

CRIM.2130 – 201

Emergency Management

Fall 2025

Mon. & Wed.: 2:00 – 3:15 PM

Instructor

Professor: Dr. Chris Linebarger

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Course Website: Canvas

Office: HSSB 435

Office Hours: Mon. & Wed., 12:00 PM – 1:30 PM

Course Description

The purpose of this course is to introduce the student to the ways in which government agencies (federal, state, regional, local and/or tribal), industry and other non-government organizations plan and prepare for, respond to and recover from a disaster and the relationships among them. Topics covered will include risk identification and assessment of hazards, whether natural or human caused, development of crisis and disaster incident management systems, and business/agency continuity of operations planning.

Course Objectives

The following reflects the objectives of the course, which are to provide the student with an understanding of the various components, facets and relationships of emergency management.

After completing this course, students should be able to discuss the:

- Development of emergency management in the United States and the role of public/private sectors in disasters.
- Differences and relationships among hazards, disasters and risks.
- Value of studying the lessons learned from a multidisciplinary perspective.
- Different types of disasters and the influence humans have on each type.
- Relevance of recommended core competencies for emergency management practices.
- Preparedness planning/relationship to the broader life cycle of emergency management.
- Response phase in the context of comprehensive emergency management.

- Principles and challenges of short and long-term recovery.
- General ideas and purposes behind mitigation measures.
- Public/private partnerships importance across all four emergency management phases.
- Role of non-governmental organizations in a disaster context.
- Historical developments that have furthered the profession of emergency management.

Required Readings & Course Material

There is one basic textbook that is required for this course. Students should purchase this book and read the relevant sections as assigned every week. Additional readings consisting of journal articles and webpages can be found in the Blackboard Learn system. These are listed on the course calendar below.

- Phillips, Brenda D., et al (2021), *Intro to Emergency Management & Disaster Science*, 3rd Edition. Routledge. ISBN: 9780367898991

Student Mental Health and Well-being

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact Counseling Services, who are offering remote counseling via telehealth for all enrolled, eligible UMass Lowell students who are currently residing in Massachusetts or New Hampshire. I am available to talk with you about stresses related to your work in my class.

Link to Counseling Services: <https://www.uml.edu/student-services/counseling/>

Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information.

Link to Student Disability Services: <https://www.uml.edu/student-services/Disability/>

Academic Integrity Policy

All students are advised that there is a University policy regarding academic integrity. It is the students' responsibility to familiarize themselves with these policies. Students are responsible for the honest completion and representation of their work.

Link to UMass Lowell policy: <https://www.uml.edu/catalog/undergraduate/policies/academic-policy/academic-integrity.aspx>

Students should follow accepted ethical and moral standards in their academic work. Academic misconduct, including plagiarism or cheating, will result in a zero on the assignment in question.

Regarding Artificial Intelligence (AI): We prioritize academic integrity and the authentic demonstration of students' knowledge and skills. Consequently, the use of Artificial Intelligence (AI) tools, including but not limited to generative technologies and similar platforms, is strictly prohibited in completing any coursework, assignments, quizzes, exams or any other form of assessment in this course.

Violations of this policy will be considered academic misconduct and will be subject to disciplinary actions in line with the university's Academic Integrity procedures.

This approach is taken to maintain a fair and equitable learning environment and to encourage the development of critical thinking, problem-solving and academic writing skills without reliance on AI-generated content.

University Privacy Statement

UMass Lowell recognizes the importance of mutual trust between students and faculty. Neither faculty nor students may record video or audio of a course or private conversation without all parties' consent. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material

- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Mobile Device Policy

Please refrain from texting, emailing, and other activities that will distract from your ability to interact with others or learn the material. Please silence your devices.

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

Inclement Weather, Class Cancelations, and Remote Learning

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make adjustments to the class schedule.

Assignments

The class contains a total of 200 possible points. There are four major components to the class. The point breakdown for each is listed below:

1. Attendance and Professionalism (20 points total);
2. Reflection Papers (20 points total);
3. Three Exams (110 points total; 30 points each from two midterms; 50 points from the final); and,
4. One paper (50 points).

Deadlines

The table below shows each assignment's window of availability and its due date. All assignments are due at 11:59 PM of their respective due dates.

Assignment	Due Date	
Week 2 Reflection	Sept. 8 – Sept. 14	Sunday, Sep 14
Week 4 Reflection	Sept. 22 – Sept. 28	Sunday, Sep 28
Exam #1	Wednesday, Oct. 8	Wednesday, Oct. 8
Week 8 Reflection	Oct. 20 – Oct. 26	Sunday, Oct 26
Week 9 Reflection	Oct. 27 – Nov. 2	Sunday, Nov 2
Exam #2	Wednesday, Nov. 19	Wednesday, Nov. 19
Disaster Case Study	All Semester	Sunday, Dec 7
Final Exam	Finals Week	Finals Week

1 – Attendance and Professionalism (20 points total)

Attendance:

I will regularly take roll and then post your attendance record in Canvas. Your attendance grade will be based upon the proportion of times you attend out of the total number of time that I take the roll. You have two “free” absences before they will impact your grade. Absent a rare medical or family issue, if you miss more than a quarter of the total number of class sessions, then your Attendance and Professionalism score will be set to zero.

Professionalism:

Although lectures comprise most of this class, it is my intention to also emphasize discussion. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and be willing to participate in discussions. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation, under the rubric of “professionalism,” and you are expected to act in a professional manner.

Other ways to lose points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Please note that leaving class before it is dismissed and then not returning is extremely rude. Perhaps most importantly, it is highly disrespectful to the learning environment of your fellow students. If you engage in this behavior, you will be marked as absent for the day. If you must leave class early, please obtain my explicit prior approval. If you become sick and must leave early, please email me afterwards.

2 – Three exams: 3 midterms (30 points each); 1 final (50 points)

There will be three exams. Each exam will pose multiple choice and true/false questions based on lectures and readings. The first two exams will be administered in-class on the dates found on the deadline table above.

The Final Exam will be given online during finals week. The Final will consist in a variety of question types. It will be available for you to take at any point during Finals Week, but it must be completed within 3 hours.

The first two exams are not cumulative. The final exam is cumulative.

“Make up” exams are available only for legitimate family and medical related emergencies, and

school-sanctioned events in which the student is a direct participant. Students seeking a “make up” exam should contact me as far in advance of the exam as possible. I will then set a time for you to take the exam. Please note that although “make up” exams will test the same material as the standard exams, the questions themselves may be altered.

Student seeking “make-ups,” or else requiring a university-recognized accommodation, may take the exam in the University testing center.

3 – Reflection Papers (5 points each; 40 points total)

During several weeks of the semester, I will provide a prompt in Canvas. Each student will need to write a 500 word reflection paper that responds to these questions by 11:59 PM on Sunday. These reflection papers are to be based on a critical understanding of the lectures and readings. The Reflection Papers are to be free of unsupported opinion and are, instead, to be focused on objective analysis of the issues posed in the prompts. Reflection papers should be double spaced, with one inch margins. A cover page is not necessary.

4 — One paper (disaster case study) (50 points)

Projects are to focus on two disasters and emergency response to them. Each student is to submit a **2000 word paper on the date specified on the deadline table**. Please ensure that you keep to within +/-10% of the specified word limits. Essays that do not keep to within these limits will be penalized. A word count should appear at the end of your essay.

You are to select ***one natural disaster and one man-made disaster*** from the list in the Addendum to this syllabus. The purpose of the essay is for you to apply the knowledge gained from the textbooks and other material provided in the class to real world occurrences. Your essay should not simply summarize events, or excessively focus upon your selected disasters. Rather, the point of the assignment is to ***compare and contrast*** why some emergency responses are successful and why some are not.

To these ends, your essay should address the following issues:

- A brief overview of your selected disasters
- Address what went well, what went wrong?
- Compare and contrast the emergency response of your two cases.
- Lessons learned and how they could be used as a foundation for future planning and preparation.

Formatting guidelines

The format of the paper should adhere to the following principles:

- Include a works cited page that starts on a new page. These cannot be included in the word count.

- Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Unless you have sought permission from the professor, essays that are submitted late will receive an automatic 10 point reduction per day. Essays submitted more than five days (the threshold at which the penalty would result in a 50% grade reduction) after the deadline will not be accepted and will receive a zero.
- The aim of the essay is to gain practice at building an argument and to learn how to recognize good research. As such, students must provide attribution throughout their paper for each fact, assertion, or argument. Attribution is given with in-text, parenthetical citations and a bibliography. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.
- You must use at least **five** scholarly sources (journal articles, academic books, government reports, etc.). The aim of the exercise is to gain practice at original research and to learn how to recognize a good source on which to base an argument. As such, questionable websites and encyclopedias are not permitted for use as references. Generally, questionable websites include anything with a “.com” or a “.org” top level domain. Citing or giving attribution to Wikipedia is expressly forbidden. News articles can be cited, but your paper should rely mostly on academic sources. Over-reliance on news sources will result in a lower grade. Please note that I check citations, and so hallucinated citations from Generative AI will be caught.
- All citations must use parenthetical citations, in APA format.
- A full bibliography must also be included at the end of the essay, listing all sources in alphabetical order. The bibliography must be excluded from the word count. References to journal articles and anything else on the internet should include the links from which they were obtained. References are checked to confirm their validity.
- Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by pasting together the words of others, with little or not original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

Paper grading criteria

Papers are graded on the following criteria (with points out of 50 in parentheses):

1. **Argument (5):** Stated in introduction? Convincing? Original?
2. **Analysis (15):** Critical discussion/evaluation of facts? Conclusions logical?
3. **Coherence & Structure (7.5):** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?
4. **Research (15):** Enough relevant sources? Quality of sources? Primary sources? Attribution given in text to all facts?

5. **Language and form (7.5:** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography?

Each one of these criteria will then be graded according to whether it has (with percentages for each category):

- **No issues** (-0 %);
- **Minor issues** (-10 %);
- **Moderate issues** (-30 %);
- **Major issues** (-50 %);
- **Severe issues** (-70 %);
- **Significant issues** (-100 %).

Final Course Grades

Grades are assigned according to the following scale:

Letter Grade	Percentage
A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.0%
D+	67–69.9%
D	64–66.9%
F	0–63.9%

Course Calendar & Assigned Readings

Most of the readings below are contained in the textbook. Articles beyond the textbook are posted in Canvas.

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

Week 1, September 3: Course Introduction

- No readings.

Week 2, September 8: Key Concepts

Assigned Readings

- Quarantelli, E. "Emergencies, disasters, and catastrophes are different phenomena." **Canvas**.

Week 2, September 10: NO CLASS (Professor at conference)

Assigned Readings

- PBS Frontline documentary: <https://www.youtube.com/watch?v=7P1qTw1GeuY>

Week 3, September 15 & 17: Theories of Disaster & The American Emergency Response System

Assigned Readings

- Phillips et. al., Ch. 3 **Text**

Week 4, September 22 & 24: History of Emergency Management (part 1 and 2)

Assigned Readings

- Phillips et. al., Ch. 1 **Text**

Week 5, September 29 & October 1: Disaster Science (part 1 and 2)

Assigned Readings

- Phillips et. al., Ch. 4 **Text**

Week 5, October 6: Becoming an Emergency Management Professional (part 1)

Assigned Readings

- Phillips et. al., Ch. 2 **Text**

Week 5, October 8: Exam #1

Assigned Readings

- None.

Week 6, October 13: HOLIDAY / UNIVERSITY CLOSED

Week 7, October 15: Becoming an Emergency Management Professional (part 2)

Assigned Readings

- Quarantelli, E. “Another selective look at future social crises.” **Text**

Week 8, October 20 & 22: New & Emerging Disasters and Hazards (part 1 and 2)

Assigned Readings

- Quarantelli, E. “The future is not the past.” **BB**

Week 9, October 27 & October 29: New & Emerging Disasters and Hazards (part 3); Preparation (part 1)

Assigned Readings

- Phillips et. al., Ch. 5 **Text**

Week 10, November 3 & 5: Preparation (part 2); Response (part 1)

Assigned Readings

- Phillips et. al., Ch. 6 **Text**

Week 11, November 10 & 12: Response (part 2); Recovery (part 1)

Assigned Readings

- Phillips et. al., Ch. 7 **Text**

Week 12, November 17: Recovery (part 2)

Assigned Readings

- Phillips et. al., Ch. 8 **Text**

Week 12, November 19: Exam #2

Assigned Readings

- None.

Week 13, November 24: Mitigation (part 1)

Assigned Readings

- Phillips et. al., Ch. 10 **Text**

Week 13, November 26: THANKSGIVING RECESS (No Class)

Week 14, December 1 & December 3: Mitigation (part 2); Public-Private partnerships (part 1)

Assigned Readings

- Read: Chapter on “Heroism and Horror” from the 9/11 Commission Report.

Week 14, December 8 & 10: Public-Private partnerships (part 2); International Aid Relief

Assigned Readings

- Phillips et. al., Ch. 10 **Text**

FINAL EXAM WEEK: December 16–22. The Final Exam will be held online.

Appendix

In your Disaster Case Study, you must select one natural *and* one man-made disaster from the list below.

Disasters not on this list may be selected with the professor's approval. However, there are several disasters we are covering in detail in class that cannot be selected. These are: 9/11, Hurricane Katrina, the Chernobyl and Fukushima nuclear accidents, COVID, and several recent storms. Also, the emphasis in the list below is on historical disasters. As such, you cannot select a disaster that has occurred in the last ten years.

The following are choices available for selection:

Natural disasters

Fires

- Great Chicago Fire (1871)
- Big Blowup (Washington, Idaho, and Montana, 1910)
- Black Saturday Brushfires (Australia, 2009)

Hurricanes

- Galveston Hurricane (1900)
- Hurricane Andrew (1992)
- Superstorm Sandy (2012)

Tornados

- Goliad Tornado (Texas, 1902)
- Joplin Tornado (Missouri, 2011)

Earthquakes and Volcanos

- San Francisco Earthquake (1902)
- Great Chilean Earthquake (1960)
- Mount St. Helens Eruption (1980)
- Loma Prieta Earthquake (San Francisco, 1989)
- Indonesian Earthquake and Tsunami (2004)

Diseases

- 1919 Spanish Flu Pandemic
- 2002 SARS outbreak
- 2014 West African Ebola outbreak

Human-caused disasters

- Bhopal Industrial Chemical Accident (India, 1984)
- Exxon Valdez oil spill (Alaska, 1989)
- Deepwater Horizon oil spill (Gulf of Mexico, 2010)
- Three Mile Island nuclear accident (Pennsylvania, 1979)
- World Trade Center Bombing (1993)
- Oklahoma City Bombing (1995)
- Rajneeshee cult terrorist attacks (Oregon, 1984)
- Tokyo subway attack by the Aum Shinrikyo cult (Tokyo, 1995)
- Love Canal toxic landfill (1978)
- Los Angeles Riots (1992)
- Amerithrax (2001)

This syllabus is a guideline and is subject to change.

UPDATED: October 28, 2025