

Syllabus for POLS 4800
Independent Study: Public Disaster Management
Fall 2016

Professor: Dr. Daniel J. Mallinson

Office: K-125
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Course Description: This course is an independent study co-designed by the student and instructor. This independent study will focus on how public managers negotiate the complexity of natural disasters. The student will read broader literature on public management, as well narrower literature on domestic and international disaster management. The student will also complete a capstone project using the scholarly literature on public management to compare public sector management of the Hurricane Katrina and Hurricane Sandy disasters. The student and instructor will meet on a regular basis to discuss the material and progress of the final project.

Essential Learning Outcomes:

- Critical Thinking
 - The student will utilize the literatures on public management and disaster management to critically compare the cases of disaster management during Hurricanes Katrina and Sandy
- Global Awareness
 - The student will apply research on international disaster response to the American context
- Information Literacy and Research Skills
 - The student will complete several research projects that culminate in a paper that uses evidence and builds on existing scholarly literature
- Program Competence
 - The student will gain a deeper understanding of public management than can be gained in current course offerings in public administration

Methods for Learning and Teaching: This independent study will require substantial self-paced work on the part of the student. We will meet periodically to discuss how the study is progressing and to tackle any questions about the material.

Reaching Our Goals

E-mail Policy: I will work to respond to e-mails within 24 hours during the week and 48 hours on the weekend.

Assigned Background Readings

The following readings are required and arranged by topic:¹

Methodology

- Baxter, Pamela and Susan Jack. 2008. “Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers.” *The Qualitative Report* 13(4): 544-559.
- Goodrick, Delwyn. 2014. “Comparative Case Studies.” *Methodological Briefs*. Impact Evaluation No. 9. UNICEF.

Public Management

- Ferlie, Ewan, Laurence E. Lynn Jr., and Christopher Pollitt. 2005. *The Oxford Handbook of Public Management*. New York: Oxford University Press.

International Disaster Management

- Coppola, Damon P. 2015. *Introduction to International Disaster Management*. Boston, MA: Butterworth Heinemann. Third Edition. (Available through Stockton Library).
- Alexander, David. 2002. “From Civil Defence to Civil Protection – and Back Again.” *Disaster Prevention and Management: An International Journal* 11(3): 209-213.
- Bishawjit, Mallick, Khan Rubayet Rahaman, and Joachim Vogt. 2011. “Social Vulnerability Analysis for Sustainable Disaster Mitigation Planning in Coastal Bangladesh.” *Disaster Prevention and Management* 20(3): 220-237.

¹Many readings drawn from Paul Kailiponi’s *Crisis and Disaster Management* course at the University of Manchester.

- Quarantelli, E. L. 1991. “[Different Types of Disasters and Planning Implications.](#)” *Preliminary Paper #169*. University of Delaware Disaster Research Center.

Risk Communication

- Visschers, Vivianne H. M., Ree M. Meertens, Wim F. Passchier, and Nanne K. DeVries. 2007. “[How Does the General Public Evaluation Risk Information? The Impact of Associations with Other Risks.](#)” *Risk Analysis* 27(3): 715-727.

Vulnerability and Capacity Assessment

- International Federation of Red Cross and Red Crescent Societies. *Vulnerability and Capacity Assessment*.

Social Science

- Cutter, Susan L., Bryan J. Boruff, and W. Lynn Shirley. “[Social Vulnerability to Environmental Hazards.](#)” *Social Science Quarterly* 84(2): 242-261.
- Burby, Raymond J. 2006. “[Hurricane Katrina and the Paradoxes of Government Disaster Policy: Bringing about Wise Governmental Decisions for Hazardous Areas.](#)” *The Annals of the American Academy of Political and Social Science* 604: 171-191.
- Raschky, Paul A. and Hannelore Weck-Hannemann. 2007. “[Charity Hazard: A Real Hazard to Natural Disaster Insurance?](#)” *Environmental Hazards* 7(4): 321-329.

Assessing Progress Towards Our Goals

The following assessments will be used to track your progress towards meeting our course goals: annotated bibliography, literature review, final paper. Each component represents the following percentage of your final grade:

Research Questions	5%
Annotated Bibliography	15%
Literature Review	30%
Final Paper	50%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D	60 to 69
F	59 and below

Research Questions: This first assignment is short, but important. I want you to write out your specific research questions for this comparative case study. Your task is to build on existing work by providing new insights into public management during disasters. Thus, reading background literature on both public management and disaster management is necessary before defining your questions. Read [this article](#) from Duke University's Writing Studio as background. This does not need to be longer than one page.

Annotated Bibliography: The key for this assignment is to find at least 10 original sources of background information on public disaster management and 10 sources on the responses to Hurricanes Katrina and Sandy. Original sources include scholarly journal articles, think tank and policy center research reports, government reports, speeches, pamphlets, and interviews. Students should not rely on secondary sources like news articles. Read these articles from [Purdue University's Online Writing Lab](#) and the [Cornell University Library](#) for background on preparing and presenting an annotated bibliography.

Literature Review: The goal of this assignment is to gather and evaluate the literature on public and disaster management that your case study will speak to. A literature review is not just summarizing all of the literature, but analyzing what is known, what is not known, and showing how your case study fits into that. This [Research Guide](#) from Virginia Commonwealth University will be helpful for putting this together. Note that this assignment is not to be specific to Sandy and Katrina. It is about the management literature and how your comparative case study will help us learn something new that benefits this literature. This should be no longer than 10 pages.

Final Paper: You will now combine your literature review (incorporating my feedback) with an introduction that includes your research question(s) and the evidence that you have gathered to compare the cases of management successes and failure during Hurricanes Katrina and Sandy. The paper should be organized as follows:

1. Introduction (including research questions)
2. Literature Review
3. Brief explanation that justifies your use of Sandy and Katrina as cases and the benefit of a comparative case study
4. Your comparison, presenting evidence that helps answer your research questions
5. Conclusion

A good paper will be roughly 20-25 pages. This, of course, can vary depending on the number of research questions and how much evidence you need to discuss.

Deadlines	
Assignment	Due Date
Research Questions	September 29
Annotated Bibliography	October 27
Literature Review	November 22
Final Paper	December 9

Academic Honesty

Stockton University takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless I clearly state that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation should speak with me and review the following [website](#) about conducting research and properly citing sources. Furthermore, please choose a [single citation style](#) and stick with it.

In an examination setting, unless I give explicit prior instructions to the contrary, whether the examination is in class or take home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to me also constitutes a violation of academic integrity.

In cases of any violation of academic integrity it is my policy to follow procedures established by the University. My first approach is to view this as a learning opportunity. The student will have an opportunity to make up the assignment for half credit (within four days of my discovering the violation). If the student does not make up the work or continues to use plagiarized material, the student will receive a zero on the assignment and the violation will be reported to the Provost's office. More information on academic integrity and procedures followed for violation can be found at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>.

Accessibility

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at www.stockton.edu/LAP. Please call 609-652-4988 or send an email to LAP@stockton.edu for more information. Once you have received an accommodation letter from LAP, please contact me to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented.