



GEORGETOWN UNIVERSITY
School of Continuing Studies
Emergency and Disaster Management

MPDM-670: Socio-Cultural Dimensions of Emergency Management

Monday, 5:20-7:50 pm

Spring 2017

Instructor: Monique Lewis

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By appointment

Course Description

This course focuses on the many ways in which socio-cultural features of a community may impact different aspects of disaster planning, response, and recovery. Students learn to integrate these considerations into the planning process and how to incorporate considerations for vulnerable populations. This course also teaches students to recognize and plan for socio-cultural and/or geo-political sensitivities while minimizing unintended social or health consequences.

Learning Objectives

- Assess how diverse populations handle disaster preparedness, response, and recovery.
- Assess the role of community characteristics, including culture and vulnerability, in shaping disaster preparedness, response, and recovery efforts to diverse communities.
- Analyze how disaster support services are provided to different communities before, during, and after an event.
- Outline best practices for supporting diverse communities pre- and post-disaster.
- Outline the ways disaster research can help improve emergency management support to vulnerable communities.
- Explain the impact of disasters at a societal level, particularly in terms of urban planning.

Required Texts

All required readings will be posted on Canvas.

Attendance Policy: This class relies heavily on attendance and active participation. Punctual attendance is critical. Students must contact the instructor in advance of missed course work due to work-related emergencies or deployments: the instructor may or may not make arrangements for missed classes, on a case-by-case basis. Non-emergency and unexcused absences will otherwise follow university standards: missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences for classes beyond the initial two will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

Late Assignment Policy: Assignments turned in late will result in a grade reduction of one level (for example, an A will be converted to an A-) for each day that it is late. If you have extenuating circumstances, you must speak to your Professor as far in advance of the due date as possible.

Classroom Etiquette, Class Participation, and Other Guidelines: Students are expected to be engaged in the course by active and regular, civil interaction with the professor and colleagues. Students are encouraged to use evidence-based example for defense of opinion. Emotional argument should not occur. Students shall respect the considerations outlined in the Georgetown University Mission Statement: "...the University was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical, and spiritual understanding. We embody this principle in the diversity of our students, faculty, and staff, our commitment to justice and the common good, our intellectual openness, and our international character..."

Assignments

I. Critique of Assigned Readings

Submission instructions: Upload to Canvas, due day before class

Rubric for assignment: to be loaded into Canvas (with description of assignment)

Assignment Detail: The write-ups are the student's reflections on the weekly readings and should be 1-page single-spaced in Times New Roman size 12 font. The critiques should show the student's ability to reflect and analyze by responding directly to the readings. There are 15 classes; students are required to complete **10** critiques.

Student's reflections and analysis can include the elements listed below:

- A. *Learnings* that help develop and expand your understanding of an issue.
- B. *Reflections* on the *role of planners* in influencing social policy.
- C. Please spend some time researching the authors.

II. Final Paper – Case Study

Submission instructions: Upload to Canvas

Rubric for assignment: to be loaded into Canvas (with description of assignment)

Assignment Detail: This written paper must be 20 pages minimum, double-spaced, Times New Roman, 12. The paper shall be a planning or policy issue that incorporates all course level objectives or a case study highlighting the course discussions throughout the semester.

By **week 5**, you are required to submit a written description for Professor's approval of the research paper, including the purpose and scope of the paper, methodology and research design, bibliography and a preliminary outline of the paper.

All papers are due on the last day of class. A 15-minute presentation is required to the class outlining the problem statement, details of the paper linking to course objectives, and the student's critical analysis of the issue.

This paper requires the addition of an annotated bibliography for all references selected. Examples for format can be found at: <https://owl.english.purdue.edu/owl/resource/614/03/> and <http://guides.library.cornell.edu/annotatedbibliography>

All written assignments should conform to APA style guide.

Grading

Your course grade will be based on the following:

Attendance	10%
Participation	20%
Critiques of Assigned Readings	20%
Final Paper and Presentation	50%
Total	100%

A	95-100%	B-	80-82%
A-	90-94%	C	70-79%
B+	87-89%	F	0-69%
B	83-86%		

Withdrawal Policy and Calendar

Should a student voluntarily withdraw from this course, credit for tuition will be calculated by the date of the student's official notice to the Program Manager, according to periods and percentages listed below. **The last day to withdraw from this course is April 27, 2017.**

Dates	Percentage Refunded
Jan 19—24	100%
Jan 25—Feb 7	80%
Feb 8—21	70%
Feb22—Mar 7	50%
Mar 8—14	40%

Academic Resources

Library Services

SCS Librarian: Jessica Vanderhoff
 202-784-7389; Jessica.vanderhoff@georgetown.edu
<http://www.library.georgetown.edu/scs>
 Emergency and Disaster Management Research Guide:
<http://guides.library.georgetown.edu/EDM>

Writing Center

202-687-4246; <http://writingcenter.georgetown.edu/>

Academic Resource Center

202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/>

Students with Disabilities

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (ARC) (202)784-7366; arc@georgetown.edu; <http://academicsupport.georgetown.edu/>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Georgetown Honor System

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown University. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. The Georgetown Honor Code pledge reads as follows:

In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: to be honest in any academic endeavor and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.