

# EDMG530

**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.

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## Course Summary

**Course :** EDMG530 **Title :** Economics of Disaster

**Length of Course :** 8

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

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## Description

**Course Description:** This course is a study of the economics associated with international, national, state, or local level disaster. Students will study, analyze, and conduct research on the direct and indirect economic losses associated with disaster. The course will cover the economics associated with both public and private institutions.

### Course Scope:

This course is a study of the economics associated with international, national, state, or local level disaster. Students study, analyze, and conduct research on direct and indirect economic losses associated with disaster. The course explores the economics associated with both public and private institutions and is intended to support the critical evaluation of difficult economic issues that confront decision makers as well as that influence future approaches to emergency management. As such, this course assists students' in solidifying their understanding of disasters, and develops the necessary abilities supportive of contributing to the growing emergency management profession.

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## Objectives

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

- LO-1. Describe the true costs of natural and human-caused disasters on the economy.
- LO-2. Explain the responsibility of citizens in understanding and securing disaster insurance.
- LO-3. List at least three federal programs that provide financial disaster recovery relief.
- LO-4. Identify and discuss common post-disaster problems.
- LO-5. Describe how hurricanes, floods earthquakes, fires develop and explain the true scale of their aftermath.
- LO-6. Explain how Lessons Learned and Post-Disaster Evaluations improve future response performance.
- LO-8. Discern between commonly perceived causes of disasters and theoretically founded causes of disasters.

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# Outline

## Week 1: Mitigation Saves

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Learning Objective(s)

**LO-1:** Describe the true costs of natural and human-caused disasters on the economy.

**LO-2:** Explain the responsibility of citizens in understanding and securing disaster

Readings

"Multihazard Mitigation Saves: An Independent Study to Assess the Future Savings from Mitigation Activities." Vol 1 and Vol 2

Executive\_Summary\_Report\_on\_US\_Mitigation.pdf

Assignment(s)

Assignment 1

(See Below)

## Week 2: Economic and Financial Impacts

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Learning Objective(s)

**LO-4:** Identify and discuss common post-disaster problems.

Readings

"Questions for the Record from the  
April 30, 2008, Pre-Disaster Mitigation Hearing."

Assignment(s)

Assignment 2

(See Below)

## Week 3: Apathy as a Factor

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Learning Objective(s)

**LO-1:** Describe the true costs of natural and human-caused disasters on the economy.

Readings

Dr. Erik Auf der Heide's Chapter 2: The Apathy Factor

Assignment(s)

Assignment 3

(See Below)

## Week 4: FEMA Disaster Assistance Funding

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Learning Objective(s)

**LO-3:** List at least three federal programs that provide financial disaster recovery relief.

Readings

Garrett, Thomas A. and Russell S. Sobel. (2002). "The Political Economy of FEMA Disaster Payments." St. Louis: The Federal Reserve Bank of St. Louis.

Assignment(s)

Assignment 4

(See Below)

## Week 5: Whole Community

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Learning Objective(s)

**LO-4:** Identify and discuss common post-disaster problems.

Readings

A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action

FDOC 104-008-1 / December 2011

Assignment(s)

Assignment 5

(See Below)

## Week 6: Disaster Causes and Costs

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Learning Objective(s)

**LO-5:** Describe how hurricanes, floods, earthquakes, and fires develop and explain the true scale of their aftermath.

Readings

There are five articles required to assess:

- BUYING TORNADO SAFETY: WHAT WILL IT COST? <http://www.ser.tcu.edu/2002-Pro/SEP2002%20Miller%20Morgan%20Paruchi%2035-44.pdf>
- Earthquake Hazards—A National Threat
- Flood Hazards—A National Threat
- What Do Forest Fires Really Cost? <http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/220826515?accountid=8289>
- What is the Price of Catastrophic Wildfire? <http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/220818972?accountid=8289>

Assignment(s)

Assignment 6

(See Below)

## **Week 7: Open for Business: Business Continuity and Emergency Planning Working Together**

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Learning Objective(s)

**LO-6:** Explain how Lessons Learned and Post-Disaster Evaluations improve future response performance.

**LO-8:** Discern between commonly perceived causes of disasters and theoretically founded causes of disasters.

Readings

“FEMA Strategic Foresight Initiative”

“Open for Business” - <https://www.disastersafety.org/wp-content/uploads/open-for-business-english.pdf>

Assignment(s)

Assignment 7

(See Below)

## **Week 8: Final Exam**

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Learning Objective(s)

Readings

Review all reading assignments and Forum Posts

Assignment(s)

Assignment 8

(See Below)

## **Evaluation**

Grades for this course will be based upon graded forums, written assignments and a final course exam. As such, extensive, active and sustained participation is essential. There are seven weekly forums including an initial introductory biography submission which will be graded and that are accessible in the Forums section of the course. The biography need be a minimum of 250 words and must be submitted to the appropriate forum prior to the conclusion of the first week of class. In the case of each weekly forum the student must respond to the topic of discussion and further reply to the postings of a minimum of two other classmates as part of their total grade. Written assignments are to be completed prior to the close of a course week assigned and are to be submitted through the appropriate weekly written assignment window accessible via the Assignments section of the course.

The grading will be based on participation and completion of seven graded discussion Forums, four written assignments and a final essay exam.

\*Includes introductory biography submitted as a forum submission in week 1. A grading rubric located under the Course Tools > Resources > Rubrics folder guides evaluation and grading of forum assignments less the biography.

\*\*A grading rubric located under the Course Tools > Resources > Rubrics folder guides evaluation and grading of written assignments and exam essays.

\*\*\* 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, it is expected that you manage competing demands on your time. Should you need additional time to complete an assignment however, please contact your course instructor before the respective assignment due date so they can discuss your situation and needs and determine an acceptable resolution.

Assignments otherwise submitted as late without pre-coordination need not be accepted in fulfillment of course requirements. In the case of those assignments that are accepted as late without pre-coordination the following grade deductions can be expected. In all cases, routine submission of late assignments is unacceptable and may result in the unwillingness of the course instructor to accept any late assignments from the respective student or may result in points deducted from your final course grade.

Deductions:

**Late forum posts can be penalized up to 5 points per day**

**Late assignments can be penalized up to 5 points per day**

\*\*\*\*If you have an issue with the grade you received, please consult the instructor. All grading issues will be resolved within a week of turning back the assignment.

### Grading:

Name	Grade %
Forums	40.00 %
Week 1 - Introduction (Required)	5.71 %
Forum 2	5.71 %
Forum 3	5.71 %
Forum 4	5.71 %
Forum 5	5.71 %
Forum 6	5.71 %
Forum 7	5.71 %
Written Assignments	40.00 %
Written Assignment # 1 - Week 2	13.33 %
Written Assignment # 2 - Week 4	13.33 %
Written Assignment # 3 - Week 7	13.33 %
Final Exam	20.00 %
EDMG530 Final Exam	20.00 %
Unassigned	0.00 %
Written Assignment # 1 - Week 2	0.00 %

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## Materials

**Book Title:** There are no required books for this course.

**Author:** No Author Specified

**Publication Info:**

Supplementary Materials:- These materials are not required for conduct of the class, but students may find helpful in their continued pursuit of knowledge regarding course topics:

Kunreuther, H. and M. Useem. (2010). *Learning from catastrophes: Strategies for reaction and response*. Upper Saddle River, NJ: Pearson - <https://epdf.tips/learning-from-catastrophes-strategies-for-reaction-and-response.html>.

Van Heerden, Ivor. (2006). *The storm: What went wrong and why during Hurricane Katrina – the inside story from one Louisiana scientist*. New York: Viking - <https://books.google.com/books?hl=en&lr=&id=ZNroiySUrEQC&oi=fnd&pg=PT1&dq=The+storm:+What+went+wrong+and+why+during+Hurricane+Katrina#v=onepage&q&f=false>.

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## 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.

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## University Policies

### [Student Handbook](#)

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

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