

HSEM F692 Security and Disaster Management Seminar

Prerequisites: Graduate standing within the MSDM program

Credits: 3

Location: Online via Adobe Connect /Blackboard

Meeting Time: TBD

Instructor: Cameron Carlson
Bunnell 222 A
Phone: 907 474-6537
Email: cdcarlson@alaska.edu

Office hours: Tue /Thur 10:00 – 12:00 or by appointment

Required Texts:

Methods of Disaster Research, Stallings, Robert A., (2002) Xlibris Corporation
ISBN 1-4010-7970-9 (required)

Additional readings assigned will be provided

Course Description:

HSEM 692 serves as an advanced course focusing on the research being conducted within the homeland security and emergency management enterprise. The course will cover a number of topics to include survey, historical as well as qualitative research methods. The course will also explore the need for research and importance of research as related to economic and sociological need.

Course Goals:

Upon completion of the course students will have been exposed to a variety of research methods and understand their relevance in what makes disaster research unique. Students will also develop a better understanding of disasters as a result of the independent research conducted on two separate man made, natural or technological disasters.

Student Learning Outcomes:

Specifically, students will be able to:

- Describe research methods currently employed in disaster research
- Develop a better understanding of the need for disaster research
- Understand the methodological challenges to disaster research
- Understand which methods have been historically used in disaster research and why
- Develop an understanding for the future prospects of disaster research in an age of new contexts and technologies

Instructional Method:

The course format includes a hybrid of online (synchronous and asynchronous) based video lectures, discussion board forums, reading assignments, and lessons. The primary portal for delivery will be UAF Blackboard, which will be supplemented by Adobe Connect for video and face to face meeting purposes.

Recommended preparation: 2-4 hours weekly, including assigned reading and online participation.

Course Evaluation:

Students in the course will be evaluated on the basis of two separate research papers as well as weekly participation from written assignments via discussion board.

Research Papers: Two research papers will be developed by each student during the course of the semester. The papers will focus on the use of independent research focused on large scale man made, natural or technological disasters. The first paper, due week 7 will focus on the examination of a large scale disaster that has previously been well documented.

The second paper, due week 15 will focus on the independent research of a large scale disaster, not so well documented. In addition to the paper, students will be required to provide a presentation of their 2d research project of not more than 15 slides to be covered in a 15 to 20 minute period. Detailed instructions for these papers will be provided during class.

Research Paper #1 = 200 points

Research Paper #2 = 250 points

Discussion Board Assignments: Weekly discussion assignment posts will center on two page review of the readings and lessons of that week. The reviews, to be posted in a weekly discussion board forum embedded within each week will serve to reinforce the readings and provoke thought beyond the material provided. Beyond the review of the weekly reading materials, students will provide a research update narrative of what they are working on, week to week as an update to the remainder of the class. Students will be required to assist/comment on the updates for at least two other students.

15 Discussion Assignments X 15 points = 225 points

Research Paper #1 = 30 % (200 points)

Research Paper #2 = 37 % (250 points)

Discussion Assignment = 33 % (225 points)

100 % (675 points)

Breakdown for grading

A= 90-100% (900-1000 points)

B= 80-89% (800-899 points)

C= 70-79% (700-799 points)

D= 60-69% (600-699 points)

F= 59 % or less (599 points or less)

Course Policies:

You are expected to keep up with reading and assignments, and to participate in discussions generated. You will lose points for failure to engage in discussion forums in time to have meaningful interaction on the topics under discussion. Plagiarism on assignments and cheating on papers will not be tolerated. Those caught plagiarizing or cheating will be disciplined according to the appropriate University of Alaska guidelines.

Support Services:

For assistance in improving written products, take advantage of the UAF Writing Center in 801 Gruening, 907 474-5314. Please reach out to me or support staff for subject matter support services relevant to the development of your classroom projects/topics.

Students with Disabilities:

Students with learning or other disabilities who may need special accommodations are encouraged to make an appointment with the Office of Disability Services, <http://www.uaf.edu/disability/> (907 474-5655 or TTY at 907 474-1827). Please inform me of any impediments to meeting course objectives which cannot be fully addressed by the Office of Disability Services. I will work with the Office of Disabilities Services (208 Whitaker Bldg) to provide reasonable accommodation to students with disabilities.

Tentative Class Schedule:**Week 1:**

- Course/ Syllabus Overview
- Schedule Review
- Introductions and expectations

Readings:

- Stallings: Chap 1 – Methods of Disaster Research
- Stallings: Chap 2 – Preface

Discussion Assignment Week 1

Introduce Research Paper #1 (due week 7)

Week 2:**Readings:**

- Stallings: Chap 3 – An Introduction to Methodological Problems of Field Studies
- Article: Tierney: From the Margins to the Mainstream? Disaster Research at the Crossroads (blackboard)

Discussion Assignment Week 2

Week 3:**Readings:**

- Stallings: Chap 4 – The Disaster Research Center (DRC) Field Studies of Organized Behavior in the Crisis Time Period of Disasters

Discussion Assignment Week 3

Week 4:**Readings:**

- Stallings: Chap 5 – Following Some Dreams

Discussion Assignment Week 4

Week 5:**Readings:**

- Stallings: Chap 6 – Survey Research
- Article: Schlenger and Silver: Web-based Methods in Terrorism and Disaster Research (blackboard)

Discussion Assignment Week 5

Week 6:

Readings:

- Stallings: Chap 7 – Qualitative Methods and Disaster Research

Discussion Assignment Week 6

Week 7:

Readings:

- Stallings: Chap 8 – The Economics of Natural Disasters

Discussion Assignment Week 7

Research Paper #1 due**Week 8:**

Readings:

- Stallings: Chap 9 – Cross-National and Comparative Disaster Research

Discussion Assignment Week 8

Introduce Research Paper #2 (due week 8)

Week 9:

Readings:

- Stallings: Chap 10 – Media Studies

Discussion Assignment Week 9

Week 10:

Readings:

- Stallings: Chap 11– Rewriting a Living Legend

Discussion Assignment Week 10

Week 11:

Readings:

- Stallings: Chap 12 – Methodological Changes and Challenges in Disaster Research

Discussion Assignment Week 11

Week 12:

Readings:

- Stallings: Chap 13– The Use of Geographic Information Systems in Disaster Research

Discussion Assignment Week 12

Week 13:

Readings:

- Stallings: Chap 14 – Problems and Prospects of Disaster Research in the Developing World

Discussion Assignment Week 13

Week 14:

Readings:

- Stallings: Chap 15 – The Field Turns Fifty

Discussion Board Forum Week 14

Week 15:

- Stallings: Chap 16 – Future Disaster Research

Research Paper #2 and Presentation due

Discussion Assignment Week 15 (Comments on Research Paper Presentations)

Blackboard Discussion Requirements and Rubric

There will be a weekly Blackboard discussion. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in each module's discussion each week throughout the semester. These discussions will require students to not only read the assigned material, but to also conduct independent research to supporting the topic and viewpoints taken on the subject.

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. The discussion assignment will be worth a total of **10 points**.

Discussion Board Rubric:

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings.

Original Posting:

1. Mentions at least 2 specific points from the article or reading.
2. Relation of new information to old information learned in the course to date.
3. Relation of information in article or reading to personal experience.
4. Discussion at a critical level, not just recitation of facts from the article.
5. Length of posting approximately 1 word processing page.

Reply to Other's Postings:

1. Discuss one point you like/agree with, and one point you dislike/disagree with and explain why.
2. Length should be about ½ page in length

Criteria	Good Very Good	Satisfactory	Unsatisfactory
Content	Discussed thoughtfully and with insight; Key issues from the prompt are identified and answered; Clear discussion with no digressions.	Discussed at surface level; Key issues from the prompt are identified but not all are answered; Clear discussion most of the time.	Difficult to follow; Key issues from the prompt are not identified or answered.
Context	Posted by the assigned due date; Few or no stylistic errors; Organized with direct & clear communication.	Posted by the assigned due date; Several stylistic errors; Weak organization, not always direct & clear communication	Posted by the assigned due date (or late); Many stylistic errors; Not organized, no direct & clear communication.
Resources to Extend the Discussion	Resources that extend the discussion are added; Link included; Website title and 2 sentence annotation clearly explaining the content included.	Resources that extends the discussion are added; Link included; Website title and annotation added.	No Resource added

ACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☒ Title, ☒ number, ☒ credits, ☒ prerequisites, ☒ location, ☒ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☒ Name, ☒ office location, ☒ office hours, ☒ telephone, ☒ email address.

3. Course readings/materials:

☒ Course textbook title, ☒ author, ☒ edition/publisher.
☒ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
☐ any supplies required.

4. Course description:

☒ Content of the course and how it fits into the broader curriculum;
☒ Expected proficiencies required to undertake the course, if applicable.
☒ Inclusion of catalog description is *strongly* recommended, and
☒ Description in syllabus must be consistent with catalog course description.

5. ☒ Course Goals (general), and (see #6)

6. ☒ Student Learning Outcomes (more specific)

7. Instructional methods:

☒ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☒ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☒ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☒ Specify how students will be evaluated, ☒ what factors will be included, ☒ their relative value, and ☒ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

☒ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☒ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013