CEHC 344/ RPAD 344  Emergency Preparedness  8/29/16

Fall term 2016

Class number:  9554/9528

Time slot:  Mondays and Wednesdays 4:15-5:35 pm

Room:  HU 132

Professor Eric K. Stern

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Downtown Office Hours (Draper 345):  by appointment.

Uptown Office Hours:  Thursdays from 2pm to 4pm in the Contact Office (Humanities B-16)

Professor Eric K. Stern

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 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. Students with more than one unexcused absence will be expected to
produce written summaries of class literature (400 words and/or written
equivalents of classroom assignments and activities at the instructor’s discretion).
Under normal circumstances—and in the absence of documented medical or other
equivalent excuses—no more than two such written make-up assignments will be
accepted. If you anticipate difficulties in making it to class, this may not be the
right class for you.
• In class (no prior warning!) quizzes (10%) assessing student preparation for
class.
• Class case briefing (10%): The class will a designated, on-going case of a
(potential) emergency, disaster, or other form of crisis throughout the semester.
Students will be expected to give a 3-5 minute case briefing to the class at some
point during the semester (a sign-up sheet with viable dates will be distributed).
• In class mid-term exam (30%) assessing mastery of course literature and ability
to apply central concepts and frameworks of analysis.
• Research proposal (10%) for case study (400 words)
• 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.

Plagiarism

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_bullitn/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.

1 This and the following section are adapted from text provided by Victor Asal.
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. Take advantage of this opportunity 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, August 29**  
  Course Introduction  
  Contingencies and the Changing Context of Emergency Preparedness

- **Wednesday, August 31**  
  Case Exercise  

- **Monday, Sept 5. (class cancelled—Labor Day)**

- **Wednesday, Sept. 7**  
  Preparedness: From Leader to Emergency Management System  
  Reading: Stern (2013); Haddow et al (2014) chapter 4

- **Monday, September 12:**  
  History of Emergency Management in the US  (Guest video lecture: Claire Rubin tbc)  
  Reading: Haddow et al (2014): chapter 1
• **Wednesday, September 15**
  Case/Scenario Exercise

• **Monday, September 20**
  Preparedness Challenges in a Federal System: Lessons from Katrina and Beyond…
  Reading: Parker et al (2009), Kahan (2014)

• **Wednesday, September 21**
  Briefing/visit NY State DHSES (tbc)
  Reading: Information Packet about Emergency Management in New York State (to be provided later).

• **Monday, September 26**
  Whole of Government Emergency Preparedness

• **Wednesday, September 28**
  Whole Community/Society Emergency Preparedness
  Guest lecturer: David Kaufman (CNA, former head of Policy and International Affairs at FEMA)

• **Monday, October 3 (classes suspended)**
• **Wednesday, October 5**
  
  Case Exercise

• **Monday, October 10**
  
  Emergency Planning in Theory and Practice
  

• **Wednesday, October 12 (classes suspended).**

• **Monday, October 17**
  
  Group exercise: Critical discussion of an emergency plan
  
  Reading: L. Clarke (1990) article in the *Atlantic Monthly*.

• **Wednesday, October 19**
  
  Adaptation and Improvisation:
  
  • In class film: The Waterborne Evacuation of Manhattan During 911.
  
  Reading: Kendra and Wachtendorf (2003)

• **Monday, October 24**
  
  From Early Warning to Crisis Sense-making
  

• **Wednesday October 26**
  
  Response
  
  • NRF/NIMS/ICS
  • Response Case Briefing
  
  Reading: Haddow et al (2014) chapter 6
• **Monday, October 31**  
  Decision-making  

• **Wednesday, November 2**  
  In class midterm

• **Monday, November 7**  
  [Independent Study—class will not meet !]  
  FEMA online module (tbd, instructions forthcoming)

• **Wednesday, November 9**  
  Guest lecture: Measuring Preparedness (Lucila Zamboni)  
  Reading: TBA

• **Monday, November 14**  
  Communication and Emergency Preparedness  
  Instructions regarding preparing case study proposals.  
  Reading: Haddow et al (2014) chapter 5; Olsson (2014)

• **Wednesday, November 16**  
  Recovery  
  Reading: Haddow et al (2014): chapter 7

• **Monday, November 21**  
  Case exercise: Recovery  
  Proposal for Case Study due.

• **Wednesday, November 23**  
  (Class cancelled—Thanksgiving break)
• **Monday, November 28**
  Workshop: Preparations and consultations regarding final papers.

• **Wednesday, November 30**
  Mitigation
  Reading: Haddow et al (2014) chapter 3, 60 minutes transcript on the National Flood Insurance Program and Hurricane Sandy.

• **Monday, December 5**
  Evaluation and Learning from Major Events
  Reading: Birkland (2009)

• **Wednesday, December 7**
  Applied Exercise: Evaluation design and specification

• **Monday, December 12**
  Course conclusion and debriefing.

• **Friday, December 17**
  Research papers due at midnight!

**Literature and Resources:**


*Where possible, links to assigned articles and reports have been provided below. Other readings will be distributed via Blackboard.*


Sendai Framework for Disaster Risk Reduction 2015-2030
http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf


White House Fact Sheet on the US Response to the Ebola Epidemic in West Africa


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.) will be supplied by the instructor as needed.
For Further Reading:

