San Jose State University
MPA Program
Fall 2009

PADM 295: Topics in Public Administration: Emergency Management

Mondays, August 24 through December 14, 2009

6:00 pm through 8:45 pm

INSTRUCTOR:	Frances L. Edwards, M.U.P., Ph.D., CEM http://www.sjsu.edu/people/frances.edwards/
OFFICE:	Clark 402-D
OFFICE HOURS:	Tuesdays 3:30-5:30pm
OFFICE PHONE:	(408) 924-5559 (only during office hours; please do not leave a message)
EMAIL:	sjsupadm210@yahoo.com
SOFTWARE STANDARD:	Microsoft Office 2003, Word 2003, PowerPoint 2003 or older versions. NO VISTA, NOTHING ENDING IN "X"

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

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

Learning Goals:

1. Acquire the skills and techniques that lead to effective emergency management and planning.
2. Acquire the skills to help shape public policy and legislation that guides emergency management practice.
3. Understand the theories of emergency management policy formulation, and the Constitutional limitations on emergency management.
4. Understand the four phases of emergency management and the role of local and state government in each.

Required Texts:

Thomas A. Birkland, *After Disaster: Agenda Setting, Public Policy and Focusing Events*, Georgetown University Press, 1997.

Christopher Cooper and Robert Block, *Disaster! Hurricane Katrina and the Failure of Homeland Security*, Times Books, 2006.

William L. Waugh and Kathleen Tierney, *Emergency Management*, ICMA, 2007.

William L. Waugh, Jr., *Living With Hazards, Dealing With Disasters*, M.E. Sharpe, 2000.

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
www.calema.ca.gov – information on California Emergency Management Agency
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.
www.emforum.org - for general information provided by the Emergency Information Infrastructure Partnership, sponsors informal chat sessions and on-line presentations (beginning Wednesdays at 9am Pacific time) and posts transcripts of the chats, papers, documents and other materials on the web.

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

Wireless Laptop Program:

The MPA program is part of the University's Wireless Laptop Program. **ALL MPA STUDENTS ARE REQUIRED TO HAVE A WIRELESS LAPTOP FOR USE DURING CLASS.** Financial aid for the purchase of a wireless laptop up to $2,000 is available to qualified students through FAFSA funding. See the Wireless Laptop Project page at http://www.sjsu.edu/faso/services/wirelesslaptopproject/ for more information. The MPA director must sign the financial request form before submission.

Academic Integrity:

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at http://sa.sjsu.edu/student_conduct. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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."

Instances of academic dishonesty will not be tolerated.
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 (making your continuation in the MPA program unlikely), 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." http://www2.sjsu.edu/senate/S04-12.pdf.

IF YOU CHEAT, PLAGIARIZE, FAIL TO ATTRIBUTE DIRECTLY COPIED OR PARAPHRASED MATERIAL, BUY A PAPER, USE SOMEONE ELSE'S PAPER, OR IN ANY OTHER WAY VIOLATE THE ACADEMIC INTEGRITY POLICY, YOU WILL FAIL THIS COURSE, regardless of previous standing!

Plagiarism tutorial:

There is a Plagiarism Tutorial on the library's website at http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm. Should you have any questions about the SJSU definition of plagiarism, please take this tutorial. All students are expected to know the rules and follow them.

Dropping and Adding:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and other information found at http://sa.sjsu.edu/student_conduct. You should be aware of the new deadlines and penalties for adding and dropping classes.

Resources:

San Jose State University Library has research tools. One class session will be devoted to an introduction to the research support and literature resources available through the library. All students are expected to be familiar with these research tools, and to access them to support required research activities.

ADA Accommodation:

It is the goal of this class to be a positive learning experience for every student!
If you need course adaptations or accommodations because of a disability, or if you need special accommodations 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 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability. http://www2.sjsu.edu/senate/S05-14.pdf . Special accommodations for exams require ample notice to the DRC testing office and must be submitted to the instructor well in advance of the exam date."

Learning Assistance Resource Center:

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center on 9th Street.

SJSU Writing Center:

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Their writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

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:

Article Summaries (2)	10 points
Major Project Abstract	5 points
Literature Review	5 points
Mid-term Report/Discussion	25 points
Term Project	35 points
Project presentation	10 points
Class participation	10 points
Extra credit for joining ASPA's SECM	5 points

Notes:

1. No late assignments will be accepted.
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.

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. Small 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 Summaries: Sept 14 and 28

The purpose of en executive summary is to assist another person in deciding whether tp 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.

Students will read two relevant journal articles on emergency management topics for the assigned weeks, and submit a two page executive summary and evaluation of the article. The format is attached. The first article must be selected from 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. The other should be from a different peer reviewed journal, such as *Public Administration Review, Emerging Infectious Diseases or Journal of Emergency Management,* or similar source. All of these should be available on the Library's website through the database area. Be prepared to discuss access with our librarian on Library Day.

Midterm Project: Oct 26

All students will read the Cooper and Block book, prepare a five page summary of the book, 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 loca, state and federal agencies, and be prepared to participate actively in a 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..

TERM PROJECT:

All students are to work on a term project, and present it in class. An abstract of 600-700 words must be submitted October 12. All students are required to conduct a computerized literature search, using SJSU library resources or their equivalent that provide access to refereed information. The completed literature search on the selected topic, including complete citations and abstracts, is to be submitted November 2. The term paper will be turned in on the assigned night for the presentation. Electronic submission is preferred. **LATE WORK WILL NOT BE ACCEPTED.** The report must be word processed, and be prepared in accordance with editorial standards for technical professional articles, including PROPER CITATION OF ALL SOURCES, standard margins, proper spelling and grammar throughout, proper use of headings, and complete bibliography in consistent APA form**. 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.

On the assigned night each student 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.

WEEK OF	**MAJOR TOPIC**	**BOOK/CHAPTERS**
1 Aug 24	Introductions, Class Organization, Overview	
	Emergency Exercise	
2 August 31	History and Political Environment of E.M.	ICMA – Chapt 1 & 2 Waugh – Chapt 2
	Professionalization of Emergency Management	Waugh Chapt 1
September 7	NO CLASS	LABOR DAY HOLIDAY
3 Sept 14 **NOTE TIME** 7:30-8:30pm **Journal article #1 due**	Library Day Room 217 Note: Professor's Furlough Day	One hour training session with the Political Science librarian Crystal Goldman 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.
4 Sept 21	Intergovernmental Relations: NIMS/SEMS/ICS	ICMA Chapt 3 & 4 http://www.fema.gov/pdf/emergency/nims/nims_doc_full.pdf http://www.training.fema.gov/EMIWeb/IS/IS700.asp SEMS/ICS handout
	National Response Plan/Framework, National Preparedness Goals, Target Capabilities List, HSPD-8	http://www.dhs.gov/xprepresp/committees/editorial_0566.shtm http://www.ojp.usdoj.gov/odp/docs/Target_Capabilities_List_041405.pdf http://www.ojp.usdoj.gov/odp/assessments/hspd8.htm http://www.emforum.org/vforum/lc080723.htm
4 Sept 28	Developing Threat Assessments	www.abag.ca.gov
Journal Article #2 Due	Regional threats: natural – sources of information; disease	Waugh – Chapt 3 Birkland – Chapt 3
	Regional threats: technological-sources of information	Waugh – Chapt 4 Birkland – Chapt 4
	Regional threats: human-caused – sources of information; weaponized disease, explosions	www.cdc.gov
6 Oct 5	Disaster mitigation: techniques	ICMA Chapt 6
	Urban planning and mitigation, DMA-2000	http://www.fema.gov/plan/mitplanning/DMA.shtm, handoiuts
	Risk management, liability and mitigation	ICMA Chapt 12

7 Oct 12	Emergency planning and preparedness: stakeholders	ICMA Chapt 7
Abstract Due	Financing emergency planning: local, bonds, grants	ICMA Chapt 15 http://www.ojp.usdoj.gov/odp/grants_programs.htm
	Emergency planning and NGOs	ICMA 13; CADRE handout http://www.vcsv.us/cadre.shtml
	Writing the emergency plan- basic components of a SEMS plan	Handouts; http://www.oes.ca.gov/WebPage/oeswebsite.nsf/Content/977973B5B933C5B18825746E005CEB62?OpenDocument
	Emergency events plans – floods and power outages	http://www.sanjoseca.gov/emergencyServices/eopannex.asp
8 Oct 19	Communications: media relations, public image issues	Handout
CAMPUS FURLOUGH	Emergency public education – employees, managers and families	Articles, websites
NO CLASS	Emergency public education – alerting and warning	http://www.partnershipforpublicwarning.org/ppw/
9 Oct 26 **Midterm**	Mid-term Project Due In class discussion of the failures in Hurricane Katrina in New Orleans	http://www.ojp.usdoj.gov/odp/docs/KatrinasImpactontheGoalandTCL.pdf Cooper and Block, Disaster! http://www.disasterthebook.com/
	Policy issues in emergency management: defining events, 9/11 as defining event	Birkland – 5&6
10 Nov 2 **Literature Review Due**	Annenberg Lecture: Careers in the Federal Government	Alternate room
11 Nov 9	Planning response: ERT, CERT, MMTF, USAR, DMAT, DMORT, VMAT; mutual aid: PD, FD, EMMA, Coroner, Building Officials; shelters, DACs	ICMA Chapt 7 & 9
	Planning response: emergency operations center	Handouts
12 Nov 16	Recovery: immediate actions – vital records, communications, mud, trash, alternate housing, damage assessment	ICMA Chapt 11
	Recovery: intermediate actions – SBA, debris removal, service restoration, permitting, infrastructure changes, mitigation changes	
	Training and exercises for readiness: ODP, HSEEP, CSTI, IS courses; exercise cycle	http://www.dhs.gov/xprepresp/training/

13 Nov 23	First 5 student presentations	
14 Nov 30	Next 5 student presentations	
15 Dec 7	Next 5 students	
16 Dec 14	Last 5 students	

Presentation Topics:

1. Hurricane Hugo
2. Hurricane Andrew
3. Hurricanes of 2004
4. Hurricane Rita
5. Hurricane Ike
6. Long Beach Earthquake (1933)
7. Sylmar Earthquake
8. Loma Prieta Earthquake
9. Northridge Earthquake
10. Hanshin Awaji Earthquake
11. Sichuan Earthquake
12. Southeast Asian Tsunami
13. Cyclone Nygris
14. 2003 San Diego Fires
15. 2007 San Diego Fires
16. 2009 Lockheed Martin Fire
17. Pentagon bombing
18. Madrid Train bombing
19. London Train bombings 2005
20. Alaska Airlines/Ventura County plane crash

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 Executive Summary Format- 2 pages ONLY]

TO: Dr. Frances L. Edwards
PADM 295

FROM: Joe Student

DATE: Month Day, 2007

SUBJECT: Title of Article

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

Article Summary

Summary of the subject, purpose and conclusions of the article. Not to exceed one page.

Analysis

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 and was it achieved?

Conclusion

One paragraph on your personal reaction to the article overall. Would you use it as a reference in a report? Would you recommend it to others?

Signature
Typed Name