

San Jose State University

MPA Program

Fall 2018

PADM 295: Topics in Public Administration: Emergency Management

Wednesdays, August 22 through December 12, 2018

6:00 pm through 8:45pm

Clark 306

INSTRUCTOR: Frances L. Edwards, M.U.P., Ph.D., CEM
Professor, Political Science

OFFICE: Clark 447

OFFICE HOURS: Mondays, Tuesdays, 4:00-5:30 pm

OFFICE PHONE: (408) 924-5559 (only during office hours; please do not leave a message)

EMAIL: sjsupadm295@yahoo.com

SOFTWARE STANDARD: Microsoft Office 2013 or newer

NOTE: THIS IS A GREEN CLASS

**ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH THIS E-MAIL ADDRESS ONLY! NO HARD COPIES ACCEPTED!**

Course Description:

This course will cover the principles of emergency management as practiced in the State of California, and the methods and principles for developing emergency plans that comply with State and Federal guidelines. Key components of the course include the historical and political environment of emergency planning, intergovernmental relations within emergency management, developing threat assessments for organizations and communities, methods for mitigating disasters, conducting emergency planning and preparedness, developing a response, developing continuity of operations plans,

managing a recovery, communications issues, readiness through training and exercises, and policy issues in emergency management.

Course Goals and Student Learning Objectives

GOAL:

To educate public administration and non-profit professionals about emergency management as it applies to local, state and federal governments and non-profit organizations.

OBJECTIVES:

1. Ensure that the student understands the Constitutional basis of emergency management, the limitations placed on governments' role in emergency management by the Constitution, and the intergovernmental aspects of emergency management.
2. Ensure that the student knows the four phases of emergency management and the role of local, state and federal governments in each.
3. Ensure that the student can assess emergency management public policy for its legislative intent, background, budgetary impacts, and need for amendment or termination, and apply the skills to help shape public policy and legislation that guide emergency management practice.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO1 Understand how local, state and federal governments and non-profits work together to facilitate emergency management
- LO2 Understand the terminology used in emergency management
- LO3 Conduct research at the graduate level
- LO4 Analyze, synthesize, think critically, solve problems and make decisions
 - a. Understand and apply the legal context of public affairs, administration and policy, as demonstrated in the final project (Assessment element)
- LO5 Communicate and interact productively with a diverse and changing workforce and citizenry
 - a. Write clear, concise staff reports on public and non-profit agency issues
 - b. Communicate effectively in writing: prepares clear, concise and well-organized written materials tailored to the audience's level of expertise and needs, as demonstrated in the final staff report. (Assessment element)

Course Expectations:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week, or 9 hours, with 3 of the hours used for lecture in a 3 unit course) for instruction or preparation/studying or course related activities including but not limited to small group consultations, meeting attendance, or other practical applications of student learning as described in the syllabus.

The tentative course calendar is included in this syllabus, including assignment due dates, exam dates, dates of student presentations, and expected topics for each class. **This schedule is subject to change with reasonable notice.**

Methods:

- Methods include independent reading of textbooks and other assigned materials, lectures, class discussion, case study projects, document analysis, small group discussion, a major topic presentation with PowerPoint, and an optional mind mapping/alternative presentation project.
- Class participation is valued because every member of the seminar is a resource to the group's learning. Experience is respected.

Required Texts and Readings:

Note: most books are available through on-line sources, and are often available used. Be sure to get ONLY the edition required for this class.

**Birkland, T.A. (1997) *After Disaster: Agenda Setting, Public Policy and Focusing Events*. Washington, DC: Georgetown University Press.
ISBN10: 0878406530; ISBN13: 9780878406531

***Cooper, C. and Block, R. (2006). *Disaster! Hurricane Katrina and the Failure of Homeland Security*. New York: Times Books.
ISBN10: 0805081305; ISBN13: 9780805081305

Edwards, F.L. and Goodrich, D.C. (2011) *Continuity of Operations/Continuity of Government for State-Level Transportation Organizations*. San Jose, CA: MTI. Free .pdf download at <http://transweb.sjsu.edu/project/2976.html>

Edwards, F.L. and Goodrich, D.C. (2014) *Exercise Handbook: What Transportation Security and Emergency Management Leaders Need to Know to Improve Emergency Preparedness*. San Jose, CA: MTI. Free .pdf download at <http://transweb.sjsu.edu/project/1103.html>

Edwards, F.L. and Goodrich, D.C. (2014) *Great East Japan Earthquake, Jr East Mitigation Successes, And Lessons For California High-Speed Rail*. San Jose, CA:MTI. Free .pdf download at <http://transweb.sjsu.edu/project/1225.html>

Edwards, F.L. and Goodrich, D.C. (2010) *Handbook of Emergency Management for State Transportation Agencies*. San Jose, CA: MTI. Free .pdf download at <http://transweb.sjsu.edu/MTIportal/research/publications/summary/MTI-0910.html>

***Gawande, A. (2009) *Checklist Manifesto*. New York: Metropolitan Books. ISBN10: 0805091742; ISBN13: 9780805091748

Kelly, William. (2014) *Social Media: An Effective Tool for Risk and Crisis Communications*. San Jose State University: ScholarWorks. Free .pdf download at http://scholarworks.sjsu.edu/etd_projects/344/

Parker, A.M., et al. *Measuring Crisis Decision Making for Public Health Emergencies*. RAND. http://www.rand.org/pubs/technical_reports/TR712/index.html

**Rubin, Claire B. (editor). *Emergency Management: The American Experience 1900-2010*. Boca Raton, FL: CRC Press. ISBN: 9781466517530.

**Denotes basic textbooks that you should buy that will be used throughout the semester.

*** Denotes books that students may borrow from the library or other source

Students are encouraged to use Internet information sources and a listing of websites is provided. Students may subscribe to discussion lists for a variety of disaster organizations and related professions, and receive e-mail notifications from them. Students should become familiar with the following websites:

www.fema.gov - basic information on federal emergency management systems

www.dhs.gov - information on crisis management, cyber security, and related topics

<http://www.caloes.ca.gov/> - information on California Governor's Office of Emergency Services (CalOES) programs

www.colorado.edu/hazards - for information regarding specific hazards, full texts of the Natural Hazards series of working papers and quick response reports for recent disasters, materials from the annual Natural Hazards Conference, and other information sources.

<http://www.seismic.ca.gov/> - papers and reports on earthquake related issues, as well as minutes from the Commission meetings.

http://www.transweb.sjsu.edu/MTIportal/security/Security_Research_Pub.html - papers and reports on transportation security and emergency management.

Plagiarism tutorial:

There is a **Plagiarism Tutorial for Graduate Students on the library's website at <http://library.sjsu.edu/video/plagiarism-graduate-level>** All students are expected to know the rules and follow them. Please take the plagiarism tutorial and send the score to me by the date noted in the schedule.

Library Liaison

Paul.kauppila@sjsu.edu

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/> **Make sure to review these policies and resources.** Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him or her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your **private, study purposes only**. The recordings are the **intellectual property of the instructor**; you have not been given any rights to reproduce or distribute the material.

Likewise, you must obtain the written permission of any guest speaker and every class member if you will be recording presentations or class discussions.

Students desiring to record any part of any class must justify the need to record the material and obtain the instructor's written permission. Students with functional limitations should obtain a letter from the Accessible Education Center.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, PowerPoint shows or homework solutions without the specific written instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct> **Sanctions for academic dishonesty in this class include a failing grade, regardless of previous class standing and grades accumulated to that point. University sanctions will be in addition to failing this class.**

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a mobility or functional limitation, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with such limitations requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR



Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located in the New Student Wellness Center, Third floor, *Room 300B, (corner of 7th and San Carlos St., across from the Event Center)*. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

Make-up Policy:

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations.** Incompletes are discouraged.

Grading:

Item	Points
Plagiarism tutorial	5
Article summary	5
Executive summary of <i>Checklist Manifesto</i>	10
Major project abstract & outline	5
Major project literature review	5
IS 100, 700, 800 tests	5
Mid-term report	10
In-class oral exam	10
Term project	25
Project presentations	10
Class participation	10

Notes:

1. No late assignments will be accepted, except as noted above, since materials are turned in via e-mail.
2. Absence during the midterm project discussion, without prior approval, will result in a zero. Prior approval will be given only for exceptional circumstances.
3. Failure to attend class and present on the assigned night will result in a grade of zero for the project presentation. Failure to attend class during fellow student project presentations will result in a loss of participation points.

Grade Values:

A+	98 and above
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	75-79
D	70-74
F	69 and below

Participation:

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

Journal Article Executive Summary

The purpose of an executive summary is to assist another person in deciding whether to read the article. Typically a senior staff member will ask a more junior person to review materials and select those that he or she should read. The executive summary presents the key points in a succinct manner, and provides one or two paragraphs of evaluation, stating how the reader would benefit from the article. **THE MAXIMUM LENGTH IS 2 PAGES, DOUBLE SPACED IN 12 POINT NEW TIMES ROMAN TYPE.**

Students will read a relevant journal article **written in the last five years** on an emergency management topic for the assigned week, and submit a two page executive summary and evaluation of the article. The format is attached. The article must be selected from a peer reviewed journal, such as the Journal of Homeland Security and Emergency Management (JHSEM), <http://www.bepress.com/jhsem>. [You sign in as a guest to read the articles at the website, or access it through the SJSU Library's databases.], *Journal of Contingency and Crisis Management*, *Natural Hazards Review*, *Disaster*, *Public Administration Review*, or *Journal of Emergency Management*. All of these should be available on the Library's website through the database area.

The Executive Summary will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations are correct.	1
b) The comprehensiveness and care with which the summary describes the main points of the article.	1
c) The appropriate application of concepts from <i>class discussion and readings to the summary</i> -how does this article relate to class?.	1
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	2
TOTAL	5

Checklist Manifesto Executive Summary

Students will read *Checklist Manifesto*. The assignment is to write an executive summary of the book, which evaluates the concepts in the book, addressing specifically how the concepts relate to the practice of emergency management in California. Does SEMS embody any of these principles? How? What is the application? Use the same article guide, and address these specific questions in the analysis section. **THE MAXIMUM LENGTH IS 2 PAGES IN DOUBLE SPACED 12 POINT TIMES NEW ROMAN TYPE.** This report may be submitted as an essay, PowerPoint, video, or mind map.

The Executive Summary will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations are correct.	2
b) The comprehensiveness and care with which the summary describes the main points of the book.	2
c) The appropriate application of concepts from <i>class discussion and readings to the summary</i> .	2
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	4
TOTAL	10

Independent Study Courses

Students will access the latest version of IS 100c, IS 700b and IS 800c at the FEMA training website, <http://training.fema.gov/IS/crslst.aspx> . NOTE THAT YOU MUST GET A FEMA STUDENT ID NUMBER BEFORE YOU CAN TAKE AN EXAM. Students will take each class and complete the exam with a passing grade. By the assigned date students will e-mail their certificates to the professor at the class website.

ICS/SEMS/NIMS

One evening will include the State of California’s mandated ICS/SEMS/NIMS training. Students have the option of taking the required open book tests to receive a state training certificate. There are no class points for this opportunity, but SEMS is mandated in California for all state agencies, and for all other agencies wishing to receive the state’s share of emergency response funding. The professor will provide a certificate for the student’s training record for all who pass the two tests with scores of 80 or above. A state certificate is available through pre-registration with the professor and payment of a \$12 fee to the state. Arrangements must be made on the first night of class.

Midterm Exam

All students will read the Cooper and Block book about Hurricane Katrina, and then prepare a report using double spaced, 12 point Times New Roman font, composed of a three-page summary of the book’s most important points, and a two-page critique of the

federal response to Hurricane Katrina based on your understanding of the legal and theoretical limitations and roles of the various local, state and federal agencies. Be prepared to **participate actively** in a midterm exam / class discussion of the factors that led to the failure of the response to Hurricane Katrina in New Orleans, based on the **facts developed from the reading**, and your understanding of the **Constitutional relationships** as discussed in class.

The midterm will be evaluated using the following criteria:

Criteria	Points
The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations (if needed) are correct.	2
The comprehensiveness and care with which the summary describes the main points of the book.	2
The comprehensiveness and care with which the summary describes the federal actors and roles	2
The appropriate application of concepts from previous <i>class discussion and the readings to the summary</i> .	2
The quality of critical thinking demonstrated in the summaries	2
The critical thinking demonstrated in the class midterm discussion participation	10
TOTAL	20

TERM PROJECT:

All students are to work on a term project, and present it in class. A one-page **abstract, an outline and an annotated bibliography of at least 10 items** must be submitted on the assigned dates. All students are required to conduct a computerized literature search, using SJSU library resources or their equivalent, that provide access to peer reviewed information. The **annotated bibliography** on the selected topic will include **complete citations and a 1-2 sentence summary for each work**. At least **5 peer reviewed articles** must be used, as well as materials from reputable newspaper coverage, government reports or websites of reputable organizations. **NO WIKIPEDIA OR OTHER ENCYCLOPEDIAS** may be included.

The outline and term paper will be structured using the staff report format as follows: background and event facts, policy development and analysis of the policy in the context of California emergency management structure and the information from this semester, budgetary impacts of the policy, and conclusion.

The term paper will be turned in on the assigned night for the presentation. **LATE WORK WILL NOT BE ACCEPTED**. The report must be word processed using standard Word margins, 12pt Times New Roman type, double spaced, with **PROPER CITATION OF ALL SOURCES** in APA FORMAT, proper spelling and grammar throughout, and proper use of headings. **TERM PAPERS MUST BE PERSONAL ORIGINAL WORK. PLAGARISM FROM THE WEB OR ANY SOURCE WILL**

BE GROUNDS FOR IMMEDIATE FAILURE OF THIS COURSE. Reports written for other classes, including reports written by other individuals, cannot be resubmitted, with or without revisions.

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	3
b) The comprehensiveness and care with which the policy being analyzed is described.	3
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy outcomes.	4
d) The quality of <i>analysis linking class discussion and readings to the topic</i>	5
e) The quality of critical thinking demonstrated in the Analysis section.	5
f) The correct use of APA citations, <i>appropriateness of the references selected</i> and the analytical bridge to the paper topic.	5
TOTAL	25

On the assigned night each student team will make a 20 minute presentation on his/her paper, using exactly five PowerPoint slides, and encourage class discussion of the topic for an additional 10 minutes by providing 2 discussion questions. Remember that this is a seminar, and you are teaching this topic to the class.

Presentation Topics: Turning Points in Emergency Management

1. Long Beach Earthquake, 1933 = Field Act
2. Sylmar Earthquake, 1971 = Hospital Building Safety Act
3. Three Mile Island Accident, 1979 = FEMA
4. Loma Prieta Earthquake, 1989 = URM, Mutual Aid and ICS
5. Northridge Earthquake, 1994 = CERTs, URM laws and SEMS use
6. Hanshin Awaji (Kobe) Earthquake, 1995 = global supply chain impacts
7. Oklahoma City Murrah Building Bombing, 1995 = USAR deployment, city-level MMST program created
8. Pentagon Attack, 9/11/01 = ICS works, creation of NIMS, HSPDs
9. Great East Japan Earthquake, 2011 = cascading “triple” disaster, earthquake early warning system, tsunami damage and debris in California, nuclear recovery efforts and impact on nuclear power in California, on-going impacts in leaking radiation water, California wine
10. Hurricane Sandy = evacuations, vulnerable populations, flood insurance scandal and recovery failure

WEEK OF	MAJOR TOPIC	BOOK/CHAPTERS
1. Aug 22 LO 5	Introductions, Class Organization/Syllabus review, using peer reviewed materials	BRING LAPTOP TO CLASS!! Select topic for seminar presentation/major project Good research techniques for grad students: example activity http://www.rand.org/pubs/technical_reports/TR712/index.html
LO 4	Emergency Exercise	
2. Aug 29 LO 1	History and Political Environment of E.M.; role of climate change	Rubin Chapt 1 & 2 Supplemental materials e-mailed to students TPM Climate Change Forum (handout)
3. Sept 5 LO 1, 2, 4,5 Tests for IS 100, 700, 800 Certificates due	Organizing for emergency management: NIMS/SEMS/ICS	Edwards and Goodrich, <i>Handbook</i> , p. 1-36, p. 103 (Glossary) SEMS/ICS handouts; state test on request, state certificate on request
4 Sept 12 LO 1, 2, 4	National Response Framework, National Preparedness Goals, Core Capabilities, PPD-8, “Five Frameworks”, “Whole Community”, “resilience”	http://www.fema.gov/pdf/prepared/crosswalk.pdf http://www.dhs.gov/xlibrary/assets/presidential-policy-directive-8-national-preparedness.pdf https://www.dhs.gov/what-security-and-resilience Handouts on ppd-8, frameworks
5 Sept 19 LO 3,4,5	Library Day <i>Work on YOUR PROJECT RESEARCH!</i>	One hour training session with the Political Science librarian, Paul Kauppila, to review SJSU resources for the research paper, including tutorials on plagiarism and citations. This is your chance to ask questions about resources for your paper.
6 Sept 26 Journal article due	Developing Threat Assessments	Rubin Chapt. 3 & 4 http://quake.abag.ca.gov/ THIRA - handout
LO 1,4	Regional threats: natural – sources of information; disease	Birkland – Chapt 3
	Regional threats: technological-sources of information	Birkland – Chapt 4
	Regional threats: human-caused – sources of information; weaponized disease, explosions	www.cdc.gov (emergency preparedness tab)

7 Oct 3	Disaster mitigation: techniques	Rubin 5; Edwards, Mitigation and Prevention handout;
LO 1,2, 4 Abstract and outline due	Urban planning and mitigation, DMA-2000	Review for awareness of available resources: http://www.fema.gov/hazard-mitigation-planning-laws-regulations-policies ; http://www.fema.gov/hazard-mitigation-planning ; http://www.fema.gov/media-library-data/1421254229475-4a4a4cfd57f4db5f7296435cbae2cde8/mt_pl_7_07_10_07.pdf handouts
	Risk management, liability and mitigation	http://www.fema.gov/what-mitigation
8 Oct 10 LO 1,2,4	Writing the emergency plan- basic components of a SEMS plan	Guest Speaker: TBD Edwards and Goodrich, <i>Handbook</i> , p. 43-46, 89-94; Handouts; example plans: Santa Clara County Op Area, State http://www.sccgov.org/sites/oes/Documents/EOP_Complete.pdf http://www.caloes.ca.gov/PlanningandPreparedness/Pages/State-Emergency-Plan.aspx State Emergency Plan http://www.caloes.ca.gov/PlanningPreparednessSite/Documents/00%20SEP%207-01-09%20covrev%20(12).pdf Example EOP: https://www.beverlyhills.org/cbhfiles/storage/files/10694923321486948463/EOP2013Introduction.pdf
	Emergency planning and preparedness: stakeholders	Rubin 6
	Financing emergency planning: local, bonds, grants	http://www.fema.gov/grants
9 Oct 17 Checklist summary due LO 1,2,4	Communications: media relations, public image issues, social media	Rubin 7&8; Kelly, <i>Social Media</i> , http://scholarworks.sjsu.edu/etd_projects/344/
	Emergency public education – employees, managers and families	Websites above; https://www.ready.gov/earthquakes http://www.trb.org/Publications/Blurbs/173984.aspx - click on #2, download, then select the first file and open the folder to see a selection of home and personal preparedness guidance fliers.
	Emergency public education – alerting and warning	https://www.fema.gov/integrated-public-alert-warning-system ; Edwards and Goodrich, http://transweb.sjsu.edu/PDFs/research/1225-great-east-japan-earthquake-lessons-for-California-HSR.pdf , p. 10-39

10 Oct. 24 Midterm LO 3,4,5	Mid-term; Report Due In-class discussion of the system failures in Hurricane Katrina in New Orleans	Cooper and Block, <i>Disaster!</i> Post-Katrina legislation- http://congressionalresearch.com/RL33729/document.php?study=Federal+Emergency+Management+Policy+Changes+After+Hurricane+Katrina+A+Summary+of+Statutory+Provisions
	Policy issues in emergency management: focusing events, 9/11 as focusing event	Birkland – 5&6
11 Oct 31 LO 1, 2, 4 Annotated bibliography due	Planning response: emergency operations center	Edwards and Goodrich, <i>Handbook</i> , p. 35-42 & 47-48; Handouts
	Planning response: ERT, CERT, MMTF, USAR, DMAT, DMORT, VMAT; mutual aid: PD, FD, EMMA, Coroner, Building Officials; shelters, DACs, NGOs	CADRE handout http://www.cadresv.org/ Handouts
12 Nov 7 LO 1, 2, 4	Continuity of Operations: immediate actions – vital records, communications, human capital, essential services mud, trash, alternate housing, damage assessment	Edwards and Goodrich, <i>Continuity of Operations/ Continuity of Government</i> , p. 1-3, 9-11, 13-64, 69-71
LO 1,2,4	Recovery: intermediate actions – SBA, debris removal, service restoration, permitting, tax issues, infrastructure changes, mitigation changes	Handouts
	Training and exercises for readiness: ODP, HSEEP, CSTI, IS courses; exercise cycle	Edwards and Goodrich, <i>Exercise Handbook</i> , 1-40, 43-47; http://search.dhs.gov/search?query=training&op=Search&affiliate=dhs http://www.training.fema.gov/IS/
13 Nov 14 LO 1,2,3,4,5	First 3 student presentations	1. Long Beach Earthquake, 1933 = Field Act 2. Sylmar Earthquake, 1971 = Hospital Building Safety Act 3. Three Mile Island Accident, 1979 = FEMA
Nov 21	NO CLASS	THANKSGIVING HOLIDAY
14 Nov. 28 LO 1,2,3,4,5	Next 3 student presentations	4. Loma Prieta Earthquake, 1989 = URM, Mutual Aid and ICS 5. Northridge Earthquake, 1994 = CERTs, URM laws and SEMS 6. Hanshin Awaji Earthquake, 1995 = global supply chain impacts
15 Dec. 5 LO 1,2,3,4,5	Next 2 student presentations	7. Oklahoma City Murrah Building Bombing, 1995 = city-level MMTF 8. Pentagon Attack, 9/11/01 = ICS works Lecture: World Trade Center; Rubin, Chapt 9

16 Dec. 12 “Final” LO 1,2,3,4,5	Next 2 students - party	9. Great East Japan Earthquake, 2011 = cascading disaster 10. Hurricane Sandy = evacuation and recovery Lecture: Climate Change Impacts; Rubin, Chapt 10
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Spelling and Grammar Guidance

Common Graduate Student Mistakes!!

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example,*” or “*among other things,*” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
 - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
 - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
 - a. Their, there
 - b. Right, write, rite, wright
 - c. Sight, site, cite
 - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.
11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for**

- plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.
12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
 13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
 14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose.
 15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numbers for percentages, money, road routes or scientific calculations.
 16. Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
 17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.
 18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
 19. Gerunds are always singular. “**Encouraging** good writing **is** important.”
 20. Pronouns must match the noun and verb. “The doctors finished their rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

[Journal Article/ *Checklist* Executive Summary Format- 2 pages ONLY]

TO: Dr. Frances L. Edwards
PADM 295

FROM: Joe Student

DATE: Month Day, 2018

SUBJECT: Title of Article

Author's Name
Article Title
Journal Title, vol. X, no. Y, date, pages a-b

Article Summary

Not to exceed one page.
One -two sentence introductory summary paragraph
One paragraph listing the author's purpose
Up to 20 bullets of the main points in the article/book

Analysis

Not to exceed 2/3 of a page
Was the topic well explained? Were you able to understand how to apply the information to your agency/ situation? Was the author's purpose clear? What was the author's goal for writing the article/book and was it achieved?

Conclusion

One paragraph conclusion on why an emergency manager should read this article/book.

Signature
Typed Name