

# **CJ 5329 Seminar in Emergency Management and Disaster Preparedness**

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## **Course Description:**

I can avoid disappointing you if I define the scope of this course at the outset. Public policy, public management, 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. 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. 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.

## **Books:**

Haddow, George D. and Bullock, Jane A. Introduction to Emergency Management. 4th Edition. New York: Butterworth-Heinemann, 2008. (Please do NOT use the 3rd ed. of this book as it is out of date.)  
ISBN-13: 978-1856179591  
ISBN-10: 1856179591

Miskel, James F. Disaster Response and Homeland Security: What Works, What Doesn't. Westport, CT: Praeger Security International, 2006.  
ISBN-13: 978-0804759724  
ISBN-10: 0804759723

Sylves, Richard T. Disaster Policy and Politics. Washington, DC: CQ Press, A Division of Congressional Quarterly, 2008.

ISBN-13: 978-0872894600

ISBN-10: 0872894606

Birkland, Thomas A. Lessons of Disaster, Georgetown Press,

ISBN:9781589011212; 240 pp.,

ISBN (158901121X) 6X9 Paperback

ISBN: 9781589013599 eBook

Criminal Justice and Homeland Security Graduate Program Learning Objectives (PLOs):  
CJ PLO Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

CJ PLO Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.

CJ PLO Ability to identify, assess and compare policy processes and outcomes in criminal justice. Ability to identify and analyze various legal challenges to laws and policies within criminal justice.

HS PLO Develop the ability to apply historical knowledge of the CJ system and recognize patterns of system change, particularly since 9-11. Develop the ability to identify and analyze various legal challenges to laws and policies within Homeland Security.

HS PLO Working knowledge of the structure and goals of Homeland Security at the local, state and national levels. Ability to identify, assess and compare policy processes and outcomes in Homeland Security.

HS PLO Develop a working knowledge of the process and application of the methods of scientific research. The ability to critique a piece of research based on its methodology. Develop the ability to apply research to Homeland Security policy.

This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

As this is a graduate course, students will be expected to be self-motivated, and work independently. Standards for graduate courses are higher than those for undergraduate work – students will engage in more research, reading, and writing. Any computer glitches must be reported promptly or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to <https://techassist.sulross.edu/> If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

**Requirements:** In this course there will be three exams worth a total of 30% of overall grade average. In addition, there is one 10 page research paper worth 20%. There will be weekly assignments due covering the reading materials and some research to be determined at a later date which will account for 40% of your grade. The last ten percent will be your discussion board participation required weekly.

Exams	30%
Paper	20%
Weekly Assignments	40%
Discussion Board	10%

**Note: My Grade tab will not be used to calculate grades it will be done on a separate template and posted at a later date. Do not ask each week what your grade is.**

**Tests:** Each test may contain short answer, true or false, multiple choice questions, and perhaps a short essay question. The first test will cover weeks 1-8 and be administered on the eight week. The second test will be administered on the fifteenth week covering lessons 9 - 15. The last test will be finals week at the end of the semester covering the entire semester including lesson 16.

**Research Paper:** The instructor will work with each student in order to assign each a specific research topic for their research paper. An Essay format will be expected with a bibliography included. The format will be standard double space with 1 inch margins New Times Roman font 12. No two students in the course should write on exactly the same topic. A suggested length is 7 to 10 pages which include a cover page and bibliography.

**Weekly Assignments:** will be found in the Assignment Tab section. The assignments will appear on Sunday at 01:00 and must be submitted before Saturday 11:59 (midnight) for credit.

**Discussion Board Questions:** Each week I will assign a current events style question for each of you to respond to with a legitimate reply of appropriate length and content utilizing your past experiences. If I do not have an assigned discussion board question then you will be required to research a current event article involving Homeland Security and or Emergency Management for that week and post your own discussion board topic for your classmates. Students will be expected to respond to my post and two other posts in the form of a thread. If it is an unassigned week then post your discussion topic and respond to three other posts. This process may require students to log in several times a week to keep up with post. This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed. This should mean that students will have to do outside research. Do Not Over Respond! You only get credit for your three responses and I read all the post but if you feel a conversation needs your rebuttal then do not let this stand in your way but remember tact, professionalism, and do what is right. This includes what on the next line below.

**Code of Conduct:** This is a graduate level course and students are expected to behave as professional adults. Students are expected to do their own work on all tests and assignments. Cheating and plagiarism on tests or assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one’s own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Open discussion of course issues is encouraged, however, abusive, offensive or otherwise inappropriate language will not be tolerated – this includes profanity, racial/ethnic slurs, personal attacks on other members of the course, etc. Part of the learning process is learning to communicate effectively and professionally. A direct quote from a published source may occasionally contain such language, but use of the quote should be limited and explained – why is it necessary to use such quote?

Any assignment containing abusive, offensive, or profane language, or creating an offensive environment in the course will result in a grade of 0 for that assignment.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as

described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **Important!**

See your instructor promptly if you are having problems with your course work or are in need of special assistance.

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Accessibility Services Office, Ferguson Hall 112, Box C-122, (432) 837-8203.

### **Course Schedule**

(Subject to change if necessary)

(FIRST 8 WEEKS assignments)

#### **#1 Orientation**

Introduction, course objectives and requirements:

Students are asked to complete a survey of your interests. Course plan is explained. Walk through the syllabus so that students understand work requirements. Emphasize the need to acquire the books that contained required reading for the course.

#### **#2 U.S. Political and Policy System in Brief**

Objectives in brief: Describe and explain the U.S. political system and its policy making process in general terms.

**READ**

Haddow, George D. and Bullock, Jane A. 4th Ed. Ch. 1 "The Historical Context of Emergency Management," pp. 1-27.

Added Reading located in Assignment section for this week.

#### **#3 U.S. Hazards and Disaster in the Era of Homeland Security**

Objectives in brief: Provide an overview of the types of emergencies and disasters that befall the U.S., including terrorism.

**READ**

Haddow, George D. and Bullock, Jane A. 4th Ed. Ch. 2, "Natural and Technological Hazards and Risk Assessment," pp. 29-67.

Sylves, Richard T. Disaster Policy and Politics. (Review Chapter 5) also pp. 67

#### **#4 Fundamentals of Emergency Management and Emergency Managers as a Political Force**

Objective in brief: Introduce what emergency management is, what it means in the U.S., who emergency managers are, and how emergency managers have organized as a political force.

## READ

Sylves, Ch. 1, "Disaster Management in the United States," 2-25.

### #5 Executive Policy and Political Issues

Objective in brief: Explain the central role of public executives, most of them elected officials, in emergency management and how they must behave in a political environment.

## READ

Sylves, Ch. 3, "Historical Trends in Disaster Management," 46-75 and Ch. 4, "Understanding Disaster Policy through Presidential Disaster Declarations," 76-107.

### #6 Legislative and Political Issues

Objective in brief: Elucidate the role of Congress, and state & local legislative bodies in the policy domain of disaster and emergency management, with proper explanation of how this is part of representative government in a democracy.

## READ

Annals, Sylves, "President Bush and Hurricane Katrina: A Presidential Leadership Study," 26-56 Birkland, Ch. 1, "Theories and Models of Policy Change and Learning," pp. 1-30 and Ch. 2, "September 11, Learning and Policy Change," pp. 31-60.  
Additional reading in Assignment section

## **Deadline for email submission of paper outline to the instructor.**

### #7 Disaster and Homeland Security Laws

Objective in brief: Explain the top dozen major laws that emergency managers should have general knowledge of; such that they understand how and why those laws were enacted

## READ

Sylves, Richard T. **Disaster Policy and Politics**. Washington, DC: CQ Press, A Division of Congressional Quarterly, 2008. Read, Ch. 3, "Historical Trends in Disaster Management," 46-75.

See also, Haddow, George D. and Bullock, Jane A. **Introduction to Emergency Management**. 3rd Edition. New York: Butterworth-Heinemann, 2008. Read selectively portions of Chapter 3, "Disciplines of Emergency Management: Mitigation," pages 75-98.

Miskel, Ch. 7, "Two Other Models," pp. 109-122.

Miskel, Ch. 8, "Conclusions and Recommendations," pp. 123-142.

### #8 Disasters and Public Budgeting

Objective in brief: Lay out the federal government's budgetary processes in terms of revenue, expenditure, and borrowing functions important to emergency managers.

## READ

Edwards, "Show Me the Money: Financial Recovery after a Disaster," in *The Public Manager*, Winter 2008-09, Vol. 37, Number 1, 85-90.

Additional reading in the assignment section

## QUIZ #1

### #9 Disciplines of Emergency Management Communications

Objective in brief: To comprehend what an effective disaster communications strategy involves, the target audiences, the ever changing dynamics of homeland security along with the media world, and to construct an effective disaster communications program.

READ

Haddow, George D. and Bullock, Jane A. 4th Ed. The Disciplines of Emergency Management: Communications. Chapter 5

### #10 Civil Security and It's Importance in Emergency Management's Policy and Politics

Objective in brief: Make explicit role of the military in disaster response, the need for emergency manager coordination with military authorities, the enhanced role of the military in disaster after the 9/11 terror attacks.

READ

Sylves, Ch. 7, "Civil Military Relations and National Security," pp. 170-193.

Miskel, Ch. 3, "Disaster Relief and the Military," pp. 39-56.

### #11 Intergovernmental Relations

Objective in brief: Describe models and theories of U.S. intergovernmental relations; examine the need for intergovernmental relations, and consider how the National Response Framework and the National Incident Management System facilitate intergovernmental relations before, during, and after disasters and emergencies.

READ

Sylves, Ch. 6, "Intergovernmental Relations in Disaster Policy," pp. 132-169.

Miskel, Ch. 1, "Disaster Response in the United States: How the System is Supposed to Work," 1-22 and Miskel, Ch. 2, "When the System Fails," pp. 23-38.

### #12 Emergency Management Response to Disasters

Objective in brief: As the event evolves into an emergency then to a disaster the response changes with roles and capabilities. It is important for you to gain an understanding of how this evolution occurs and the process that is followed.

READ

Haddow, George D. and Bullock, Jane A. 4th ed. Ch. 6 "The Disciplines of Emergency Management: Response

### #13 Emergency Management in Disaster Recovery

Objective in brief:

READ

Haddow, George D. and Bullock, Jane A. 4th ed. Ch. 7 "The Disciplines of Emergency Management: Recovery

#### #14 Emergency Management through Mitigation

Objective in brief:

READ

Haddow, George D. and Bullock, Jane A. 4th ed. Ch. 3 "The Disciplines of Emergency Management: Mitigation

Birkland, Thomas. Lessons of Disaster, Chapter 4

#### #15 Emergency Management and the Terrorist Threat

Objective in brief:

READ

Haddow, George D. and Bullock, Jane A. 4th ed. Ch. 3 "The Disciplines of Emergency Management: Emergency Management and the Terrorist Threat

Test #2

RESEARCH PAPER DUE

#### #16 Special Topics: Political Theories and Emergency Management

Objective in brief: Enlighten students on several relatively simple normative theories of emergency management.

READ

Sylves, Ch. 9, "Conclusion and the Future," pp. 210-232.

Birkland, Thomas. Lessons of Disaster, Chapter 5

Final Test #3