

EDMG650

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDMG650 **Title :** Social Justice Issues in Emergency Management

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Emergencies and disasters do or can impact all people, anywhere, at any time. The emergency and disaster management field was developed in recognition of this, and seeks to prepare practitioners and public officials for the challenges that they will face. Evidence indicates that the impact of disasters is not distributed evenly—that in fact, the poor, minorities, and women are disproportionately impacted by disasters. This is something that students, practitioners, and public officials must be aware of in order to effectively and ethically discharge their respective duties. This course will make current and future officials aware of the impacts of race, poverty, gender, and similar social justice issues that they will need to consider in their careers in emergency management and public service.

Course Scope:

The scope of this course is to provide the learner with a deeper understanding of emergency management and the theories that make up its practice. This course will examine race and gender issues as they played out through historical disasters, predominately Hurricane Katrina. World Bank literature with respect to women in disaster will be evaluated, and students will prepare a research project that evaluates the impacts of disaster on minorities and women in a disaster of their choice.

Objectives

After successfully completing this course, you will be able to:

- CO-1: Assess concepts of social justice as they apply to disadvantaged populations in emergency situations
- CO-2: Analyze policies and practices as they apply to women and minorities in development (preparation and mitigation), impact (response & recovery), and building of equitable societies (resiliency & adaptation)
- CO-3: Design strategies that could be utilized to minimize the impact of disasters on vulnerable populations
- CO-4: Synthesize public policy requirements that will be needed to properly address the issues of race and gender
- CO-5: Evaluate a historical disaster from the perspective of disadvantaged populations

Outline

Week 1: Gender Equality & Development Pt. 1

Learning Objectives

CO-1; CO-2; CO-4

Readings

The World Bank, Chapters 1 – 6.

Assignment

Forum Post #1

Assignment #1

Week 2: Social Justice & Hurricane Katrina Pt. 1

Learning Objectives

CO-1; CO-2; CO-5

Readings

Squires & Hartman, Chapters 1 – 8.

Assignment

Forum Post #2-3

Assignment #2

Week 3: Social Justice & Hurricane Katrina Pt. 2

Learning Objectives

CO-1; CO-2; CO-5

Readings

Squires & Hartman, Chapters 9 – 14.

Assignment

Forum Discussion #2–3

Assignment #3

Week 4: Gender & Climate Pt. 1

Learning Objectives

CO-2; CO-3; CO-4

Readings

Dankelman, Chapters 1 – 5.

Assignment

Assignment #4

Week 5: Gender & Climate Pt. 2

Learning Objectives

CO-2; CO-3; CO-4

Readings

Dankelman, Chapters 6 – 10.

Assignment

Forum Post #5-6

Assignment #5

Week 6: Gender Equality & Development Pt. 2

Learning Objectives

CO-1; CO-2; CO-4

Readings

The World Bank, Part III Intro & Chapters 7 - 9.

Assignment

Forum Discussion #5-6

Assignment #6

Week 7: Case Study / Term Paper

Learning Objectives

CO-3; CO-4; CO-5

Readings

As researched.

Assignment

Forum Post #7-8

Assignment #7-8

Week 8: Case Study / Term Paper

Learning Objectives

CO-3; CO-4; CO-5

Readings

As researched.

Assignment

Forum Discussion #7-8

Assignment #7-8

Evaluation

Reading/Writing Assignments: Papers will be graded using the APUS graduate rubric, with attention paid to comprehension, depth of knowledge, and clear expression of ideas and arguments. Additionally, adherence to APA conventions will be required.

Forum Assignments: To achieve full credit for a forum, one must: create an original post; respond to a minimum of two classmates; and respond to everyone who responded to you. Posts must be thoughtful and responses helpful in a way that enhances understanding of the topics and issues.

Grading:

Name	Grade %
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Materials

Book Title: Gender and Climate Change: An Introduction

Author: Irene Dankelman

Publication Info: Routledge

ISBN: 9781844078653

Book Title: There is No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina

Author: Squires, G. and Hartman, C.

Publication Info: Routledge

ISBN: 9780415954877

Book Title: World Development Report 2012: Gender equality and development (free online through the World Bank Website)

Author: World Bank

Publication Info: World Bank

ISBN: 0821388258

Note: The texts are available as ebooks from the Amazon.com Kindle store, if not from the publisher. It is not necessary to own a Kindle. A free Kindle app is available for both PCs and MACs. Ebooks in most cases are provided at reduced cost and ebook use is encouraged. In many cases, Kindle books may be rented from Amazon, further reducing cost.

Course Guidelines

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Students will follow the American Psychological Association Style Guide (APA 6th Edition) as the sole citation and reference style used in written work submitted as part of this course. Specifically, the parenthetical citations-reference list style method, which includes in-text citations with an adjoining reference list, will be utilized. Additional information concerning this writing style can be found within the APUS Library.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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