

EMERGENCY MANAGEMENT PLANNING (PLAN 4015)

Headlines in print and other news media have increasingly circled the globe over the past few decades, informing us about a new disaster and the corresponding loss of human lives, and the damage to housing and infrastructure. Yet, most of the work in emergency management planning (e.g. mitigation, response, preparedness, and recovery) happens outside of media and public scrutiny. This course gives an overview of the work that goes on behind the scenes by examining the policies and the corresponding practices that inform this work. In doing so, the course brings into focus some of the significant themes in emergency management planning, such as the effect of governance structures, funding practices, stakeholder interventions, and socio-economic arrangements on emergency management.

COURSE OBJECTIVES

The purpose of this course is to craft a broad understanding of issues in emergency management planning. Through discussions, readings, videos, and project work we will investigate and debate topics such as:

- What are the key theories and concepts in emergency management?
- How are emergency management policies defined and pursued over time and with what results?
- Who are the emergency management stakeholders and what is their role?
- Which programs and practices are intended to prepare for, respond to, recover from, and mitigate the impacts of catastrophic events?
- What are some of the fundamental challenges in emergency management?

Course assignments focus on building critical reading and writing, analytical skills, and presentation techniques that demonstrate a broad understanding of the key issues and challenges facing emergency management today. At the end of this course, students will be able to independently evaluate, assess, and synthesize the dynamic processes associated with emergency management planning.

COURSE FORMAT AND REQUIREMENTS

This course is scheduled once a week for 2.5 hours and is organized around class discussions, readings, in-class videos, written assignments, and project work, each of which complement and reinforce each other in meeting the course's learning objectives. Required readings establish the overall theme for each class and introduce key concepts, issues and/or arguments. Class discussions expand upon the readings, clarify key terms or issues, and present case study material to provide additional background. The online blog responses and the course project provide the opportunity to deepen knowledge and understanding of key issues and concepts introduced in class readings and discussions.

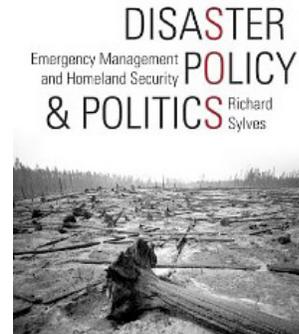
REQUIRED TEXTS AND READINGS

There is ONE required text for this course:

Sylves, Richard. 2008. *Disaster Policy & Politics*. Washington D.C.: CQ Press. (\$72.23)

You will need this text starting second week of class.

Other course readings are based on case studies, journal articles and book chapters. They are posted on Blackboard. Readings can be found under section titled 'Course Documents', organized according to weekly themes.



ATTENDANCE (10% OF FINAL GRADE)

You are expected to attend classes regularly, read all assigned materials, and come prepared to participate in the discussion of readings.

Absences will be counted from the first class meeting after the student registers, and there will be no more than one excused absence, barring exceptional circumstances. One percent point will be deducted for each consecutive absence.

Two percent points will be deducted for students engaging in excessive texting and internet surfing during class throughout the semester.

ONLINE BLOG (35% OF FINAL GRADE)

The objective of this assignment is to allow students to reflect on the readings each week and post a response on their blog that expresses their own thoughts on the readings. The cumulative set of your blog posts will become an online journal that reflects your learning process in this course through the semester. A link to each student blog will be available on the course site at: <http://emplan.edublogs.org/>

You will create your own free blog account on www.edublogs.org solely for PLAN 4015. **Please put your NAME in the header or sub-header of your blog.** Each week you will be asked to post a reading response between **300 to 500 words** in length on the blog. The blog will be publicly available and can be shared with your peers, friends, and family. It will be your responsibility to moderate feedback and comments on your blog. The online discussion on blogs should remain respectful at all times.

Your blog write-up should respond to the **question of the week** on the syllabus. You can post pictures, articles, and other links as part of your response. Make sure to give credit for material that is not your own. In your blog post response to the question, you should:

- Discuss the themes/issues/arguments that caught your attention
- Provide your own insight into the readings (not unsubstantiated opinion)
- Be specific and clear about your arguments and back it up with logical reason
- Illustrate your points with examples from current or previous readings from class or elsewhere

Do not write a summary of the readings. The deadline for posting your weekly response will be Tuesday at 10:00 am.

Each online blog response is 10 points and will be given a **letter grade**. Total response points will be weighted to 35% of final course grade. Your response will be evaluated based upon:

- Clarity of writing (succinct with no spelling errors)
- Ability to argue logically
- Articulation of your thoughts and insights (i.e. able to make a strong case/point through examples)

COURSE PROJECT (55% OF FINAL GRADE)

The Crystal Year – Hurricane Floyd 15 Years Later

The course project asks you to work on an impact assessment study of the Pitt County buyout program that was implemented after the 1999 Hurricane Floyd. The aim of the project is to understand the socio-economic, environmental, and development outcomes of the buyout program in the impacted area, 15 years after Hurricane Floyd. The course project will be undertaken in collaboration with the Pitt County planning department.

The Pitt County buyout program targeted 202 at risk properties located in the floodplain and bought out 124 homeowner properties totaling 288 acres at a cost of nearly \$9 million. You will be assigned an area in one of the buyout locations for your project work. Your project section will include properties that were bought out, those that did not take the buyout, and surrounding properties that were not part of the buyout program.

The project will be conducted in two phases:

- *First Phase (30% of Final Grade): Data Collection and Presentation*
In the first phase of the project, you will create a database in MS Excel (use the given template on Blackboard) by collecting information on:
 - Floodplain changes at the parcel level (environmental)
 - Tax value changes (economic)
 - Population and demographic data from census (social)
 - Development history in your area through site visits and photographs of your assigned location.

Clean and import your data into Google Fusion Tables to prepare for visual analysis on Google Maps. You will present the results of your data collection in class on **Tuesday, March 18 at 2:00pm**.

- *Second Phase (25 % of Final Grade): Data Analysis, Report, and Presentation*
In the second phase, each of you will conduct an in-depth analysis of your data to explain the impact of the Pitt County buyout program on your assigned location. As part of your analysis, you will:
 - Meet me one-on-one during office hours to discuss your analysis.
 - Create a five page report on your data and analysis and submit on **Friday, April 18 by 4:00pm**.
 - Present your data and analysis using MS Power Point in class on **Tuesday, April 22 at 2:00pm**.

COURSE POLICIES

Grading: Your final grade will be based on a combination of activities and assignments explained above. A total of 100 points is possible. Each point = 1% of grade. Grade breakdown and scale is given below.

Grade Breakdown

Activities	Percentage
Attendance	10%
Online Blog	35%
Course Project – First Phase	30%
Course Project – Second Phase	25%

Grade Scale

Letter Grade	Point Range	Description	Elaboration
A	94 - 100	Excellent	Student work shows: integration of course readings, lectures, discussions, and video presentations; clear articulation of the thoughts of the writer; and are free of errors (written work). For students who go the extra mile.
A-	90 - 93		
B+	87 - 89	Above average	Much better than just good. Very good quality of work in terms of thoroughness and presentation.
B	83 - 86		
B-	80 - 82		
C+	77 - 79	Average	Work is sufficient and acceptable. Could have done better.
C	73 - 76		
C-	70 - 72		
D+	67 - 69	Poor	Sub-par on all levels. Bare or minimal effort.
D	63 - 66		
D-	60 - 62		
F	<60	Failure	

“A” students demonstrate a mastery of the material covered and provide insightful thought and reflection on assigned readings, projects, and class discussions. Grammatically correct writing is expected. “A” students are concise in their arguments, presentation formats, and writing, with an outstanding degree of organization. Numerous grammatical errors, misspellings, vagueness, unsubstantiated arguments, and conflicting language are likely to receive a “C” or lower grade. Students are not graded up or down based on their philosophy or personal/professional/political viewpoints. Students are encouraged to argue persuasively their views without fear that the instructor may or may not agree with them¹.

Students are expected to keep track of assignment deadlines and grades on Blackboard. If you are missing a grade, it is your responsibility to bring it to the attention of the instructor immediately.

Incomplete Grade: Incomplete grade is at the discretion of the instructor. This is possible when a student is otherwise passing but has not, due to circumstances beyond his/her control, completed all the work in the course.

¹ Weitz, Jerry. Syllabus for PLAN 4096, East Carolina University

Attendance: Your presence and participation is fundamental to meeting the objectives of this course. Absences will be counted from the first class meeting after the student registers, and there will be no more than one excused absence, barring exceptional circumstances. Students who register late or miss a class are expected to make up all missed assignments as determined by the instructor. This course will follow the Faculty Senate approved student attendance policy.

Late Works and Missed Assignments: Late work in general will not be tolerated. If you plan to miss a class, please post your online reading response within 24 hours of the missed class. Alternative arrangement can be made, but only with prior approval.

Academic Integrity: Academic integrity is a fundamental value of higher education. The ECU student handbook (http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm) outlines the student code of conduct and academic integrity policy and procedures. As an instructor, I will not tolerate *acts of cheating, plagiarism, falsification or attempts to cheat*. The copying of any work in whole or in part and/or quoting verbatim without citation is considered plagiarism and will not be tolerated. Students, whose work has been confirmed as plagiarized: a) will not receive any points for the plagiarized assignment, and/or b) in the case of more serious violation will be reported to the Office of Students Rights and Responsibilities and receive a Fail (F) grade for the entire course.

Inclement Weather and Emergencies: In the event of inclement weather or other emergency, information about the status of classes at ECU is available by calling the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website (<http://www.ecu.edu/alert>).

Students with Disabilities: East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to Disability Support Services, located in Slay 138, to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

Class Conduct: It is important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class as specified in University policies.

Below are some of my PET PEEVES – these are common sense respectful behavior that I expect in class.

- Be on time to class. If you need to leave early, please do so without disrupting the rest of the class.
- Do not begin ‘end of class activities’-shuffling papers, putting away things-before class actually ends.
- Turn your cell phones and other audible devices off or put them on vibrate mode while in class. Do not answer phones or text during class.
- Use computers (if you have to) only for class-related activities. Believe me, instructors can tell when you are surfing the net. Computer use for non-class related activity is disrespectful and distracting.
- Read the syllabus closely to check for assignments deadlines and course information. Do not ask for information that is already on the syllabus. I am happy to clarify something you did not understand.
- Do not sleep in class.

Office Hours and Email Protocol: Office hours will be held in Brewster A-211 on Mondays and Tuesdays from 10:00am to 1:00pm. Questions about the course, readings, and assignments can be addressed through email as well: mukherjia@ecu.edu. Please give 48 hours for a response. Refer to the course (PLAN 4015) in the subject line.

ECU Retention Policy

GPA Hours at ECU (identified in Transcript in Banner Self Service) plus transferred credit hours	"Old" Retention Requirement All courses taken at ECU	New Retention Requirements Effective with Fall 2011 grades All courses taken at ECU
1-29 semester hours	1.6 GPA	1.8
30-59 semester hours	1.8 GPA	1.9
60-74 semester hours	1.9 GPA	2.0
75 or more semester hours	2.0 GPA	2.0

Final Note: This course syllabus is subject to change with reasonable notice. Changes will be communicated via e-mail and/or verbally in class.

COURSE THEMES AND READINGS

WEEK 1 (Jan 14, Tuesday): Introductions & Course Syllabus

IN CLASS

Introduction: Introductions, course syllabus, edublogs (setting up an account, blogging)

Video: *Hurricane Katrina: The Storm that Drowned a City*, (2005). Produced by: NOVA with WGBH/Boston for Public Broadcasting Service (PBS), 56 Minutes

WEEK 2 (Jan 21, Tuesday): Historical Trends

Response Question: Based on the historical trends outlined in the readings, what do you see as some of the key shifts/changes in emergency management in the United States?

- Sylves, Richard. 2008. *Disaster Policy & Politics*. Washington D.C.: CQ Press
Chapter 3: "Historical trends in disaster management", pp. 46-75
- Cutter, S. L. & C. Emrich. 2005. "Are natural hazards and disaster losses in the U.S. increasing?" in *EOS, Transactions, American Geophysical Union* 86 (41): 381, 388-89

IN CLASS

Course Project: Introduction and background, MS Excel, OPIS Database, Census, Google Fusion Tables

WEEK 3 (Jan 28, Tuesday): The Disaster Cycle

Response Question: What are some of the similarities and/or divergences among emergency management challenges put forward by FEMA and Sylves?

- FEMA – Chapter 1: "Introduction to crises, disaster, and risk management concepts", pp. 1-10
- Sylves, Richard. 2008. *Disaster Policy & Politics*. Washington D.C.: CQ Press
Chapter 1: "Disaster management in the United States", pp. 2-6; 9-24

IN CLASS

Guest Talk: Cancelled & Re-scheduled. Field Trip To Project Site on Jan 31, Friday, Re-Scheduled.

WEEK 4 (Feb 4, Tuesday): Preparedness

Response Question: What do you think are the key tools for emergency preparedness according to FEMA and Lindell, et al.? Explain why.

- FEMA – Chapter 2: “Preparedness”, pp. 1-15
- Lindell, Michael K., Carla S. Prater, & Ronald W. Perry. 2006. *Introduction to Emergency Management*. Hoboken NJ: John Wiley & Sons
Chapter 9: “Preparedness for emergency response and disaster recovery”, pp. 260-293

IN CLASS

Guest Talk: Bill Koch (Associate Vice Chancellor, Environmental Health and Campus Safety, ECU)
Tom Pohlman (Environmental Manager, Environmental Health & Campus Safety, ECU)
Topic: Emergency management co-ordination and preparedness on ECU campus

WEEK 5 (Feb 11, Tuesday): Recovery

Response Question: What would you identify as some of the key challenges of post-disaster recovery according to FEMA, Comerio and Olshansky? Explain why.

- FEMA – Chapter 5: “Recovery”, pp. 1-16
- Comerio, Mary. 2000. “Paying for the next big one” in *Issues in Science and Technology* 16 (3): 65-72
- Olshansky, Robert, B., Johnson, Laurie A., Horne, Jedidiah, & Nee, Brendan. 2008. “Longer view: Planning for the rebuilding of New Orleans” in *Journal of the American Planning Association* 74 (3): 273-287

IN CLASS:

Guest Talk: James Rhodes (Director, Pitt County Planning & Development)
Eli Johnson (Planner III, Pitt County Planning & Development)
Topic: Hazard mitigation and Pitt County buyout program after hurricane Floyd.

WEEK 5 (Feb 14, Friday @ 1:00pm): FIELD TRIP TO PROJECT SITE

WEEK 6 (Feb 18, Tuesday): Response

Response Question: What do you think are the pros and cons of the growing militarization of emergency response systems in the United States? Do you think the role of the military should expand further? Why OR Why not?

- FEMA – Chapter 4: “Response”, pp. 1-20
- Dash, N. and H. Gladwin. 2007. “Evacuation decision making and behavioral responses: Individual and household” in *Natural Hazards Review* 8 (3): 69-77
- Sylves, Richard. 2008. *Disaster Policy & Politics*. Washington D.C.: CQ Press
Chapter 7: “Civil-military relations and national security”, pp. 170-183, 191-193

IN CLASS

Guest Talk: Bill Brent (Regional Chief Executive Director, American Red Cross)
Topic: Emergency management response in eastern North Carolina

WEEK 7 (Feb 25, Tuesday): Mitigation

Response Question: According to Godschalk and Prater, what do you think are some of the fundamental tensions in the field of hazard mitigation?

- FEMA – Chapter 3: “Mitigation”, pp. 1-13
- Godschalk, David. R, et.al. 1999. “Evolving mitigation policy directions”, pp. 27-37, in *Natural Hazard Mitigation: Recasting disaster policy and planning*. Washington, DC: Island Press
- Prater, Carla S. & Michael K. Lindell. 2000. “Politics of hazard mitigation” in *Natural Hazards Review* 1 (2): 73-82

IN CLASS

Guest Talk: Traci Birch (Assistant Professor, Urban and Regional Planning, ECU)
Topic: Recovery planning and mitigation in New Orleans after Hurricane Katrina

WEEK 8 (Mar 4, Tuesday): Risk & Vulnerability

Response Question: What are some of the similarities and/or divergences among Cutter, Boyce, and Morrow ideas regarding the concept of vulnerability?

- Morrow, Betty H. 1999. “Identifying and mapping community vulnerability” in *Disasters* 23 (1): 1-12
- Cutter, Susan L. & Christopher T. Emrich. 2006. “Moral hazard, social catastrophe: The changing face of vulnerability along the hurricane coasts” in *The Annals of the American Academy of Political and Social Science* 604 (1): 102-106, 111-112
- Boyce, J. 2000. “Let them eat risk? Wealth, rights and disaster vulnerability” in *Disasters* 24 (3): 254-261

IN CLASS: Course Project Problems and Progress, Google Fusion Tables

WEEK 9 (Mar 11, Tuesday): SPRING BREAK – NO CLASS

WEEK 10 (Mar 18, Tuesday): COURSE PROJECT MID-TERM PRESENTATIONS

WEEK 11 (Mar 25, Tuesday): Policy Perspectives

Response Question: Based on Birkland and Burby, do you think there are inherent contradictions within US federal policies for emergency management? Why OR why not?

- Birkland, Thomas, A. 2009. “Disasters, catastrophes, and policy failures in the homeland security era” in *Review of Policy Research* 26 (4): 423-438
- Burby, Raymond J. 2006. “Hurricane Katrina and the paradoxes of government disaster policy: Bringing about wise governmental decisions for hazardous areas” in *The Annals of the American Academy of Political and Social Science* 604: 171-191

IN CLASS

Video: *The Water’s Edge: Profits and policy behind the rising catastrophe of floods*, (2006). Produced by: Marshall Frech, 56 Minutes

WEEK 12 (April 1, Tuesday): Intergovernmental Relations

Response Question: Based on Sylves and the Frontline video, what would you identify as some of the key issues in intergovernmental relations in emergency management? Why?

- Sylves, Richard. 2008. *Disaster Policy & Politics*. Washington D.C.: CQ Press
Chapter 6: “Intergovernmental relations in disaster policy”, pp. 132-168
- Video on Edublogs: *The Storm*, (2005). Produced by: Martin Smith for FRONTLINE with Public Broadcasting Service (PBS), 54 Minutes

IN CLASS

Field Trip: Pitt County Emergency Operations Center (EOC) & 911-Communications Center
Talk: Noel Lee (Director, Pitt County Emergency Management)

WEEK 13 (Apr 8, Tuesday): Presidential Disaster Declaration & Future Trends

Response Question (Optional) Counted in place of a missed response or to replace a low response grade: Based on Sylves, do you think presidential disaster declarations should continue to be used during disasters and emergencies in the US? Why OR why not?

- Sylves, Richard. 2008. *Disaster Policy & Politics*. Washington D.C.: CQ Press
Chapter 4: “Understanding disaster policy through presidential disaster declarations”, pp. 76-107
- FEMA – Chapter 10: “Future Trends”, pp. 1-7

IN CLASS: Course Project Problems and Progress

WEEK 14 (Apr 15, Tuesday): IN-CLASS PROJECT WORK

WEEK 15 (April 22, Tuesday): COURSE PROJECT FINAL PRESENTATIONS

WEEK 16 (April 29, Tuesday): MAKE UP DAY – NO CLASS
