

# **Sul Ross State University**

## **Student Syllabus**

### **Spring 2026**

## **Course Name/ Number: CJ 5329: Seminar in Emergency Management and Disaster Preparedness (ONLINE)**

**Instructor Name: Dr. Lisa Quibodeaux ( Ph.D.Walden University; M.S. University of Alabama; B.S. McNeese State University)**

**Contact Information:** E-mail: [lisa.quibodeaux@sulross.edu](mailto:lisa.quibodeaux@sulross.edu) **Office Hours:** Email anytime.

**Catalog Description:** This course covers risk management and disaster management theory, risk assessment, protection of critical infrastructure, Incident Command Systems, FEMA strategies and other efforts to prevent and mitigate terrorist attacks, natural disasters and other large scale events. The role of all levels of government, military and citizenry will be examined.

**Required Text:** Sylves, R. (2020). *Disaster policy and politics: Emergency Management and Homeland Security* (3<sup>rd</sup> ed.). Sage. (ISBN: 978-1-5063-6868-9)

**Suggested Text:** American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

## **Criminal Justice Graduate Student Learning Objectives (SLOs):**

**CJ SLO 1.** The student will be able to analyze the function and decision making of the court systems of the United States, including the ability to assess the impact the impact of court rulings, in particular those of the Supreme Court.

**CJ SLO 2.** The student will be able to identify and apply criminological theories and competing theory arguments.

**CJ SLO 3.** The student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security Policy.

## Marketable Skills:

This course is also designed to help the students for building various marketable skills to use in their Criminal Justice related careers and professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

## **MS 1- Verbal and Written Communication Skills**

## MS 2- Critical Thinking & Observation

## MS 3 - Multicultural Understanding

## MS 4- Accessing Resources with Crime Data and the Most Current Updates of Legal Codes and Procedures

## MS 5- Teamwork and Working Collaboratively

## MS 6 – Analyzing the Factors Contributing to Crime

**Grading Criteria:** Grades will be determined by the following in this course: writing assignments, discussion boards, and individual research projects. (7 discussion boards @ 25 pts each; 1 research paper overview/literature review @ 75 pts; 1 research paper @ 100 pts; 6 writing assignments @ 50 pts each)

<b>Grading Scale:</b>	<b>100 - 90 = A</b>	<b>650-585 = A</b>
	<b>89 - 80 = B</b>	<b>584-519 = B</b>
	<b>79 - 70 = C</b>	<b>518-453 = C</b>
	<b>69 - 60 = D</b>	<b>452-387 = D</b>
	<b>59 - 0 = F</b>	<b>386 - 0 = F</b>

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## PROFESSOR POLICIES:

**Previously Submitted Work:** **NO** previously submitted work for any assignment will be accepted. A zero (0) grade will be entered for the assignment, and it will not be allowed to be made up.

**Non-Original Work:** **NO** work bought, copied, or downloaded will be accepted for any assignment. A grade of zero (0) will be entered for the assignment, and it will not be allowed to be made up.

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### ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

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### Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT)

### Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form

of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. 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. Directions for filing a student complaint are located in the student handbook.

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### **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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### **Libraries**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu). Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

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### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national

origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

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### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that economic disparity, health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you and help you be successful in class.

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### **Tutoring Center**

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

### **Important Information:**

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.
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### **Looking for additional support?**

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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### **Course Expectations:**

- Remember that this is an upper level course, therefore, upper level work will be expected which includes proper APA format (7<sup>th</sup> ed), proper grammar, sentence structure, and organizational structure
- Review the syllabus so that you may be aware of assignments and papers; Email for any clarifications
- Review the feedback provided for all assignments for ways to improve work ( I always provide feedback for assignments)
- Read the textbook in order to complete and submit each assessment; although you may also use outside sources, the majority of the information should be obtained from your textbook
- Per Academic Ethics, when you offer a direct quote, or use information from a source and paraphrase the material, it must be cited and referenced per APA format (7<sup>th</sup> ed)

- Review any announcements for significant information
- Please contact me via email anytime!

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### Proposed Class Schedule

Week 1 (Jan 14)	Review Syllabus; Order book; Introduce Yourself per DB
Week 2 (Jan 19)	Review Chapter 1
Week 3 (Jan 26)	Review Chapter 2
Week 4 (Feb 2)	Review Chapter 3
Week 5 (Feb 9)	Review Chapter 4
Week 6 (Feb 16)	Review Chapter 5
Week 7 (Feb 23)	Paper Overview/Literature Review
Week 8 (Mar 2)	Review Chapter 6
Week 9 (Mar 9)	Spring Break (work on research paper)
Week 10 (Mar 16)	Review Chapter 7
Week 11 (Mar 23)	Review Chapter 8
Week 12 (Mar 30)	Research Paper
Week 13 (Apr 6)	Review Chapter 9
Week 14 (Apr 13)	Review Chapter 10
Week 15 (Apr 20)	Conclude

### Assignment Due Dates

Week 3	Writing Assignment 1 (Chapter 2)	Feb 1
Week 4	Writing Assignment 2 (Chapter 3)	Feb 8
Week 5	Writing Assignment 3 (Chapter 4)	Feb 15
Week 7	Research paper overview/lit review	Mar 1
Week 10	Writing Assignment 4 (Chapter 7)	Mar 22
Week 11	Writing Assignment 5 (Chapter 8)	Mar 29
Week 12	Research Paper	Apr 5
Week 14	Writing Assignment 6 (Chapter 10)	Apr 19

### Discussion Board Due Dates

DB Intro.	Jan 18	DB 4 (ch 8)	Mar 29
DB1 (ch 1)	Jan 25	DB 5 (ch 10)	Apr 19
DB2 (ch 5)	Feb 22	DB Concl.	Apr 26
DB3 (ch 6)	Mar 8		

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**Discussion boards:** Each week there will be a discussion question posted per each Unit. Please post your original response to the boards by Wednesdays of each week. This response needs to contribute in a significant way to the topics and can include information from the readings as well as personal experience and knowledge from other courses, academic sources, and employment.

Original posts should be at least 200 words in length. After the original post is made, students are required to post to at least **one** other person per week for credit. This response must be at least a paragraph and should not consist of an, "I agree." When any source is used for collaboration, it must be cited and the source listed at the end of the post in APA format.

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**Chapter Writing Assignments:** selected chapters will have writing assignments with fixed due dates. Assignments will NOT be accepted after due dates. These writing assignments are to be **typed, adhere to each length per assignment**, double spaced with 1-inch margin, 11 font, **the number of sources required**, internal citations, title page, and reference page per APA format.

These must be in Word document format. Remember that **no more than 15%** of a paper should be cited; the majority of papers should consist of your thoughts and reactions to the issues being discussed.

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### **(1) Writing Assignment 1 (Chapter 2)**

Which of the emergency management theories from pages 49-63 do you most agree with regarding effectiveness? Which do you feel would be least effective? Explain and offer examples.

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to the text, a title page, and a reference page.

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### **(2) Writing Assignment 2 (Chapter 3)**

What are your thoughts/opinions of the disaster policies post Hurricane Katrina, specifically the Homeland Security Presidential Directive -5?

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to the text, a title page, and a reference page.

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### **(3) Writing Assignment 3 (Chapter 4) Article Review**

Locate an article on disaster declarations regarding a specific event. This can involve declarations from the President or a Governor.

Discuss your chosen article by writing a two page critical review of the article. It should include the following sections:

- **Introduction:** The introduction should be a brief paragraph that includes the article name and author or agency. It will also give some details about what you will be talking about in the following sections.
  
- **Summary:** The summary follows the introduction and presents the main points of the article. This paragraph(s) offers an overview of the article. Are there any problems and solutions offered for the topic being presented? Are there research findings?
  
- **Analysis:** After the summary comes the analysis. This is where you analyze the article -- give your opinion on the article's content. What were the pros/cons of the article presented? What are the strengths and weaknesses of the article? What do you feel should/could have been added to the article? Were you left with any questions?

➤ **Conclusion:** The conclusion is last section. This is where you make any final points and draw your conclusion about the information presented in the article. Do you agree or disagree with the article? Maybe you agree with some parts and disagree with others? What are your thoughts after reading the article?

This assignment should be **NO LESS than TWO FULL pages of content and contain at least the article as a source.** Include citations to the text, a title page, and a reference page.

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#### **(4) Writing Assignment 4 (Chapter 7)**

What are the pros and cons of military involvement in the current violent/criminal protests occurring across the United States?

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources.** Include citations to the text, a title page, and a reference page.

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#### **(5) Writing Assignment 5 (Chapter 8)**

Explain the pros and cons of the United States' involvement in global disaster relief efforts. Include your personal thoughts of such assistance to other nations.

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources.** Include citations to the text, a title page, and a reference page.

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#### **(6) Writing Assignment 6 (Chapter 9) – Article Discussion**

Locate an article on the subject of donation efforts to disasters – it can be local, state, or federal to any disaster. This CANNOT be a Wikipedia, encyclopedia, murderpedia source.

Read, review, and summarize this article. Address the following questions:

1. Summarize the main points of the article.
2. Discuss the specific goal of the article.
3. Does it provide any possible solutions to help victims?
4. What problems with the article can you identify?
5. Include any questions still remaining after reviewing this article.

This assignment should be **NO LESS than TWO FULL pages of content and contain at least the article as a source.** Include citations to the text, a title page, and a reference page.

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### **Research Project Requirements**

There will be a major research paper in this class. It will cover a recent disaster (last 15 years) not to include Hurricanes Katrina or Harvey. It will be typed, **adhere to specific length per assignment**, double-spaced, 1-inch margin, 11 Times New Roman font, include internal citations, title page, and reference page as per 7<sup>th</sup> edition APA format.

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### **Research Paper Overview and Literature Review – Due March 1**

The research paper for this class will cover a recent disaster (last 15 years) not to include Hurricanes Katrina or Harvey.

For this assignment, you will submit part I of your research paper ONLY.

- **Topic Overview.** In this section, you must identify the topic for your research paper and offer a brief overview of the topic.
- **Literature Review.** This section should include at least four academic sources that you plan to use for this paper. Give a brief description of each source **and** describe why it is relevant to your chosen topic. List the source (in correct APA format) then the description.

**\*\*Each source evaluation should be offered in its own paragraph.** Also, only use academic sources; refrain from sources such as Wikipedia, Encyclopedia, etc. There are examples listed in the Announcements section of the class.

This overview/Literature review should be at least **two (2) pages** in length, not counting title and reference page. Your paper must be in correct APA format, include a title page, reference page, and internal citations. Paper should be typed, double spaced, using 11-12 Times New Roman Font.

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### Final Research Paper – Due April 5

For the final paper, include the information from the overview and literature review. Add the following information to complete the research paper.

- Discussion of the disaster (this can include background, and historical issues of importance),
- Possible causes/factors leading to this disaster
- Effects/loss (to include loss of lives, property, etc)
- Disaster response – local, state, federal
- Review of response – was it effective? problems?
- Recommendations for how this disaster should have been handled and suggestions for future types of disasters
- Paper **MUST INCLUDE** Headings as follows: Topic Overview; Literature Review; History; Causes/Factors; Effects/Loss; Response; Review of Response; Recommendations/Suggestions for Future Disaster Response

Remember that no more than 10-15% percent of a paper should be direct citations. You may not re-use a paper that you have previously submitted in another course. Also, only use academic sources; refrain from sources such as Wikipedia, Encyclopedia, etc...

The paper should be APA format, to include a title page, internal citations, and reference page and include the following.

- Content of the paper should be at least 6-7 pages, to include the overview and literature review, but not to include the title or reference page.
- Include at least **two (2) additional** sources in addition to the original four from the literature review, for at least **six** sources for the entire paper
- Typed, double-spaced, 11-12 Times New Roman Font.

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**\*\*Syllabus is subject to change\*\***