Principles of Course Requirements

1. The ultimate purpose of education is not to get grades and your diploma but to learn insightful and useful things.
2. You should NOT unrealistically expect to get an easy grade by making minimum effort. If you do think so or will evaluate the course by its “easiness,” you might want to think twice before making a decision of enrollment.
3. Your efforts of enriching your knowledge and improving your writing will be rewarded. “It pays to be a winner.”

First, keep and read the syllabus!

Too often students do not read their syllabus after the first session of class. When you have any questions about requirements and other administrative things, please first check the syllabus. In most cases, your issues will be solved; if not, ask the instructor for help.

Course Overview

The course develops the topic of research in homeland security and emergency preparedness. The course presents the concept of the sociology of disaster as the primary focus of the research agenda for the discipline. The course examines the principles of scientific research; provides opportunities to evaluate existing research; and apply the methods and developed research resources of scientific study to homeland security and emergency management. Students will develop a case study in the sociology of disaster, and complete a research proposal that will demonstrate their ability to analyze and synthesize existing research in homeland security and emergency management.

Students will:

- evaluate the effects of a disaster event on individuals, groups, communities, and nations; and to utilize these concepts to prepare for, respond to, recover from, and mitigate future events.
- analyze a case study focusing on the sociology of disaster to identify concepts that will assist in preparing for all-hazard disaster events and developing community resilience.
- possess a working knowledge of the scientific method for research, and recognize the value of scientific research in homeland security and emergency management.
**Units and Topics**

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<th>Unit 1: Sociology of Disaster</th>
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<td>Unit 2: Case Study</td>
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<td>Unit 3: Introduction to Research</td>
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<td>Unit 4: Development of Research Proposal</td>
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**EXPECTATIONS:**

This course involves extensive reading and research. Students are expected to come to class every day prepared to discuss material previously assigned. This means having required materials, completing assignments, and participating in class.

**PROCEDURES:**

1. **TESTING:** Students have the option to make up any test that they have scored less than 70% on. The student has 10 days from the time they received the test back to make it up. The highest grade that may go into the grade book for a retake is 70%.
2. **LATE WORK:** I will not accept late homework. However, other late assignments may be turned in; though they will be deducted one letter grade for each day overdue. The last day an assignment may be turned in is the test date for that unit.
3. **ABSENCES:** Students with excused absences will have 3 days to make-up all missed work. Make-up work may be requested from the Instructor.
4. **TARDINESS:** The 3rd unexcused tardy will result in disciplinary action—after school detention.
5. **NOTEBOOKS:** Notebooks should be organized in 4 sections: Unit 1: Sociology of Disaster, Unit 2: Case Study, Unit 3: Introduction to Research, Unit 4: Development of a Research Proposal. Student may want to purchase a larger (2"+ size) binder for their Research Projects.
6. **PASSES:** One student out at a time. Ask to go and take the appropriate pass. Bathroom trips and the like will be limited if a student abuses the right to leave the classroom. Students may not leave the classroom during the first 10 and last 10 minutes of class.
7. **IPODS:** Being able to listen to your iPod in class is a privilege, and one that your class will have to earn. iPods will NOT be used for games or watching movies/shows. If your iPod is out without my permission or it is being used inappropriately, the chain of discipline is as follows:
   a. 1st offense: I take iPod for the period.
   b. 2nd offense: I take iPod for the remainder of the day.
   c. 3rd offense: Call home & detention assigned.
   d. 4th offense: Loss of iPod privileges.
8. **DO NOT** keep a single ear bud or one of your headphones on during class.
9. **CELL PHONES:** We will follow the school-wide cell phone policy—phones are not to be seen from bell to bell or they will be confiscated and turned in to the main office. Students will receive a handout explaining the chain of discipline regarding cell phones.
TEXTBOOKS/MATERIALS:

1. Pens or Pencils
2. 3-Ring Binder with dividers

GRADING POLICY:

1. Summative: Mastery Assessments (Unit Tests, Midterms, Unit Projects, etc.) 45%
2. Formative: Progress Assessments (Homework, Classwork, Quizzes, etc.) 40%
3. Final Exam 15%

Four of the main requirements of the course will require students to complete Disaster Case Study Analyses, 3 Internet Research Projects, to complete the FEMA Professional Development Series course, and to successfully graduate from Teen CERT training.

The student will submit a case study review, as well as present that case study review in class. The outline follows:

DISASTER CASE STUDY ANALYSIS:

1. Length of paper: At least 5 full pages of typed material: no more than 7 pages; HARD COPIES ONLY

2. Case Study selection criteria
   a. Must be Disaster focused
   b. Author must be a social scientist
   c. A book length report or a journal article, i.e. at least 15-20 pages
   d. Instructor approval required (on or before the end of Unit 2)
   e. Examples: Taylor et al. (1970); Erikson (1976); Peacock et al (1997)

3. Required format: (Use the following subtitles)
   a. Title/ Cover Page with Book Citation (Does not count towards page count)
   b. Credentials of author, i.e. degrees, positions, publications; (Does not count towards page count)
   c. Summary of event and locale
   d. Research methods
   e. Major social science conclusions
   f. Emergency management policy issues
   g. Conclusions most relevant to emergency managers

4. Oral Presentation: Give a brief synopsis of your Analysis
   a. Use Power Point or Prezi to accompany your paper
   b. Describe letters ‘C-G’ in number 3 (Required format)
   c. Summarize your research
   d. Present your findings
Examples of acceptable journals:
Disasters
Disaster Management Response
Disaster Prevention and Management
Environment and Behavior
Environmental Hazards
Environmental Management International
Journal of Disaster Resilience in the Built Environment
International Journal of Disaster Risk Reduction
International Journal of Disaster Risk Science
International Journal of Emergency Management
International Journal of Mass Emergencies and Disasters
Jamba: Journal of Disaster Risk Studies
Journal of Contingencies and Crisis Management
Journal of Disaster Research
Journal of Emergency Management
Journal of Hazardous Materials
Journal of Natural Disaster Science
Journal of Risk Research
Natural Hazards
Natural Hazards Review Risk Analysis
Risk, Hazards, & Crisis in Public Policy

INTERNET PROJECTS:
Each student will be required to complete three projects and present their findings to the class.

Internet Project 1: Each student will perform Internet searches locating (3) newspaper/television/web broadcast media containing a cover story describing an actual disaster.

- Students will perform a short analysis of the media to determine if one or more of the common disaster myths (panic flight, looting, price gouging, contagion, martial law, physiological dependency, disaster shock, evacuation behavior, shelter use, and/or death, injury, damage) are contained in the story.
- The analysis should contain: a brief summary of the disaster, a list of any disaster myths found, your opinion on whether you feel the reported myths were factual or exaggerated, and the link to where you found the story posted on the Internet.

Internet Project 2: Each student will be required to compose a brief (2-3 pages) constructed response based on a media account of a recent disaster. The media account must be a video story from a ‘known’ news organization, i.e. CNN, FoxNews, MSNBC, etc, and must be linked in the response. Use this link for more information on adding videos to a Google Word Doc: https://www.youtube.com/watch?v=d6M8WSTkEns
The response should contain an introductory paragraph describing a summary of the situation, the response, and (if possible), the outcome. The remainder of the paper will include the following questions answered in essay form:

1. Do you feel that the news media is more interested in damage estimates or human-interest type stories following a major disaster?

2. Do you feel that in the rush to get the headline story does the news media often omit critical facts that could or might help other individuals?

3. When choosing the story line after the incident occurred should the news media be responsible to publish/broadcast information provided from emergency management sources?

**Contact the instructor in advance to gain approval of the source you are going to contact. This will avoid duplication of effort and prevent any individual from having to answer multiple emails. You will not get credit if you do not get the source approved.

**Internet Project 3:** Each student will perform Internet searches locating (3) potential futuristic disasters. The disasters can be natural or technological in nature.

Each student needs to write a brief paper describing the type of disaster, a link to a website providing information on the potential dangers, and a short analysis (one paragraph: 6-8 sentences) on the sociological effects that this type of disaster will have on society. In the analysis, also state the disaster type, (Weapons of Mass Destruction, Viral Immunities/Contamination, etc.).

Use the following format:
- Type of disaster
- Website link
- Analysis of Sociological effects

**FEMA Professional Development Series Course:**
https://training.fema.gov/is/searchis.aspx?search=PDS

**Google:** FEMA Professional Development Series

Students will investigate the Professional Development Series course on FEMA’s Independent Study website. The Professional Development Series includes seven Emergency Management Institute independent study courses that provide a well-rounded set of fundamentals for those in the emergency management profession. Many students build on this foundation to develop their careers.

The student will then register to take the courses online. Students will provide each certificate as proof of completion for this assignment. Each certificate is worth a summative grade.

After successfully completing all 7 required PDS courses through the Independent Study program, a PDS certificate is automatically issued via email to the email address provided on your last exam submission.
FEMA Professional Development Course:

DUE DATES FOR EACH COURSE:

1. IS-120.c: September 20
2. IS-230.d: October 4
3. IS-235.c: October 18
4. IS-240.b: November 1
5. IS-241.b: November 15
6. IS-242.b: December 6
7. IS-244.b: December 20

My FEMA Student ID#:

Workshop Learning Strategy: Thursday Case Studies

Throughout the course, several group discussion questions will be issued based on specific student readings. The class will be divided up into smaller groups. This type of workshop learning strategy will be used frequently during the course. Following a set time of group discussion, each student will answer their specific questions within their group on a shared Google Doc. Students will be expected to participate in all workshop activities.

These Case Studies will take place every Thursday during class. The completed questions are due the following Thursday.

Teen CERT Certification

TEEN CERT is a national Homeland Security Initiative directed at making our schools and communities safer by having educated / trained youth capable of preparing for and responding to disasters and emergencies. TEEN CERT is an integral part of the Citizen Corps movement. TEEN CERT is a training program that prepares you to help yourself, your family and your school in the event of a disaster. As a member of TEEN CERT, you can respond to disasters, participate in drills and exercises, and take additional training. The purpose of the TEEN CERT program is to train students in emergency preparedness and response to ensure students have the skills needed to protect themselves, and assist others, in the event of an emergency. In addition, students are likely to bring lessons learned in the classroom home, thereby spreading the preparedness message to the entire family.
“I have read and understand the Homeland Security Science II: Research Methods and Applications syllabus. I understand that within the course there are potential topics that are of a sensitive nature. Images of a catastrophic nature may be included within the course instruction which may include, but not limited to terrorism, warfare, natural and man-made disasters. My child is also allowed to participate in the Teen CERT program as a part of the Homeland Security Course. I understand this is integral to the curriculum. My child is allowed to participate in this class.”

Parent/Guardian Signature: ________________________________ Date: __________________

Student Signature: ________________________________ Date: __________________

Student’s Name:
____________________________________________________________________

Parents’/Guardians’ Name(s):
____________________________________________________________________

Contact Phone#:
____________________________________________________________________

Parent/Guardian E-mail:
____________________________________________________________________

Best Time & Way to Reach You:
____________________________________________________________________

*Please return AS SOON AS POSSIBLE to teacher. Keep pages 1-2 for your information.*

EMERGENCY PROCEDURES

All emergency procedures (fire drills, weather drills, etc.) have been reviewed with the students as they pertain to evacuation and/or shelter in place situations. Each drill’s instructions are specific to the classroom location and crisis situation. If you have any questions or concerns about what your student should do in the case of an emergency, please speak to your student and/or email me directly.