



GEORGETOWN UNIVERSITY  
School of Continuing Studies  
Emergency and Disaster Management

## **MPEM / MPDM-680: Quantitative and Qualitative Methods for EDM**

Tuesdays, 5:15PM – 8:15PM

Summer 2017

Classroom C123

### **Instructor: Monique Lewis**

Contact Info: [Monique.Lewis@georgetown.edu](mailto:Monique.Lewis@georgetown.edu)

Office Hours by appointment

### **Course Description**

The emergency and disaster management discipline is increasingly faced with complexities in crisis situations, politics and policy, social vulnerability and resilience, community perceptions of risk, and more. These complexities can be addressed by collecting, analyzing, and disseminating data and results, as such, it is important to understand the different methodological approaches available to researchers and knowledge practitioners for solutions to these issues. It's also important to understand the different philosophical assumptions and interpretive foundations that frame our understanding. This course explores quantitative, qualitative, and mixed methods research approaches, drawing on the interdisciplinary literature from which emergency and disaster management draws. Students will conduct critical evaluations of research design and dissemination, and construct a research proposal for a topic of their choice. This course also explores the many ethical considerations taken when conducting research in the emergency and disaster management discipline.

### **Learning Objectives**

- Articulate the epistemological and practical differences in research approaches, and critique different approaches on their advantages and disadvantages
- Identify an issue, problem, or knowledge gap and design an appropriate research framework to address the issue, problem, or knowledge gap
- Synthesize and critically evaluate the state of the knowledge and research approaches in EDM through case studies
- Employ appropriate analytical and dissemination techniques
- Discuss the ethics of research in emergency and disaster management, and gain familiarity with Georgetown University's Institutional Review Board
- Appraise the evolution of research and the interdisciplinary nature of emergency and disaster management

### **Required Texts**

Cresswell, J.W. (2002). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Sage Publications. Recommended edition: 2nd edition

**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 could result in a final grade reduction of one level (for example, an A could be converted to an A-). Absences for classes beyond the initial two could 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

Research Topic Selection	5/40
Literature Review	15/40
Critique	5/40
Ethics Paper	5/40
Paper Outline	10/40
Final Presentation	20/50
Final Paper	30/50

### Grading

Your course grade will be based on the following:

Written Assignments	40%
Participation	10%
Final Paper and Presentation	50%
<b>Total</b>	<b>100%</b>

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

## **Academic Resources**

### Library Services

SCS Librarian: Jessica Vanderhoff  
202-784-7389; [jessica.vanderhoff@georgetown.edu](mailto: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](mailto: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](mailto: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**