American Public University System

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School of Public Service and Health

EDMG320
Natural Disaster Management
3 Credit Hours
8-Weeks
Prerequisite(s): None

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EDMG 320 Natural Disaster Management (3 hours)

This course covers basic principles of natural disaster management. This course highlights several hazard types as topical investigations, as well as the processes and considerations of management options for preparedness, response, recovery, and mitigation. This will include but not limited to understanding basic natural hazard mechanisms, the range of physical and human impacts, linkages to demographic and environmental transitions, and both structural and non-structural mitigation techniques. All management techniques are framed within existing U.S. Federal guidelines however; management techniques covered in this course may be applied widely.
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Course Scope

The course is eight weeks long and is appropriate for upper levels of undergraduate work. The Resources, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. College-level competency in research and writing skills are a “must.” Exams will consist of a variety of questions, to include multiple choice, true/false, short answer, and essay. A course project will have students integrate learned material into an effective, accurate presentation. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.

Course Learning Objectives

The successful student will fulfill the following learning objectives:

LO–1 Understands hazard paradigms with variations in vulnerability to disasters.
LO–2 Describe the reason the Swiss cheese model is used to explain the causation of disaster.
LO–3 Distinguish the roles and responsibilities of various agencies for natural events and evaluate various programs for natural disaster mitigation and management.
LO–4 Losses, Relief and Cost-Benefit Analysis: Economic Considerations
LO–5 Identify the severe storm, hurricane hazards: floods and protective measures
LO–6 Describe and explain the Saffir–Simpson hurricane wind scale.
LO–7 Identify the hydrologic hazards: floods and protective measures.
LO–8 Identify hydrolytic hazards: drought and protective measures.
LO–9 Describe volcano hazards and mitigating plans.
LO–10 Describe and explain national Volcano early warning system.
LO–11 Describe tectonic hazards: earthquakes and mitigation plans.
LO–12 Describe mass movement hazards: landslides, avalanches and mitigation plans.
LO–13 Public policy and planning disasters.
LO–14 Identify biophysical hazards and their protective measures.
LO–15 Describe wildfires in risk management and mitigation plans.
LO–16 Identify and describe technological hazards: protective measures and mitigation plans.
LO–17 Understand how to use the Emergency Response Guidebook in technological hazards
LO–18 Key challenges in disaster risk reduction.
LO–19 Compare chronic (elusive) and rare (new) hazards.

Course Delivery Method
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This course will offer the student a highly interactive virtual classroom. The course will provide the student with the necessary knowledge of the issues associated with emergency relief to better appreciate and comprehend world events and those agencies involved.

Since the student is expected to fully participate in discussions and interact with the instructor and other students, reading assignments and assigned projects should be completed in a timely manner.

The nature of an online course requires a significant amount of discipline and independent work. The student is responsible for managing time, completing assignments and notifying the Professor immediately of any difficulties. **All assignments will have a week or more to complete therefore, extensions are not anticipated.**

Each week begins on Monday and ends on Sunday, and all posted times are **Eastern Time. TAKE NOTE IF YOU ARE IN A DIFFERENT TIME ZONE YOU WILL GET LOCKED OUT OF TESTS AND QUIZZES IF LATE.** Students are encouraged to carefully check due dates and times on exams so as not to miss a submission. **NOTE: Late assignments will be graded in accordance with the Late Assignment Policy.**

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**Resources**

**Required Course Textbook(s):**


**Additional Readings:** Weekly case study readings will be assigned in class and will change to remain current for illustrative purposes. Please refer to “Course Announcements” for listings.

**Software:**
- Microsoft Office (MS Word)

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**Evaluation Procedures**

**Forums:**
Participation is mandatory and will count towards the course grade. You are expected to provide a substantial comment of several well-written paragraphs in each session and a similar comment
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or reflection in reply to at least two other students’ contribution. Statements such as “I agree” or “good post” will not count as a reply. You will be marked down for this type of response.

Initial posting is due on Thursday of the assigned week. The responses are due by Sunday midnight.

Readings
All the chapters in all the textbooks will be covered throughout this eight (8) week course. As a student, you are expected to read each of the assigned chapters. Other material will be assigned for reading as determined appropriate by the Instructor. Be sure to check the “Additional Readings” folder in Resources regularly.

Quizzes/Exams
The quiz and final exam will be a composite of multiple choice, true and false questions, and short essays. The quiz and exam are on-line, open-book, and timed.

Course Project:
This exercise is designed to have each student conduct a small research project, assess their research and present it in the format specified in the assignment directions. Goals include encouraging development of research skills, application of specific topical knowledge, and practice in communicating research to an “audience.” Projects change by class, so the exact topic will be provided in the online classroom.

NOTE: The Project location is due Week 2.

Grading Scale
Please see the Student Handbook to reference the University’s grading scale.

The class grade scale for each of the evaluations is provided below:

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Written Assignments (7 at 100 each)</td>
<td>700</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Course Project</td>
<td>100</td>
</tr>
<tr>
<td>Forums (7 at 100 each)</td>
<td>700</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1700</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>The Nature of Hazards</td>
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<td></td>
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<td>2</td>
<td>Risk Management, Mitigation and Economic of Natural Hazards</td>
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<tr>
<td>3</td>
<td>Severe</td>
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<table>
<thead>
<tr>
<th>Storm Hazards and Context Hazards</th>
<th>Chapter 9: Severe Storm Hazards; Chapter 14: Context Hazards</th>
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<tr>
<td>reason the Swiss cheese model is used to explain the causation of disaster.</td>
<td><strong>In Resources:</strong> High-Frequency Variability in Hurricane Power Dissipation and Its Relationship to Global Temperature By James B. Elsner, Anastasios A. Tsonis, and Thomas H. Jagger</td>
</tr>
<tr>
<td>LO–6 Describe and explain the Saffir–Simpson hurricane wind scale.</td>
<td><strong>Website:</strong> Please review the Saffir-Simpson Hurricane Scale at <a href="http://www.nhc.noaa.gov/aboutsshs.shtml">http://www.nhc.noaa.gov/aboutsshs.shtml</a></td>
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<tr>
<th>Hydrological Hazards; Public Policy and Planning for Natural Hazards</th>
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<tr>
<td><strong>Text Readings:</strong> Chapter 11: Hydrological Hazards: Floods; Chapter 12: Hydrological Hazards: Droughts</td>
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<tr>
<td><strong>In Resources:</strong> Godschalk, David R., Samuel Brody, and Raymond Burby. 2003. Public Participation in Natural Hazard Mitigation Policy Formation: Challenges for</td>
</tr>
<tr>
<td><strong>Forum Post #4</strong> None</td>
</tr>
<tr>
<td><strong>Mid Term Exam</strong> Weekly Assignment 4</td>
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<tr>
<td>See assignment text below</td>
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<td></td>
<td><strong>disasters.</strong></td>
<td><strong>Comprehensive Planning. Journal of Environmental Planning and Management. 46(5): 733-754</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td><strong>Tectonic Hazards</strong></td>
<td></td>
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<tr>
<td></td>
<td>LO–9</td>
<td>Described volcano hazards and mitigating plans.</td>
<td>Text Readings: Chapter 7: Tectonic Hazards-Volcanoes</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td><strong>Earthquakes and Mass Movement</strong></td>
<td>Text Readings: Chapter 6: Tectonic Hazards-Earthquakes;</td>
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<tr>
<td></td>
<td>LO–11</td>
<td>Described tectonic hazards: earthquakes</td>
<td>Forum Post #5 See forum text below Weekly Assignment 5 See assignment text below</td>
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**Forum Post #5**
See forum text below

**Weekly Assignment 5**
See assignment text below

**Forum Post #6**
See forum text below

**Weekly Assignment 6**
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<tr>
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<th>Hazards and mitigation plans.</th>
<th>Chapter 8: Mass Movement Hazards.</th>
<th>See assignment text below</th>
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<tr>
<th>7</th>
<th>Hydrological Hazards: Droughts and Technological Hazards</th>
<th>LO–14 Identify biophysical hazards and their protective measures.</th>
<th><strong>Text Readings:</strong> Chapters 10: Biophysical Hazards and 13: Technological Hazards.</th>
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<td></td>
<td>LO–16 Identify and describe technological hazards: protective measures and mitigation plans.</td>
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<td><strong>Forum Post #7</strong> See forum text below</td>
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<tr>
<td></td>
<td>LO–17 Understand</td>
<td><strong>Weekly Assignment 7</strong> See assignment text below</td>
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<tr>
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<th>National Response Framework</th>
<th>LO–18 Key challenges in disaster risk reduction.</th>
<th>Text Readings: Chapter 15: Postscript</th>
<th>Forum Post #8: See forum text below Written Assignment: Project Due Final Exam</th>
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### WeeklyAssignments

#### Forum Post #1
Consider what you interpret "disaster" to mean. Post along with your bio the following: 1) how you define "disaster" after considering the text reading and, 2) briefly explain why you define it as such - support your definition with a logical discussion.

Be sure to respond to at least two of your classmates' postings for full credit. You are being graded on substance, so be sure to put some thought into your posting!

#### Weekly Assignment 1
Choose one report from the Quick Response Reports under readings and summarize in terms of behavioral paradigm, developmental paradigm, or complexities paradigm. Describe how your chosen paradigm reflects terminology and concepts from the week's readings. Be sure to provide the URL and title of your article.
Your assignment must be 500 words minimum, written in full APA format.

#### Forum Post #2
The readings this week cover some pitfalls of disaster aid. While it is the goal of all donors to provide valuable assistance to disaster victims, sometimes unexpected negative impacts may occur. For this Forum, please search for a news article from a reliable news source that addresses disaster aid to a community impacted by a NATURAL disaster (use a major
weekly assignment 2
please answer the following in complete sentences and paragraphs. each question is worth 10 points and should be two to four well-written paragraphs long written in apa format.
1. summarize the concept of "economic resilience" as represented in this week's additional reading in "course materials" (rose, 2007).
2. compare "tangible" and "intangible" losses in disasters and how each creates economic losses from disaster.
3. compare "direct" and "indirect" losses in disaster and how each creates economic losses from disaster.
4. discuss problems encountered in effectively applying disaster relief financial assistance. be sure to identify factors that lead to those problems.
5. explain how economic losses may be reduced through management strategies.
note: course project location due – submit in the week 2 graded forum. (see course project assignment for more information.)

forum post #3
chose one of the following paradigms, behavioral paradigm, developmental paradigm, or complexity paradigm and explain the case within that specific paradigm. identify one risk and how would you mitigate the hazard. provide this in a discussion posted to this forum and reply to two of your classmates postings.

make sure you reflect the terminology and concepts within your case.

qr193 the groundhog day florida tornadoes: a case study of high-vulnerability tornadoes, by kevin m. simmons and daniel sutter. 2007.

weekly assignment 3
review questions: please answer the following in complete sentences and paragraphs. you must demonstrate clear knowledge of the readings' subject matter through your writing. all answers must be in your own words. please do not quote, paraphrase or otherwise present someone else's work, including the text, other books or online sources. show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit.

your assignments must be 500 words minimum, written in full apa format.
1. Referring to the Elsner et al. article in this week's Resources, discuss what variables are important to consider when investigating the links between climate change and hurricane intensity. Summarize concisely what conclusion was found in this research: how are these variables influencing hurricane intensity as we experience it presently?

2. Discuss how "magnitude" is assessed for meteorological events. Be sure to discuss what measurements are essential and what variables must be considered as well as how magnitude is represented in scales.

3. Discuss how "magnitude" is assessed for hydrologic events, i.e. tsunamis, landslides, and avalanches. Be sure to discuss what measurements are essential and what variables must be considered as well as how magnitude is represented in scales.

4. Discuss how "magnitude" is assessed for geologic events, i.e. earthquake or volcano. Be sure to discuss what measurements are essential and what variables must be considered as well as how magnitude is represented in scales.

5. Explain the temporal distribution of natural events, including concepts of return period and seasonality. Be sure to provide examples as relevant.

Forum Post #4
None

Weekly Assignment 4

Please answer the following in complete sentences and paragraphs. You must demonstrate clear knowledge of the readings' subject matter through your writing. All answers must be in your own words. Please do not quote, paraphrase or otherwise present someone else's work. Show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit.

Your assignments must be 500 words minimum, written in full APA format.

1. Explain situational factors influencing people's decision-making during a disaster. Be sure to provide an academic discussion and do not rely on common assumptions.

2. Discuss potential shortcomings in using "behavioral" theoretical approaches to studying human responses in a disaster. Where might such approaches fall short in providing the information needed to produce plans and policies to save lives?

3. Discuss the possible economic impacts of the five comparison cites based on their mitigation plans.
4. Compare the strategies of modifying loss burdens, modifying vulnerability and modifying natural events as methods of community adjustment to hazards. Provide examples of when each strategy would be most beneficial.

5. Explain the communities recovery from disaster in a complex paradigm perspective.

### Forum Post #5

Please review the NVEWS Volcano Scale (in your Resources area) and explain how it would Help or Hinder representing the true hazards of a volcano eruptions in public warnings, and notices (such as evacuation orders). Be sure to complete all weekly reading to support this discussion and learn more about volcano eruption hazards.

Summarize your opinion and support it with concrete examples and evidence.

Be sure to respond to two of your classmates postings to receive full credit.


### Weekly Assignment 5

Please answer the following in complete sentences and paragraphs. You must demonstrate clear knowledge of the readings' subject matter through your writing. All answers must be in your own words. Please do not quote, paraphrase or otherwise present someone else's work. Show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit.

Your assignment must be a minimum of 500 words, and written in full APA format.

1. Summarize the concept of "human resilience" as represented in this week's additional reading in "Resources" (Rozdilsky, 1999).
2. Describe land use planning and how it is effective in reducing the volcanic hazards to the population of Montserrat.
3. What is a disaster? Based upon the reading of this paper and the material in this course. Has it changed since you first started this course.
4. Discuss problems encountered in effectively applying disaster relief financial assistance. What is unique about Montserrat government.
5. Discuss the issues of "adventure tourism" for the management manager.

### Forum Post #6

Please answer the following in complete sentences and paragraphs. You must demonstrate clear knowledge of the readings' subject matter through your writing. All answers must be in your own words. Please do not quote, paraphrase or otherwise present someone else's work. Show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit. Each question should be two to four well-written paragraphs long.
1. Does the citizen have good information for decision-making for avalanche hazard. Why or why not? How would you improve the citizen’s decision-making for the hazard? Be sure to provide an academic discussion and do not rely on common assumptions.

2. What would you put in your 72hr “go bag” and why? After looking at your fellow classmates “go bag” contents what you suggest they add or remove and why?

Quick Response Report Avalanche .doc

Weekly Assignment 6
Please answer the following in complete sentences and paragraphs. You must demonstrate clear knowledge of the readings' subject matter through your writing. All answers must be in your own words. Please do not quote, paraphrase or otherwise present someone else's work. Show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit.

Your assignments must be 500 words minimum, written in full APA format.

1. Describe how remote sensing may be applied to assessing risk as presented in this week's additional reading in "Resources" (Taubenbock et al.).

2. Referring to the readings for this week and your response to defining "disaster" in Week #1, please provide a new, revised definition of disaster. Be sure to show how your knowledge has grown and matured. Your definition should reflect relevance to hazard management issues.

3. Discuss why there are uncertainties in assessing outcomes to hazardous events. Comment on how this affects hazard management decision-making.

4. Explain two factors affecting risk perception of individuals or communities.

5. Discuss how changing risks complicate risk management for natural disasters. Please let me know if you have any questions.

Forum Post #7
Please answer the following in complete sentences and paragraphs. You must demonstrate clear knowledge of the readings' subject matter through your writing. All answers must be in your own words. Please do not quote, paraphrase or otherwise present someone else's work. Show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit.

1. Explain the term recreancy in disaster and how it relates to the captain of the Selendang Ayu or the
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<th>Unified Command.</th>
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<tr>
<td>2. Explain what &quot;social capital&quot; is and can social capital be implemented in natural disaster planning?</td>
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**Weekly Assignment 7**

Please answer the following in complete sentences and paragraphs. You must demonstrate clear knowledge of the readings' subject matter through your writing. All answers must be in your own words. Please do not quote, paraphrase or otherwise present someone else's work. Show me that you can explain these items yourself, and do not waste space on "filler" or irrelevant information - stay on topic and be accurate for full credit.

Your assignments must be 500 words minimum, written in full APA format.

1. Summarize the Graniteville incident in the terms of the Behavioral Paradigm as represented in this week's additional reading in "Resources" (Mitchell, 2005).
2. Why would the population be more willing to evacuate after a technological disaster rather than a natural disaster (i.e. Hurricane or floods)?
4. The media played a vital role in the response. Provide one example a)How did the media assist in a positive role and b)how did the media assist in a negative role. How can emergency manager remove or limit the negative effects of the media?
5. As an emergency manager would you want everyone to evacuate at once? Why or why not please support your answer from the reading and course materials.

**Forum Post #8:**

Explain what you found most enlightening or surprising in this class. And how you think you will use what you have learned.

Thoughtfully respond to 2 of your classmates.

**Written Assignment: Project Due**

**Final Exam**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.
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Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
I require assignments to be completed in APA style. Please refer to the APUS Online Library for further examples, or contact me with questions. See this reference for further assistance with APA: http://owl.english.purdue.edu/owl/resource/560/01/

DISABILITY ACCOMMODATIONS
This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the World Wide Web Consortium’s (W3C) Universal Access Guidelines. Students with special needs should inform their individual instructors and the University’s student services staff.

NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note: Despite the best of intentions, jokes and--especially--satire can easily be lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) , : ), 😊
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DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com**: Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Tutoring**: www.tutor.com Students have access to ten free hours of tutoring service per year through Tutor.com. Information about Tutor.com can be found in Tutor.com the Online Library, on the Tutorial and Student Study Center, with direct links for students to access services. Active Duty DOD Military & Dependents are eligible for free UNLIMITED tutoring.

Selected Bibliography
The following suggested references are a small sampling of the literature on and related to natural hazards and disasters. This list includes some “classics,” textbooks, topic areas of interest, websites, and other sources that may be of use in this class, in future studies and in
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emergency management employment. This is not a comprehensive list, so be sure to research and study beyond what is found here!

Books and Articles:


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Websites (In “Web Resources” in the online classroom):

1. FEMA: This is the familiar site for all of us for FEMA information and activity. Please note that FEMA “training” is important for field work but is not a substitute for academic work and advanced education. http://www.fema.gov/.


3. US Geological Survey: For all things geology…and hydrology as well! Earthquake tracking, volcanoes, mass movement, flooding, drought, you name it! Of note on this site are the excellent podcasts (http://www.usgs.gov/rss/) http://www.usgs.gov/.


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6. **National Hurricane Center**: The authority on all things “hurricane.” Data, educational materials and downloadable tracking maps as well as hurricane reports and seasonal assessments. [http://www.nhc.noaa.gov/](http://www.nhc.noaa.gov/)

7. **University Corporation for Atmospheric Research’s COMET Program** website: Excellent online training for topics in meteorology. [http://www.comet.ucar.edu/](http://www.comet.ucar.edu/)

8. **Lamont-Doherty Earth Observatory**: This site has a plethora of information on geophysical hazards and is great for earthquake tracking! Includes some fantastic links to other related sites. [http://www.ldeo.columbia.edu/](http://www.ldeo.columbia.edu/)

9. **Natural Hazards Center**: This University of Colorado Center is a repository for many academic resources and research as well as newsletters and other information related to natural hazards – a “must bookmark” website. [http://www.colorado.edu/hazards/](http://www.colorado.edu/hazards/)

10. University of Delaware’s **Disaster Research Center**: This is another cornerstone in University research centers for hazards and disasters. Very strong on sociological perspectives and home (or past home) to some of the most prolific disaster researchers in the world. [http://www.udel.edu/DRC/](http://www.udel.edu/DRC/)


12. **Benfield Hazard Research Centre** A great source from European work and information. [http://www.benfieldhrc.org/index.htm](http://www.benfieldhrc.org/index.htm)


14. **USAID’s Famine Early Warning System Network** [http://www.fews.net/Pages/default.aspx](http://www.fews.net/Pages/default.aspx)


18. **UCAR’s Societal Aspects of Weather** lots of information and links to other sites [http://www.sip.ucar.edu/socasp/](http://www.sip.ucar.edu/socasp/)


Organizations (listing does not imply advocacy, merely informational):


22. IAEM (International Association of Emergency Managers) [http://www.iaem.com/](http://www.iaem.com/). Note that AMU has the largest student organization in the IAEM!


25. Caribbean All-Hazards Association [www.caribbeanallhazards.org](http://www.caribbeanallhazards.org)

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27. ASFPM (Floodplain Management) www.floods.org
28. EMAP http://www.emaponline.org/