

CRIM.2130 – 201

Emergency Management

Fall 2020

Mon. & Wed.: 2:00 PM – 3:15 PM

Instructor

Professor: Dr. Christopher Linebarger

Email: Christopher.Linebarger@uml.edu

Course Website: Blackboard

Phone: 978.934.5389 (leave voice-mail)

Office: Link available in Blackboard

Office Hours: Mon. & Wed., 12:00 PM – 1:30 PM (Held virtually)

Course Description

The purpose of this course is to introduce the student to the ways in which government agencies (federal, state, regional, local and/or tribal), industry and other non-government organizations plan and prepare for, respond to and recover from a disaster and the relationships among them. Topics covered will include risk identification and assessment of hazards, whether natural or human caused, development of crisis and disaster incident management systems, and business/agency continuity of operations planning.

Course Objectives

The following reflects the objectives of the course, which are to provide the student with an understanding of the various components, facets and relationships of emergency management.

After completing this course, students should be able to discuss the:

- Development of emergency management in the United States and the role of public/private sectors in disasters.
- Differences and relationships among hazards, disasters and risks.
- Value of studying the lessons learned from a multidisciplinary perspective.
- Different types of disasters and the influence humans have on each type.
- Relevance of recommended core competencies for emergency management practices.
- Preparedness planning/relationship to the broader life cycle of emergency management.
- Response phase in the context of comprehensive emergency management.

- Principles and challenges of short and long-term recovery.
- General ideas and purposes behind mitigation measures.
- Public/private partnerships importance across all four emergency management phases.
- Role of non-governmental organizations in a disaster context.
- Historical developments that have furthered the profession of emergency management.

Required Readings & Course Material

There is one basic textbook that is required for this course. Students should purchase this book and read the relevant sections as assigned every week. Additional readings consisting of journal articles and webpages can be found in the Blackboard Learn system. These are listed on the course calendar below.

- Phillips, Brenda D., et al (2016), *Introduction to Emergency Management*, 2nd Edition. CRC Press / Taylor and Francis Group. ISBN-13: 978-1482245066

Teaching Methods

The course will mainly feature real-time Zoom lectures and break-out rooms for group discussion. These will be combined with Blackboard discussion board activities.

Lectures:

Each course day, during our normal class time, you will be able to access a Zoom session created specifically for that day's class. The link will be found in Blackboard.

I will open the classroom about 10 minutes early. This will give everyone enough time to check their cameras and mics, and will give me enough time to admit everyone from the waiting room into the classroom.

You will be permitted entry into a "course waiting room" before the start of class. I will then individually admit all students into the Zoom classroom. Zoom will automatically mute your microphone and turn off your webcam upon entry into the class room.

During lecture, I will share my screen and present lecture content. Lectures will be recorded and linked in Blackboard for the benefit of those with technical trouble, access difficulties, or who are unable to make it to class because of the stresses of the ongoing emergency. These recordings will include only the professor and on-screen material he chooses to share. Students will not be recorded.

You are free to ask questions at any point. If you have a question during the lecture, the best way for you to ask is to click the "raise your hand" button. I will also make regular pauses in the lecture delivery to answer questions.

Breakout Rooms:

During lectures, I will regularly divide the class into groups. Each group will undertake discussions of the material in Zoom break-out rooms.

Discussion Boards:

A part of your course grade will come from discussion boards in Blackboard. During ten weeks of the semester, I will post a prompt on the discussion boards. You will then have until the end of Thursday of that week to post an answer, and then until the end of Sunday to post a response to a fellow student.

Teaching Assistant:

There is a Teaching Assistant who will help me run the course. The TA will help to gather your questions during class, assist in running breakout rooms, and is otherwise available to answer your questions.

A Note About Webcams:

I encourage everyone to turn on their webcams during the lectures and discussions. Learning is best achieved when social interaction is possible. However, you are not required to do so.

I especially encourage the use of a webcam if you are speaking or asking a question.

A Note About Internet Outages

It is possible, even likely, that the professor could experience an internet outage during the class. In that occurrence, please remain in the class until I can return.

Office Hours

I will maintain virtual office hours. A Zoom link will be active inside Blackboard during my posted hours. You should feel free to “drop in” and bring comments, questions, concerns, or a desire to learn more about the material. Everything that happens in office hours needs to be confidential, so I will admit students one at a time from a waiting room. If the designated office hours don’t work for you, please feel free to email to set up an appointment for a Zoom meeting. Unlike lectures, office hours are private and will not be recorded.

Tutoring Resources and Centers for Learning and Academic Support Services (CLASS)

CLASS will be offering tutoring and Writing Center services virtually this fall. Online searchable tutoring schedules are available that include resources on all campuses.

Link to Tutoring Resources: <https://www.uml.edu/class/tutoring/tutor-schedule/default.aspx>

Student Mental Health and Well-being

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact Counseling Services, who are offering remote counseling via telehealth for all enrolled, eligible UMass Lowell students who are currently residing in Massachusetts or New Hampshire. I am available to talk with you about stresses related to your work in my class.

Link to Counseling Services: <https://www.uml.edu/student-services/counseling/>

Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information.

Additionally, Student Disability Services supports software for all students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website.

Link to Student Disability Services: <https://www.uml.edu/student-services/Disability/>

Link to IT Software: <https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx>

Diversity, Inclusion, and Classroom Community Standards

UMass Lowell – and your professor – value human diversity in all its forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Enrich yourself by practicing respect in your interactions, and enrich one another by expressing your point of view, knowing that diversity and individual differences are respected, appreciated, and recognized as a source of strength.

Academic Integrity Policy

All students are advised that there is a University policy regarding academic integrity. It is the students' responsibility to familiarize themselves with these policies. Students are responsible for the honest completion and representation of their work.

Link to UMass Lowell policy: <https://www.uml.edu/catalog/undergraduate/policies/academic-policies/academic-integrity.aspx>

Students should follow accepted ethical and moral standards in their academic work. Academic misconduct, including plagiarism or cheating, will result in a zero on the assignment in question.

Mobile Device Policy

As we are in an online environment, please do your best to reduce distractions. Please refrain from texting, emailing, and other activities that will distract from your ability to interact with others or learn the material.

University Privacy Statement

UMass Lowell recognizes the importance of mutual trust between students and faculty. Neither faculty nor students may record video or audio of a course or private conversation without all parties' consent. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

Online Behavior

Please exercise proper behavior during all online interactions. Make an effort to be polite, considerate, and responsive. Please be professional and sensitive to other people's ideas, thoughts, and work. Constructive feedback of fellow student's work is encouraged, so long as it is respectful and civil. Follow the same standards of behavior expected in the offline universe.

Remember that in an online environment it is very difficult to convey meaning, tone, and emotion. Feel free to use emoticons. Please do not write in all caps, as this is the online equivalent of shouting and it is difficult to read.

Ensure that your discussion board posts are completed by the due date in order to leave time for peers to comment on your response.

Please remember to read over all your discussion posts before hitting "submit." Try not to use slang, poor grammar, and other informal language that can make it difficult to interpret meaning online.

"Trolling" and "flaming" behavior is unacceptable. "Flaming" is the act of responding in a highly critical, sarcastic, or ridiculing manner, especially if done on a personal level. "Trolling" is the act of deliberately posting in an aggressive way in order to provoke an angry response from others. Remember that all discussions are meant to facilitate learning.

Displaying offensive, obscene, or bigoted material on your webcam detracts from the learning environment and is completely unacceptable.

Further guidelines can be found in the "classroom courtesy" section below.

Classroom courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

Inclement Weather and Other Class Cancelations

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make adjustments to the class schedule.

Final Course Grades

Grades are assigned according to the following scale:

Letter Grade	Percentage
A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.0%
D+	67–69.9%
D	64–66.9%
F	0–63.9%

Assignments

There are four major components to the class. In total, the class contains 200 points.

1. Three exams (2 midterms, 1 final; midterms are 35 points each, final is 50 points; 120 points total)
2. Ten discussion boards (4 points each; 40 points total)
3. Household disaster response plan (20 points total)
4. In-class attendance & professionalism (20 points total)

Deadlines

The table below shows each assignment's window of availability and its due date. All assignments are due at 11:59 PM of their respective due dates.

Discussion Boards have two components. An *Answer* to the given prompt due by the end of Thursday of the relevant week, and a *Response* to a fellow student due by the end of Sunday.

Assignment	Assignment Window	Due Date
Week 1 Icebreaker (ungraded)	Sept. 1 – Sept. 6	Due by Sunday
Week 1 Discussion	Sept. 1 – Sept. 6	Answer by Sunday
Week 2 Discussion	Sept. 8 – Sept. 13	Answer by Thursday; Response by Sunday
Week 3 Discussion	Sept. 14 – Sept. 20	Answer by Thursday; Response by Sunday
Week 4 Discussion	Sept. 21 – Sept. 27	Answer by Thursday; Response by Sunday
Week 5 Discussion	Sept. 28 – Oct. 4	Answer by Thursday; Response by Sunday
Exam #1	Oct. 5 – Oct. 11	Opens October 5, closes October 11
Week 7 Discussion	Oct. 13 – Oct. 18	Answer by Thursday; Response by Sunday
Household disaster plan	All Semester	Due October 25
Week 9 Discussion	Oct. 26 – Nov. 1	Answer by Thursday; Response by Sunday
Week 10 Discussion	Nov. 2 – Nov. 8	Answer by Thursday; Response by Sunday
Exam #2	Nov. 9 – Nov. 16	Opens November 9, closes November 16
Week 12 Discussion	Nov. 16 – Nov. 22	Answer by Thursday; Response by Sunday
Week 14 Discussion	Nov. 30 – Dec. 6	Answer by Thursday; Response by Sunday
Final Exam	Finals Week	Finals Week

1 – Three exams (2 midterms, 1 final; midterms are 35 points each, final is 50 points; 120 points total)

There will be three exams. Each exam will pose multiple choice and true/false questions based on lectures and readings. The first two exams will be undertaken online and will be open during an assignment window and must be completed within 2 hours.

The Final Exam will also be given online during finals week. The Final will consist in a variety of question types. It will be available for you to take at any point during Finals Week, but it must be completed within 3 hours. The first two exams are not cumulative. The final exam is cumulative.

“Make up” exams are available only for legitimate family and medical related emergencies, and school-sanctioned events in which the student is a direct participant. Students seeking a “make up” exam should contact me as far in advance of the exam as possible. I will then set a time for you to take the exam. Please note that although “make up” exams will test the same material as the standard exams, the questions themselves may be altered.

2 – Household disaster response plan (20 points)

You are to complete a Household Disaster Response Plan.

To complete this assignment, first read through the material at the following websites:

- <https://www.ready.gov/>
- <https://www.ready.gov/kit>
- <https://www.ready.gov/plan>
- <https://www.dhs.gov/how-do-i/prepare-my-family-disaster>
- <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/make-a-plan.html>
- https://www.cdc.gov/ncbddd/hemophilia/documents/FamilyEmergencyKitChecklist.pdf?s_cid=cs_766
- <https://www.homeadvisor.com/r/emergency-preparedness-checklist-for-your-home/>

After reading through this material, you are to develop a “household disaster response plan.”

In 3 double-spaced pages, address the following:

Identify the natural and technological disasters that are likely in your local community, and how are they likely to affect your household. Consider disasters and catastrophes that are most likely to affect your community as a whole (e.g, earthquakes, storms, chemical spills, etc.). Do not consider emergencies that only impact your own household (e.g., housefires, car accidents, medical issues, etc.). For the purposes of this assignment, do not consider pandemics (especially do not write a paper about Coronavirus).

Develop a household plan that addresses the following questions: (1) how should your household respond; (2) what to do if you are separated from the members of your household during a disaster; (3) plan what to do if you have to evacuate; (4) be sure to plan for everyone in your household, including pets; (5) discuss what you need if you are required to shelter-in-place; (6) describe how you might put together an emergency kit for your household, discussing what you already have and what still needs to be acquired.

Address what future actions you can take, including: (1) future purchases that need to be made (e.g., fire extinguishers, alarms, insurance, etc.); (2) how you will acquire vital information about

the disaster if regular means are not available (ie, the power is out); what you need to do to educate your family, roommates, or neighbors on these issues.

Finally, discuss the costs of making your household disaster ready.

You should take an “all hazards approach.” This means that your plan should be flexible enough to apply to all types of disasters, rather than coming up with multiple plans for different disaster types.

Additional requirements:

- I have set Blackboard to allow repeated submissions until the deadline. In this way, you can check your paper for plagiarism and modify your paper. Only your final submission will be graded, and only the final plagiarism report will be counted. Further instructions for submission will be provided when we are closer to the due date.
- Your essay is to have one-inch margins, double-spacing, 11 point font, and the Calibri font-type.
- A cover sheet with your name and title should be included. No abstract is to be included. The cover sheet does not count as part of the page requirement.
- You must use scholarly sources (journal articles, academic books, government reports, etc.). The aim of the exercise is to gain practice at original research and to learn how to recognize a good source on which to base an argument. As such, questionable websites and encyclopedias are not permitted for use as references. Generally, questionable websites include anything with a “.com” or a “.org” top level domain. Citing or giving attribution to Wikipedia is expressly forbidden. You may cite the sources listed above, but they cannot be included the final count.
- There is no specific requirement for number of sources. Generally speaking, anything less than three is insufficient. You must include a references page, listing all sources in alphabetical order. This does not count toward the page requirement.
- You should cite all facts and assertions in your writing. Citations are not only for quotations. Rather, citations are an important tool that tells the reader where the author got their facts.
- All citations must use parenthetical citations, in APA format.
- Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by pasting together the words of others, with little or not original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

Grading rubric

Household Disaster Response Plans are graded on the following criteria (with point values out of 20 for each criteria):

1. **Argument (2):** Stated in introduction? Convincing? Original?

2. **Analysis (6):** Critical discussion/evaluation of facts? Conclusions logical?
3. **Coherence & Structure (4):** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?
4. **Research (4):** Enough relevant sources? Quality of sources? Primary sources? Attribution given in text to all facts?
5. **Language and form (4):** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography?

Each one of these criteria will then be graded according to whether it has (with percentages for each category):

- **No issues** (-0 %);
- **Major issues** (-50 %);
- **Significant issues** (-100 %).

3 – Ten weekly activities (4 points each; 40 points total)

During ten weeks of the semester, I will provide a prompt in the Blackboard discussion boards. Each student will need to post an **Answer** to these questions by 11:59 PM on Thursday of each week. These Answers are to be based on a critical understanding of the readings. Answers can be written by going to the Discussion Questions form and selecting “Create Thread.” A complete Answer will contain a clear and coherent idea that is supported by evidence.

By 11:59 PM on Sunday, each student will then need to post a **Response** to one of the other students. These Responses are to be constructive and coherent — Responses that are rude or destructive will be moderated and, further, will not receive credit. This will facilitate an active discussion between all students and serve as an exercise in critical thinking.

In general, Answers and Responses should be around 250 words in length (approximately the length of a single half page paragraph). Discussion Board posts that are simply “I agree” or “I disagree” are not sufficient.

4 – In-class participation & professionalism (20 points)

Note that attendance is expected in this course. Zoom automatically takes roll and notes your presence within the conference call. I will regularly post your attendance record in Blackboard. **You may miss up to two courses before your Participation grade is impacted. Missing more than two courses will result in a “0” being given for In-class Participation & Professionalism.**

Although lectures comprise most of this class, it is my intention to also emphasize discussion. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and be willing to participate in discussions, particularly the breakout groups. Merely showing up and occupying a seat / staring at the webcam will not

constitute full participation. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation and attendance, under the rubric of “professionalism,” and as such you are expected to act in a professional manner.

Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

Readings marked “**Text**” are found in the textbook.

Readings marked “**BB**” are to be found in the Blackboard system.

Week 1

September 2 Lecture: Course introduction

Readings

- No readings.

Online Activity

- Icebreaker (ungraded) due by Sunday.
- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Sunday.

Week 2

September 7: NO CLASS (LABOR DAY)

September 9 Lecture: History of emergency management

Readings

- Phillips et. al., Ch. 1 **Text**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 3

September 14 Lecture: History of emergency management

September 16 Lecture: Key concepts & theories of disaster

Readings

- Phillips et. al., Ch. 3. **Text**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 4

September 21 Lecture: Key concepts & theories of disaster

September 23 Lecture: New and emerging disasters and hazards

Readings

- Phillips et. al., Ch. 3. **Text**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 5

September 28 Lecture: New and emerging disasters and hazards

September 30 Lecture: New and emerging disasters and hazards

Readings

- Phillips et. al., Ch. 2 **Text**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 6

EXAM #1: *Open Monday, October 5. Due by Sunday, October 11 at 11:59 PM.*

October 5 Lecture: New and emerging disasters and hazards

October 7 Lecture: New and emerging disasters and hazards

Readings

- Quarantelli, E. "The future is not the past." **BB**

Week 7

October 12: Columbus Day (NO CLASS)

October 13 Lecture: Pandemics

- MONDAY CLASS SCHEDULE.

October 14 Lecture: Pandemics

Readings

- 1918 Influenza: the Mother of All Pandemics https://wwwnc.cdc.gov/eid/article/12/1/05-0979_article. **WEB.**
- Watch: PBS Frontline: “Outbreak.” <https://www.pbs.org/wgbh/frontline/film/outbreak/>. **WEB.**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 8

Household disaster response plan: *Due by 11:59 PM on Sunday, October 25.*

October 19 Lecture: Preparedness & planning

October 21 Lecture: Preparedness & planning

Readings

- Phillips et. al., Ch. 6 **Text**
- Watch: PBS Frontline: “The Storm” <https://www.pbs.org/video/frontline-the-storm/>. **WEB.**

Week 9

October 26 Lecture: Response

October 28 Lecture: Response

Readings

- Phillips et. al., Ch. 7 **Text**
- Watch: PBS Frontline: “Inside Japan’s Nuclear Meltdown” <https://www.pbs.org/wgbh/frontline/film/japans-nuclear-meltdown/>

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 10

November 2 Lecture: Recovery

November 4 Lecture: Recovery

Readings

- Phillips et. al., Ch. 8 **Text.**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 11

EXAM #2: *Open Monday, November 9. Due by Sunday, November 15 at 11:59 PM.*

November 9 Lecture: Mitigation

November 10 Lecture: Mitigation

November 11 Lecture: Veteran's Day (NO CLASS)

Readings

- Phillips et. al., Ch. 9 **Text.**

Week 12

November 16 Lecture: The American emergency response system

November 18 Lecture: The role of public and private sectors

Readings

- Phillips et. al., Ch. 10 **Text**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 13

November 23 Lecture: The role of public and private sectors

November 25 Lecture: Thanksgiving Recess (NO CLASS)

Readings

- Phillips et. al., Ch. 11 **Text**

Week 14

November 30 Lecture: International and humanitarian disaster relief

December 2 Lecture: International and humanitarian disaster relief

Readings

- Collier et. al., “Breaking the Conflict Trap,” Ch. 1. **Bb.**

Online Activity

- A discussion board prompt will be available in Blackboard. An Answer to the prompt is due by 11:59 PM on Thursday. A Response to a fellow student is due by 11:59 PM on Sunday.

Week 15

December 7 Lecture: International and humanitarian disaster relief

December 9 Lecture: The future of emergency management

Readings

- Phillips et. al., Ch. 12 **Text**

Final Exam Week

- Exam given online.