

Disaster Science and Management (DSM) 2010: Fundamentals of Emergency Management Spring 2012

Instructor:

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This is an online service-learning (S-L) course

Damage and economic impacts of natural and man-made disasters have been growing at exponential rates over the past few decades. The magnitude of these disasters and our global interconnectedness have grown to the point where a catastrophic disaster resulting from either natural or man-made hazards can have regional, national, and even global economic consequences. Coastal areas, towns, and urban centers struggle to balance the threat of natural and man-made disasters with social and economic development through informed planning, protection, mitigation, and recovery strategies.

A “disaster” is a condition that involves a serious disruption of the functioning of society, causing widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources. Emergency Management is the organized analysis, planning, decision-making, and assignment of available resources to mitigate (lessen the effect of or prevent) prepare for, respond to, and recover from the effects of all hazardous situations. This course provides a comprehensive overview of emergency management including disaster management systems (organizational, communication, response, warning, planning, recovery, and mitigation), mass media involvement in disasters, roles of non-profit organizations, emergency management and the private sector, and legal issues. Students will examine disaster incident management history, organization, terminology, resources, facilities, and agency responsibilities.

Irreplaceable natural, business, and cultural assets in communities are increasingly threatened with degradation and destruction, often through ill-informed or conflicting hazard management practices. Viable opportunities for effective protection and management of these resources, as well as the benefits of using sound planning, mitigation, and prevention strategies to address natural and man-made hazards are addressed in this class.

Course Objectives

- To review the historical evolution of emergency management.
- To acquaint students with a basic understanding of emergency management systems (Incident Command System, planning, mitigation, response, and recovery).

- To clarify the roles of federal, state, and local governments in emergency management and the contribution of community partnerships (business and non-profit agencies).
- To encourage and reflect upon civic responsibility by engaging students with their local communities.

Technology Requirements

This course will require you to use instructional technology as a tool for learning and research, as well as an object of study. Course materials, resources, assignments, and class discussion forums will all be accessed on the course website. Email will be used to communicate with the instructor. You will also need to access multimedia files that contain audio/video content. Therefore, you must have direct access to all of the following resources:

- Computer with sound card and speakers (or headphones)
- Internet connection
- Email account
- Internet Explorer browser. NOTE: Some media or website features may not function properly with other browsers (free download at <http://www.microsoft.com/downloads/browse.aspx?displaylang=en&productID=5A8BB164-5FC3-4BE5-95BB-BA73EEED1CA6>)
- Adobe Acrobat Reader (free download at <http://www.adobe.com/products/acrobat/readstep2.html>)
- RealPlayer (free download at <http://www.real.com>)
- QuickTime Player (free at <http://www.apple.com/quicktime/download/win.html>)

Information about the Moodle learning management system is available at <http://grok.lsu.edu/Article.aspx?articleid=6408>.

Student Technology Competencies

This course will be conducted entirely online. Administrative and technical support for the class web site will be provided. However, the instructor cannot provide individual assistance with issues related to your personal computer or software. You must have a basic level of computer/Internet competency in order to function independently in the course. You should be able to:

- Send and receive email
- Attach and detach documents
- Use browser software to access web sites
- Download materials
- Use basic features of word processing software (copy, cut, paste, save files)

Accommodations for Disabilities: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact a Coordinator in the [Office for Disability Services](#) (112 Johnston Hall, 225.578.5919).

Technical Support: Contact the Office of Information Technology Services' Help Desk by telephone at 225-578-3375 or online at <http://www.lsu.edu/its/helpdesk> to obtain technical support.

Course Requirements and Evaluation

Academic Integrity and Grade Appeals: Issues of academic integrity (plagiarism/cheating) and grade appeals will be resolved promptly according to the procedures set forth in the [University General Catalog](#) and the [LSU Student Handbook](#). For example, any student suspected of plagiarism will be held responsible according to LSU Student Handbook policies on academic misconduct (see section 5.1 at [http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct?OpenDocument#8.5](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument#8.5)).

Email Policy: The instructor will respond to any student emails within 2 days of RECEIVING the message. Students should contact the instructor via email to answer questions or address concerns.

Service-Learning Component: This portion of the class will provide students with practical skills in Emergency Management. Students will work for a minimum of 10 hours, spread out throughout the semester according to each student's schedule. Students will work with a local area organization which provides emergency assistance at or through the American Red Cross. Students will be able to select what type of service they would like to accomplish as a goal for their semester.

Each student will choose only **ONE** of the three options listed. Selections are made on a first-come, first-serve basis, so once all openings for an option are filled, students must select from the other remaining options. All selections are final. There will be no trading or further changes made after the selection process is closed on **JANUARY 27**. Each student must submit their choice via email to Dr. Dowty Beech no later than January 27. Students who do not submit their choice by this date will risk forfeit of a large portion of the grade for this course (see "Grading" in this syllabus). Read each option carefully before submitting your email selection to Dr. Dowty Beech at rdowty1@lsu.edu. Include your choice in the Subject line of a blank email. [Example: DSM2010_ SWilliams_Option #1.] When a student's selected option is confirmed by Dr. Dowty Beech, further details regarding scheduling will be discussed and details such as mutually acceptable meeting times, etc. will be established after the selection process is closed on January 27. When "course"s are referred to below, they refer to training necessary for students to effectively perform work with the Red Cross, and the hours for each course listed will count toward the final 10 hours of work for the service-learning component.

It is important to note that the work and training students will receive through the service-learning component will serve them well not only in this course but also in prospective job

opportunities before and after graduation. Prospective employers in general look favorably upon community service and emergency preparedness training.

Grading for the service-learning component will be based on the timely completion of the 10 hours of required work and memos from Red Cross personnel who supervise each respective student's performance. Because the Final Paper in this course (see "Final Paper" section below) depends so heavily upon reflection of service-learning experiences, students should keep detailed notes while or immediately after working each time to make final paper writing easier and more meaningful. Notes should focus upon your expectations going into the work and how your experiences differed or did not differ from those expectations. You should also note the reasons you think your experiences were what they were, bringing in your past experiences and/or attitudes as well as reporting on events as they occurred. Remember, this paper is NOT a mere reporting on events, but must be highly reflective on your work experiences and show thoughtfulness, especially with regard to applying course topics to your service-learning experiences.

Option I: Community Disaster Education Intern (7 available openings): In this option you will be trained to assist a Red Cross worker to provide Disaster Education. This type of work may be at a Health Fair in a local Mall, or at a meeting with clients in a Nursing Home facility, or it may even be at an elementary school event in the local area. This option will require the student to take two Red Cross classes and go out on at least one community disaster event.

The classes include:

Disaster Services Overview (DSO) - 3 Hours

Community Disaster Education (CDE) – 4 hours

Option 2: Disaster Action Team (DAT Team) Intern (11 available openings): The chapter is called to offer immediate assistance on an average of once every 17 hours. In this option, you will be trained to assist a Red Cross worker at the scene of a residential fire in the local community. This option will provide the student a close up view as to what clients need after a house fire and how to get them on their feet again. In this particular option, you will have the opportunity to serve during the day or, if you prefer, you may also assist at night. This option will require the student to take two Red Cross classes and go out on at least two DAT calls. The Red Cross Textblast system will be used to notify when an assistance is needed and positions to respond will be filled on a "first come, first served basis".

The classes include:

Disaster Services Overview (DSO) 3 hours

Disaster Action Team Class (DAT class) – 2 hours

Option 3: Liaison Intern (12 available openings): In this option, you will be trained to assist a Red Cross Liaison in providing an open dialog to other disaster providers both in government and the community.. Only training will be provided for this option (i.e. no service) unless the Baton Rouge community experiences a large scale disaster. This option will require the student to take four FEMA online classes and three Red Cross classes as part of their work. The CEESD

and EOC classes will be offered either on a Saturday/Sunday or over two Saturdays depending on how the attendees vote for training.

The classes include:

DSO (Disaster Services Overview) – 3 hours

CEESD (Collaborated Effective Emergency Service Delivery) – 8 hours.

EOC (Emergency Operations Center) – 8 hours

FEMA 100, 200, 700, 800 online classes (required) – 4 hours

All FEMA courses available online at <http://training.fema.gov/IS/NIMS.asp>

Participation in Online Discussions: Informal online communications throughout the semester are required, are 10 points each, and count toward 20% of your final course grade.

Understanding that some weeks are more busy than others, your lowest online discussion grade will be dropped. Your contributions should show evidence of reflective thinking (not simple agreement/disagreement with others). We want to promote interactivity, to ensure civility, and to challenge you to evaluate alternative positions on each topic covered, as well as share your perspectives on these issues. You must be a conversationalist without dominating communication, just as a good interviewer does in other media, such as print, radio, or TV. Some strategies include encouraging, questioning, summarizing, and reframing statements to clarify or to defuse contentious postings.

Assignments: Assignments are worth 20 points each and each will be given as 5 questions (worth 4 points each) to be answered in short essay form. They prompt articulation of course topics and key concepts covered in the required readings and other materials for each week. All required readings will be available both on the Moodle class site and via web links provided in the Course outline below. Any assignment not submitted by the due date listed will receive a grade of zero points. Be sure to complete your assignments using Microsoft Word. If you do not have Microsoft Word, you may convert your assignment to a Rich Text (.rtf) document for submission. However, using Microsoft Word will better ensure that your assignments are received before the deadline.

Mid-Term Paper: The mid-term research paper is worth 80 points and will be on a topic that affects each student's local community. As part of the research paper, each student must include references to personal discussions each student has with at least two people who are directly involved in their community's local emergency management process, and ask questions that will specifically inform the topic of his/her mid-term research paper. Each student must submit a research paper topic for approval no later than the due date of the first week's assignment (as part of the first assignment). The paper must be 10 to 15 pages, double-spaced, typed in Microsoft Word [or, if not available, saved as a Rich Text (.rtf) file], with 1-inch margins (top/bottom, left/right). It must also cite and reference each of the required course readings due to be completed up to the mid-term paper due date, each of which must also be cited in the text. The first three assignments will include questions that will help students synthesize the information they find out in their respective communities with topics covered in these required readings. The mid-term paper is due **March 5**. No later papers will be accepted. Paper Writing Guidelines will be supplied on the Moodle course site below the Course Syllabus to cover

requirements in more detail. These Guidelines should be closely followed to receive full credit for the paper.

Final Paper: The final paper is worth 100 points, and will continue the themes each student introduced in his/her mid-term paper. The paper should focus on reflections upon experiences gathered through the service-learning portion of the course. (See the “Service-Learning Component” section of this syllabus for guidelines on how to take notes for your final paper.) It must also cite and reference each of the required course readings due to be completed between the mid-term paper due date and the last course topic covered, each of which must also be cited in the text. The final paper is due on **Tuesday, May 8** and must be submitted to the instructor via Moodle or email no later than 11:59pm on **May 8**. No late papers will be accepted. The Paper Writing Guidelines posted on Moodle below the Course Syllabus should be followed as (or more) closely as they were for the Mid-Term Paper.

Course Format: After reviewing the assigned readings, online viewings, and any other relevant materials listed in the course outline for that week, students will complete the assignment for the class period and submit the completed assignment to the course facilitator for grading through Moodle’s digital drop box (see instructions below). After submitting the assignment, students will contribute to the online discussion for that week by replying to at least one other students’ postings. Students are also encouraged to start new threads of discussion on each weekly topic should they have additional comments or questions they want to open up for discussion, keeping in mind the rules of communication described in the “Participation in Online Discussions” section of this syllabus. The service-learning component of the course will take place for each student according to the option s/he chooses as described in this syllabus under “Service-Learning Component.”

How to Name Files for the Digital Drop Box: Use the following convention when naming files that you will submit via the course website:

Last name+First initial+assignment

For example, John Smith’s second assignment would be: **SmithJ_Assignment2**

Email: Begin the subject line of all course-related email with "DSM 2010," followed by the subject of the message. For example: *DSM 2010 - Question about assignment #2*. Also, include your name and email address in the body of email messages. It is often difficult to determine a student’s name from his/her email address. The instructor will respond as soon as possible, usually within 48 hours.

The course schedule and procedures described above are subject to change in the event of extenuating circumstances. Students will be informed of any such changes via the Moodle course site and/or via email.

Grading: Letter grades will be determined according to a ten-point grading scale (90-100% A, 80-89% B, 70-79% C, 60-69% D, below 60% F). **To determine your grade at any time**, divide the total number of points you have earned thus far into the total number of points possible for

you to have earned in the course thus far. For example, if the deadlines for two assignments and two online discussions have passed, you submitted both assignments and your grades were 15 out of 20 and 18 out of 20 on the assignments, and you earned a 5 out of 10 on one online discussion and 10 out of 10 on the other, you can calculate your grade by adding 15+18+5+10 (=48) and dividing it by 60 (48/60 = 0.80 = 80% = B).

<i>Service-Learning Component</i>	100 points
<i>Assignments</i>	140 points (20 points EACH, 7 assignments)
<i>Mid-Term Paper</i>	80 points
<i>Final Paper</i>	100 points
<i>Participation in Online Discussions</i>	60 points (10 points EACH, 7 online discussions, lowest score dropped)

TOTAL POSSIBLE POINTS: 480

IMPORTANT NOTE: Moodle will NOT be configured to automatically calculate your grade, so do NOT rely on Moodle to supply you with an accurate grade at any time during this course. To calculate your course grade at any time, see the instructions above on how to determine your grade.

Course Outline

Introduction [Part 1, week of January 17-20; Part 2 week of January 23-27]

Part 1:

Required Readings:

(1) International Association of Emergency Managers (IAEM). 2007. Principles of Emergency Management. 9pp. Available at:

<http://www.iaem.com/publications/documents/PrinciplesofEmergencyManagement.pdf>

(2) Britton, Neil R. 1999. Whither the emergency manager? *International Journal of Mass Emergencies and Disasters* Vol. 17, No. 2, pp.223-235. Available at:

<http://www.training.fema.gov/EMIWeb/downloads/IJEMS/ARTICLES/WHITHER%20THE%20EMERGENCY%20MANAGER.pdf>

(3) Mid-Term Research Paper Guidelines (and Course Syllabus if have not read thoroughly already)

Part 2:

Assignment 1: Introduction to Emergency Management (due January 27)

Discussion 1: Introduction to Emergency Management

Planning and Mitigation [Part 1, week of January 30-February 3; Part 2, week of February 6-10]

Part 1:

Viewing:

Expect the Unexpected: Emergency Preparedness
<http://www.youtube.com/watch?v=YvltDKg9DcM>

Required Readings:

(1) Lindell, Michael K., Carla S. Prater and Ronald W. Perry. 2006. "Hazard Mitigation." Chapter 7 in *Fundamentals of Emergency Management*. Washington DC: Federal Emergency Management Agency. pp 192-220 (Chapter 7). Available at:
[http://archone.tamu.edu/hrrc/Publications/books/FEMA%20book/FEMA%20book%20in%20PDF/FEMACH%207HazardMitigation\(3\).pdf](http://archone.tamu.edu/hrrc/Publications/books/FEMA%20book/FEMA%20book%20in%20PDF/FEMACH%207HazardMitigation(3).pdf)

(2) Beatley, Timothy. 1989. Towards a moral philosophy of natural disaster mitigation. *International Journal of Mass Emergencies and Disasters* Vol. 7, No. 1, pp 5-32. Available at:
<http://www.training.fema.gov/EMIWeb/downloads/IJEMS/ARTICLES/TOWARDS%20A%20MORAL%20PHILOSOPHY%20OF%20NATURALL%20DISASTER%20MITIGATION.pdf>

(3) Patriarca, Peter A. and Nancy J. Cox. 1997. Influenza pandemic preparedness plan for the United States. *Journal of Infectious Diseases* 1997; 176 (Suppl 1): S4-7. Available at:
<http://www.journals.uchicago.edu/doi/pdf/10.1086/514174?cookieSet=1>

Part 2:

Assignment 2: Planning and Mitigation (due February 10)

Discussion 2: Planning and Mitigation

Response and Recovery [Part 1, week of February 13-17; (MARDI GRAS HOLIDAY, FEBRUARY 19-22); Part 2 week of February 27-March 2]

Part 1:

Viewing:

(1) Florida State Emergency Response Team (SERT) – Field Recovery Activities, April 2009
<http://www.youtube.com/watch?v=79hDZG6AT1U>

(2) The Man Who Filmed the Tsunami – Indonesia
<http://www.youtube.com/watch?v=Aq0v4Qlghnk&feature=fvw>

(3) Press Conference: Senator Mary Landrieu’s Disaster Housing Investigation, March 4, 2009
<http://www.youtube.com/watch?v=jiqBlxFsAKs>

Part 2:

Required Readings:

(1) Perry, Ronald W. and Michael K. Lindell. 2007. “Disaster Response” (Chapter 9) and

(2) Phillips, Brenda D. and David M. Neal “Recovery” (Chapter 11)
both in *Emergency Management: Principles and Practice for Local Government*. Second Edition. William Waugh, Jr. and Kathleen Tierney (eds.) Washington, DC: ICMA Press. pp 159-182 (Chapter 9) and pp 207-234 (Chapter 11).

(3) Lindell, M.K., R.W. Perry, and C.S. Prater. 2005. Organizing response to disasters with the Incident Command System/Incident Management System (ICS/IMS). *International Workshop on Emergency Response and Rescue* October 31-November 1, 2005. 14 pp. Available at:
<http://www.ncdr.nat.gov.tw/iwerr/doc/pdf/S10%20PDF/s10-1%20Lindell.pdf>

Assignment 3: Response and Recovery (due March 2)

Discussion 3: Response and Recovery

Historical Evolution of Emergency Management in the United States [Part 1, week of March 5-9; Part 2, week of March 12-16]

*****MID-TERM RESEARCH PAPER DUE MARCH 5*****

Part 1:

Viewing:

(1) Duck and Cover – Original 1950 Airing
<http://www.youtube.com/watch?v=ixy5FBLnh7o&feature=related>

(2) Let’s Get Ready! (Captioned) – click on video available on right-hand side of web page
<http://www.sesameworkshop.org/initiatives/emotion/ready>

Required Readings:

(1) Kreps, Gary A. 1990. The federal emergency management system in the United States: past and present. *International Journal of Mass Emergencies and Disasters* Vol. 8, No. 3, pp 275-300. Available at:

<http://www.training.fema.gov/EMIWeb/downloads/IJEMS/ARTICLES/THE%20FEDERAL%20EMERGENCY%20MANAGEMENT%20SYSTEM%20IN%20THE%20UNITED%20STATE%20S.pdf>

(2) Quarantelli, E.L. 1987. Disaster studies: an analysis of the social historical factors affecting the development of research in the area. *International Journal of Mass Emergencies and Disasters* Vol. 5, No. 3, pp. 285-310. Available at:

<http://www.training.fema.gov/EMIWeb/downloads/IJEMS/ARTICLES/DISASTER%20STUDIES%20AN%20ANALYSIS%20OF%20THE%20SOCIAL%20HISTORICAL%20FACTOR.pdf>

Part 2:

Assignment 4: Historical Evolution of Emergency Management (due March 16)

Discussion 4: Historical Evolution of Emergency Management

International Cooperative and Cultural Aspects of Emergency Management [Part 1, week of March 19-23; Part 2, week of March 26-30]

Part 1:

Viewing:

ICMA Post Tsunami Reconstruction Citylinks Program Film 2. Available at:

<http://video.google.com/videoplay?docid=-989095244285150525&hl=en>

Part 2:

Required Readings:

(1) Lindell, Michael K., Carla S. Prater and Ronald W. Perry. 2006. "International Emergency Management." Chapter 13 in *Fundamentals of Emergency Management* Washington, DC: Federal Emergency Management Agency. pp 373-391 (Chapter 13).

(2) Phillips, Brenda D. 1993. "Cultural Diversity in Disasters: Sheltering, Housing, and Long-Term Recovery." *International Journal of Mass Emergencies and Disasters*. Vol. 11, No. 1, pp 99-110. Available at:

<http://www.training.fema.gov/EMIWeb/downloads/IJEMS/ARTICLES/CULTURAL%20DIVERSITY%20IN%20DISASTERS%20SHELTERING,%20HOUSING,%20AND%20LON.pdf>

(3) Nanto, Dick K., William H. Cooper, J. Michael Donnelly, and Renee Johnson. 2011. Japan's 2011 Earthquake and Tsunami: Economic Effects and Implications for the United States. Congressional Research Service, April 20, 2011. Available at: http://assets.opencrs.com/rpts/R41702_20110420.pdf

Assignment 5: International Cooperative and Cultural Aspects of Emergency Management (due March 30)

Discussion 5: International Cooperative and Cultural Aspects of Emergency Management

Role of Businesses and Non-Profit Organizations in Emergency Management [Part 1, week of April 2-6; (APRIL 6-15, SPRING BREAK); Part 2 week of April 16-20]

Part 1:

Viewing:

(1) Business Roundtable and American Red Cross Launch Formal Alliance during National Preparedness Month (September 19, 2007). Viewable at: http://www.dailymotion.com/channel/lifestyle/video/x313hd_leading-ceos-launch-alliance-with-a_news

(2) Non-Profit Spotlight: Voluntary Organizations Active in Disaster (VOAD) in Santa Barbara County
<http://www.youtube.com/watch?v=Lsu9IQ-2tns>

Part 2:

Required Reading:

Federal Emergency Management Agency. 2007. "Business Community Response in Hurricane Katrina." Chapter 11 in *Emergency and Risk Management Textbook*. FEMA Emergency Management Institute Higher Education Project. (Chapter 11, 39 pp)
<http://training.fema.gov/EMIWeb/edu/docs/emoutline/Emerg%20and%20Risk%20Mgmt%20Textbook%20-%20Chapter%2011%20-%20%20Business%20Commun.doc>

Assignment 6: Role of Businesses and Non-Profit Organizations in Emergency Management (due April 20)

Discussion 6: Role of Businesses and Non-Profit Organizations in Emergency Management

Media and Communications in Emergency Management [Part 1, week of April 23-27; Part 2, week of April 30-May 4]

Part 1:

Viewing:

Case Study: Using Social Media, A Communication Tool During a Natural Disaster

<http://www.youtube.com/watch?v=C7OlP01tqsY>

Emerging Tech Talk #017 – Martin Murray on Using Social Media in Natural Disasters

<http://www.youtube.com/watch?v=jQXGfeTt6Fo>

Part 2:

Required Readings:

(1) Haddow, George D. and Kim S. Haddow. 2009. “Disaster Communications in a Changing Media World” (Chapter 2) and

(2) “Principles of a Successful Communications Strategy”(Chapter 3)

both (1) and (2) in *Disaster Communications in a Changing Media World*. Burlington, MA: Elsevier Butterworth-Heinemann. pp 23-44 (Chapter 2) and pp 45-65 (Chapter 3).

(3) Hirol, Osamu, Shunji Mikami and Kakuko Miyata. 1985. A study of mass media reporting in emergencies. *International Journal of Mass Emergencies and Disasters* pp 21-49.

Available at:

<http://www.training.fema.gov/EMIWeb/downloads/IJEMS/ARTICLES/A%20STUDY%20OF%20MASS%20MEDIA%20REPORTING%20IN%20EMERGENCIES.pdf>

Assignment 7: Media and Communications in Emergency Management (due May 4)

Discussion 7: Media and Communications in Emergency Management

FINAL PAPER – Due Tuesday, May 8

See above description in syllabus and Paper Guidelines for details.
