

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

PAD 6397 MANAGING EMERGENCIES AND CRISES

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Prerequisite: none

Office: HPA II 238M
Room: BHC 129; Class hours: 6:00-9:00
Office Hours: M & W 3:00 – 5:30 PM
Credit: 3

Emergencies and crises create an extraordinarily difficult set of challenges for public managers. In disaster situations, public managers are legally responsible for the protection of life, property, and continuity of operations in their respective communities. Yet, they suddenly are confronted with situations they have never encountered before. How do they assess the situation? What resources are available to them? How do they formulate a strategy of action to bring the situation under control? What information do citizens need to protect their own lives and property? How do they make informed decisions under the urgent stress of disaster and crises, when lives and property are at risk? What is the most effective means of reducing the damage, destruction and disruption to lives and communities that unmitigated disasters bring? Do short term policy goals limit or facilitate long term strategies for disaster reduction in urban environments exposed to risk? As the population of the world increases, the incidence of disasters, both natural and man-made, also increases as people move into vulnerable coastal regions and megacities.

Course Description: This course identifies, examines, and integrates the diverse emergency and crisis management, disaster recovery, and continuity of operation issues. Basic crisis management, contingency planning, disaster recovery, business continuity, and emergency management skills and knowledge elements will be identified, discussed, developed, and demonstrated how they are applied into practice. This course focuses on the evolution of U.S. disaster policy and the corresponding practice of emergency and crisis management. It presents comprehensive emergency management fundamentals, examines major policy issues, differentiates definitions of disasters, and discusses commonly held myths about disasters. Lessons are drawn from major disasters ranging from the September 11, 2001 terrorist attacks to Hurricane Katrina. The current national debate over the organization of the Department of Homeland Security and the Federal Emergency Management Agency will also be discussed. Because States and localities bear much of the burden for defeating man-made and natural threats, the course will intensively examine the policy and organizational design issues confronting future leaders at those levels of government as well.

Regarding the theoretical aspect of the course, students will read the most current literature on emergency and crisis management. Regarding the practical aspect of the course, students will be asked to work on real life projects on emergency and crisis management. The projects might vary from one group 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 emergency and crisis management project.

Goals, Objectives, and Assessments

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

Course Objectives: Students will obtain knowledge about how to mitigate against various hazards (e.g., 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. The course will also focus upon recent and ongoing efforts at government reorganization and restructuring as well as newly emerging principles of interagency, multi-jurisdictional, and multi-sector cooperation.

Learning objectives of the course: At the successfully completion of this course, students will be able to demonstrate the following skills and knowledge:

- ❖ Discuss the evolution of policy and the practice of emergency and crisis management in the US.
- ❖ Compare and contrast the differences between day-to-day management and leadership during a crisis or emergency.
- ❖ Differentiate between a catastrophe and a disaster, and analyze the implications of those differences for public policy, preparedness, response, and recovery.
- ❖ Evaluate the role of local governments and nonprofit agencies in emergency and crisis management.
- ❖ Evaluate the development of standards, and the professionalization of the field.
- ❖ Analyze the purpose, value, and types of drills/exercises/training sessions needed to support an effective crisis management and disaster recovery.
- ❖ Compare and contrast different perspectives on managing crises and emergencies from different countries

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

Public Administration Review (2007). *Special Supplementary Issue: Administrative Failure in the Wake of Katrina*. Supplement to Volume 67 (Available online).

Sylves, Richard. (2008). *Disaster Policy and Politics: Emergency Management and Homeland Security*. Washington DC: CQ Press. ISBN: 978-0-87289-460-0.

Waugh, William 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 (Available online).

Waugh, William L. Jr., and Kathleen Tierney, (editors). (2007). *Emergency Management: Principles and Practice for Local Government*, 2nd ed. Washington DC: ICMA. ISBN: 978-0-87326-719-9.

Government Accountability Office (2008). *National Response Framework: FEMA Needs Policies and Procedures to Better Integrate Non-Federal Stakeholders in the Revision Process*. <http://www.gao.gov/cgi-bin/getrpt?GAO-08-768> GAO-08-768 (online).

Academic Emergency Management and Related Courses for the Higher Education Programs <http://training.fema.gov/EMIWeb/edu/collegecrsbooks.asp> (online)

Class: The focus of the delivery system is interactive learning. This will include lectures, case presentations, group discussions, and student led presentations to actively involve each student in the learning process. When possible and practical, processing of learning activities, including not only “what” was learned but also the “so what” and “now what” questions, will be followed to the maximum extent possible to complete the learning cycle. It is critical to manifest a respectful attitude toward the subject and to value the diversity of opinions expressed in class. I encourage all students to freely ask questions and to express their opinions. We will have guest speakers from local homeland security/emergency management agencies and scholars in the field of emergency and crisis management.

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. Late assignments will NOT be accepted.

Response papers: Student groups are expected to prepare **two** short response papers (1000 -1500 words, 3 single spaced pages in length) that critically review the readings for a given week. Response papers will account 20% of the course grade (10% each). These response papers should include:

- What the fundamental objective of the reading is, and how it fits into a broader stream of emergency management and 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, i.e. *no later than 5 pm on the day preceding the course*.

Paper proposal: The paper proposal (accounting 5% of the course grade) is a 1 page (single spaced) description of your project. The proposal should include: a brief description of the case/issue, a clear and concise statement of the problem, clear statement of the research questions (and hypotheses) to be addressed, and significance of the project.

Term Paper: The final essay will draw upon readings and other materials used in the seminar, including case studies of actual disaster events, to develop a strategy for disaster reduction. The term project accounts for 30% of the final grade. 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, the suggested readings, and guest speakers (assessment of the mission, strategic plans, and activities of a local emergency management/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 and crisis management 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.

Each group – groups will be formed in our first meeting- will be asked to select an actual disaster event, or a region exposed to severe risk that would lead to disaster, and analyze this case in terms of developing a constructive strategy for reducing risk to that community, given its actual resources and constraints. While our class discussions will use September 11, 2001 terrorist attacks, the hurricanes in 2004 and 2005, and a range of recent deliberate, technological, and natural disasters to illustrate the complex processes of communication, coordination, and redesign of communities that are essential to reduce the risk of disaster, the objective of the course is to envision strong, resilient, and adaptive communities that are capable of anticipating and managing the range of risks to which they are exposed, including fire, flood, wind storms, or technical failures. Students may choose any hazard or disaster event for their analyses, but the analyses should consider the different phases of disaster management (mitigation, preparedness, response, and recovery) and management and leadership practice in developing their strategies for risk reduction for a specific community. The analyses should identify the underlying assumptions and explicit behaviors of the major actors involved in the problem, and design a strategy for constructive policy change. This strategy should include a plan for implementing the policy change in the selected environment and evaluating the performance of relevant actors in terms of achieving the goal of disaster reduction. This analysis of an actual disaster event or risk environment will serve as the student's term project. It will represent the student's careful assessment of the conditions and policy requirements essential for reducing vulnerability to communities exposed to significant risk, and achieving a sustainable balance in managing its resources to reduce this risk.

Term Paper Evaluation: The reports will be presented as a professional memo. It will be evaluated 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 case (disaster, threat), (2) the degree to which they integrate materials and concepts from the course texts and lectures, (3) the depth of the evaluation of the case being studied, and (4) style and structure. The final report should include an executive summary, an introduction, a literature review, the case analysis, discussions, a conclusion, and references (appendices if needed). The use of the APA format is required with a reference list.

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

- ❖ Selection of case for analysis of risk and development of strategy for disaster risk reduction
- ❖ Research questions
- ❖ Preliminary list of information sources in reference to your case analysis
- ❖ Map of major actors, their assumptions about risk, and their relationships to one another in the existing environment of the case under study
- ❖ A preliminary set of hypotheses regarding the critical factors leading to disaster in your selected case, and the evidence needed to support or reject these hypotheses
- ❖ Preliminary outlines of your case analyses
- ❖ Final essay on strategies for disaster /risk reduction
- ❖ Oral presentations of case analyses in class

Suggested Outline of a Term Paper		
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. Rate the team members performance using the following criteria: outstanding, above satisfactory, satisfactory, below satisfactory, and

unacceptable. Peer evaluation will impact the final grade of the group members significantly. Final projects submitted without peer evaluations will **NOT** be graded.

Presentations: Students will present their final projects in our last meeting (accounting 10% of the course grade). Please prepare a PowerPoint Presentation which summarizes the main points of your project and share your case analysis with the rest of the class. Student presentations (tightly focused on threat assessment and risk reduction strategies) of approximately 20 minutes in length, including Q&A led by the presenter(s).

Writing ability: Successful graduate level work requires *reasonable proficiency in writing skills* (grammar, spelling, use of paragraphs and punctuation), as well as *proper documentation* of sources and citation of references.

The grading for this course is based on the following areas:

Grading:

Grades:	Points
Class participation	5
Paper proposal	5
Response papers (10 points each)	20
IS Courses (10 points each)	30
Final report	30
Presentation	10
Total	100

Bonus: 3 points for each completed FEMA professional development course exam.

Final grades will be earned as follows:

Points	Grade	Meaning
100	95= A	4 Outstanding achievement. Student performance demonstrates full command of the course materials and evidence of originality 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. I encourage the use of Webcourses mail for the course.

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 (Golden Rule).

Disabilities: The University of Central Florida 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>) Student Resource Center Room 132, 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. No accommodations will be provided until the student has met with the professor to request 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.

Tentative Schedule of Course Readings and Assignments:

Week 1 August 28	Introduction Read syllabus and the assignment requirements Visit FEMA website – “tour” library
Week 2 September 4	Emergency & Crisis Management Introduction, overview, and terminology Disaster and crisis management in the US The Four Phases of Emergency and Crisis Management <i>Resources: Disaster Timeline</i> – note the links between specific events and disaster policy documents (legislation, plans, strategies, presidential decisions, etc.) Readings: ICMA Green Book Ch. 1 & 2; Sylves Ch. 1, 2, & 3; Principles of EM Brochure <i>Recommended:</i> IS-230 Principles of Emergency Management
Week 3 September 11	Emergency & Crisis Management Stakeholders Overview of the Integrated Emergency & Crisis Management System Roles of Participants: local, state, federal, and private sector responsibilities The role of the local emergency manager Legislative framework and policies governing disasters and crises FDEM Webpage <i>Heather Engelking – Career services at UCF</i> Readings: ICMA Green Book Ch. 3, 4, 5, and 12
Week 4 September 18	Building an Effective Emergency Management Organization Contingency Planning, Natural Disasters, Training and Exercises Incident Command System, Crisis Management Team, Crisis Decision Making The National Incident Management System “First to respond” (DVD/Video) FEMA’s strategic plan Readings: ICMA Green Book Ch. 15; Sylves Ch. 6 and 7 Due: IS- 100 (ICS) (http://training.fema.gov/IS)
Week 5 September 25	Risk Perception & Risk Communication Strategic crisis management, risk, and risk Assessment Crisis management, risk based decision making Emergency information management Managing public complacency Work with the media Readings: ICMA Green Book Ch. 14; Garnett & Kousmin PAR Special Issue pp. 171-188; IS-242 Effective Communication Recommended: Department of Homeland Security. <i>National Emergency Communications Plan</i> . Washington, DC: HS, July 2008, 83 pages.
Week 6 October 2	Principal Hazards in the United States Hazard, Vulnerability, and Risk Analysis Hazard Mitigation Floods, Earthquakes and Tsunamis, Hurricanes , Tornadoes, Wildfires Visit: http://quake.wr.usgs.gov ; http://volcanoes.usgs.gov ; http://www.noaa.gov Readings: ICMA Green Book Ch. 13, Sylves Ch. 5; Lindell et al. ch. 5 & 6.
Week 7 October 9	Preparedness and Planning for Emergencies & Crises Communication, Cooperation, and Collaboration

- Emergency Operations Center Activation
Local, state, federal, and private sector responsibilities
Readings: ICMA Green Book Ch. 6, 7, and 8; Comfort PAR Special issue pp. 189-197; Col PAR Special Issue pp. 114-124..
Guest speaker: Dr. Louise K. Comfort
- Week 8
October 16 **Organizational Emergency Response & Disaster Recovery**
Intergovernmental & interorganizational response
Local, state, federal, and private sector responsibilities
National Response Framework (NRF)
National Incident Management System (NIMS)
Technology applications: interoperability
Readings: ICMA Green Book Ch. 9, 10, and 11; GAO 2008-768; Derthick PAR Special Issue pp. 36-47.
Due: IS- 700 (NIMS) (<http://training.fema.gov/IS>)
- Week 9
October 23 **Decision Making in Managing Emergencies & Crises**
The decision-making process
Decision-making styles
Attributes of an effective decision maker
Ethical decision making and problem solving
Readings: IS-241 Decision Making and Problem Solving; Cigler PAR Special Issue pp. 64-76.
- Week 10
October 30 **Leadership in Managing Emergencies & Crises**
Management & Leadership
Trust and relationship building
Leadership development
Readings: Sylves Ch. 4; IS-240 Leadership & Influence; Disaster resource guide- Strategic crisis leadership; The Political Costs of Failure (Waugh, *Annals*: pp. 10-25)
Suggested: "The Storm that Drowned a City" (DVD)
Guest speaker: Dr. Arjen Boin
- Week 11
November 6 **Evaluation & Professional Accountability**
Crisis and Emergency Management Misconduct
Ethical issues
NFPA 1600
Readings: Lindell et al. chapters 12 & 14; Strives PAR Special Issue pp. 48-55; Jurkiewicz PAR Special issue pp. 57-63.
Due: *First Draft Final Projects*
- Week 12
November 13 **Managing Catastrophic Disasters & Extreme Events**
September 11 terrorist attacks
Hurricane Katrina
Readings: Kapucu & Van Wart 2006; Kapucu & Van Wart 2008
Due: IS- 800B (NRF) (<http://training.fema.gov/IS>)
- Week 13
November 20 **International Emergency & Crisis Management**
International cases (United Kingdom, India, Spain, Turkey, and Japan)
Readings: Sylves Ch. 8; Farazmand PAR Special Issue pp. 149-160; Eikenberry et al. PAR Special Issue pp. 160-170.
Guest speaker: Dr. Derin Ural
- Week 14 *Thanksgiving Holiday*

November 27 Class does not meet

Week 15 Future Directions in Emergency & Crisis Management

December 4 Global challenges and opportunities
National challenges and opportunities
Professional challenges and opportunities
Readings: Sylves Ch. 9; ICMA Green Book Ch. 16
Due: Final Projects

Week 16 Presentations & Review

December 11 Summing up or putting it together
Assessments, Challenges, and Conclusions
Due: Final Project Presentations

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

Supplementary Sources

Suggested Readings in Emergency & Crisis Management

- Allison, G. T. and P. Zelikow. 1999. *Essence of Decision: Explaining the Cuban Missile Crisis*. New York: Longman.
- 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.
- Boin, A., 'tHart, P., Sterm, E., & Sundelius, B. (2005). *The Politics of Crisis Management: Public Leadership under Pressure*. New York: Cambridge University Press. ISBN 0521607337
- Clarke, L. 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.
- Drell, S. D., A. D. Sofaer, and G. D. Wilson, (eds.). 1999. *The New Terror: Facing the Threat of Biological and Chemical Weapons*. Stanford, CA: Hoover Press.
- Dynes, R. R. and Tierney, K. J. eds. 1994. *Disasters, Collective Behavior, and Social Organization*. Newark, Delaware: University of Delaware Press.
- Farazmand, A. (ed.). 2001/2008. *Handbook of Crisis and Emergency Management*. New York: Marcel Dekker, Inc.
- Gibbons, D. E. (ed.). 2007. *Communicable Crises: Prevention, Response, and Recovery in the Global Arena*. (A Volume in Research in Public Management). Charlotte. NC: Information Age Publishing. ISBN: 978-1-59311-607-1.
- Gladwell, M. 2002. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Back Bay Books.
- International Strategy for Disaster Reduction Secretariat (ISDR). 2002. *Living with Risk: A global review of disaster reduction initiatives*. Geneva, Switzerland: United Nations International Strategy for Disaster Reduction. (<http://www.unisdr.org/unisdr/Globalreport.htm>.)
- Kapucu, N. 2006. Interagency Communication Networks during Emergencies: Boundary Spanners in Multi-agency Coordination. *American Review of Public Administration* 36 (2): 207-225.
- Kayyem, J. N. and R. 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
- Lampen, N. L. 2002. *Crisis Communication for Local Government Managers*. Washington DC: ICMA.
- Lerbinger, O. 1996. *The Crisis Manager: Facing Risk and Responsibility*. Lawrence Erlbaum Assoc; ISBN: 0805823875.

- Lindell, M. K., C. Prater, and R. W. Perry. 2007. *Introduction to Emergency Management*. Hoboken, NJ: Wiley.
- Mileti, D. S. 1999 *Disasters by design: a reassessment of natural hazards in the United States*. Washington, D.C.: Joseph Henry Press.
- National Academy of Public Administration (NAPA). (2006). *National Agenda for the Support of Intergovernmental Research 2006*. Washington, DC: 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>.
- Nicholson, W.C. ed. 2005. *Homeland Security Law and Public Policy*. 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.
- Platt, R. 1999. *Disasters and Democracy*. Washington, DC: Island Press.
- Posner, R. A. 2004. *Catastrophe: Risk and Response*. Oxford, New York: Oxford University Press.
- Rosenthal, U., L.K. Comfort, and A. Boin. 2001. *Managing Crises: Threats, Opportunities and Dilemmas*. Springfield, IL: Charles C. Springer & Co.
- Rubin, C. B. and Associates, *Terrorism Time Line: Major Focusing Events and U.S. Outcomes (1993-2002)*. Available online <http://www.disaster-timeline.com>.
- Sageman, M. 2004. *Understanding Terror Networks*. Philadelphia: U. of Pennsylvania Press.
- Sauter, Mark A. and J. J. Garafano. 2005. *Homeland Security: A Complete Guide to Understanding, Preventing, and Surviving Terrorism*. New York: McGraw Hill.
- Schneider, S. K. 1995. *Flirting with Disaster: Public Management in Crisis Situations*. Armonk, NY: M. E. Sharpe.
- Shawcross, W. 2000. *Deliver Us from Evil: Peacekeepers, Warlords and a World of Endless Conflict*. New York: Simon & Schuster. 2000.
- Sylves, R. T. 1991. Adopting Integrated Emergency Management in the United States: Political and Organizational Challenges. *International Journal of Mass Emergencies and Disasters* 9 (3): 413-424.
- Townsend, F. F. 2006. *The Federal Response to Hurricane Katrina: Lessons Learned*. Washington DC: Office of the Assistant to the President for Homeland Security and Counterterrorism. www.whitehouse.com [accessed October 12, 2006].
- 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. *21st Century Challenges: Reexamining the Base of the Federal Government*. Washington DC:GAO. Available on line at <http://www.gao.gov/new.items/d05325sp.pdf> [accessed October 3, 2006].
- U.S. House of Representatives. 2006. *Select Bipartisan Committee to Investigate the Preparation for and Response to Katrina: A Failure of Initiative*. Washington D.C.: Government Printing Office. http://katrina.house.gov/full_katrina_report.htm [accessed October 9, 2006].
- U.S. Senate Committee of Homeland Security and Government Affairs. 2006. *Hurricane Katrina: A National Still Unprepared*. Washington D.C. Government Printing Office. http://hsgac.senate.gov/_files/Katrina/ExecSum.pdf [accessed October 29, 2006].
- 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. .2000. *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, N.Y.: M.E. Sharpe.
- Wise, C. R. 2006. Organizing for Homeland Security after Katrina: Is Adaptive Management What's Missing? *Public Administration Review* 66 (3): 302-318.
- Wright, L. 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 of *Journal of Policy Analysis and Management*, *Policy Studies Journal*, and *Public Administration Review*. Several journals are also available on emergency and crisis management:

- *The Australian Journal of Emergency Management*
- *Disaster Prevention and Management: An International Journal* (UK)
- *Disaster Recovery Journal* (for Business Continuity Planners)
- *Disasters: The Journal of Disaster Studies, Policy and Management*
- *Environmental Hazards: Human and Policy Dimensions*
- *Homeland Protection Professional*
- *International Journal of Mass Emergencies and Disasters* (International Research Committee on Disasters, American Sociological Association)
- *Journal of Contingencies and Crisis Management* (The Netherlands)
- *Journal of Emergency Management*
- *Journal of Homeland Security and Emergency Management* (electronic)
- *The Liaison (for Civil-Military Humanitarian Relief Collaboration)* (Center of Excellence in Disaster Management and Humanitarian Assistance, Hawaii)
- *Natural Hazards: An International Journal of Hazards Research & Prevention*
- *Natural Hazards Review* (Natural Hazards Center, University of Colorado)

Helpful Web Sites for Emergency & Crisis Management and Policy

Many professional associations and information industry organizations have staff devoted to accessing the implications of government policy proposals. They issue

“White Papers,” offer abbreviated summaries of press reports about government policy, and manage listservs. A specific list of emergency and crisis management websites will be provided and more websites will be provided in the course webpage. Students may subscribe to discussion lists for a variety of disaster organizations and related professions and receive email notification of major earthquakes and other disasters, federal disaster relief announcements, job announcements, research opportunities, and other relevant professional news from the field.

- www.fema.gov - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Division of Emergency Management)
- www.dhs.gov - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates
- www.iaem.org - for information on the International Association of Emergency Managers, job listings, commentary on current policy issues
- www.colorado.edu/hazards - for information regarding specific hazards, full texts of some of the Natural Hazards Center’s series of working papers and quick response reports for recent disasters, and other information sources
- www.drc.udel.edu - for applied social science research related to disasters, full texts of some of the Disaster Research Center’s publications, including reports to FEMA and other government agencies
- www.emforum.org - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts. Tune in online for Wednesday noon programs
- www.training.fema.gov/emiweb/edu (FEMA Emergency Management Institute, Emergency and crisis management related articles, online documents, and annual higher education conference)
- <http://www.bus.lsu.edu/centers/sdmi/> (Stephenson Disaster Management Institute, Disaster management resources, emergency management from a public administration perspective, recent publications, and related associations)
- <http://www.gwu.edu/~icdrm> (The George Washington University Institute for Crisis, Disaster and Risk Management (ICDRM))

Newspapers:

I encourage you to read the daily newspapers to be fully informed. The national press provides a wealth of information about policies that are currently being debated.

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!