



GEORGETOWN UNIVERSITY
School of Continuing Studies
Emergency and Disaster Management

Socio-Cultural Dimensions of Emergency Management (MPDM-670-40)

Monday, 6PM- 9:25PM

Classroom: C231 (subject to change)

Summer 2017

Instructor: **John S. Laine Ph.D.**

Contact Info: jl2226@georgetown.edu (I will respond to email within 48 hours of receipt but do not expect an email response after 11 PM or on weekends.)

Office Hours: Contact me by email to set up an 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:

By the end of this course, you will be able to do the following:

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

7. Assess the impact of socio-cultural dimensions on short and long-term recovery

Required Texts

All required readings are included as links or files within the Canvas course.

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 examples 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: All assignments are to be submitted through the course webpage on Canvas.

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 students ability to reflect and analyze by responding directly to the readings. There are 12 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: All assignments are to be submitted through the course webpage on Canvas.

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

Assignment Detail: **This written paper must be 15-20 pages, 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 students' 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>

III. Weekly reaction notes and questions

(1) Written reaction notes. Reaction notes (two pages) should be posted to the appropriate drop box on Canvas before the beginning of class each Monday. Notes must be completed every week in response to each week's reading assignment. The reading assignments will help you familiarize yourself with academic writing and the various aspects of socio-cultural awareness in emergency management. The reaction notes you produce are intended to make you think critically about the content of the readings. They are intended to help get your ideas about the readings down on paper and to help you to identify questions or issues that you would like to pursue during our class discussion.

(2) Active participation in seminar discussions. Every Sunday by 5 pm, each student will contribute a question, issue, or comment, pertaining to the readings. You are required to submit your question to the appropriate drop box on Canvas by 5 pm on Sunday.

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through;

[Georgetown Library Citation Guide](#)

[APA Style Guidebook](#)

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through [the Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

GRADING

Graduate course grades include A, A-, B+, B, B-, C, and F. **There are no grades of C+, C- or D.**

Your course grade will be based on the following:

Weekly reaction notes and questions	10%
Critiques of Assigned Readings	20%
Final Oral Presentation	20%
Final Term Paper	50%
Total	100%

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

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center**
 - 202-687-8354 | arc@georgetown.edu
- **Counseling and Psychiatric Services**
 - 202-687-6985
- **Institutional Diversity, Equity & Affirmative Action (IDEAA)**
 - (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Emergency & Disaster Management program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Reworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility is expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not

limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

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 **August 17, 2017**.

Dates	Percentage Refunded
May 30 – Jun 1	100%
Jun 2 - 13	80%
Jun 14 – 24	70%
Jun 25 – Jul 8	50%
Jul 9 - 16	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.

ADDENDUM – COURSE SCHEDULE/CALENDAR