Course Syllabus and Policy Requirement Statement

BOR 6330: Studies in Disaster Preparedness

Course Description/Overview

From the Course Catalog: "This course discusses risk management theory, disaster management theory and FEMA strategies as they are applied to reconstruction of past natural and man-made disasters. Students are tasked with carrying out intensive re-evaluation of past efforts and development of enhancements that would improve future responses."

This course is a prerequisite to BOR 6331, Seminar in Emergency Planning.

Prerequisites

Although there are no prerequisites for taking this course, students will be expected to apply current risk management theory and FEMA strategies in the conduct of a series of analyses. Therefore, students are expected to come into this course with pre-existing knowledge of these subjects. Students wishing to do well in this course should already have a fundamental knowledge of FEMA National Incident Management System ICS processes at the 100 (IS-100.b), 200 (IS-200.b), 700 (IS-700.a), & 800 (IS-800.b) levels. It is strongly recommended that students without these certifications complete the FEMA online training program in each area before the end of week two of this course. These programs are free of charge and can be accessed at: http://training.fema.gov/IS/NIMS.asp.

Course Bibliography and Required Readings:

The Truth about Chernobyl.
Author: Medvedev, Grigori.
Date: 1991.
ISBN-10: 0465087760

Catastrophe in the Making: The engineering of Katrina and the Disasters of Tomorrow
Author: Freudenburg, William, and Gramling, Laska, & Erikson.
Date: 2009
ISBN-10: 1597266825

Suggested additional readings

Normal Accidents: Living with high-risk technologies
Author: Perrow, Charles
Other readings will be provided to the student in electronic format.

Course Objectives

Through a comprehensive study of emergency management as it applies to natural disasters and man-made disasters, students are to demonstrate understanding of:

Objective One: the importance of emergency management through analysis of past and present plans, policies, procedures, and other preparedness for natural disasters and man-made disasters including terrorist attacks using WMD.

Objective Two: the importance of jurisdictional emergency management capabilities for an effective response for natural disasters using the principles of emergency management.

Objective Three: the importance of identifying the risks and threats posed by terrorism related incidents using often unknown agents with little to no advance warnings.

Learning Outcomes

Students have a right to know what instructors are going to expect that they learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively and follow Bloom's Taxonomy. When you finish this course you should be able to:

Knowledge and Comprehension:
Summarize the history, structure, organizations, systems, domestic and international key players, and concerns that shape emergency management.

Explain how comprehensive emergency management operates and influences daily life.

Application and Analysis:
Use research skills to compare and contrast the responses to major natural disasters such as 1989 Loma Prieta Earthquake, Hurricane Katrina, and the 2011 Tohoku earthquake and tsunami.

Synthesis and Evaluation:
Examine adequacies of planning, responses, recovery, and mitigation associated with man-made disasters such as the Stationary Low-Power Reactor Number One or SL-1, Oklahoma City Bombing, and those caused by natural disasters such as the Tohoku aftershocks causing the Fukushima Daiichi nuclear disaster.

Another major need identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.
Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Discussion board participation:</td>
<td>50%</td>
<td>Weekly</td>
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<tr>
<td>12-15 discussion topics</td>
<td></td>
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<tr>
<td>Paper: a major paper of 12-15</td>
<td>50%</td>
<td>Friday, Week 8</td>
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<tr>
<td>pages</td>
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Discussion Board Guidelines

Each week in which there is not a writing assignment due there will be a discussion topic posted. Students are expected to critically think about the presented topic and apply what they've learned to that topic. Each student will make an initial, robust posting of 250 words or more that addresses the topic. Students will also offer critical responses to the postings of two or more other students. The intent is to establish a discussion between students over the proposed topic. Discussion board posts will be graded using the discussion rubric.

Writing Guidelines

This course utilizes multiple writing assignments. They will be graded using the Writing Assignment Rubric. The papers will use 1 inch margins, written using Times New Roman 12 point font. Length is exclusive of the cover page and references.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at [http://www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org). Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment.

Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. An abstract is not necessary in this class.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. **Do NOT** submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

Writing Assignment

In accordance with the above writing guidelines, select a man-made or natural disaster NOT already discussed in this course. Place the event you select in its historical context. Applying the lessons presented in this course, prepare a detailed analysis of the event, the response and recovery actions, and the process in which current disaster management
processes would address a similar event. Demonstrate the ability to move beyond evaluation and into the realm of creation by preparing a plan to address the impact of a similar event in your community. Your plan should include a Target Capabilities List and gap analysis, among other documents. This should be approached academically, so use the extensive resources of the ASU Library and the Homeland Security Digital Library. Incorporate numerous journal articles, historical and current, in writing your paper.

Your paper is due on Friday in week 8.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric

Grades

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- F = 59% and below.

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes a "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

Final Exam

This course does not require a final examination, as such, but does require a submitted final project. This project will be due the Thursday of finals week.

Attendance

This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. We can no longer forcibly drop students from classes for non-attendance or non-participation. Therefore, we have made participation a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.
Students may add this course during late registration, which is the first four days of a fall or spring semester or the first two days of a summer session.

Students may drop this course up to the 6th day of the class or the last drop date as specified by the University Administration.

Course Organization:

Lesson 1:
Part I
This lesson outlines the course and introduces the concepts of risk management theory, disaster management theory and FEMA response strategies as they apply to Disaster Preparedness.

Part II
We begin the analysis of disasters with a look at a classic nuclear accident.

Lesson 2:
Part I
Lessons learned in the analysis conducted in Lesson 2 are applied to the nuclear accident at Chernobyl.

Part II
An analysis of the Loma Prieta earthquake is performed from the perspective of present day Emergency Management and Incident Command methodology.

Lesson 3:
Part I
Lessons learned in the analysis conducted in Lesson 4 are applied to the Mineral, VA, earthquake of 2011.

Part II
Students learn about and apply Normal Accident Theory, Rational Choice and Deterrence Theory, and Chaos Theory as they relate to disasters. The subject of terrorism as a means of instituting a disaster is broached with a look at the 1993 World Trade Center bombing.

Lesson 4:
Part I
The terrorist bombing of the Alfred P. Murrah Federal Building in downtown Oklahoma City is evaluated from a theoretical perspective. Lessons learned are applied to current terrorist threats through evaluation of ongoing studies of potential targets and clear statements from terrorist organizations.

Part II
This lesson reviews the changes towards the federal and state government approaches to Emergency Management and Disaster Preparedness following the terrorist attacks of 9-11. The focus of this review is to set the stage for the post-9-11 disasters and how they were approached that will be covered in the next several lessons.

Lesson 5:
Part I
This lesson begins the evaluation of hurricanes and other weather related natural disasters.

Part II
This lesson continues the study of weather related disasters, moving from hurricanes to tornados as the focus. Additionally, a description of the science behind measuring storms is incorporated in this lesson.
Lesson 6: Part I
This lesson reviews a wide number of resources concerning the chemical industry and the associated processes by which disasters are addressed. Included in this lesson are extensive reading materials and links to numerous informational sites that are important to disaster analysis in subsequent lessons.

Research Paper due on Friday of Week 8

Lesson 7: Part I
The Bhopal, India, gas leak in 1984 led to significant world-wide changes in how chemical plants and their surrounding communities addressed disaster preparedness and emergency response. The accident in Bhopal is evaluated in this lesson.

Part II
It has often been related that we should spend less on the detection and interdiction of WMD at our borders and more on critical infrastructure protection. The reason – a terrorist doesn't have to bring a WMD into the country – we are already surrounded by them. In this lesson we continue our analysis of non-nuclear industrial disasters.

Lesson 8: Part I
We opened this course on Studies in Disaster Preparedness (BOR 6330) with an overview of the course content and the goals and objectives of the class. I hope that you found this graduate seminar to be an intensive review and analysis of several well-studied natural and man-made disasters and the responses to those disasters. The fundamental objective was to expand your existing knowledge of disaster preparedness and response to a critical analysis level where you can dispassionately conduct evaluations of events. Hopefully, your papers and the papers of the other students demonstrated those objectives were met.

Research Paper due on Friday of Week 8

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor.
prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.