Fall 2015

URBN 5150

John Kiefer

University of New Orleans

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LOCATION: MH 314

TIME: Mondays, 7:00 pm – 9:45 pm

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Office Hours: Mondays 3-7pm; Tuesdays 5-6pm; Wednesdays, 5-6pm

COURSE DESCRIPTION: On August 28, 2005, a Category 5 hurricane named Katrina bore down on the Louisiana-Mississippi Gulf Coast and ultimately brought catastrophe for New Orleans and the Gulf region. We will examine this disaster and many others. American homeland security encompasses disasters of all types, not just terrorism.

COURSE PREREQUISITES: None.
Below is an aerial photo of Hurricane Katrina devastation in New Orleans.

The terror attacks of September 11, 2001 changed the world, especially for the United States. While there have been terror attacks on the U.S. in the past, 9/11 surpasses by far the scale of devastation of any attack on the U.S. “homeland” since Pearl Harbor in 1941.

Some have called 9/11 the most devastating terrorism attack ever, but it may be safer to call this the most devastating terrorism attack ever on the U.S. The 9/11 attacks required application of domestic emergency management because the events of that day involved “terrorism consequence management,” in official parlance. This course will examine “terrorism consequence management” as well as U.S. disaster management and policy more broadly. This course will also take up issues surrounding “Homeland Security.” The image below is from an ad for Oliver Stone’s World Trade Center movie.
Public policy, public management, global governance, and politics are central to understanding how we will take up the subject. This course is about NATURAL AND HUMAN-CAUSED DISASTERS THE U.S. NATIONAL GOVERNMENT HAS COME TO ADDRESS IN LAW AND POLICY. The course also considers that the concept of disaster is in many ways politically and socially constructed. This will be explained over the semester.

Acts of terrorism hold the potential to be disasters and so are included in this course. However, TERRORISM IS NOT THE EXCLUSIVE SUBJECT OF THIS COURSE. This course addresses in limited ways disasters outside America, but the focus of this course is on U.S. disaster policy, politics, emergency management, and homeland security.

America has a long history of disaster. This course examines modern laws, programs, agencies, and institutions involved in U.S. disaster policy and emergency management. The president is a key player and Congress has major responsibilities in this realm as well. State and local governments are also important, as are a variety of private and non-profit organizations that are stakeholders in this realm. The vast majority of American disasters stem from “natural sources,” and so the course has to address hurricanes, earthquakes, floods, major fires, tornadoes and a variety of other natural disaster agents. However, this course includes “human-caused” disasters, including terror disasters. America experienced terrorism before 9/11.

COMPETENCIES AND LEARNING OUTCOMES:
At the conclusion of this course, students will be able to do the following:

1. Lead and manage in public governance
   a. Students will be able to identify key government agencies/committees and their roles in the disaster management process
b. Students will be able to understand the importance of collaborative public management in fostering effective inter- and intra-governmental relationships as well as relationships with the nonprofit and private sectors.

c. Students will be able to apply the Incident Command System to real-world disaster scenarios.

2. Participate in, and contribute to the policy process
   a. Students will be able to identify the policy framework and principles/objectives for disaster management
   b. Students will be able to assess the strengths and weaknesses of current U.S. disaster policy
   c. Using case study analysis, students will evaluate the effectiveness of the Stafford Act and Jones Act on recent disasters.

3. Analyze, synthesize, think critically, solve problems, and make decisions
   a. Students will be able to articulate and apply methods for identifying factors affecting community vulnerability
   b. Students will be able to formulate strategies for the coordination of resources
   c. Students will be able to formulate coordination strategies for the operation of private/voluntary organizations

4. Incorporate public values into decisions
   a. Students will be able to evaluate community needs within the disaster management context
   b. Students will be able to evaluate areas of vulnerability according to contemporary community needs
   c. Students will be able to identify the social and cultural factors affecting disaster management; this will include an understanding and appreciation for tailoring outreach, risk communication and evacuation design to diverse populations including, but not limited to such factors as ethnicity, age, literacy level, etc.

5. Communicate and interact productively
   a. Students will be able to identify the essential objectives of information management in the disaster management
   b. Students will understand the importance of appropriate communication of risk to the public

6. Other Hazard-related competencies
   a. Analyze the physical and psychological effects of hazard impact on the community
   b. Identify the impact of these effects on the community’s ability to recover
REQUIRED TEXTBOOKS:


Why a Course on U. S. Disaster Policy and Administration?

You might ask yourself, why disaster and politics? Is the phenomenon we call “disaster” a social constructed one? What is emergency management? What is important about disaster policy? What defines a "disaster"? Can I get a job if I know this stuff? Doing what? Why does government care about disaster? Which levels of government prepare for and respond to disaster and how do they do it? How is disaster policy similar to (or different from) housing policy, energy policy, environmental policy, transportation policy, etc.? What is homeland security policy and how does it relate to disaster policy and politics? Are there good academic studies of disasters, if so by whom and what did they demonstrate? Can governments avert disasters or make them less destructive? Who pays for disaster response and recovery? Why should the nation care about a disaster that only affects a tiny fraction of the land area of the country? Why do government leaders care about disasters that occur outside the United States? Are major disasters increasing or decreasing in frequency? How is the international community organizing to address disasters?

More topically, how and why did disaster policy and management fail in the days after Hurricane Katrina devastated the central Gulf Coast and after the levees surrounding New Orleans failed? Does disaster management have political implications? What does disaster relief and rebuilding say about the United States as a nation and as a political culture?

I will, helped by you, answer most if not all these questions in this course. For most of you this course must seem like an alien subject. You should know that you are not "warped" for having an interest in this field. Disaster is a subject of increasing domestic and international interest: Katrina and 9/11/ certainly underscore this claim. There are several possible reasons for this.

First, since 1989 the United States has experienced a sizable increase in the number and expense of its natural disasters. Until 9/11 and Katrina, Hurricane Andrew in 1993 and the Northridge California earthquake of 1994 were the nation's most expensive "concentrated" disasters in the last half-century. Add to this the EXXON Valdez oil spill in 1989, the Murrah Federal Office Building bombing in Oklahoma City in 1995, New York's first Twin Towers disaster in 1993, and a host of other calamities, like the 1993 Great Midwestern floods, and finally 9/11/01 & Katrina and you are going to get people's attention. Even forgettable Hurricane Charley, which impacted a wide swath of Florida in
August 2004, caused many billions in damage. *Hurricane Katrina may well end up being the nation’s most expensive natural disaster.*

Below is the Exxon Valdez oil tanker which released a mammoth oil slick in Alaska’s Prince William Sound in March 1989.

Below is a photo of the Murrah Federal Office Building in Oklahoma City, destroyed by Timothy McVeigh and associates, in the spring of 1995, with 187 fatalities.
Below is a photo of a staging area for emergency responders seeking to get to people trapped at the Super Dome and Convention Centers in New Orleans.

Hurricane disaster losses alone are now so immense that any hurricane that makes landfall in the U.S. is expected to produce at minimum a billion in losses. Billion dollar disasters before 1990 were extremely rare. Billion dollar disasters since 1990 now occur two or three times a year, or more. Clinton era disaster managers alleged that disaster losses to the full American economy were running at $1 billion a week. President G.W. Bush declared even more disasters in his two terms of office than did President Clinton.

Second, since the end of the half-century long Cold War between the U.S. and the U.S.S.R., many governments, treaty organizations (previously based on defense), and the United Nations have come to attach more importance to the humanitarian role of the international community in addressing people's needs in the aftermath of disaster. Sometimes disasters stem from nation-to-nation wars, civil wars, or "domestic strife (Darfur)." Today Iraq, Afghanistan, and the Darfur region of the Sudan and previously Bosnia, Kosovo, Haiti, Somalia, Rwanda, Burundi, Ethiopia, and other countries all have suffered, or are suffering, forms of disaster. Indonesia and Ceylon suffered catastrophic coastal damage from the tsunami of Dec. 26, 2004 and upwards of 230,000 lives were lost. Bangladesh seems to suffer recurring flood and monsoon disasters that kill tens of thousands of people. Below is an eerie photo of the aftermath of the South East Asia tsunami disaster.
As an example of variation in quake devastation consider that the "World Series Earthquake" which took place just before the start of a World Series game in San Francisco in 1989 killed about 65 people; months after this a quake of comparable magnitude in Soviet Armenia killed 25,000 people. The last truly catastrophic earthquake in China killed over 200,000 people and the Great Sichuan Earthquake struck China in 2008 (photos below) killed some 70,000 people, though 20,000 are still listed as missing.

The photo below depicts earthquake damage in the city of Kobe, Japan in 1995. Japan's Great Hanshin or Kobe earthquake demonstrated that even developed, economically wealthy countries suffer disasters and often need outside help. Some 6400 people perished in the Kobe quake, many burned to death under rubble.
In January 2004, the City of Bam earthquake in southeastern Iran killed an estimated 40,000. Emergency management and disaster policy are assuming higher profiles on the world stage.

Third, emergency management and disaster policy have emerged as a new domain of public policy. Presidents care about disasters and they regularly make key decisions on the subject (especially in issuing presidential declarations of major disaster and emergency). Congress has legislated heavily on the subject. Lawmakers are also stakeholders in the disaster realm. Government agencies like FEMA, and since March 2003 the Department of Homeland Security, have assumed much higher political profiles.

Interest groups have emerged around the subject. Organizations have formed that represent disaster victims and survivors. Corporations have moved into this realm in a major way. Insurance companies are a key special interest group in the disaster field. Altruistic organizations or volunteer organizations have mushroomed in size and number, many centrally pre-occupied with disaster.
Our first few classes will offer answers to the questions posed in the opening. Disasters are immensely newsworthy and seemingly ideal objects of television news coverage. Disasters pose political and administrative challenges for government leaders. The media and politics intertwine many aspects of disaster management.

**Disasters and emergencies involve many questions:**

- Why and how did the disaster or emergency occur?
- Were government officials adequately prepared?
- Was the public satisfactorily forewarned?
- How did authorities respond before, during, and after the disaster event?
- Could loss of life and property have been better averted?
- Whose fault is it legally if various forms of disaster loss and damage might have been averted beforehand, but were not?
- Is it possible to prevent a recurrence?
- Is it possible to mitigate (reduce or alleviate) the scale of loss in the next comparable disaster?
- Who pays for restoration and repair after a disaster?
- How do federal, state, and local governments organize to address and prevent disasters and emergencies?
- What laws apply to disaster preparedness and recovery?
- What are the political ramifications of disasters?
- How is disaster policy made? What are the politics of disaster?
- What theories and concepts help explain disaster as a political and public management phenomenon?
- Which agencies handle disasters [inside the U.S.]? Which agencies address disasters [outside the U.S.]?
- What role does U.S. domestic emergency management and disaster policy play in U.S. foreign policy?
• What special interest groups are involved in disaster policymaking and emergency management?

• How do disasters affect the private sector?

• Should government disaster activity chiefly address losses sustained by individuals, by private industry and its workforce, or by other state and local governments?

Many of these questions may not seem to be very academic, but I will show you that they very much are. There is an emerging body of scholarship on disasters and emergency management. In this very class, there may be people who will embark on careers as emergency managers. The entire profession of emergency management is growing. Why, because it is very much needed. People want to know how organizations, public and private, function under the stress that disaster and emergencies pose.

Insurance companies want to help minimize their payout of claims by helping and encouraging their policyholders (private corporations, homeowners, and municipal/special district governments) to minimize disaster risks. Many new federal, state, and local laws require corporations, utilities, and homeowners to take specific precautions against disaster threat. Liability and negligence law and cases, as well as huge court settlements, have made public and private authorities aware of the need to prepare for and avert, if possible, disasters and emergencies. After 9/11, the federal government, encouraged by President George W. Bush, established federally supported terrorism insurance, something many banks insist their business customers buy and maintain.

Some of my colleagues in disaster sociology remind me that how people define disaster is subject to change over time. In the 1800s and first half of the 1900s, people and government did not consider a heavily damaging tornado or hurricane as more than a misfortune certain communities might experience. The general assumption was that disaster ravaged areas were expected to recover on their own or with charitable help. Gradually since about 1950, damaging tornados and other disasters have become events that increasingly require state and federal help. Losing a utility service was rarely classified as a disaster fifty years ago, but today when thousands lose a utility service for three hours or more, the incident ratchets toward presidential disaster declaration status.

More than this, disasters and major emergencies require a governmental response. Public warning, search & rescue, evacuation, sheltering, in-kind or cash relief assistance, emergency public works restoration, disaster loans for reconstruction of private facilities or home repair, unemployment assistance, medical aid, and extraordinary interorganizational cooperation are a few essentials of post-disaster aid.

This course will draw on "highly readable" texts and on case studies. The professor will try to avoid sustained lecturing and instead pose leading questions derived from the readings and he will ask about your views and observations. There is a general core of
testable facts and conceptual information in this course, but it will be re-enforced through our review and discussion. Students will be expected to memorize certain terms, laws, dates, etc. provided on posted review sheets. Also, in some sessions students will be assigned work tasks and will be expected to answer specific questions.

**Students should become familiar with the following sites:**

- [www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Georgia Emergency Management Agency).

- [www.colorado.edu/hazards](http://www.colorado.edu/hazards) - for information regarding specific hazards, full texts of the Natural Hazards Center’s series of working papers and quick response reports for recent disasters, and other information sources.

**FEMA EMI IS Courses:** Students individually will complete three IS courses (accounting for 30% (10% each) of the course grade). You need to submit the certificate of completion emailed to you from FEMA.

**RESEARCH PAPER:** A research paper is required for this course. Paper topics may include, but are not limited to, floods/floodplain management, Hurricane Katrina, earthquakes, climate change, warning systems, hazards mitigation, emergency management, vulnerability, evacuation, or other topics relevant to the social, technical or political/policy aspects of hazards and disasters. Papers will be judged on their originality, organization, and demonstrated knowledge of the topic.

The paper is due on the date specified in this syllabus. No extensions will be granted. You have the entire semester to work on this paper, so any last minute excuses will be unacceptable.

The paper should be between 20-30 pages in length, double spaced, 12 pt. font. Please use endnotes rather than footnotes. APA or Chicago Manual of Style type is fine.

Please note that you need to give me a researched, organized, well written and edited, proofread and polished version of your paper with footnotes/endnotes and a reference page or bibliography of your major sources. No two students in the course can write on exactly the same topic.

The paper must be in Microsoft Word format only.

Fifty percent or more of the sources for the paper must be from current, peer-reviewed journals. If you don’t know what is meant by these types of references, please consult your reference librarian, Ms. Sonnet Brown.

Do not turn in a “book report.” Your paper must include careful, critical analysis supported by empirical evidence. I’m not interested in your personal opinion that is unsupported by facts.
Points will be deducted for poor writing – this includes sentences that don’t make sense, improper use of punctuation and spelling mistakes. Use an academic writing style; use 3rd person narrative.

**Criteria for Grading and Grading Standards:** Evaluation of the paper will depend heavily on the following:

1. The extent and comprehensiveness of your research including the literature you have selected as sources;
2. The extent to which you are able to synthesize the research and present insights into the topic;
3. The quality of the writing and presentation of the paper;
4. The effort you spent on this paper;
5. The innovativeness of the paper.

Please DO NOT send me drafts of papers.

**GRADES:**

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<tr>
<th>Component</th>
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**IMPORTANT:** The professor will read and respond to e-mail during office hours, and possibly during other times. DO NOT expect “instant messaging” responses via email.

**ATTENDANCE POLICY:** I would appreciate it if you could attend all classes, but I understand that there may be reasons why you miss one or at most two sessions. Please note that a portion of your grade stems from your answer to the formal questions I pose to you in or before each class. So you can expect to lose about two points for each class you miss. Anyone who misses four sessions risks failing the course. Leaving class early constitutes a full class absence, unless the instructor is informed at the start of the session that you need to leave early. Late comers to class lose some attendance credit, with exception of first late arrival.

**Statement on Classroom Conduct:** *Cell phone policy:* please turn off your cell phone when you come to class. If you answer cell calls during class or send out text messages on your cell phone during class, I will ask you to leave and you get no attendance credit for that session.

This is a modest sized class. I would like to handle the course as a seminar. I will be calling the roll until I know you.

I want you to know that I appreciate your class participation. The better prepared you are for each session, the more interesting the course will be for all of us. Participation credit also comes in presentation work you are expected to do. A portion of your course grade is earned from your presentation efforts over the semester.

I will never lecture for a 3 hour session. We engage in a dialogue, I ask you either pre-assigned questions or I ask you questions extemporaneously. We will have some presentations by you. Certain nights may feature video that complements course work.
We do not always talk about every assigned reading but you are expected to come to class prepared to discuss the readings of that night.

**DON’T CHEAT! – CONSEQUENCES OF ACADEMIC DISHONESTY:**

I expect you to do your own work in the course on the research papers. I expect you to be able to document and show me the sources and notes of your research papers. You may consult Internet sources but always furnish me attribution of the full web address in the footnotes or endnotes. However, over-use of Internet sources uncited, or downloading of work done by others and turned in as if it is your own, is forbidden and you will lose the full credit of the work you submit — you have the right to appeal to the judicial system. I use an essay verification system which checks every paper for plagiarism. If your paper is plagiarized you fail the course.

As I said, I use an essay verification search engine, so don’t even think about buying or copying someone else’s work. You can protect yourself from allegations of cheating by properly citing passages you use from other sources, including Internet on-line sources, and by following the instructions I give you for research paper work. Also, if you are unable to explain to me the content of your paper and if you have no notes or materials to show me what you used in preparing successive drafts of your paper, we will have problems (likely course failure).

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available online at [http://www.studentaffairs.uno.edu/Judicial/judicial_pdf/judicial_code_academicdis.pdf](http://www.studentaffairs.uno.edu/Judicial/judicial_pdf/judicial_code_academicdis.pdf)

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Depending on the seriousness of the infraction, you may:

- Receive a failing grade;
- Have your course grade lowered, or possibly fail the course;
- Under the standards of student conduct a student may receive:
  - Warning
  - Reprimand
  - Probation
  - Suspension
  - Expulsion

**Accommodations for Students with Disabilities:** Students who qualify for services will receive the academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services each semester and follow their procedures for obtaining assistance.
Do’s and don’ts in this class:

- Please come to class on time. If attendance has been taken before you arrive you will be considered absent for the class. Frequent late arrival is rude to the instructor and your fellow students.

- Please let the professor know before class begins if you have to leave class early. Failing to do so may result in loss of participation credit. I deeply appreciate people who let me know at the start of class that they have to leave early.

- Picture yourself giving a talk to an audience or performing on a stage. You read audience body language to determine if they seem to be grasping what you are presenting or responding positively to your performance. You’re nervous, you want to do a good job, and you always want to make a good impression with all of those present. Now imagine that various people in the audience for no apparent reason seem to get up and leave the room during your talk. They sometimes (but not always) return later. You cannot help but conclude that they do not think much of you or your talk. They don’t care what affect their leaving the room has on the audience. Trust me, students getting up and down during class to leave and return to the room drives your professors “nuts” and I’m just like the rest of them. Unless you’re 80 years old and you have an incontinence problem, please “no in and out during class.” However, you should feel free to ask me for a short full class break during class if you need one. I can relate to your need for a break once and a while, plus I’ll also appreciate that you are a considerate person.

- Please do not bring food to class and no eating food in class. Coffee, sodas, or water are okay but be warned you may be moved around in some sessions and you need to avoid spills. If you arrive late with a big frappachino, the professor gets to drink half (just kidding, . . .maybe).

- Please turn off all cell phones in class. No text messaging in class, please.

- Please if you use a laptop in class, use it only for note taking – not for web surfing or reading email. Laptops are often a distraction as too many people are not using them for course work.
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>August 24th</td>
<td>Overview and Introduction to the Course</td>
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<tr>
<td>August 31st</td>
<td>Introduction, overview, and terminology</td>
<td>Kapucu: Chapter 1</td>
<td>Mr. Crifasi</td>
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<td>Disaster and crisis management in the US</td>
<td>Jerolleman &amp; Kiefer, Chapter 1</td>
<td>Ms. Espinoza</td>
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<td>The Four Phases of Emergency and Crisis Management</td>
<td>Attending to the Forgotten: Jenkins, Kiefer &amp; Laska</td>
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<td>A History of Hazard Mitigation in the United States</td>
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<td>September 14th</td>
<td>Principal Hazards &amp; Vulnerability in the United States</td>
<td>Kapucu: Chapter 2</td>
<td>Ms. Nero</td>
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<td>Hazards, Vulnerability, Risk Analysis, and Hazard Mitigation</td>
<td>Jerolleman &amp; Kiefer, Chapter 2</td>
<td>Ms. Simmons</td>
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<td></td>
<td>Hydrologic, geophysical, biological, and technological hazards</td>
<td>Incrementalism Before the Storm: Kiefer &amp; Montjoy</td>
<td>Mr. McPherson</td>
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<td>Causes and effects of different types of hazards</td>
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<td>Floods, Earthquakes, Tsunamis, Hurricanes, Tornados, and Wildfires</td>
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<td>Physical, structural, and social vulnerabilities</td>
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<td>September 21st</td>
<td>Integrated emergency and crisis management</td>
<td>Kapucu: Chapter 6</td>
<td>Mr. Crifasi</td>
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<td>Emergency management networks</td>
<td>Jerolleman &amp; Kiefer, Chapter 3</td>
<td>Ms. Espinoza</td>
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<td>Roles and responsibilities</td>
<td>Infrastructure</td>
<td>Ms. Fisher</td>
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<td>Intergovernmental Relations and Hazard Mitigation</td>
<td>Interdependence &amp; the Creation of a Normal Disaster</td>
<td>Ms. Nero</td>
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<td>September 28th</td>
<td>Contingency Planning, Natural Disasters, Training and Exercises</td>
<td>Kapucu: Chapter 10</td>
<td>Ms. Simmons</td>
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<td>Incident Command System, Crisis Management Team, Crisis Decision Making</td>
<td>Jerolleman &amp; Kiefer, Chapter 4</td>
<td>Mr. McPherson</td>
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<td>The National Incident Management System</td>
<td>PARET: Kiefer, et. Al.</td>
<td>Mr. Crifasi</td>
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<td>Financing emergency management</td>
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<td>DHS &amp; FEMA’s strategic plans</td>
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<td>Public-Private Partnerships in Mitigation Initiatives</td>
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<td>Due: IS- 100a (Revised ICS-100) (<a href="http://training.fema.gov/emiweb/is/is100a.asp">http://training.fema.gov/emiweb/is/is100a.asp</a>)</td>
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<td>October 5th</td>
<td>Guest Lecture: Dr. Monica Farris Risk Perception &amp; Risk Communication</td>
<td>Kapucu: Chapter 9</td>
<td>Ms. Espinoza</td>
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<td>Jerolleman &amp; Kiefer, Chapter 7</td>
<td>Ms. Fisher</td>
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<td>October 12(^{th})</td>
<td>MIDTERM</td>
<td>Kapucu: Chapter 3 Chapter 5 Attending to the Forgotten: Jenkins, Kiefer &amp; Laska</td>
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<td>October 19(^{th})</td>
<td>Guest Lecture: Dr. Alessandra Jerolleman and Ms. Miriam Belblidia The Growing Role of the Private Sector in Mitigation/Waterworks</td>
<td>Kapucu: Chapter 3 Chapter 5 Attending to the Forgotten: Jenkins, Kiefer &amp; Laska</td>
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| October 26\(^{th}\) | Disaster response operational challenges Intergovernmental & interorganizational response (specific focus on health policy and planning) Local, state, federal, and private sector responsibilities National Response Framework (NRF) National Incident Management System (NIMS) Processes, dimensions, and resources for disaster recovery The Growing Role of the Private Sector in Mitigation Due: IS- 700a NIMS An Introduction (http://training.fema.gov/emiweb/is/is700a.asp) | Kapucu: Chapter 4 Jerolleman & Kiefer, Chapter 5 CAEP: Kiefer & Jenkins | Ms. Nero
|              |                                                                      | Ms. Simmons Mr. McPherson                                                        |                      |
| November 2\(^{nd}\) | The decision-making process Decision-making styles Attributes of an effective decision maker Ethical decision making and problem solving The National Flood Insurance Program and the Community Rating System | Kapucu: Chapter 7 Jerolleman & Kiefer, Chapter 6 | Mr. Crifasi
<p>|              |                                                                      | Ms. Espinoza                                                                  |                      |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<th>Instructor</th>
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| November 9<sup>th</sup> | Management & Leadership  
|            | Trust and relationship building  
|            | Leadership development  
|            | Leadership characteristics in managing emergencies and crisis  
|            | Natural Hazards and the Law                                        | Kapucu: Chapter 8  
|            |                                                                    | Jerollemann & Kiefer, Chapter 8       | Ms. Fisher  
|            |                                                                    |                                        | Ms. Nero   |
| November 16<sup>th</sup> | Crisis and Emergency Management  
|            | Misconduct  
|            | Ethical issues  
|            | Involving the Community in Mitigation and Outreach                  | Kapucu: Chapter 11  
|            |                                                                    | Jerollemann & Kiefer, Chapter 9       | Ms. Simmons  
|            |                                                                    |                                        | Mr. McPherson |
| November 23<sup>rd</sup> | Presentation of Research Papers                                      |                                        |                     |
| November 30<sup>th</sup> | Final Exam                                                            |                                        |                     |