to:

- Be conversant in the language of emergency management;
- Understand and remember the basic principles of emergency preparedness and response;
- Understand others in terms of roles, relationships, and processes involved in emergency management, preparedness, and response;
- Understand how the processes and profession of emergency management fits within a public (government) management framework (e.g., federal, state, local, nonprofit, NGO, volunteer);
- Apply knowledge gained toward the evaluation of emergency actions, behavior, and outcomes;
- Understand personal and social implications of emergency preparedness and response;
- Discover what can be accomplished (professionally and academically) with the knowledge gained, and how the information can be used in local communities;
- Provide an introduction to the disaster management collegiate network, and discover how additional emergency and disaster management information can be accessed.

Required Text: Haddow, Bullock & Coppola, 2014, *Introduction to Emergency Management*, 5th Edition.

Additional readings are indicated in this syllabus in the Class Schedule, and pdf copies will be placed on Canvas.

Class Format: Class will be comprised primarily of lecture, video instruction and discussion. Time will go quickly, and there is much to accomplish, so it is imperative that you complete all readings before you come to class so that we can have a productive discussion.

Assignments: In addition to the readings and some in-class activities, students must complete the following assignments:

1. *EP in the News.* Beginning April 3rd, each individual, on a day of their choosing, will bring in an article (magazine, internet, newspaper) on some aspect of emergency management/response; present it to the class; and support class discussion of the issue or event described in the article (~5-10 mins.).
2. *Case Summary.* Students will prepare one Case Summary, 5-6 pp. (double-spaced) in length. Written details associated with the case summary will be shared in class. Due: April 17th.
3. *FEMA Online Lessons.* Students will be expected to complete FEMA online courses:
 - IS-005, Introduction to Hazardous Materials (certificate due to instructor by March 27th)
 - IS-100, Introduction to the Incident Command System (certificate due to instructor on April 24th)
 - IS-120, An Introduction to Exercises (certificate due to instructor on April 19th)
 - IS-230, Principles of Emergency Management (certificate due to instructor by April 12th)
 - IS-288, Role of Voluntary Agencies in Emergency Management (certificate due to instructor by April 3rd).
 - IS-907, Active Shooter: What You Can Do (certificate due to instructor by March 29th)
 - IS-909, Community Preparedness: Implementing Simple Activities for Everyone (certificate due to instructor by March 20th)

Details associated with the completion of this online experience, including how to navigate the FEMA online system, will be shared in class.

Extra Credit. If an eighth FEMA lesson/course is completed (and passed), you will earn 25 pts., in the form of extra credit (certificate due to instructor by May 5th). One of the following may be used for extra credit:

- IS-1, Emergency Manager: An Orientation to the Position
- IS-10, Animals in Disasters: Awareness and Preparedness
- IS-42, Social Media in Emergency Management
- IS-75, Military Resources in Emergency Management
- IS-111, Livestock in Disasters
- IS-208, State Disaster Management
- IS-235, Emergency Planning
- IS-240, Leadership & Influence
- IS-241, Decision Making and Problem Solving
- IS-242, Effective Communication
- IS-244, Developing and Managing Volunteers
- IS-546, Continuity of Operations Awareness Course
- IS-660, Introduction to Public-Private Partnerships
- IS-775, EOC Management and Operations
- IS-910, Emergency Management Preparedness Fundamentals
- IS-2900, National Disaster Recovery Framework (NDRF) Overview.

FYI: Numbers are not indicative of level of difficulty. For extra credit, choose the one that interests you the most, and fits best with your course of study.

4. *Assessment, Parts I & II.* Multiple choice assessments are to be completed and submitted on April 10th & April 26th, respectively. Blank assessments will be posted on Canvas one week prior to their respective due dates.
5. *Final Exam.* There will be an exam during Finals Week, which will be a combination of short answer and essay questions. It will be a take-home exam, and is due Friday, May 5th by 12 midnight.

Grades will be assigned using the following point breakdown:

Activity	Percentage	Points	Grade Scale			
<i>Attendance & Participation</i>	10%	100	A+	990-1000	C+	780-799
<i>EP in the News</i>	5%	50	A	921-989	C	720-779
<i>Assessment Parts 1 & 2</i>	20%	200	A-	900-920	C-	700-719
<i>Case Summary</i>	10%	100	B+	880-899	D+	680-699
<i>FEMA Online Work</i>	35%	350	B	820-879	D	620-679
<i>Final Exam</i>	20%	<u>200</u>	B-	800-819	D-	600-619
1000 total points					F	599 & below

Paper Writing Guidelines: All papers are to be written in 11pt or 12pt font, with one-inch margins. Papers are to be double-spaced. I encourage you to write in clear academic prose, using the following general guidelines:

- You should avoid passive sentences and awkward sentence construction, for example, “The issue was avoided by the school principal.” A better sentence is: “The school principal avoided the issue.”
- Avoid dangling participles, overly complex sentences, making verbs into nouns, switching verb tenses, subjects separated from verbs, and poor grammar, in general.
- If you do not know the meaning of a word, look it up or don’t use it.
- Your papers should talk about concrete people and actions. Avoid abstract generalities and vague words.
- Paragraphs should have thesis sentences or sentences that summarize the paragraph’s main point.
- Papers should have a thesis/summary paragraph that explains what the paper is about and why it is important. The thesis paragraph should appear early in the paper, present your argument and hint at the evidence you will use to make your point.
- Length is not a virtue. Good writing can be short or long. Don’t write a lot of words just because you feel it is necessary. Write because you have something to say.
- Avoid overly long introductions and conclusions. They are often wasteful and add nothing to your argument or description.
- Provide evidence for your statements, and cite your sources.

You should consult *The Chicago Manual of Style*, *The Craft of Research* by Booth, Colomb and Williams, and Howard Becker’s *Writing for Social Scientists*. These books all give excellent advice on how to write essays, books and research articles. If you have a specific question, feel free to ask.

Please Note: *If you are unsure of your ability to write clearly, please consider using IU’s Writing Tutorial Services. The Writing Service provides writing assistance by appointment, though walk-in help may also be available. A tutor will be happy to review your outline or draft. Call 855-6738 for an appointment. The service is free. It is one of the best ways to improve and develop a critical life skill.*

Course Policies:

- Cheating: If you copy an answer from another student for a written or computerized lesson or exam, you will automatically receive an F for the course. This is not negotiable.
- Plagiarism: If you use the work of another person, you must cite them properly with a footnote, end note or quotation. Submitting the work of another as your own is intellectually dishonest and will be punished with an F for the course.
- Attendance: Class attendance and participation are important in this class for many reasons. One, information will be addressed and discussed in class that does not appear in the readings. If you need to be absent due to weather conditions, illness, or family emergency, though, that is fine with me, just get class notes from one of the other students. Also, email me and I can send you any information (assignments/due dates) not covered in this syllabus. You are adults and ultimately are still responsible for getting the information from the class you miss.
- Return of Papers & Exams: I shall return all papers and exams in class, except for the final test. I keep all papers and exams from a course for one year then I throw them away. If you want your final test returned, we can make arrangements, and I shall be happy to give it back to you.
- Cell phones: At the beginning of class, *turn your cell phone off*.
- The information presented in this syllabus, including the *Schedule*, is subject to change. Any changes will be announced and discussed in class.

Schedule for Readings and Other Select Activities:

Note: In addition to the required text, there are additional required, as well as recommended, readings. These readings are available on Canvas.

History of Emergency Management in the U.S.

March 6, 2017 - *Historical Context of Emergency Management*

Welcome! Setting the stage....

March 8, 2017

Read: Haddow et al., Chapter 1

- **Spring Break** -

Types of Hazards: Natural, Technological, and Malevolent Acts

March 20, 2017 – *Natural Hazards*

Read: Haddow et al., Chapter 2, pp. 31-52, plus Katrina: A Case Study (located on Canvas) & skim information on Hurricane Sandy located at: www.citylimits.org/topics/378/hurricane-sandy

Recommended: Howitt & Leonard, Katrina Case Study; additional Hurricane Sandy material (located under Recommended Readings)

**** Complete FEMA Online Course, IS-909, Community Preparedness: Implementing Simple Activities for Everyone****

March 22, 2017 – *Technological Hazards*

Read: Haddow et al., Chapter 2, pp. 53-56

Recommended: BP Oil Spill Case File; Fukushima material (located under Recommended Readings)

March 27, 2017 – Technological Hazards

**** Complete FEMA Online Course, IS-5, Introduction to Hazardous Materials ****

March 29, 2017 – Malevolent Acts

Read: Haddow et al., Chapter **2**, pp. 56-61 & Chapter **9**

Recommended: Howitt & Leonard, Pentagon 9/11 Case Study; Oklahoma City Bombing Case (located on Canvas)

**** Complete FEMA Online Course, IS-907, Active Shooter: What You Can Do ****

Planning Participants & Response Roles

April 3, 2017 – Citizens, Volunteers, Nonprofit & For-Profit Organizations

Read: Tierney, pp. 123-155 (on Canvas)

**** Complete FEMA Online Course, IS-288, The Role of Voluntary Agencies in Emergency Management ****

April 5, 2017 – Local, State, Federal Responsibilities, Regional Organizations, Networks

Read: McEntire, David A. and Gregg Dawson, “The Intergovernmental Context” (on Canvas)

Patton, Ann, “Collaborative Emergency Management,” *Emergency Management: Principles and Practice for Local Government*, 2nd Edition, 2007 (on Canvas)

Communications

April 10, 2017 – Alert & Notification, Communicating Risk, Media Relations

Read: Haddow et al., Chapter **5**

**** Complete & Submit Assessment #1 ****

April 12, 2017 – Communicating Risk & Media Relations (continued)

Read: Tierney, et al., “Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina,” *The ANNALS of the American Academy of Political and Social Science*, 604(1), March, 2006, pp. 57-81 (on Canvas)

**** Complete FEMA Online Course, IS-230, Principles of Emergency Management ****

Planning Stages for an Emergency

April 17, 2017 – Risk Assessment & Mitigation

Read: Haddow et al., Chapter **2**, pp. 65-70 & Chapter **3**

**** Case Summary Due ****

April 19, 2017 – Preparedness

Read: Haddow et al., Chapter **4**

**** Complete FEMA Online Course, IS-120, An Introduction to Exercises ****

April 24, 2017 – *Response & Recovery*

Read: Haddow et al., Chapters 6 & 7

****Complete FEMA Online Course, IS-100, Introduction to the Incident Command System (ICS)****

April 26, 2017 – *International Perspectives & The Future of the Profession*

Read: Haddow et al., Chapters 8 & 10

McGuire, Michael and Debra Schneck, "What If Hurricane Katrina Hit in 2020? The Need for Strategic Management of Disasters," *Public Administration Review*, December, 2010. (located on Canvas)

**** Complete & Submit Assessment #2 ****

Friday, May 5, 2017 – Final Exam

Note: Will be distributed on May 1st AM. Due by 11:59 pm (or 12 midnight) on May 5th, emailed.