

# **PAD 6934 FOUNDATIONS OF EMERGENCY MANAGEMENT & HOMELAND SECURITY<sup>1</sup>**

**SPRING 2008**

**DEPARTMENT OF PUBLIC ADMINISTRATION, COLLEGE OF HEALTH & PUBLIC AFFAIRS  
UNIVERSITY OF CENTRAL FLORIDA**

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Course webpage: [www.webcourses.ucf.edu](http://www.webcourses.ucf.edu)

Prerequisite: none

Credit: 3

## **Introduction**

Since the September 11, 2001, terrorist attacks, homeland security has become the top priority of government at all levels. Homeland security is defined by the ANSER Institute as the overarching concept, consisting of all actions taken at every level (federal, state, and local government, the private sector, and as an individual citizen) in “deterrence, prevention, and preemption of, and defense against, aggression targeted at U.S. territory, sovereignty, population, and infrastructure as well as the management of the consequences of such aggression and other domestic emergencies.” The Department of Homeland Security (DHS), was approved by Congress in November 25, 2002, [The Department of Homeland Security Act of 2002 -HR 5005 - Public Law 107-296] and was designed to consolidate U.S. defenses against terrorist attacks and to better coordinate counterterrorism intelligence along with emergency management and many other responsibilities. DHS works with executive departments and agencies, state and local governments, and private entities to ensure the adequacy of the national strategy for detecting, preparing for, preventing, protecting against, responding to, and recovering from terrorist threats or attacks within the United States and periodically reviews and coordinates revisions to that strategy as necessary.

Homeland security and emergency management is now considered a national responsibility, not just a federal one. No single government agency or governmental jurisdiction alone has the required resources and expertise for a coordinated homeland security effort. A better network of public agencies with private and nonprofit sector organizations is critical for the success of homeland security. Homeland security and emergency management requires intergovernmental networks with federal, state and local governmental units in order to share responsibilities, information, expertise, and communication. This perspective has led to the creation of the National Response Plan (NRP) replacing the Federal Response Plan (FRP) – now National Response Framework (NRF). The NRP requires the partnership of government, private, and nonprofit organizations as well as the citizenry. The success of the Department will depend on the strength of the partnerships among federal, state, and local agencies, as well as private sector organizations.

The task for the leaders of local, state, and federal agencies is to respond to a disaster, whether man-made or natural, in ways that protect and preserve lives and property. In most

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<sup>1</sup> Core course for the Graduate Certificate in Emergency Management & Homeland Security

instances, it is the local authorities that are the first responders. When the mission is local in nature, federalizing emergency operations makes no sense. Funding and information are critically needed at the state and local levels to aid homeland security. In most states, county governments are responsible for coordinating the emergency response operations. Some major cities have their own emergency operations centers as well. However, major man-made or natural disasters easily overwhelm the resources and capabilities of local governments. Most of the time local governments rely on assistance from state governments while other man-made or natural disasters might require the federal government's intervention as well.

National Response Plan (NRP) establishes a comprehensive, all-hazards approach to enhance the ability of the US to manage domestic incidents. This plan places a strong emphasis on coordination and integration of capabilities at all levels of government, private organizations, nonprofit organizations, and individual citizens. Local governments play an important role as the plan calls for handling all incidents at the lowest possible organizational and jurisdictional level. Supporting this area, variety of coordination mechanisms that link local responses to federal capabilities for intelligence gathering and incidence response are needed. For example, Joint Field Offices (JFO) are temporary, Federal facilities that are established locally to provide a central point for Federal, State, local, and tribal representatives with responsibility for incident support and coordination. NRP Plan includes several key concepts, all of which require sound attention to management: Threat assessment strategies, Incident reporting, Vertical and horizontal communication and information sharing, Training and exercising, Mitigation strategies, Organizing and planning to mobilize resources at different levels, Response and recovery activities, Safety of personnel and the population, and Hazard-specific components of the above.

The curriculum and topics for this course were chosen based on the following main question: What should our students need to know in order to have a broad view of homeland security and emergency management and its major issues and elements in the US? We will be looking for answers to the following questions: Working with other agencies, the Department of Homeland Security must protect the country from a broad range of potential threats. High performance is essential. How should the government carry out its responsibilities? How should the federal government coordinate with state and local public agencies, private organizations, and nonprofit community organizations? What are the tradeoffs between citizen rights and homeland security? How can the federal government work with private organizations to protect important national infrastructure and systems? This course will take a "tools of government" approach to these and other questions of administering homeland security and emergency management.

***Course Description:*** This course will examine the key policy and management issues concerning homeland security and emergency management, through review of the most current literature and individual case studies. It will examine the historical development of homeland security and emergency management in the US, the applicable national policies and institutions, including the new homeland security program, the newly-established Department of Homeland Security, and the constitutional and civil rights implications of this program. The course will be structured as a seminar, with students either individually or in small groups presenting an overview or leading the class discussion of selected topics, under the overall direction and guidance of the instructor. Because States and localities bear much of the burden for defeating terrorism at home, the course will intensively examine the policy and organizational design issues confronting future homeland

security leaders at those levels of government as well. This course in homeland security and emergency management will help to students explore the new boundaries and nature of the 21<sup>st</sup> century homeland security and emergency management mission by examining the threats, the actors – national, state, local, and private, and the organizational structures and resources required to defend the homeland against natural and manmade threats. Particular attention will be focused on policy, plans, and procedures at governmental and community levels.

Regarding the theoretical aspect of the course, students will read the most current literature on homeland security and emergency management. Regarding the practical aspect of the course, students will be asked to work on real life projects in a homeland security and emergency management agency in the State of Florida, especially in Central Florida counties and cities - Orange, Osceola, Seminole Counties, and the City of Orlando. The projects will vary from one agency to another, and must be directly related to the topics covered in class. At the end of the semester, students will have to prepare a final report about their homeland security and emergency management project to the instructor and the agency.

**Course Goals:** The overall goal of the course is to examine the theories, principles, and practices of emergency management and homeland security. This course is designed to enhance students understanding of the homeland security and emergency management issues in the US and to build analytical and practical skills needed to perform effectively in homeland security and emergency management related positions.

**Course Objectives:** Students will come to understand the history of homeland security as it evolved from the fields of civil defense, emergency preparedness, and traditional intelligence studies. They will further come to appreciate the problems and prospects of establishing aggressive intelligence and counterintelligence, as well as emergency management, capabilities in a modern threat environment calling for more active defense, awareness, and alertness postures. Knowledge will be obtained about how to provide security against various hazards (e.g., bombings, chemical, biological, cyber), how to protect critical infrastructures (e.g., transportation, borders, agriculture), and how to plan for effective response and recovery efforts (e.g., first responder, law enforcement, recovery efforts). The principles and practices of emergency planning and management (e.g., risk analysis, emergency preparedness, incident command) are emphasized in this course, and the instruction also focuses upon recent and ongoing efforts at government reorganization and restructuring as well as newly emerging principles of interagency, multi-jurisdictional cooperation involving the private sector, law enforcement, academe, nonprofits, and citizens.

**Learning objectives of the course:** At the completion of this course, students will be able to:

- Synthesize homeland security and emergency management literature.
- Integrate interdisciplinary characteristics of homeland security and emergency management into an emerging discipline.
- Differentiate between homeland security, emergency management, homeland defense, and national security.
- Evaluate the role of each level of government, nonprofit and private sector in preparing for, responding to and recovering from emergencies and disasters.
- Analyze different types of public emergencies and disasters and then compare and contrast the standard response plans.
- Differentiate different types of public emergencies and disasters.

**Required texts:** The required textbooks are available at the UCF Bookstore.

Haddow, George; Jane Bullock; Damon Coppola; Erdem Ergin; Lisa Westerman; and Sarp Yeletaysi. 2006. *Introduction to Homeland Security*. 2<sup>nd</sup> edition. New York: Butterworth-Heinemann. ISBN: 0750679921.

Kemp, Roger L. (ed). 2003. *Homeland Security: Best Practices for Local Government*. Washington DC: ICMA. ISBN: 0873261364

Rubin, Claire B. (ed.). 2007. *Emergency Management: The American Experience 1900-2005*. Fairfax, VA: Public Entirety Risk Institute (PERI). ISBN: 978-0-9793722-0-9

**Class:** The focus of the delivery system is interactive learning. This will include lectures, case presentations, and group discussions. Most sessions will begin with a formal lecture to present the main ideas and concepts. After the break, there will be group exercise or class discussion. It is critical to manifest a respectful attitude toward the subject and to value the diversity of opinions reflected in your classmates. I encourage all students to freely ask questions and to express their opinions. We will have quest speakers from local homeland security/emergency management agencies and scholars in the field of emergency management and homeland security.

**Course Requirements and Grading Policy:** Students are expected to be active participants in the learning process. Students are expected to do the readings for each class and expected to participate actively in class discussions and exercises. Regular class attendance is required for a successful completion of the requirements of the course. The instructor will evaluate students' class participation on the basis of their meaningful contributions to class discussions. Class participation will account 5% of the course grade. In principle, no make-up is allowed. However, one makeup will be allowed with appropriate documentation of any emergency or work obligations that may prevent students from attending a class session. Late assignments will **NOT** be accepted. All written assignments and presentations should be submitted to the assignment or discussions section on the course webpage.

**Response papers:** Student groups are expected to prepare **two** short response papers (750 - 1000 words, 2 single spaced page in length) that critically review the readings for a given week. Response papers will account 20% of the course grade (10% each). (You may choose which weeks to skip the papers. You may also write papers for more than three weeks and drop the least successful from your record.) These response papers should include:

- What the fundamental objective of the reading is, and how it fits into a broader stream of emergency management & homeland security;
- The theories drawn upon, and the rationale for propositions/hypotheses if any;
- Results and conclusions – more importantly recommendations to practitioners;
- You are asked to post your write-up to all others in the class **at least** one day before the class meeting *no later than 5 pm on the day preceding the course*.

Student groups will respond to **one** of the response papers. The response to response paper should critically evaluate the response papers and provide constructive feedback to the group presenting given week. This activity will account 10% of the course grade. The response to response papers are due **at least** one day before the class meeting following the week the group responding (*no later than 5 pm on the day preceding the course*).

**Mid-term:** There is a mid-term exam which accounts for 20% of the course grade. Students must take the mid-term at scheduled time. Study questions for the mid-term will be distributed. Students will be asked to develop their own questions for the exam.

**Paper proposal:** The paper proposal (accounting 5% of the course grade) is a 1 page (single spaced) description of your proposal. The proposal should include: the organization, the emergency management homeland security program, a clear and concise statement of the problem, clear statement of the research questions to be addressed.

**Term Paper:** The term project accounts for 30% of the final grade. Students will prepare an organizational analysis report about his/her practical experience in the emergency management and homeland security organization. To apply what students have learned they will be required to administer a self-assessment of an emergency management and homeland security issue/agency of their choice after consulting with the professor. Students will identify a key policy or an issue area in homeland security and frame a research question(s) on it. The paper will be based on the relevant literature and information collected from homeland security agencies. Students need to get approval from the instructor on the research questions (and the interview protocol). The final report should be submitted to the instructor and the organization.

The paper needs to be at least 20 pages in length, double spaced and should not exceed 25 pages in length including references. The report should cover the key areas of application of the topic using the text, the lectures, the discussions, and guest speakers (assessment of the policy, mission, -strategic- plans, and activities of a local emergency management and homeland security agency, using the course texts as primary references for example). The objective of this report is to provide concrete examples through which students can better understand the work of emergency management and homeland security agencies and obtain direct experience. The project should also give students an excellent opportunity to network in the local emergency management and homeland security community. The use of the APA format is required with a reference list.

**Term Paper Evaluation:** The reports will be presented as a professional memo. It will be graded based on the thoroughness of discussion, professional appearance, correct grammar, spelling, and use of third person throughout. The final paper should be well-reasoned, present evidence (means researched), be well-organized (means structured), and substantive (means you have something scholarly and significant to say from a scholarly viewpoint). Reports will be graded on (1) how well they describe the organization's mission/actions, policy, issue, case; (2) the degree to which they integrate materials and concepts from the course texts and lectures; (3) the depth of the evaluation of the organization being studied; and (4) style and structure. The final report should include an executive summary, an introduction, a literature review, the organizational analysis, a conclusion, and references (appendices if needed).

*The milestones for the production of the paper are as follows:*

- a. Select an emergency management and homeland security agency, issue, policy
- b. Proposal with research questions
- c. Literature review
- d. Find news articles about the organization, issue, or policy (in print or online)
- e. Contact the organization and arrange for obtaining relevant documents (specific program, mission statement, strategic planning documents, and budget, for example)
- f. Submit an outline of the paper

- g. Complete the interview protocol (questions to the agency)
- h. Obtain those relevant documents
- i. Identify organization activities/programs to observe
- j. Submit the final paper

<b>Outline of a Term Paper</b>		
Part One	<i>Executive summary, table of content, and Introduction</i>	Aim of the paper, statement of problem, relevance, and significance
Part Two	<i>Literature Review</i>	Conceptual framework, 12-15 scholarly sources, brief description of the agency relevance
Part Three	<i>Methodology</i>	Design, strategy, methods
Part Four	<i>Findings, Discussions, and Conclusion</i>	Findings (2-3 tables), conclusions, suggestions, policy and managerial implications, recommendations to the agency
Part Five	<i>References, appendices</i>	APA style, References in alphabetical order, appendices if any

**Important Note:** The final project must be submitted by all the team members using the assignment drop box function of WebCT Vista. You need to include peer evaluation in your final project paper. In your peer evaluation briefly explain your and every team member's contribution(s) to the project. Peer evaluation will impact the final grade of the group members significantly.

**Presentations:** Students will present their final projects in our last meeting (accounting 10% of the course grade). Please prepare a handout or PowerPoint presentation which summarizes the main points of your project and share your organizational analysis with the rest of the class. Student presentations (tightly focused on a policy or specific challenge of homeland security) of approximately 10-15 minutes in length, including Q&A led by the presenter(s).

**Writing ability:** Successful graduate level work requires the ability to write clearly using correct grammar and spelling. Be sure to check all your written assignments and postings before submitting them as points will be taken off for improper spelling and poorly worded sentences. The grading for this course is based on the following areas:

**Grading:**

<b>Grades:</b>	<b>Points</b>
Class participation	5
Paper proposal	5
Response papers (10 points each)	30
Mid-term examination	20
Final report	30
Presentation	10
<b>Total</b>	<b>100</b>

**Final grades will be earned as follows:**

Points	Grade	Meaning
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100	95=	A	4	Outstanding achievement. Student performance demonstrates full command of the course materials and evidence of originally and/or creativity that far surpasses course expectations.
94	90=	A-	3.75	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
89	87=	B+	3.25	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
86	83=	B	3	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.
82	80=	B-	2.75	Satisfactory work. Student performance demonstrates adequate understanding of course materials.
79	77=	C+	2.25	
76	73=	C	2	
72	70=	C-	1.75	Unacceptable work.
69	67=	D+	1.25	
66	63=	D	1	
62	60=	D-	0.75	
59	0=	F	0	Failing.

**Communications:** E-mail is a very efficient way to contact the instructor. Office hours are as posted or by appointment.

**Academic Honesty:** UCF is committed to a policy of honesty in academic affairs. The University of Central Florida academic honesty policy will be strictly adhered to in this class. Students have the obligation to ask the instructor for clarification if there is anything that is not clear about course procedures and the grading policies of the instructor. The university's policy statement can be found at [www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu) (Golden Rule).

**Disabilities:** UCF is highly supportive of the full participation and success of students with all types of disabilities. Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact Students Disability Services (SDS - <http://www.sds.sdes.ucf.edu>), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Students who need accommodations must be registered with SDS, Students who are registered with SDS and need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. This syllabus is available in alternate formats upon request.

### **The UCF Creed**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity**      I will practice and defend academic and personal honesty.
- Scholarship**    I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
- Community**     I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
- Creativity**      I will use my talents to enrich the human experience.
- Excellence**      I will strive toward the highest standards of performance in any endeavor I undertake.

<b>Tentative Course Schedule</b>			
<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments</b>
Week 1	Jan 10	Introductions <ul style="list-style-type: none"> <li>- Introduction to the course &amp; syllabus</li> <li>- Expectations</li> <li>- Group formation</li> <li>- WebCT &amp; other resources</li> </ul>	Skim the textbook(s) Bullock et al. Introduction pp. xiii-xvi; Rubin introduction pp. 1-10 ; Kemp introduction pp. 1-19
Week 2	Jan 17	Understanding Emergency Management and Homeland Security: A Historical Perspective	Bullock et al. chapter 1; Rubin chapter 2, 3, and 4
Week 3	Jan 24	Fundamental Principles of Homeland Security and Emergency Management <ul style="list-style-type: none"> <li>- Statutory authority</li> <li>- Legal foundations</li> </ul>	Bullock et al. chapter 2 Subscribe to EM Forum at <a href="http://emforum.org/">http://emforum.org/</a> <b>Due: Proposals by 9:00 PM</b>
Week 4	Jan 31	Homeland Security and Emergency Management <ul style="list-style-type: none"> <li>- Organization</li> <li>- Programs</li> <li>- Principles</li> <li>- Challenges</li> </ul>	Bullock et al. chapter 3; Rubin chapter 5 Visit: <a href="http://www.dhs.gov">http://www.dhs.gov</a>
Week 5	Feb 7	Natural & Man-made Hazards and Disasters <ul style="list-style-type: none"> <li>- Floods, Earthquakes and Tsunamis, <b>Hurricanes</b>, Tornados, Wildfire</li> <li>- Terrorism related hazards &amp; man-made disasters</li> </ul>	Rubin chapters 6 & 7; Bullock et al. Chapter 4 <i>Preston Cook, OC OEM</i>
Week 6	Feb 14	Public Safety and Security <ul style="list-style-type: none"> <li>- Public Awareness and Preparedness</li> <li>- Safety and security concerns</li> </ul>	Bullock et al. chapter 5 <i>Mr. Tom Amesbury</i>
Week 7	Feb 21	Phases of Emergency Management and Homeland Security - I <ul style="list-style-type: none"> <li>- Mitigation/Prevention and Preparation</li> <li>- Local, state, federal and private sector responsibilities</li> </ul>	Bullock et al. chapter 6; Kempt chapters 4-13 pages 21-78. <i>Orlando OEC visit</i>
Week 8	Feb 28	Phases of Emergency Management and Homeland Security - II <ul style="list-style-type: none"> <li>- Response and Recovery</li> <li>- Local, state, federal and private sector responsibilities</li> </ul>	Bullock et al. chapter 7 (pp. 309-349 & 381-389); Kempt chapters 14-21 pages 101-133.
Week 9	March 6	<b>Mid-Term Exam</b>	<b>Due by 9:00PM</b> Class does not meet
Week 10	March 13	<b>Spring Break</b>	Class does not meet
Week 11	March 20	Response and Recovery <ul style="list-style-type: none"> <li>- National Response Framework (NRF)</li> <li>- National Incident Management System (NIMS)</li> <li>- Role of nonprofit and private sector</li> </ul>	Bullock et al. Ch. 7 (pp. 349 – 381 & 389-397); Kemp chapters 22 & 23 pages 125-133 ; Skim NRF & NIMS documents ; Kapucu IJMED <i>Steve Detwiler , OC OEM</i>
Week 12	March 27	Risk Management, Perception, & Communication	Bullock et al. Chapter 8 <i>Guest speaker</i>

		<ul style="list-style-type: none"> <li>- Risk communication</li> <li>- Emergency information management</li> <li>- Managing public complacency</li> </ul>	
Week 13	April 3	<b>Technology Applications in Emergency Management and Homeland Security</b> <ul style="list-style-type: none"> <li>- GIS technologies</li> <li>- GPS technologies</li> </ul>	Bullock et al. Chapter 9 <b><i>Due: First Draft of Term Papers by 9:00 PM</i></b> <i>Tad Stone, Seminole C.</i>
Week 14	April 10	<b>Cross-sectoral Governance in Emergency Management &amp; Homeland Security</b> <ul style="list-style-type: none"> <li>- Nonprofits</li> <li>- Private sector</li> <li>- Civic engagement</li> </ul>	Simo & Bies 2007 (PAR Special Issue); Kapucu 2007 (EMAC) or Waugh 2007 (EMAC)/PAR
Week 15	April 17	<b>Future of Emergency Management and Homeland Security</b> <ul style="list-style-type: none"> <li>- Assessments, Challenges, and Conclusions</li> </ul>	Bullock et al. Chapter 10; Rubin chapter 8; Kemp chapter 24 <b><i>Due: Final Draft of Term Papers by 9:00 PM</i></b>
Week 16	April 24	<b>Conclusions</b> <ul style="list-style-type: none"> <li>- Summing up or putting it together</li> <li>- Presentations</li> </ul>	<b><i>Final Paper Presentations</i></b>

***Important dates to remember:***

UCF 7<sup>th</sup> annual Nonprofit Management Conference, February 1, 2008

ASPA National Conference, March 7- 11, 2008

UCF Annual Public Administration Conference March 28, 2008

UCF Fourth Annual Graduate Research Forum April 3, 2008

Public Administration research colloquiums:

<http://www.cohpa.ucf.edu/pubadm/colloquiums2.cfm>

Global perspectives presentations: see the calendar of events at:

<http://globalperspectives.cos.ucf.edu/events/index.php>

***Disclaimer Statement:*** Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

## Supplementary Sources<sup>2</sup>

### Suggested Readings in Homeland Security and Emergency Management

- Auf der Heide, Erik. (n.d.). *Disaster Response: Principles of Preparation and Coordination*.  
Online: <http://orgmail2.coe-dmha.org/dr/static.htm>
- Bazerman, M. H. and Watkins, M. D. 2004. *Predictable Surprises: The Disaster you should have Seen Coming and How To Prevent Them*. Boston: Harvard Business School Press.
- Badey, Thomas (ed.). 2008. *Annual Editions: Homeland Security*. Guilford, CT: McGraw-Hill. ISBN: 007339730-X.
- Boin, A., 't Hart, P., Sterm, E., & Sundelius, B. (2005). *The Politics of Crisis Management: Public Leadership under Pressure*. New York: Cambridge University Press.
- Brown, T. M. and Miller, C. E. 2000. "Communication networks in task-performing groups: Effect of task complexity, time pressure, and interpersonal dominance. *Small Group Research*, Volume 31 (2). Pg. 131-157.
- Clarke, Lee. 2006. *Worst Cases: Terror and Catastrophe in the Popular Imagination*. Chicago: The University of Chicago Press. ISBN: 0226108597.
- Daniels, R. J., D. F. Kettl, H. Kunreuther 2006. *On Risk and Disaster: Lessons from Hurricane Katrina*. Philadelphia: University of Pennsylvania Press.
- Davis, Lois M.; K. Jack Riley, Greg Ridgeway, Jennifer E. Pace, Sarah K. Cotton, Paul Steinberg, Kelly Damphousse and Brent L. Smith. 2004. *When Terrorism Hits Home: How Prepared Are State and Local Law Enforcement?* ISBN: 0-8330-3499-5. Available online at [http://www.rand.org/pubs/monographs/2004/RAND\\_MG104.pdf](http://www.rand.org/pubs/monographs/2004/RAND_MG104.pdf).
- Department of Homeland Security (DHS) (2004) *National Response Plan (NRP)*. Washington D.C.: Department of Homeland Security.
- Dynes, R. R. and Tierney, K. J. eds. 1994. *Disasters, Collective Behavior, and Social Organization*. Newark, Delaware: University of Delaware Press.
- Farazmand, A. (2001) Crisis and Emergency Management in Farazmand, A. (ed.) *Handbook of Crisis and Emergency Management*. New York: Marcel Dekker, Inc.
- Jenkins, M. Brian. 2006. *Unconquerable Nation: Knowing Our Enemy Strengthening Ourselves*. Santa Monica, CA: RAND.
- Kapucu, Naim and Montgomery Van Wart. 2006. "The Emerging Role of the Public Sector in Managing Extreme Events: Lessons Learned," *Administration & Society*. (Lead article), Volume 38 (3): 279-308.
- Kapucu, Naim 2006. "Interagency Communication Networks during Emergencies: Boundary Spanners in Multi-agency Coordination," *American Review of Public Administration (ARPA)*. Volume 36 (2): 207-225.
- Kayyem, Juliette N. and Robyn L. Pangi, (eds.). 2003. *First to Arrive: State and Local Responses to Terrorism*. Cambridge, MA: MIT Press.
- Kettl, D. F. 2004. *System under Stress: Homeland Security and American Politics*. Washington DC: CQ Press. ISBN: 1568028881
- Mileti, D. S. (1999) *Disasters by design: a reassessment of natural hazards in the United States*. Washington, D.C.: Joseph Henry Press.

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<sup>2</sup> Will be finalized and included in the course webpage.

- National Academy of Public Administration (NAPA). 2004. *Advancing the Management of Homeland Security*. Washington DC: NAPA. Available online <http://www.napawash.org/si/HS-WHITE.pdf>.
- National Commission on Terrorist Attacks upon the United States (also known as the 9-11 Commission). 2004. *The Performance of the Intelligence Community*. Available at <http://www.9-11commission.gov/report/index.htm>.
- National Research Council – NRC 1989. *Improving risk communication*. Report of the Committee on Risk Perception and Communication, Commission on Behavioral and Social Sciences and Education, National Research Council. Washington D.C.: National Academy Press.
- Nicholson, William. C. 2005. *Homeland Security Law and Policy*. Springfield, IL: Charles T. Thomas.
- Nicholson, William C. 2003. *Emergency Response and Emergency Management Law: Cases and Materials*. Springfield, IL: Charles C Thomas Publishers.
- Public Administration Review*. 2002. Special Issue dedicated to the public servants, citizens and friends of democracy who lost their lives on September 11, 2001.
- Public Administration Review* (2007). *Special Supplementary Issue: Administrative Failure in the Wake of Katrina*. Supplement to Volume 67.
- Rubin, Claire B. and Associates, *Terrorism Time Line: Major Focusing Events and U.S. Outcomes (1993-2002)*. Available online <http://www.disaster-timeline.com>.
- Sauter, Mark A. and James J. Garafano. 2005. *Homeland Security: A Complete Guide to Understanding, Preventing, and Surviving Terrorism*. New York: McGraw Hill. ISBN: 007144064X
- Schneider, S. K. 1995. *Flirting with Disaster: Public Management in Crisis Situations*. Armonk, NY: M. E. Sharpe.
- Sidney D. Drell, Abraham D. Sofaer, and George D. Wilson, (eds.). 1999. *The New Terror: Facing the Threat of Biological and Chemical Weapons*. Stanford, CA: Hoover Press.
- Tierney, K. J., Lindell, M. K., and R. W. Perry (2001) *Facing the Unexpected: Disaster Preparedness and Response in the United States*, Washington, D.C.: Joseph Henry Press.
- United Nations. 2005. *Know Risk*. Geneva, Switzerland: International Strategy for Disaster Reduction.
- US Government Accountability Office (GAO). 2005. *21<sup>st</sup> Century Challenges: Reexamining the Base of the Federal Government*. Washington DC:GAO. Available on line at <http://www.gao.gov/new.items/d05325sp.pdf>.
- Walsh, D. W.; H. T. Christen; G. T. Miller; C. E. Callsen; F. J. Cilluffo; and P. M. Maniscalco. 2005. *National Incident Management System: Principles and Practice*. Boston: Jones and Bartlett Publishers.
- Waugh, W. L. Jr. (ed.) (2006) *Shelter from the Storm: Repairing the National Emergency management System after Hurricane Katrina*. Special issue of *The Annals of the American Academy of Political and Social Science* Volume (604), March.
- Waugh, William L., Jr. 2003. "The Global Challenge of the New Terrorism," *Journal of Emergency Management*, Vol. (1): 27-38.

Waugh, W. L. Jr. (2000). *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, N.Y.: M.E. Sharpe. **Available online at UCF Library**.

Wise, C. R. 2006. "Organizing for Homeland Security after Katrina: Is Adaptive Management What's Missing?" *Public Administration Review*, Volume 66 (3): 302-318.

Wright, Lawrence. 2006. *The Looming Tower: Al-Qaeda and the Road to 9/11*. New York: Alfred A Knopf.

**Journals and Periodicals:** Current developments in public policy can be followed through perusal CQ Weekly, National Journal, Journal of Policy Analysis and Management, Policy Studies Journal, Review of Policy Research, Public Administration Review, Public Performance and Management Review and Policy Sciences; Disasters, Journal of Emergency Management, International Journal of Emergency Management, Journal of Homeland Security and Emergency Management.

### **Helpful Web Sites for Public Policy**

Many professional associations and information industry organizations have staff devoted to accessing the implications of government policy proposals. They issue "White Pages," offer abbreviated summaries of press reports about government policy, and manage listservs.

#### **General Information Sources:**

The Policy News & Information Services: <http://www.policy.com>

National Center for Policy Analysis: <http://www.ncpa.org>

Public policy organizations: <http://www.heritage.org>

The CIA's World Factbook <http://www.odci.gov/cia/publications/pubs.html>

The Policy News and Information Service: <http://www.policy.com>

UCF Library, WebLuis: <http://library.ucf.edu>

Citing Resources: <http://pegasus.cc.ucf.edu/~rgause/citations/home.htm>

#### **Selected Public Policy Web Sites:**

Policy-relevant: <http://www.pubpol.duke.edu/courses/pps55/links.html> (by Duke University)

Kennedy School Online Political Information Network: <http://www.ksg.harvard.edu>

University of Michigan: <http://www.lib.umich.edu> (statistical resources).

Center for Public Policy: <http://www.public-policy.org>

The IBM Endowment for the Business of Government:

<http://www.businessofgovernment.org/main.asp>

Public agenda: <http://www.publicagenda.org> (reports on public policy issues).

Public Affairs Internet Resources: <http://www.hhh.umn.edu/resources/palinks.htm>

#### **Government Web Sites:**

Federal Government: <http://www.firstgov.gov> (portal for federal government Web sites).

Federal data: <http://www.fedstats.gov> (federal data on policy problems, organized by agency as well as substantive policy area).

Library of Congress: <http://thomas.loc.gov> (Library of Congresses Thomas search engines for locating key congressional documents. It is one of the most comprehensive public site for legislative searches).

US General Accounting Office: [www.gao.gov](http://www.gao.gov) (reports on government agencies and programs).

Council of State Governments: [www.statesnews.org](http://www.statesnews.org) (with links to states as well as public policy issues, think tanks, and suggested state legislation).

The State of Florida: <http://www.state.fl.us> (Florida state agencies and policy issues).

### ***Academic Policy Studies Sites:***

American Society for Public Administration: [www.aspanet.org](http://www.aspanet.org) (All students are urged to join the society).

The Association for Public Policy and Management: [www.appam.org](http://www.appam.org)

Political Science Association: <http://www.apsanet.org> (Public Policy section provides useful links to public organizations, journals, and research on public policy issues  
[www.apsapolicysection.org/index.html](http://www.apsapolicysection.org/index.html).)

National Academy of Public Administration: [www.napawash.org](http://www.napawash.org).

Policy Studies Organization: <http://www.ipsonet.org/page.cgi>.

UCF Public Administration page <http://www.cohpa.ucf.edu/pubadm/palinks.cfm>

Sustainable Community: <http://www.sustainable.doe.gov>

### ***Homeland Security Internet Links:***

White House Office of Homeland Security: <http://www.whitehouse.gov/homeland/>

US Department of State: <http://usinfo.state.gov/topical/pol/terror/homeland.htm>

US Department of Defense: <http://www.defenselink.mil/specials/homeland/>

ANSER Institute for Homeland Security: <http://www.homelandsecurity.org>

Federal Bureau of Investigation: <http://www.fbi.gov/terrorinfo/terrorism.htm>

US Government Information: <http://www.firstgov.gov/Topics/Usgresponse.shtml>

National Defense University Library: <http://ndunet.ndu.edu/lib/homedefense.html>

FEMA EMI <http://www.training.fema.gov/emiweb/edu/nwc.pdf>

Rand Corporation: <http://www.rand.org>; Publications and Policy Issue Papers

The Urban Institute: <http://www.urban.org>; Research

The Brookings Institution: <http://www.brookings.org>; Policy Briefings

The American Enterprise Institute: <http://www.aei.org>; Papers and Studies

CATO Institute: <http://www.cato.org>; Policy Analysis, and White Papers, and Other Papers

Resources for the Future: <http://www.rff.org> (analysis of environmental and natural resources).

American Enterprise Institute: <http://www.aei.org>.

Competitive Enterprise Institute: [www.cei.org](http://www.cei.org)

Democratic Leadership Council: <http://www.dlcpipi.org> (Progressive Policy Institute).

United Way of America: <http://national.unitedway.org/outcomes/library/pgmomres.cfm>

### ***Newspapers:***

I encourage you to read the daily newspaper to be fully informed. The national press provides a wealth of information about policies that are currently being debated. *The New York Times* offers the best coverage. In particular, Monday and Tuesday editions of the *New York Times* are specifically designed to address information technology issues. The daily newspaper is also available online ([www.nytimes.com](http://www.nytimes.com) - you need to register, but access is free).

New York Times: <http://www.nytimes.com>

Washington Post: <http://www.washingtonpost.com>

Wall Street Journal: <http://online.wsj.com>

Orlando Sentinel: <http://www.orlandosentinel.com>

***ENJOY THE CLASS!***