

**San José State University**  
**COSS/Political Science**  
**PADM 295, Topics in Public Administration: Emergency Management**  
**Section One, Fall 2020**

**Course and Contact Information**

Instructor(s):	Frances L. Edwards, MUP, PhD, CEM
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Office Hours:	Monday and Tuesday, 4:30-5:30pm by phone
Class Days/Time:	Tuesdays, 6-8:45 pm
Classroom:	Virtual by Zoom

***NOTE: THIS IS A GREEN CLASS***

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

**Course Description**

**“An exploration of current theories, problems and techniques in a selected major topic of current importance in public administration.” (Catalog)**

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 Format**

### **Technology Intensive and Zoom Enabled Synchronous Course**

To participate in the class, a student will need a space that is free of distractions for the duration of the class, a Wi-Fi connection that is adequate to support Zoom for 2.5 hours, and a device (phone, computer or other item) with a working camera and speaker that will enable the student to see and hear the class, and to verbally participate in the class. A Zoom invitation will be provided for the classes, and students must be able to access Zoom. All students will keep their video on during the class period, and their audio muted unless they are speaking. Students may verbally interrupt at any time to ask a question or make a comment.

## **Course Goals**

### **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 Learning Outcomes (CLO)**

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 report. (Assessment element)

## Required Texts/Readings

### Textbooks

\*\*\*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

Goodrich, D.C & Edwards, F.L. (2020) *Transportation, Terrorism and Crime: Deterrence, Disruption and Resilience*. San Jose, CA: MTI. Free .pdf download at <https://transweb.sjsu.edu/sites/default/files/1896-Edwards-Transportation-Terrorism-Crime.pdf>

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/](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](http://www.rand.org/pubs/technical_reports/TR712/index.html)

\*\*Rubin, Claire B. (editor). *Emergency Management: The American Experience. 3<sup>rd</sup> edition*. Boca Raton, FL: CRC Press. ISBN: 9781138354067.

\*\*Sylves, Richard. *Disaster Policy & Politics, 3<sup>rd</sup> edition*. Sage, ISBN: 9781506368689.

\*\*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. E-books may be available.

### **Other Readings**

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](http://www.fema.gov) - basic information on federal emergency management systems

[www.dhs.gov](http://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](http://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](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, paul.kauppila@sjsu.edu

## **Course Requirements and Assignments**

### ***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 select and 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. *If the article that you select is deficient, select another. Do not write about an article that you find unacceptable.* You may critique the article, suggesting improvements, but it must generally be useful to an emergency manager or student of emergency management.

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:

<b>Criteria</b>	<b>Points</b>
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
<b>TOTAL</b>	<b>5</b>

### **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:

<b>Criteria</b>	<b>Points</b>
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	2

main points of the book.	
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
<b>TOTAL</b>	<b>10</b>

### **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/crslist.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.

### **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:

<b>Criteria</b>	<b>Points</b>
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
<b>TOTAL</b>	20

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

**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 in APA format 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, 10-12 pages 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:

<b>Criteria</b>	<b>Points</b>
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
<b>TOTAL</b>	<b>25</b>

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. Oklahoma City Murrah Building Bombing, 1995 = USAR deployment, city-level MMST program created
7. Pentagon Attack, 9/11/01 = ICS works, creation of NIMS, HSPDs
8. Great East Japan Earthquake, 2011 = cascading “triple” disaster, earthquake early warning system in California, tsunami damage and debris in California, nuclear recovery efforts and impact on nuclear power in California, on-going impacts in leaking radiation water.
9. Hurricane Sandy = evacuations, vulnerable populations, flood insurance scandal and recovery failure
10. Public health emergencies: the role of Department of Health and Human Services, state Department of Public Health, county Department of Public Health (AIDS to COVID)

### **Grading Information**

#### ***Grading:***

<b>Item</b>	<b>Points</b>
Plagiarism tutorial	5
Article summary	5
Executive summary of <i>Checklist Manifesto</i>	10
Major project abstract & outline	5
Major project annotated bibliography	5
IS 100, 700, 800 test certificates	5
Mid-term report	10

In-class oral exam	10
Term project	25
Project presentations	10
Class participation	10

### ***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.

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

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct) 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.

### ***SJSU Writing Center***

The SJSU Writing Center is located in Clark Hall, Suite 126. It has a group of graduate writing specialists who can help improve 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>

## PADM 295: Emergency Management, Fall 2020

WEEK OF	MAJOR TOPIC	BOOK/CHAPTERS
1. Aug 25 LO 5	Introductions, Class Organization/Syllabus review, using peer reviewed materials	Select topic for seminar presentation/major project Good research techniques for grad students: example activity <a href="http://www.rand.org/pubs/technical_reports/TR712/index.html">http://www.rand.org/pubs/technical_reports/TR712/index.html</a>
LO 4	Emergency Exercise	Handout during class
2. Sept. 1 LO 1	History and Political Environment of E.M.; role of climate change	Rubin Chapt 1 & 2; Sylves, Chapt. 3 Supplemental materials e-mailed to students TPM Climate Change Forum (handout)
3. Sept 8 LO 1, 2, 4,5 <b>IS 100, 700, 800 Certificates due</b>	Organizing for emergency management: NIMS/SEMS/ICS	Rubin, 3 Edwards and Goodrich, <i>Handbook</i> , p. 1-36, p. 103 (Glossary) SEMS/ICS handouts; state test on request.  Training website: <a href="http://www.training.fema.gov/IS/">http://www.training.fema.gov/IS/</a>
4 Sept 15 LO 1, 2, 4	National Response Framework, 4 <sup>th</sup> , emergency support functions; National Preparedness Goals, Core Capabilities, PPD-8, “Five Frameworks”, “Whole Community”, “resilience”	<a href="http://www.fema.gov/pdf/prepared/crosswalk.pdf">http://www.fema.gov/pdf/prepared/crosswalk.pdf</a>  <a href="http://www.dhs.gov/xlibrary/assets/presidential-policy-directive-8-national-preparedness.pdf">http://www.dhs.gov/xlibrary/assets/presidential-policy-directive-8-national-preparedness.pdf</a>  <a href="https://www.fema.gov/media-library-data/1466016288879-63f68f6dced909f08cf8687deaa8e718/Overview_of_National_Planning_Frameworks.pdf">https://www.fema.gov/media-library-data/1466016288879-63f68f6dced909f08cf8687deaa8e718/Overview_of_National_Planning_Frameworks.pdf</a>

		<a href="https://www.fema.gov/emergency-managers/national-preparedness/frameworks/response#esf">https://www.fema.gov/emergency-managers/national-preparedness/frameworks/response#esf</a>  <a href="https://www.cisa.gov/sites/default/files/publications/Guide-Critical-Infrastructure-Security-Resilience-110819-508v2.pdf">https://www.cisa.gov/sites/default/files/publications/Guide-Critical-Infrastructure-Security-Resilience-110819-508v2.pdf</a>  Handouts on ppd-8, frameworks
5 Sept 22 LO 3,4,5	Library Day- Room 217 <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. <b>This is your chance to ask questions about resources for your paper.</b>
6 Sept 29 <b>Journal article due</b> LO 1,4	Developing Threat Assessments	Sylves, Chapt 4 ; Goodrich & Edwards, (2020) <i>Transportation, Terrorism &amp; Crime</i> <a href="http://quake.abag.ca.gov/">http://quake.abag.ca.gov/</a> THIRA <a href="https://www.fema.gov/emergency-managers/national-preparedness/risk-capability-assessment">https://www.fema.gov/emergency-managers/national-preparedness/risk-capability-assessment</a>
	Regional threats: natural – sources of information; disease	
	Regional threats: technological-sources of information	
	Regional threats: human-caused – sources of information; weaponized disease, explosions	<a href="http://www.cdc.gov">www.cdc.gov</a> (emergency preparedness tab)
7 Oct 6	Disaster mitigation: techniques	Rubin 8; Sylves, 5; Edwards, Mitigation and Prevention handout;
LO 1,2, 4 <b>Abstract and outline due</b>	Urban planning and mitigation, DMA-2000	Review for awareness of available resources: <a href="https://www.fema.gov/emergency-managers/risk/hazard-mitigation-planning">https://www.fema.gov/emergency-managers/risk/hazard-mitigation-planning</a>  <a href="https://www.fema.gov/emergency-managers/risk/hazard-mitigation-planning/status">https://www.fema.gov/emergency-managers/risk/hazard-mitigation-planning/status</a>  <a href="https://www.fema.gov/media-library-data/1466014166147-11a14dee807e1ebc67cd9b74c6c64bb3/National_Mitigation_Framework2nd.pdf">https://www.fema.gov/media-library-data/1466014166147-11a14dee807e1ebc67cd9b74c6c64bb3/National_Mitigation_Framework2nd.pdf</a>  handouts
	Risk management, liability and mitigation	

8 Oct 13 LO 1,2,4	Writing the emergency plan- basic components of a SEMS plan	Edwards and Goodrich, <i>Handbok</i> , p. 43-46, 89-94; Handouts; example plans: Santa Clara County Op Area, State <a href="https://www.sccgov.org/sites/oes/partners/Documents/Santa-Clara-County-OES-Emergency-Operations-Plan-2017-01.pdf">https://www.sccgov.org/sites/oes/partners/Documents/Santa-Clara-County-OES-Emergency-Operations-Plan-2017-01.pdf</a>  State Emergency Plan <a href="https://www.caloes.ca.gov/PlanningPreparednessSite/Documents/California_State_Emergency_Plan_2017.pdf">https://www.caloes.ca.gov/PlanningPreparednessSite/Documents/California_State_Emergency_Plan_2017.pdf</a>
	Emergency planning and preparedness: stakeholders	Sylves, 1 & 2
	Financing emergency planning: local, bonds, grants	<a href="http://www.fema.gov/grants">http://www.fema.gov/grants</a>
9 Oct 20 <b>Checklist summary due</b> LO 1,2,4	Communications: media relations, public image issues, social media	Kelly, <i>Social Media</i> , <a href="http://scholarworks.sjsu.edu/etd_projects/344/">http://scholarworks.sjsu.edu/etd_projects/344/</a>
	Emergency public education – employees, managers and families	Websites above; <a href="https://www.ready.gov/earthquakes">https://www.ready.gov/earthquakes</a>
	Emergency public education – alerting and warning	<a href="https://www.fema.gov/integrated-public-alert-warning-system">https://www.fema.gov/integrated-public-alert-warning-system</a>  Edwards and Goodrich, <a href="http://transweb.sjsu.edu/PDFs/research/1225-great-east-japan-earthquake-lessons-for-California-HSR.pdf">http://transweb.sjsu.edu/PDFs/research/1225-great-east-japan-earthquake-lessons-for-California-HSR.pdf</a> , p. 10-39  Lopes handout
10 Oct. 27 <b>Midterm</b> 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> Rubin, 7; Post-Katrina legislation- <a href="http://congressionalresearch.com/RL33729/document.php?study=Federal+Emergency+Management+Policy+Changes+After+Hurricane+Katrina+A+Summary+of+Statutory+Provisions">http://congressionalresearch.com/RL33729/document.php?study=Federal+Emergency+Management+Policy+Changes+After+Hurricane+Katrina+A+Summary+of+Statutory+Provisions</a>
	Policy issues in emergency management: focusing events, 9/11 as focusing event	Rubin, 10
11 Nov. 3 LO 1, 2, 4	Planning response: emergency operations center	Sylves, 6 & 7 Edwards & Goodrich, <i>Continuity of Operations</i> , p. 41-50 (read) and Appendix A (skim)

<b>Annotated bibliography due</b>		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 <a href="http://www.cadresv.org/">http://www.cadresv.org/</a> Handouts
12 Nov 10 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> , Foreword, p. 1-3, 9-11, 13-40, 51-64, 69-71(read) and Appendix B (skim)
LO 1,2,4	Recovery: intermediate actions – SBA, debris removal, service restoration, permitting, tax issues, infrastructure changes, mitigation changes	Sylves, 8 Handouts
	Training and exercises for readiness: ODP, HSEEP, CSTI, IS courses; exercise cycle	Edwards and Goodrich, <i>Exercise Handbook</i> , 1-40, 43-47; <a href="http://www.training.fema.gov/IS/">http://www.training.fema.gov/IS/</a>
13 Nov 17 LO 1,2,3,4,5	First 3 student presentations	Rubin 4 & 5 1. Long Beach Earthquake, 1933 = Field Act 2. Sylmar Earthquake, 1971 = Hospital Building Safety Act 3. Three Mile Island Accident, 1979 = FEMA
14 Nov. 24 LO 1,2,3,4,5	Next 3 student presentations	Sylves 10 4. Loma Prieta Earthquake, 1989 = URM, Mutual Aid and ICS5. 5. Northridge Earthquake, 1994 = CERTs, URM laws and SEMS 6. Oklahoma City Murrah Building Bombing, 1995 = city-level MMTF
15 Dec. 1 LO 1,2,3,4,5	Next 2 students	Rubin 6 7. Pentagon Attack, 9/11/01 = ICS works Lecture: World Trade Center 8. Great East Japan Earthquake, 2011 = cascading disaster
Dec 8	NO CLASS	DEAD DAY
17 Dec 15 LO 1,2,3,4,5	Last 2 students	Rubin 9 9. Hurricane Sandy = evacuation and recovery 10. Public health = AIDS to COVID



## 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!

**TO:** Dr. Frances L. Edwards  
PADM 295

**FROM:** Joe Student

**DATE:** Month Day, 2018

**SUBJECT:** Title of Article

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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