CEHC 344  Emergency Preparedness

Spring term 2017

Class number: 10301

Time slot: MoWeFr 10:25-11:20 am.

Room: HU 020

Professor Eric K. Stern

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Downtown Office Hours (Draper 345): by appointment.

Uptown Office Hours: Friday 12:30-2:30 pm in the Contact Office (Humanities B-16)

Summary:

This course examines emergency preparedness (broadly defined) with regard to coping with contingencies such as natural and anthropogenic disasters, terrorism, and public health emergencies, from both research-based and practical perspectives. It will unpack and conceptually ground the notion of emergency preparedness, examine relevant theory and empirical research, and familiarize students with some of the key policies, protocols, and legal frameworks that enable and constrain the practice of emergency management at the international, federal, state, and local levels. The course will include a brief review of the history of emergency management in the United States, setting the stage for an examination of the institutional context, policy frameworks, initiatives, and debates with regard to core FEMA functions such as preparedness, response, recovery, and mitigation. The course will make use of a variety of instructional strategies and learning activities including lectures, plenary and small group discussion, student briefings, practitioner dialogue and/or field visits, and individual research. Cases, scenario exercises, simulations and other forms of interactive exercises involving role playing and team work will provide opportunities for the student to "experience" situations and practice skills relevant to real-world emergency and disaster management.

Learning Objectives:

After this course, students will be able to:

- Describe and differentiate among key concepts, policies and perspectives related
to emergency preparedness and management
• Describe key events and processes in the historical development of emergency management in the United States.
• Articulate, advocate, and critically examine policies and positions with regard to controversial issues relevant to emergency preparedness (broadly defined).
• Explain the implications of a federal system and multi-sectoral (public, private, non-profit) society for emergency preparedness and community resilience.
• Demonstrate an ability to consider ethical implications and motivate choices as they relate to emergency preparedness (broadly defined).
• Work collaboratively with others on analytical and policy decision-making tasks related to various aspects of emergency management.

Prerequisite(s): R PAD/CEHC 101, Introduction to Emergency Preparedness, Homeland Security and Cybersecurity, recommended.

Warning!

This course will involve discussion and analysis of catastrophic events and controversial issues. The thematic focus on emergency preparedness will focus our attention on the very best and worst of human individual and collective behavior. Furthermore, the substantive focus on emergencies will entail examining extreme situations, some of which may have tragic outcomes. Students should be prepared for exposure to potentially upsetting narratives, images, sounds, and political views. If you do not feel comfortable working with such issues and materials, this may not be the right class for you.

Instructional Design:

The course will make use of a variety of instructional strategies and learning activities including lectures, plenary and small group discussion, practitioner dialogue and/or field visits, and individual research. Cases, scenario exercises, simulations and other forms of interactive exercises involving role playing and team work will provide opportunities for the student to "experience" situations, try out different roles and develop understanding of and empathy for practitioners, and practice skills relevant to real-world emergency, disaster and crisis disaster management. These techniques—as well as other more traditional types of classroom discussions— depend on students being as well prepared and participating as actively and as constructively as possible in class (see the following section for the code of conduct for class participation).
Code of Conduct for Class Participation

- We will come to class prepared.
- We will participate actively in class discussion and activities.
- We will listen carefully to each other.
- We recognize that on many important issues of policy, politics, and ethics, responsible, informed people may disagree and/or change their views as a result of reflection and dialogue.
- We will show respect and tolerance for the viewpoints of others.
- We will examine each other’s views and arguments in a spirit of constructive, critical dialogue.

Class Requirements and Grading

- Attendance and Class Participation (10%): This class is designed to be heavily discussion-driven and it is expected that students will not only be present and prepared, but contribute actively to class discussions and various types of active learning exercises. *If other obligations and schedule constraints will not allow a student to be present and prepared, this class is probably not the best choice for that student.*
- Group Project (20%): Students will work in teams of roughly 5 students to explore a recent case or challenging policy issue relevant to Emergency Preparedness and make a 10-15 minute research-based presentation (with reference list!) to the class towards the end of the term. Presentation materials, delivery, and quality of responses in Q and A will be graded.
- Mid-term exam (30%) assessing individual *mastery of course literature* and ability to apply central concepts and frameworks of analysis.
- Research proposal (10%) for case study (400 words, pass fail)
- Research-based case study (30%) of 2000-3000 words.
- Unexcused late assignments will be penalized!
- The class will be graded using the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E.

Plagiarism¹

¹ This and the following section are adapted from text provided by Victor Asal.
Work done for this class is expected to be original and to follow appropriate rules and standards of academic citation at college level. For more information, see the following:

http://www.albany.edu/undergraduate_bulletin/regulations.html. Please be aware that violations of academic integrity will result in severe penalties. If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial http://library.albany.edu/infolit/plagiarism1. All papers will be judged with the knowledge that you have taken the online tutorial. NOTE – ALL PAPERS MUST BE SUBMITTED TO SAFE ASSIGN as well as to the instructor.

Reasonable Accommodation:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center(Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. http://www.albany.edu/eltl/accommodating_disabilities.php

See the link above for more information. In addition, the instructor will endeavor to accommodate difficulties arising from religious observance. Please bring any such conflicts to the instructor's attention as soon as possible.

In order to seek accommodation due to unexpected illness, please bring in a note from the dean of undergraduate studies (Lecture Center 30 Phone: 518-442-3950) who is responsible for excused absence certification.

Office Hours (see above for times or by appointment).

Office hours are a chance for you to interact one on one or in small groups with your instructor and demonstrate engagement in the course. This is a good time to ask questions, receive guidance, discuss problems or difficulties with the course work, and provide feedback about the course. Take advantage of this opportunity!

Class Sessions:

- Monday, January 23
Course Introduction
Contingencies and the Changing Context of Emergency Preparedness

- **Wednesday, January 25**
  Scenario Exercise (Poison Mountain) Part I
  Reading: OECD (2015) chapter 1

- **Friday, January 27**
  Scenario Exercise (Poison Mountain) Part II.
  Reading: Stern (2013)

- **Monday, January 30**
  Preparedness: From Leader to Emergency Management System

  *Group Project Instructions*

- **Wednesday, February 1**
  History of Emergency Management in the US (Guest video lecture: Claire Rubin tbc)

- **Friday, February 3**
  Classroom Exercise

- **Monday, February 6**
Preparedness Challenges in a Federal System: Lessons from Katrina and Beyond…


Reading: Parker et al (2009)

- **Wednesday, February 8**
  Briefing/visit NY State DHSES (tbc)
  Reading:  tbd

- **Friday, February 10**
  Whole of Government Emergency Preparedness

- **Monday, February 13**
  Whole Community Emergency Preparedness
  Guest lecturer:  tbc)
  Reading:  Trainor and Subbio (2015: chapter 2)

- **Wednesday, February 15**
  Case Exercise

- **Friday, February 17**
  UN Disaster Risk Reduction and the Sendai Process
• **Monday, February 20**  
  Case Study: Christchurch, NZ Earthquakes  
  Reading: tbd

• **Wednesday, February 22**  
  Measuring Resilience (Guest lecture)  
  Reading: tbd

• **Friday February 24  [Independent Study—class will not meet]**  
  FEMA online training module demonstration (instructions forthcoming)

• **Monday, February 27**  
  Emergency Planning I: Conceptual Overview  
  Reading: Eriksson and McConnell (2011)

• **Wednesday, March 1**  
  Group exercise: Critical discussion of the U. Albany emergency plan  
  Reading: L. Clarke (1990) article in the *Atlantic Monthly*.

• **Friday, March 3**  
  Emergency Planning II: Perspectives from Theory and Practice  

  *Instructions re preparation for the midterm*  
  Reading: Trainor and Subbio eds (2015: Chapter 7 *Planning and Improvisation* )

• **Monday, March 6**  
  Case Studies of Adaptation and Improvisation: NYC and 9/11.  
  In class film: *The Waterborne Evacuation of Manhattan During 911*.  
  Reading: Kendra and Wachtendorf (2003)
• **Wednesday, March 8**
  Early Warning and Sense-making

• **Friday, March 10**
  National Response Framework and NIMS
  [https://www.fema.gov/media-library-data/1466014682982-9bcf8245ba4c60c120aa915abe74e15d/National_Response_Framework3rd.pdf](https://www.fema.gov/media-library-data/1466014682982-9bcf8245ba4c60c120aa915abe74e15d/National_Response_Framework3rd.pdf)
  Trainor and Subbio (2014: chapter 8 “Reflections on NIMS”).

• **March 11-19 Spring Break**

• **Monday, March 20**
  Decision-making processes
  Reading: Yetiv (2013) intro and concluding chapter

• **Wednesday, March 22**
  Case exercise: Decision-Making

• **Friday, March 24**
  Complexity and Decision-making Processes

• **Monday, March 27**
  Communication and Emergency Preparedness
  *Instructions regarding preparing case study proposals.*
Reading: Seeger (2006)

- **Wednesday, March 29**
  Communication exercise

- **Friday, March 31**
  Social Media and Emergency Preparedness
  Reading: Trainor and Subbio eds (2014: chapter 11 “Social Media and Emergency Management”)

- **Monday, April 3**
  *Midterm Exam*

- **Wednesday, April 5**
  Recovery Overview
  Reading: National Recovery Framework (FEMA 2016)
  https://www.fema.gov/media-library-data/1466014998123-4bec8550930f774269e0c5968b120ba2/National_Disaster_Recovery_Framework2nd.pdf

- **Friday, April 7**
  Scenario exercise: Recovery
  *Proposal for Case Study Paper due.*

- **Monday, April 10**
  Long term recovery
  Reading: Trainor and Subbio (2014: chapter 9 “Long Term Recovery”)

- **Wednesday April 12** (class will not meet—Passover)

- **Friday, April 14**
  Workshop: Preparations and consultations regarding final papers.
• **Monday April 17** (Class will not meet—Easter)

• **Wednesday, April 19**
  Mitigation Overview
  Reading: Haddow et al (2014) chapter 3

• **Friday, April 21**
  Case Study: The National Flood Insurance Program and Hurricane Sandy

• **Monday, April 24**
  Group Project Presentations I

• **Wednesday, April 26**
  Group Project Presentations II

• **Friday, April 28**
  Group Project Presentations III

• **Monday, May 1**
  Learning and Reform in Theory and Practice
  Reading: Birkland (2009); Stern (2015)

• **Wednesday, May 3**
  Learning and Reform: Case Study: FEMA and Hurricane Sandy
  Reading: FEMA (2013) Hurricane Sandy After Action Report
  [https://www.fema.gov/media-library/assets/documents/33772](https://www.fema.gov/media-library/assets/documents/33772)

• **Friday, May 5**
  Applied Exercise: Designing and Specifying a Post-Crisis Evaluation

• **Monday, May 8**
Collective and individual consultations re the final papers.

- **Wednesday, May 10**
  
  Class Wrap up and Debriefing.

- **Wednesday, May 17**
  
  *Research papers due at midnight!*

**Literature and Resources:**

Where possible, links to assigned articles and reports have been provided below. In addition pdfs of many readings will be distributed via Blackboard.


Videos/transcripts:

- Boatlift: An Untold Story of 9/11 Resilience https://www.youtube.com/watch?v=MDOrzF7B2Kg

Additional shorter texts or multi-media materials for classroom discussion and other interactive activities (case-teaching, scenario exercises etc.) may be assigned and supplied by the instructor as needed.

For Further Reading:
