

**San Jose State University
MPA Program
Fall 2016**

**PADM 295: Topics in Public
Administration: Emergency
Management**

Mondays, August 29 through December 19, 2016

6:00 pm through 8:45pm

Clark 306

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

OFFICE: Clark 447

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

Course Goals and Student Learning Objectives

GOAL:

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

OBJECTIVES:

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

Course Content Learning Outcomes

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

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

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

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

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

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

SJSU Peer Connec

Resources:

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

Learning Assistance Resource Center:

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self

The Executive Summary will be evaluated using the following criteria:

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

Checklist Manifesto Executive Summary

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

The Executive Summary will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations are correct.	2
b) The comprehensiveness and care with which the summary describes the main points of the book.	

Independent Study Courses

Students will access the latest version of IS 100, IS 700 and IS 800 at the FEMA training website, <http://training.fema.gov/IS/crslist.aspx> . NOTE THAT YOU MUST GET A 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. A certificate will be provided 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, and then prepare a report

using SJSU library resources or their equivalent, that provide access to peer reviewed information. The **annotated bibliography** on the selected topic will include **complete citations and a 1-2 sentence summary for each work**. At least **5 peer reviewed articles** must be used, as well as materials from reputable newspaper coverage, government reports or websites of reputable organizations. **NO WIKIPEDIA OR OTHER ENCYCLOPEDIAS** may be included.

The outline and term paper will be structured using the staff report format as follows:

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

WEEK OF	MAJOR TOPIC	BOOK/CHAPTERS
1. Aug 29 LO 5	Introductions, Class Organization/Syllabus review, using peer reviewed materials	BRING LAPTOP TO CLASS!! Select topic for seminar presentation/major project Good research techniques for grad students: example activity http://www.rand.org/pubs/technical_reports/TR712/index.html
LO 4	Emergency Exercise	
Sept 5	NO CLASS	LABOR DAY
2. Sept 12 LO 1	History and Political Environment of E.M.; role of climate change	Rubin Chapt 1 & 2 Supplemental materials e-mailed to students TPM Climate Change Forum (handout)
3 Sept 19 LO 1, 2, 4,5 Tests for IS 100, 700, 800	Organizing for emergency management: NIMS/SEMS/ICS	Edwards and Goodrich, <i>Handbook</i> , p. 1-36, p. 103 (Glossary) SEMS/ICS handouts; test on request
4 Sept 26 LO 1, 2, 4	National Response Framework, National Preparedness Goals, Core Capabilities, PPD-8, “Five Frameworks”, “Whole Community”, “resilience”	http://www.fema.gov/pdf/prepared/crosswalk.pdf http://www.dhs.gov/xlibrary/assets/presidential-policy-directive-8-national-preparedness.pdf https://www.dhs.gov/what-security-and-resilience Handouts on ppd-8, frameworks
5 Oct 3 LO 3,4,5	Library Day <i>Work on YOUR PROJECT RESEARCH!</i>	One hour training session with the Political Science librarian, Paul Kauppila, to review SJSU resources for the research paper, including tutorials on plagiarism and citations. This is your chance to ask questions about resources for your paper.
6 Oct 10 Journal article due	Developing Threat Assessments	Rubin Chapt. 3 & 4 http://quake.abag.ca.gov/

7 Oct 17	Disaster mitigation: techniques	Rubin 5; Edwards, Mitigation and Prevention handout;
LO 1,2, 4	Urban planning and mitigation, DMA-2000	Review for awareness of available resources: http://www.fema.gov/hazard-mitigation-planning-laws-regulations-policies ; http://www.fema.gov/hazard-mitigation-planning ; http://www.fema.gov/media-library-data/1421254229475-4a4a4cfd57f4db5f7296435cbae2cde8/mt_pl_7_07_10_07.pdf handouts
	Risk management, liability and mitigation	http://www.fema.gov/what-mitigation
8 Oct 24 Checklist summary due	Emergency planning and preparedness: stakeholders	Rubin 6
LO 1,2, 4	Financing emergency planning: local, bonds, grants	http://www.fema.gov/grants
	Emergency planning and NGOs Writing the emergency plan- basic components of a SEMS plan	CADRE handout http://www.cadresv.org/ Edwards and Goodrich, <i>Handbook</i> , p. 43-46, 89-94

Spelling and Grammar Guidance
Common Graduate Student Mistakes!!

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.

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

TO: Dr. Frances L. Edwards
PADM 295

FROM: Joe Student

DATE: Month Day, 2007

SUBJECT: Title of Article

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

Article Summary

Not to exceed one page.
One -2 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 and was it achieved?