

PA 598 Special Topics: Disaster, Crisis and Emergency Management and Policy

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Office Hours: Tuesdays and Wednesdays, in Caldwell 219, 3:00 to 4:30 pm, or by appointment.

This course is an introduction to policies and practices intended to prepare for, respond to, recover from, and mitigate the damage done by natural disasters, industrial accidents and criminal or terrorist attacks in the United States. The costs posed by natural and technological hazards have always been high, and these issues, while relatively low on the public's agenda, are continuing sources of challenge for public managers at all levels of government. The September 11 terrorist attacks on the United States raised the specter of catastrophe in the United States. Americans now are much more concerned with the potential and in many ways unknown impact of "mass casualty terrorism" than they are with the much more likely—although possibly less catastrophic—risk of natural disasters.

The September 11 attack caused the United States and state and local governments to reorganize and reorient their emergency management organizations and functions. At the same time, there is considerable evidence that many of the so-called "lessons learned" in addressing natural hazards (1) are applicable in the new homeland security era and (2) have been ignored or forgotten as "experts" in what was once known as "civil defense" have sought to design systems to prevent terrorist attacks or to mitigate their effects.

Because of the connection between natural disasters and what was once called civil defense, the homeland security component of this course will be considered within what has come to be called the "all-hazards" framework. A key question we will consider this semester (for which there is no single answer) is whether and to what extent the all-hazards approach makes sense in a post-September 11 world. Indeed, one of the key themes of this course is whether and to what extent *anything* learned in the over 75 years of systematic social science research about natural hazards has an application to homeland security.

Looming over this field and our perceptions of hazards and disasters is Hurricane Katrina. This storm struck over two years ago, yet the influence of this storm on emergency management has been at least as great, if not more so, than September 11. As we will discuss in this course, Hurricane Katrina, and other events of its type, can be seen as *catastrophes*, while smaller scale events—even September 11, where the *physical* effects of the disaster were confined to a relatively small area—are considered disasters that are often successfully addressed in most key respects by the responsible agencies.

But September 11 and Katrina have both thrown the emergency management and policy field into a state of flux. I therefore offer this course as a learning opportunity and as a forum for discussion and debate over a set of questions where no set "answers" exist. All I ask is that you approach the course with an open mind, a willingness to consider and reconsider your ideas, and the understanding that while we will learn a great deal this semester, there will be no "right" or "wrong" answers to the questions we pose.

Course Requirements and Grading

There is a vast amount of literature on natural and nonnatural hazards from many disciplines. I cannot, of course, ask you to read everything. But I want to expose you to the broadest possible range of literature. This is why there are both mandatory and recommended readings on the syllabus.

The books are relatively traditional, assigned to provide a survey of the key information. Because of the way I have organized the course, the weekly topics do not precisely or neatly correspond to the chapters of the books. Thus, I will assign the same chapter multiple weeks and will assign chapters out of order. With this in mind, I urge that you read, in particular, the Haddow and Bullock textbook from cover to cover as early as possible in the semester.

If you have no experience or background in the policy process literature, I urge that you purchase my textbook. Under NCSU rules, I must not retain any royalties from sales of this book, so, if you buy a new copy of this book, please let me know. I donate royalties to the general scholarship fund of NCSU.

Further, although I am asking you to use the second edition of my textbook, you may also find a cheaper used copy of the first edition at the usual online sellers. The first and second editions are virtually the same, except for the use of some case studies in the second edition that I will share with you if you have the first edition.

All other required readings, and some optional readings, are posted on electronic reserve. You may not want to print out everything; rather, it might be worthwhile to become comfortable with working with these documents on the screen. Feel free to bring laptops to class if you like.

Everyone is expected to be prepared to discuss the weekly readings and to participate in discussion. Because this is a graduate seminar, not a lecture course, your performance will be very much assessed by your *participation* (not just attendance) in this class. I will, both in class or via e-mail, preview the next week's class and give you some guidance on how to approach the materials and activities planned for each week.

Weekly Response Papers

Each student in the course will write short response papers (not much more than 1000 words) on the readings assigned for the week. These response papers should summarize the readings, draw connections between them, and note the questions they raise and any criticisms of their shortcomings. These are due to the instructor no later than Monday at noon the day before the class meets; I will distribute them via email on Monday afternoons, and everyone in the class is expected to read the papers before class. These papers will usually serve as the starting point for our class discussions.

For each response paper you should find at least one other scholarly or technical article that reflects on the assigned readings but that doesn't appear on the required or recommended reading list. Please make a copy of each article available to me when you turn in your paper, or just provide a citation if we have a subscription to the journal at NC State. You may also use *thoughtful* media analysis of issues in the course, but you should rely only on quality sources—the *New York Times*, the *New Yorker*, *Atlantic*, *Harpers*, and the like. If you have questions about this aspect of the assignment, please ask. The point of this aspect of the assignment is to ask you to bring to our attention readings that might illuminate or conflict with the findings in the readings I have included in the course.

Final Paper

The final paper is due seven days after the final seminar (short extensions may be granted, but no incomplete grades will be issued in this course). This is an independent research paper of between 20 and 30 pages (assuming it's double-spaced, one-inch margins, and Times New Roman or Georgia 11 or 12 type). I suggest that you imagine that you are writing your term paper for publication in a journal such as the *Journal of Homeland Security and Emergency Management*, *International Journal of Mass Emergencies and Disasters*, *Natural Disasters Review*, *Disasters*, *Journal of Contingencies and Crisis Management*, or similar journals. You may also aim it toward practice journals, or toward mainstream social science and public administration journals if you like. (I would be happy to work with you to help you publish a

paper you write for this course after the end of the semester if you so choose and if the article is publication worthy.) Of course, I do not expect you to publish your final paper! But you might find that you have identified a topic worthy of publication.

Paper topics will be developed in consultation with the instructor, but the topics are entirely wide open within the broad bounds of the material covered in this course. **Please meet with me early (before week 4) to discuss your research paper.**

Start on this project now! This will give you plenty of time to browse the library, order interlibrary loan materials, interview people in person and on the phone, and, in short, to do all the things you need to do to produce a good paper that can serve as the basis of future research..

E-mail requirement

Every student must use their NCSU email address for communication with me; I strongly prefer not to receive email from alternative addresses. I will communicate with you via your NCSU e-mail to explain readings, alter reading assignments (which may happen as I come across new and interesting information), distribute materials for in-class exercises, and to discuss other issues that might arise in class. Failure to check e-mail or the web site will not constitute an acceptable reason for missing course information. Please note that I will generally answer emails within 24 hours of receipt.

Often email will yield quicker answers than a phone call. But I certainly hope you can make the time to visit during office hours, or write and make an appointment.

Grading

Grading weights are approximately as follows: 50 percent for the research paper, 25 percent for weekly response papers, and 25 percent for class participation. These weights are subject to adjustment on an individual basis based on exemplary or deficient performance in the course. Late papers will be penalized 1 letter grade for every day or fraction thereof, weekends and holidays included.

I not will grant incompletes in this course unless particularly extraordinary and compelling circumstances are **documented**. Because the pace of graduate school is so rapid, you are usually better off taking a slightly lower grade on a paper than seeking an incomplete.

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. Students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://www.ncsu.edu/provost/offices/affirm_action/dss/

Academic Integrity

Students should familiarize themselves with the university policies regarding academic policy found in the Code of Student Conduct (www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm) that apply to this class. If you have any questions regarding this policy, please feel free to discuss with me.

To: Students in Public Administration Courses

Public Administration faculty members have observed that some students may be unsure of what constitutes academic dishonesty. The following statement (used with permission) describes a range of behaviors that constitute academic dishonesty "Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated. Academic dishonesty includes the following offenses: 1) Claiming as your own work a paper written by

someone else (including unpublished papers). 2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas. 3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own. 4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases. 5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved. 6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor." Kendra Stewart et al., Columbia College.

Further details on academic integrity are in NC State University's Code of Student Conduct (http://www.ncsu.edu/student_conduct). The public administration faculty has agreed that violations of academic integrity must have consequences. Consequently, students who cheat (behaviors cited in point 1 and 6 or similar behavior) may receive at least an F in the course; other forms of dishonesty, similar to those covered in points 2 through 5 may result in at least a 0 for the assignment.

General Information

Following are some ground rules for the course; none of these should be unfamiliar to you in your role as graduate students and as professionals. Remember, these rules apply to me too!

- Class will start promptly at 6:00 and will end no later than 8:50. We may need to run longer for particular case studies, but I will try to warn you if this is the case in the week before.
- I expect professional, graduate level writing in any written material for this course, including e-mail. I will return papers ungraded if they contain more than a minimum number of writing, spelling, mechanical, formatting, or stylistic errors.
- Please *turn off* cell phones, pagers, Blackberries, etc., before class. If you are expecting an unavoidable call (from kids, your office, or the like), I expect you to (1) set the phone to "vibrate" or some other unobtrusive signal; (2) inform me that you may have to take a call during class; and (3) leave the room to take the call. Normally I will expect you to return calls during the break. Of course, if you have child care responsibilities, or are on-call for a police, fire, or similar agency, you may take calls, but please let me know if you are on-call before class begins.
- Please let me know if you must miss a class for personal or professional reasons *before* class, either by phone or via e-mail.

Books

The books are available at the NCSU bookstore, and may also be available at www.amazon.com, www.alibris.com, www.powells.com, or www.bn.com. I urge you to buy used books where possible, as textbook publishers are beginning to charge outrageous prices.

Birkland, *An Introduction to the Policy Process* (2nd edition. M.E. Sharpe) (**Recommended, but not required. You may use the first edition if you find reasonably priced used copies, or borrow a copy from me. Or you may use any other introductory public policy text; please consult me for good candidates.** This book is only suggested because it will give you a sense of how I think about the broader public policy process. **If you buy a new copy, let me know—I will make a donation to a scholarship fund at NCSU of at least the amount of royalty revenue I derive from book sales in this course.**

The following three books are required texts.

Haddow, George D., Jane A. Bullock, and Damon P. Coppola. 2007. Introduction to emergency management. 3rd ed. Boston: Elsevier. ISBN: 978-0750685146 [I am sorry that I am using the third edition, because it is rather expensive (\$60.00) and there are few used copies because it is a very new edition. The other books are somewhat less expensive and may be available used.]

Rubin, Claire, ed. *Emergency Management: The American Experience 1900-2005*. Fairfax, VA: Public Entity Risk Institute. Online ordering from the “Bookstore” link at www.riskintitute.org. You should be able to get it for \$30.00. **(Please order this book as soon as possible—I cannot find a group discount because the cost of the book is about equal to the cost of production.)**

Cooper, Christopher, and Robert Block. 2006. *Disaster : Hurricane Katrina and the failure of Homeland Security*. New York: Times Books. (Amazon.com sells this for about \$10.00. You won’t need it until later in the semester, but please buy it ASAP. I will use many examples from it).

Please note that we may not read every chapter of every book, but we but will read enough that I cannot legally or ethically justify copying large sections of the books.

Course Schedule

The course schedule follows this page.

Week	Date	Topic	Required Reading	Recommended Reading
1	9-Jan	First official day of class, but I will be <i>out of town</i> at a conference (talking about Katrina!). Please make sure you read the following assignment, and write me a short (1-2 pp) memo that considers this question: What are good and bad reasons for using September 11 and Hurricane Katrina as "typical" disasters for study?	Quarantelli, E.L. 2005. Catastrophes are Different from Disasters: Some Implications for Crisis Planning and Managing Drawn from Katrina [Internet]. Social Science Research Council. 2005 [cited October 21 2005]. Available from http://understandingkatrina.ssrc.org/Quarantelli .	Start skimming over the reading you find most interesting.
2	16-Jan	Hazards and Disasters: Types	Haddow and Bullock Chapter 2 Clarke, Lee. 2005. "Worst Case Thinking: An Idea Whose Time Has Come," <i>Natural Hazards Observer</i> , 29 (3). Internet: http://www.colorado.edu/hazards/o/archives/2005/jan05/jan05a.html	Text of the "Bunning-Bereuter-Blumenauer Flood Insurance Reform Act of 2004." is available by searching http://thomas.loc.gov . Search the 108th Congress for S.2238 A rather sobering scenario for what would happen in an earthquake on the Seattle fault is contained in a preliminary report titled Scenario for a Magnitude 6.7 Earthquake on the Seattle Fault, at http://seattlescenario.eeri.org/documents/EQ%2028%20Booklet.pdf . The USGS provides some history of seismic hazards in North Carolina at http://earthquake.usgs.gov/regional/states/north_carolina/history.php . South Carolina has an even more interesting seismic history: http://earthquake.usgs.gov/regional/states/south_carolina/history.php Read this article in Slate about the relative safety from natural hazards of various areas of the country: http://www.slate.com/id/2126321/?nav=ais . Unfortunately, there are broken links to FEMA documents; why do you think that some information may have been removed from the web?

Week	Date	Topic	Required Reading	Recommended Reading
3	23-Jan	Historical Context of EM	Rubin, Chapters 1-5; Haddow and Bullock Chapter 1	
4	30-Jan	Policy and Management: Mitigation: Do federal policies promote risk	<p>Haddow and Bullock Chapter 3</p> <p>Birkland, Thomas A., Raymond J. Burby, David Conrad, Hanna Cortner, and William K. Michener. 2003. River Ecology and Flood Hazard Mitigation. <i>Natural Hazards Review</i> 4 (1):46-54.</p> <p>Burby, Raymond J. 2006. Hurricane Katrina and the Paradoxes of Government Disaster Policy: Bringing About Wise Governmental Decisions for Hazardous Areas. <i>The Annals of the American Academy of Political and Social Science</i> 604 (1):171-191.</p> <p>Burby, Raymond J., Timothy Beatley, Philip R. Berke, Robert E. Deyle, Steven P. French, David Godschalk, Edward J. Kaiser, Jack D. Kartez, Peter J. May, Robert Olshansky, Robert G. Paterson, and Rutherford H. Platt. 1999. "Unleashing the power of planning to create disaster-resistant communities." <i>Journal of the American Planning Association</i> 65:247-258.</p> <p>Burby, Raymond J., Steven P. French, and Arthur C. Nelson. 1998. Plans, code enforcement, and damage reduction: evidence from the Northridge earthquake. <i>Earthquake Spectra</i> 14 (1):59-74.</p>	<p>Burby, Raymond J., and Peter J. May. 1998. Intergovernmental environmental planning: addressing the commitment conundrum. <i>Journal of Environmental Planning and Management</i> 41 (1):95-111.</p> <p>Schapley, Patricia M., and Lorena Schwartz. 2001. Coastal Hazard Mitigation in Florida. In <i>Handbook of Crisis and Emergency Management</i>, edited by A. Farazmand. New York: Marcel Dekker.</p> <p>May, Peter J., and Robert E. Deyle. 1998. Governing Land Use in Hazardous Areas with a Patchwork System. In <i>Cooperating with Nature: Confronting Natural Hazards with Land-Use Planning for Sustainable Communities</i>, edited by R. J. Burby. Washington: Joseph Henry Press.</p>
5	6-Feb	Policy and Management: Vulnerability, Preparedness and Response	<p>Haddow and Bullock Chapter 4, Chapter 6</p> <p>Terry, Francis R. 2001. The Role of Technology and Human Factors in Emergency Management. In <i>Handbook of Crisis and Emergency Management</i>, edited by A. Farazmand. New York: Marcel Dekker.</p> <p>Cutter, Susan L., and Christopher T. Emrich. 2006. Moral Hazard, Social Catastrophe: The Changing Face of Vulnerability along the Hurricane Coasts. <i>The Annals of the American Academy of Political and Social Science</i> 604 (1):102-112.</p> <p>Farley, John E. 1998. "Down But Not Out: Earthquake Awareness and Preparedness Trends in the St. Louis Metropolitan Area, 1990-1997." <i>International Journal of Mass Emergencies and Disasters</i> 16:303-319.</p> <p>Olshansky, Robert B. 2005. "Making a Difference: Stories of Successful Seismic Safety Advocates." <i>Earthquake Spectra</i> 21:441-464.</p>	<p>The National Response Plan (NRP) got considerable attention in the wake of Hurricane Katrina. If you visit this site: http://www.dhs.gov/dhspublic/interapp/editorial/editorial_0566.xml</p> <p>New York City Fire Department. 2005. McKinsey Report - Increasing FDNY's Preparedness. New York City Fire Department 2005 [cited November 25 2005]. Available from http://www.nyc.gov/html/fdny/html/mck_report/toc.html you can download this and various parts.</p>

Week	Date	Topic	Required Reading	Recommended Reading
6	13-Feb	Policy and Management: Recovery	Haddow and Bullock Chapter 5 Stephens, Hugh W., and George O. Grant. 2001. A New Use for an Old Model: Continuity of Government as a Framework for Local Emergency Managers. In <i>Handbook of Crisis and Emergency Management</i> , edited by A. Farazmand. New York: Marcel Dekker	
7	20-Feb	Policy and Management: Communications and Media	Haddow and Bullock Chapter 7 Tierney, Kathleen, Christine Bevc, and Erica Kuligowski. 2006. Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina. <i>Annals of the American Academy of Political and Social Science</i> 604 (1):57-81. Lawrence, Regina G., and Thomas A. Birkland. 2004. "Guns, Hollywood, and Criminal Justice: Defining the School Shootings Problem across Public Arenas." <i>Social Science Quarterly</i> 85:1193-1207. Rodrigue, Christine M. 2002. "Patterns of Media Coverage of The Terrorist Attacks on the United States in September of 2001," Quick Response Report No. 146. Boulder: Natural Hazard Research and Applications Information Center, University of Colorado. Internet: http://www.colorado.edu/hazards/qr/qr146/qr146.html	Smith, Conrad. 1992. <i>Media and Apocalypse: News Coverage of the Yellowstone Forest Fires, Exxon Valdez Oil Spill, and Loma Prieta Earthquake</i> . Westport, Conn.: Greenwood Press, Chapters 1 and 2.
8	27-Feb	Federalism and Emergency Management: Sources of Cooperation and Conflict	Rubin Chapter 5 Kreps, Gary A. 1990. "The Federal Emergency Management System in the United States: Past and Present." <i>International Journal of Mass Emergencies and Disasters</i> 8:275-300. Scavo, Carmine, Richard C. Kearney, and Richard J. Kilroy Jr. Forthcoming, 2008. <i>Challenges to Federalism: Homeland Security and Disaster Response</i> . Publius. Sapat, Alka. 2001. The Intergovernmental Dimensions of Natural Disaster and Crisis Management in the United States. In <i>Handbook of Crisis and Emergency Management</i> , edited by A. Farazmand. New York: Marcel Dekker.	
9	5-Mar	Spring Break	Spring Break	Spring Break

Week	Date	Topic	Required Reading	Recommended Reading
10	12-Mar	Disasters, Politics, and the Policy Process	<p>Prater, Carla S., and Michael K. Lindell. 2000. "Politics of Hazard Mitigation." <i>Natural Hazards Review</i> 1:73-82.</p> <p>Olson, Richard Stuart. 2000. "Toward a Politics of Disaster: Losses, Values, Agendas, and Blame." <i>International Journal of Mass Emergencies and Disasters</i> 18:265-287.</p> <p>Platt, Rutherford. 1999. <i>Disasters and Democracy</i>. Washington, D.C.: Island Press, Chapters 1 and 2</p>	<p>Birkland, Thomas A. 1997. "Factors Inhibiting a National Hurricane Policy." <i>Coastal Management</i> 25:387-403.</p> <p>Birkland, Thomas A. 2001. <i>An Introduction to the Policy Process</i>. Armonk, NY: M.E. Sharpe. (I expect you to be familiar with the concepts contained in this book. If you have not been exposed to these concepts, you will want to buy or borrow this book. You may not be able to read it all before class starts, but you should read it within the first few weeks).</p> <p>"Birkland, Thomas A. 1998. Focusing Events, Mobilization, and Agenda Setting. <i>Journal of Public Policy</i>. 18 (3):53-74.</p> <p>Farazmand, Ali. 2001. Introduction: Crisis and Emergency Management. In <i>Handbook of Crisis and Emergency Management</i>, edited by A. Farazmand. New York: Marcel Dekker.</p>
11	19-Mar	Disaster Myths: Sociological and Psychological Perspectives	<p>Business Roundtable Partnership for Disaster Relief. 2007. Top Ten Myths of Disaster Relief. Business Roundtable n.d. [cited March 17 2007]. Available from http://www.businessroundtable.org/pdf/20060327002Top10Myths.pdf</p> <p>Goltz, James D. 1984. Are the News Media Responsible for the Disaster Myths?: A Content Analysis of Emergency Response Imagery. <i>International Journal of Mass Emergencies and Disasters</i> 2 (3):345-368.</p> <p>Quarantelli, E.L. 2007. "The Myth and the Realities: Keeping the "Looting" Myth in Perspective." <i>Natural Hazards Observer</i> 31 (4):2-3. http://www.colorado.edu/hazards/o/archives/2007/mar07/index.html</p> <p>Frailing, Kelly. 2007. "The Myth of a Disaster Myth: Potential Looting Should Be Part of Disaster Plans." <i>Natural Hazards Observer</i> 31 (4):3-4. http://www.colorado.edu/hazards/o/archives/2007/mar07/index.htm</p>	<p>Tierney, Kathleen, Christine Bevc, and Erica Kuligowski. 2006. "Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina." <i>Annals of the American Academy of Political and Social Science</i> 604 (1):57-81. (assigned above)</p>

Week	Date	Topic	Required Reading	Recommended Reading
12	26-Mar	Everything Has Changed I: Terrorism and Emergency Management	<p>Rubin Chapter 6</p> <p>Waugh Jr., William Lee. 2001. Managing Terrorism as an Environmental Hazard. In Handbook of Crisis and Emergency Management, edited by A. Farazmand. New York: Marcel Dekker.</p> <p>Rubin, Claire. 2000. Emergency Management in the 21st Century: Coping with Bill Gates, Osama bin-Laden, and Hurricane Mitch. Natural Hazards Research Working Paper #104. Boulder, Colo.: Natural Hazards Research and Applications Information Center, Institute of Behavioral Science, University of Colorado. Internet: http://www.colorado.edu/hazards/wp/wp104/wp104.html.</p> <p>Rubin, Claire. 2004. Emergency Management in the 21st Century: Dealing with Al Qaeda, Tom Ridge, and Julie Gerberding. Boulder: Natural Hazards Research and Applications Information Center, Institute of Behavioral Science, University of Colorado. Internet: http://www.colorado.edu/hazards/wp/wp108/wp108.html</p>	
13	2-Apr	Everything Has Changed II: Hurricane Katrina, a return to pre-9/11 EM?	<p>Rubin Chapter 7, 8</p> <p>Cooper and Block (whole book)</p> <p>Waugh, William L., Jr. 2006. The Political Costs of Failure in the Katrina and Rita Disasters. <i>Annals of the American Academy of Political and Social Science</i> 604 (1):10-25.</p>	<p>Van Heerden, Ivor, and Mike Bryan. 2006. <i>The storm : what went wrong and why during hurricane Katrina : the inside story from one Louisiana scientist</i>. New York: Viking.</p> <p>Brinkley, Douglas. 2006. <i>The great deluge : Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast</i>. 1st ed. New York: Morrow. [This is a controversial book--some folks have argued that this is a poorly written polemic. I will let you draw your own conclusion]</p>

Week	Date	Topic	Required Reading	Recommended Reading
14	9- Apr	International Perspectives	Haddow and Bullock Chapter 8 Kalantari, Behrooz. 2001. Public Management and Natural Disasters: A Case Study of Earthquake Management in Iran. In Handbook of Crisis and Emergency Management, edited by A. Farazmand. New York: Marcel Dekker. Sakamoto, Masuru. 2001. Crisis Management in Japan: Lessons from the Great Hanshin-Awaji Earthquake of 1995. In Handbook of Crisis and Emergency Management, edited by A. Farazmand. New York: Marcel Dekker	
15	16- Apr	The Future of Emergency Management	Rubin Chapter 8; Haddow and Bullock Chapter 10	
16	23- Apr	Summary and conclusions, and career directions		