

EMGT 463/663
Voluntary Agency Disaster Services
Fall 2013

Class Day and Time: Tuesdays and Thursdays from 2:00-3:15p.m.

Room: Minard 308

Credits: 3

Instructor: Jessica Jensen

Phone: 231-5886(o) or 219-4293(c)

Email: EMAIL THROUGH BLACKBOARD

Office: Minard 428, B14

Office Hours: Tuesday and Thursday from 3:30-5:00p.m. and by appointment

Course Bulletin Description

“Examination of the roles played by local, state, national, and international voluntary agencies in emergency preparedness, mitigation, response, and recovery”. Prerequisite: EMGT 101 for Undergraduates.

Course Goal

The goal of the course is to provide students with a basic understanding of nongovernmental organizations as a stakeholder group in emergency management as well as an understanding of the roles of and issues related to domestic and international nongovernmental organizations active in disaster.

Course Objectives

By the end of this course, students will be able to

1. Describe the characteristics of nonprofit organizations and how they differ from other types of organizations.
2. Describe the history of nonprofit organizations and their role in disasters.
3. Articulate the challenges to nonprofit participation in disasters.
4. Discuss external coordination mechanisms and their goodness-of-fit with nonprofit organizations.
5. Identify key internal structuring mechanisms for nongovernmental organizations and their basic features.
6. Identify the role of case management within emergency management, its potential, and its limitations.
7. Communicate how volunteers are, will, and could be involved in emergency management.
8. Identify the role of donations in the management of emergencies and disasters.
9. Relate strategies and tactics for working with nonprofit organizations, case management and volunteer and donations management.
10. Compare and contrast domestic and international nongovernmental organizations concerning the aforementioned objectives.

Course Expectations

Grading

The instructor will make every effort to provide grades for each assignment within two weeks of the assignment's due date. Grades, when provided, will be just that—a point value and letter grade. Explanation of the grade earned will be communicated in person through face-to-face interaction with the course instructor at the participant's request. The instructor encourages students to visit about grades earned throughout the course. Moreover, the instructor highly recommends that course participant's visit with the course instructor to review their ideas for their assignments and/or drafts of their assignments before they are submitted. Feedback is always provided by the instructor; and, this feedback can be very helpful in supporting efforts to earn desired grades.

Attendance

According to [NDSU Policy 333](#), attendance in classes is expected. Only the course instructor can excuse a participant from course responsibilities. (The term "*course*" includes class, laboratory, field trips, group exercises, and or other activities.) Participants are expected to attend every class. If a participant will miss a class, it is the participant's responsibility to inform the instructor.

Behavior

Participants are expected to exhibit courtesy to the instructor and to other participants during class time by not engaging in disruptive behavior (e.g., talking/whispering when the instructor or another participant is speaking, answering their cell phone, *texting, using their laptop computers to surf the internet or check email*). Participants engaging in behavior determined inappropriate by the instructor will be warned once. At the second incident, the participant will be asked to leave the classroom for the remainder of the class period. A third incident will result in consultation with the Head of the Department of Emergency Management to initiate cancellation of the participant's registration in the course.

Diversity

This course, like North Dakota State University, seeks to create an environment where equal opportunity is guaranteed and diversity is welcomed, respected, and appreciated for all individuals without regard to age, color, disability, gender identity, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race, religion, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer. In addition to the aforementioned individual characteristics that represent aspects of diversity, participants in the course may also observe diversity in thinking, opinion, beliefs, and argument in our course. Participants in this course are expected to welcome, respect, and appreciate diversity as well as seek opportunities to learn from diversity as it manifests itself in our course.

Academic Honesty

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Participants found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Participant academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for participants and instructional staff members can be found at www.ndsu.edu/academichonesty.

Special Needs

Any participants with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Assignments

Plagiarism Training Module (10 points)

By the September 5, all course participants must have taken Indiana University Bloomington's Plagiarism Training Module (link provided in the Content Section of Blackboard, Assignment Related Documents Folders), printed off their certificate of completion, and turned it into the course instructor. Make sure that you click on the test link and take the test for non-IU students towards the bottom of the test web page. Students who have already taken the plagiarism training module for another class must complete it again. **NOTE: No assignments will be evaluated until a student's plagiarism training module certificate is submitted to the instructor.** Homework assignments will be considered late each day until the plagiarism training module certificate is submitted. Please see late policy for additional information on the consequences of late assignments.

Reading Assignments (0 points)

While this course does not require a text book, there will be significant reading assignments most weeks in the course. Please see the tentative course schedule for specific reading assignments associated with each week of the course. The instructor will make an effort to provide “thinking questions” to help students engage with the weekly reading assignments in advance of the week for which the readings are required. *Note:* The readings may change. New reading assignments may be added; new reading assignments may be substituted for current reading assignments listed; or, reading assignments may be no longer required.

Homework/In-class Assignments (0-100 points)

The instructor may require 0-10 in-class assignments/homework assignments for up to 20 points each. Every effort will be made to have these assignments be in-class and homework only to the extent that students have to finish what they began in class. Should actual homework assignments be given, students will have more than one full day before the assignments are due. The manner in which each assignment will be graded will be explained when the assignment is distributed. The weeks in which in class/homework assignments are planned at this point are identified in the tentative course schedule.

Quizzes (0-100 points)

The instructor may require 0-10 quizzes for up to 10 points each. Quizzes will be on-the-spot written paragraphs that challenge students to demonstrate their engagement with and analysis of the week’s assigned readings. The quizzes will be graded on the basis of accuracy (i.e., was what the student said consistent with the assigned readings), thoroughness (i.e., did the student refer to each of the readings related to the paragraph prompt), and ownership (i.e., did the student demonstrate that they read and understand, the reading assignments in the context of the paragraph prompt).

Shadowing Assignment (up to 80 points)

All students will pick a local nonprofit organization involved in disaster services in the F-M area from a list and set-up a time to “shadow” for “a day” at the organization. The students will conduct an informal interview with a representative of the organization based on a provided interview guide as part of their “day”. The students will also need to ask gather materials and take notes related to the organization they visit. Instructions related to the assignment, an interview guide, and an observation notes sheet will be available to students through Blackboard.

Students will submit paper copies of the completed interview guide sheet (50 points), the completed observation notes sheet (20 points) as well as the collected materials (10 points) to the instructor on the due date listed in the tentative course outline. Students may attend the same nonprofit in small groups (2-4) with the course instructor’s approval, but all assignments must be completed individually.

Undergraduate Paper (100 points total)

Undergraduate students will develop a 7-10 page paper (100 points) that connects their “shadowing” experience and their project sheets to class lecture and reading assignments. Additional details about the paper and how it will be evaluated will be provided on a paper assignment sheet available through Blackboard.

Graduate On-the-spot Essays (200 points total)

Graduate students will complete four timed essays online through Blackboard over the course of the semester that require them to demonstrate their knowledge, comprehension, and/or ability to apply what they have learned through class lecture and reading assignments. The date that the online essay will be available is listed on the tentative course schedule as is the date the essay must be completed by. Students will not know the question in advance of when they go online to complete their essay. Students will have 2 hours to complete their essay from the time they begin. The essays will be graded in terms of their accuracy (i.e., was what was written consistent with lecture), thoroughness (i.e., was something significant omitted that is central to addressing the prompt), and evidence (i.e., were sufficient citations provided in appropriate places).

LVOAD Meeting Attendance and Write Up (5 points meeting attendance, up to 35 points for paper)

All students in the course will attend the LVOAD meeting on NOVEMBER 13 from 3:00-4:30p.m. at the Red Cross Building in North Fargo. Attendance of the meeting is required so make plans accordingly.

Students will need to write a short 1-3 page paper that connects what they observed through attending the LVOAD meeting to what they have learned in the course up to that point. The assignments will be graded based on the accuracy of the observations made (i.e., the student reports observations of issues or events that could actually be made based on the meeting) and insight (i.e., the student connects their observations to lecture/reading material covered in the course in a way that demonstrates that their ownership of the material and topics covered in class). A paper copy of the write-up must be submitted on December 17 by the end of the final period for the course.

Training Courses (20 points each, 40 points total)

All students will complete FEMA Independent Study Courses 244: Developing and Managing Volunteers and 288: Role of Voluntary Agencies in Emergency Management. Links to the FEMA IS courses are provided in the Content Section of Blackboard, Assignment Related Documents Folders.

Students must present a *printed* copy of the emails they receive from FEMA confirming that they passed the course (since the start of the semester) in-class on December 17 by the end of the final period for the course to receive full credit. Reduction in points earned will be consistent with the course late policy. If students have already taken any of the courses, they have to, at minimum, retake the test associated with the course and present the instructor with the email indicating that they passed the test.

Evaluation

Undergraduate Grade Scale

<i>Graded Item</i>	<i>Points</i>	<i>Percentage</i>
Plagiarism Training Module	10	2%
In Class/Homework	100*	21%
Quizzes	100*	21%
Shadowing Assignment	80	17%
Undergraduate Paper	100	21%
IS Training Courses	40	9%
LVOAD Meeting/Write Up	40	9%
<i>Total</i>	470	100%

Letter Grade Scale

<i>Point Range</i>	<i>Percentage Range</i>	<i>Letter Grade</i>
423-470	90-100%	A
376-422	80-89%	B
329-375	70-79%	C
282-328	60-69%	D
Less than 282	0-59%	F

Graduate Grade Scale

<i>Graded Item</i>	<i>Points</i>	<i>Percentage</i>
Plagiarism Training Module	10	2%
In Class/Homework	100*	17.5%
Quizzes	100*	17.5%
Shadowing Assignment	80	14%
Online Essays	200	35%
IS Training Courses	40	7%
LVOAD Meeting/Write Up	40	7%
<i>Total</i>	570	100%

Letter Grade Scale

<i>Point Range</i>	<i>Percentage Range</i>	<i>Letter Grade</i>
530-570	93-100%	A
479-529	84-92%	B
427-478	75-83%	C
365-426	64-74%	D
Less than 365	0-63%	F

*The total number of points related to this graded item is expected to fluctuate; thus, the percentage of your total grade that this item represents will vary. Please see the assignments section of this syllabus for further detail.

Late Policy

Late assignments will receive a 10% reduction of possible points per day (Saturdays and Sundays included). Late assignments will only be accepted for five (5) calendar days after the original due date. If you know you will have difficulty getting an assignment done on time, please see the instructor in advance.

Extra Credit

There will be opportunities for undergraduate students to earn extra credit throughout the semester through program participation (i.e. attendance of guest speakers sponsored by the Department or EMSA, attendance of training sessions, etc.). Undergraduate students will be notified in advance of qualifying opportunities. Each extra credit opportunity will be worth 4 extra credit points. Students **MUST** sign-in on the provided sheet a qualifying extra credit opportunities to earn the credit. Graduate students are not eligible to earn extra credit.

Tentative Course Schedule

Date	Topic	Assignments
MODULE ONE: COURSE INTRODUCTION AND THEORETICAL FRAMEWORK		
Week One: August 26-30		
Topics: <ul style="list-style-type: none"> • Course Introduction and Course Format • History of Voluntary Organizations • Landscape of the Sector 	Assignment(s): <ul style="list-style-type: none"> • None Reading(s): <ul style="list-style-type: none"> • Hall, P.R. (2006). "A historical overview of philanthropy, voluntary associations, and nonprofit organizations in the United States, 1600-2000". In Powell, W., & Steinberg, R., <i>The nonprofit sector: A research handbook</i> (pp. 32-65). New Haven, CT: Yale University Press. • Boris, E., U Steuerle, C. (2006). Scope and dimensions of the nonprofit sector. In Powell, W., & Steinberg, R., <i>The nonprofit sector: A research handbook</i> (pp. 66-87). New Haven, CT: Yale University Press. 	
Week Two: September 2-6		
Topics: <ul style="list-style-type: none"> • Comparing Voluntary Organizations and Government 	Assignment(s): <ul style="list-style-type: none"> • Submit plagiarism training module September 5 in class • IN CLASS ACTIVITY/HOMEWORK Reading(s): <ul style="list-style-type: none"> • Ott, J. S. (2001). "Perspectives on organizational governance: Some effects on government-nonprofit relations". In J. S. Ott (ed.), <i>The nature of the nonprofit sector</i> (pp. 288-296). Boulder, CO: Westview Press. • Smith, S. & Gronbjerg, K. (2006). Scope and theory of government-nonprofit relations. In Powell, W., & Steinberg, R., <i>The nonprofit sector: A research handbook</i> (pp. 221-242). New Haven, CT: Yale University Press. • Wolf, T. (1999). Understanding nonprofit organizations. In T. Wolf, <i>Managing a nonprofit organization in the twenty-first century</i> (pp. 17-40). New York: Simon & Schuster Inc. 	
Week Three: September 9-13		
Topics: <ul style="list-style-type: none"> • History of Voluntary Organizations and Disasters in the U.S. • The Role of Domestic Voluntary Organizations in Disasters 	Assignment(s): <ul style="list-style-type: none"> • Shadowing assignment sign-ups in class • IN CLASS ACTIVITY/HOMEWORK • Graduate on-the-spot essay available on September 10 after class Reading(s): <p><i>DIVIDED READINGS:</i></p> <ul style="list-style-type: none"> • ASPE. (2008). The role of faith-based and community organizations in providing relief and recovery services after Hurricanes Katrina and Rita. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, Office of Human Services Policy, U.S. Department of Health and Human Services. • Phillips, B. & Jenkins, P. (2008). The roles of faith-based organizations after Hurricane Katrina. In R. Kilmer, V. Gil-Rivas, R. Tedeschi, and L. Calhoun (eds), <i>Helping families and communities recover from disaster: Lessons learned from Hurricane Katrina and its aftermath</i>(pp. 215-238). Washington, DC: American Psychological Association. • Chandra, A., & Acosta, J. (2009). The role of nongovernmental organization in long-term human recovery after disaster. Santa Monica, CA: The RAND 	

	<p>Corporation.</p> <ul style="list-style-type: none"> • Pipa, T. (2006). Weathering the storm: The role of local nonprofits in the Hurricane Katrina relief effort. North Carolina: The Aspen Institute and The Nonprofit Sector Research Fund Working Paper Series.
--	--

Week Four: September 16-20

<p>Topics:</p> <ul style="list-style-type: none"> • Challenges to VOAD Participation 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • Graduate on-the-spot essay must be completed by September 20 • IN CLASS ACTIVITY/HOMEWORK
	<p>Reading (s):</p> <p><i>ALL READ:</i></p> <ul style="list-style-type: none"> • Boris, E., & Steuerle, C.E. (2006). After Katrina: Public expectation and charities' response. The Urban Institute. <p><i>DIVIDED READINGS:</i></p> <ul style="list-style-type: none"> • Auer, J., & Lampkin, L. (2006). <i>Open and operating? An assessment of Louisiana nonprofit health and human services after Hurricanes Katrina and Rita</i>. Washington, DC: The Urban Institute • Klindt, T. (2010). Disaster planning for small- and medium-sized nonprofit organizations: Challenges and advantages. <i>Journal of Emergency Management</i>, 8(3), 47-55. • Smith, S. (2012). Coping with disaster: Lessons learned from executive directors of nonprofit organizations (NPOs) in New Orleans following Hurricane Katrina. <i>Administration in Social Work</i>, 36(4), 359-389. • Spillan, J., & Crandall, W. (2002). Crisis planning in the nonprofit sector: Should we plan for something bad if it may not occur? <i>Southern Business Review</i>, 27(2), 18-29.

MODULE TWO: STRUCTURING MECHANISMS AND COORDINATION EFFORTS

Week Five: September 23-27

<p>Topics:</p> <ul style="list-style-type: none"> • External vs. Internal Coordination Issues • An Analysis of External Coordination Efforts <ul style="list-style-type: none"> • Historical Perspective • National Frameworks • NIMS and ICS 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • IN CLASS ACTIVITY/HOMEWORK
	<p>Reading(s):</p> <ul style="list-style-type: none"> • Government Accountability Office. (2010). <i>Hurricane recovery: Federal government provided a range of assistance to nonprofits following Hurricanes Katrina and Rita</i>. Washington, DC: Government Accountability Office. • Federal Emergency Management Agency. (2012). <i>National Disaster Recovery Framework</i>. Washington, DC: Department of Homeland Security. • Federal Emergency Management Agency. (2013). <i>National Response Framework</i>. Second Edition. Washington, DC: Department of Homeland Security.

Week Six: September 30-October 4

<p>Topics:</p> <ul style="list-style-type: none"> • An Analysis of Internal Coordination Efforts <ul style="list-style-type: none"> • Historical Perspective • Structuring Mechanisms <ul style="list-style-type: none"> • NVOAD, SVOADs, LVOADs • Recovery Committees 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • IN CLASS ACTIVITY/HOMEWORK
	<p>Reading(s):</p> <ul style="list-style-type: none"> • Egan, M., & Tischler, G. (2010). The national voluntary organizations active in disaster relief and disaster assistance missions: An approach to better collaboration with the public sector in post-disaster operations. <i>Risk, Hazards & Crisis in Public Policy</i>, 1(2), Article 3. • Gazley, B. (2013). Building collaborative capacity for disaster resiliency. In N. Kapucu, C. Hawkins, & F. Rivera (eds), <i>Disaster resiliency: Interdisciplinary perspectives</i> (pp. X). New Jersey: Routledge. • National Voluntary Organizations Active in Disaster. (2004). <i>Long-term</i>

	<i>recovery manual</i> . Arlington, VA: National Voluntary Organizations Active in Disaster.
Week Seven: October 7-11	
Topics: <ul style="list-style-type: none"> Working with Voluntary Organizations Active in Disaster 	Assignment(s): <ul style="list-style-type: none"> Graduate on-the-spot essay available on October 8 after class Reading(s): DIVIDED READING: <ul style="list-style-type: none"> Brudney, J., & Gazley, B. (2009). Planning to be prepared: An empirical examination of the role of voluntary organizations in county government emergency planning. <i>Public Performance & Management Review</i>, 32(3), 372-399. Gajewski, S., Bell, H., Lein, L., & Angel, R. (2011). Complexity and instability: The response of nongovernmental organizations to the recovery of Hurricane Katrina survivors in a host community. <i>Nonprofit and Voluntary Sector Quarterly</i>, 40(2), 389-403. Kapucu, N. (2003). Coordinating without hierarchy: Public – non-profit partnerships. Paper presented at The International Association of Schools and Institutes of Administration Conference, 14-18 September 2003, Miami (USA). Palttala, P., Boano, C., Lund, R., & Vos, M. (2012). Communication gaps in disaster management: Perceptions by experts from governmental and nongovernmental organizations. <i>Journal of Contingencies and Crisis Management</i>, 20(1), 2-12.
MODULE THREE: UNDERSTANDING VOLUNTARY AGENCY CRITICAL TASK AREAS	
Week Eight: October 14-18	
Topics: <ul style="list-style-type: none"> Case Management 	Assignment(s): <ul style="list-style-type: none"> Graduate on-the-spot essay must be completed by October 18 Reading(s): <ul style="list-style-type: none"> Bell, H., Madden, E., Borah, E., Lein, L., & Beausoleil, J. (2010). Case management with Hurricane Katrina survivors: Perspectives of case managers and supervisors. <i>Journal of Social Science Research</i>, 36, 216-229. Janis, A., Stiefel, K., & Carbullido, C. (2010). Evolution of a monitoring and evaluation system in disaster recovery: Learning from the Katrina Aid Today National Case Management Consortium. <i>New Directions for Evaluation</i>, 126, 65-77
Week Nine: October 21-25	
Topics: <ul style="list-style-type: none"> The Volunteer and Donations Management “Problem “ <ul style="list-style-type: none"> Therapeutic community Convergence/emergence Vulnerability 	Assignment(s): <ul style="list-style-type: none"> Shadowing interview guide sheet and assignment sheet due October 22 in class Reading (s): <ul style="list-style-type: none"> Dynes, R., & Quarantelli, E.L. (1980). “Helping behavior in large-scale disasters”. In <i>Participation in social and political activities</i> (pp. 339-354). San Francisco: Jossey-Bass Publishers. Neal, D. (1994). The consequences of excessive unrequested donations: The case of Hurricane Andrew. <i>Disaster Management</i>, 6(1), 23-28. Wachtendorf, T., & Kendra, J. (2004). Considering convergence, coordination, and social capital in disasters. Presentation to the Canadian Risk and Hazards Network 1st Annual Symposium. Winnipeg, Manitoba, Canada.

Week Ten: October 28-November 1	
<p>Topics:</p> <ul style="list-style-type: none"> • “A Rose is a rose, is a rose?” <ul style="list-style-type: none"> • Types of Volunteers • Affiliated • Unaffiliated • Volunteers and Voluntary Agencies 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • None <p>Reading(s):</p> <ul style="list-style-type: none"> • Flint, C., & Stevenson, J. (2010). Building community disaster preparedness with volunteers: Community Emergency Response Teams in Illinois. <i>Natural Hazards Review</i>, 11(3), 118-124. • Jensen, J. & Yoon, D. (2011). Fire department perceptions of ICS and NIMS. <i>Journal of Homeland Security and Emergency Management</i>, 8(1), Article 14. • Lowe, S. & Fothergill, A. (2003). A need to help: Emergent volunteer behavior after September 11. In <i>Natural Hazards Research and Applications Information Center, Public Entity Risk Institute, and Institute for Civil Infrastructure Systems (Ed.), Beyond September 11: An account of post-disaster research</i> (pp. 293-314). Boulder, CO: Natural Hazards Research and Application Information Center, University of Colorado. • Simpson, D. (2001). Community emergency response training (CERTs): A recent history and review. <i>Natural Hazards Review</i>, 2(2), 54-63.
Week Eleven: November 4-8	
<p>Topics:</p> <ul style="list-style-type: none"> • Volunteer Management and Donations Management 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • IN CLASS ACTIVITY/HOMEWORK • Graduate on-the-spot essay available on November 5 after class <p>Reading(s):</p> <ul style="list-style-type: none"> • None
Week Twelve: November 11-15	
<p>Topics:</p> <ul style="list-style-type: none"> • Volunteer and Donations Management: Key Management Model Design Components 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • Graduate on-the-spot essay must be completed by November 16 <p>Reading(s):</p> <ul style="list-style-type: none"> • Fernandez, L., Barbera, J., van Dorp, J. (2006). Strategies for managing volunteers during incident response: A systems approach. <i>Homeland Security Affairs</i>, 2(3), 1-15. • Phillips, B. (2009). Donations. In B. Phillips, <i>Disaster recovery</i> (pp. 369-398). New York: Taylor & Francis.
MODULE FOUR: THE WORLD OF INTERNATIONAL HUMANITARIAN ASSISTANCE	
Week Thirteen: November 18-22	
<p>Topics:</p> <ul style="list-style-type: none"> • International Voluntary Organizations and Disasters <ul style="list-style-type: none"> • Types of Organizations • Roles • The “Major” Players • Context of Humanitarian Aid <ul style="list-style-type: none"> • Complex Humanitarian Crises • Vulnerability • Government 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • Undergraduate paper due November 19 in class <p>Reading(s):</p> <ul style="list-style-type: none"> • Coppola, D. (2007). Nongovernmental organizations. In D. Coppola, <i>International disaster management</i> (pp. 387-407). New York: Elsevier. • Guarnizo, C. (1993). Integrating disaster and development assistance after natural disasters: NGO response in the third world. <i>International Journal of Mass Emergencies and Disasters</i>, 11(1), 111-122. • Menefee, T., & Nordtveit, B. (2012). Disaster, civil society and education in China: A case study of an independent non-government organization working in the aftermath of the Wenchuan earthquake. <i>International Journal of Educational Development</i>, 32, 600-607.

Week Fourteen: November 25-29 NO CLASS THURSDAY FOR THANKSGIVING HOLIDAY	
Topics: <ul style="list-style-type: none"> Context of Humanitarian Aid Continued <ul style="list-style-type: none"> Laws Knowledge Authority Challenges to coordination 	Assignment(s): <ul style="list-style-type: none"> None Reading(s): <ul style="list-style-type: none"> Fisher, D. (2007). Domestic regulation of international humanitarian relief in disasters and armed conflict: A comparative analysis. <i>International Review of the Red Cross</i>, 89(866), 345-372. Stephenson, M. (2005). Making humanitarian relief networks more effective: Operational coordination, trust and sense making. <i>Disasters</i>, 29(4), 337-350. Suparamaniam, N., & Dekker, S. (2003) Paradoxes of power: The separation of knowledge and authority in international disaster relief work. <i>Disaster Prevention and Management</i>, 12(4), 312-318.
Week Fifteen: December 2-6	
Topics: <ul style="list-style-type: none"> Structuring Mechanisms in International Relief 	Assignment(s): <ul style="list-style-type: none"> IN CLASS ACTIVITY/HOMEWORK Reading(s): <ul style="list-style-type: none"> Compilation of website materials on Blackboard.
Week Sixteen: December 9-13	
<ul style="list-style-type: none"> Standards and Accountability in International Relief 	Assignment(s): <ul style="list-style-type: none"> Graduate on-the-spot essay available on December 10 after class Reading(s): <ul style="list-style-type: none"> Hilhorst, D. (2002). Being good at doing good? Quality and accountability of humanitarian NGOs. <i>Disasters</i>, 26(3), 193-212. Schultz, J., & Soreide, T. (2008). Corruption in emergency procurement. <i>Disasters</i>, 32(4), 516-536.
Finals Week: December 16-20	
<ul style="list-style-type: none"> Final Exam, Tuesday, December 17, 8am-10:30am times <ul style="list-style-type: none"> Graduate on-the-spot essay must be completed by 10:30am December 17 Printed copies of training course emails due by 10:30am December 17 LVOAD meeting write-up due by 10:30am December 17 	

This schedule and the readings and assignments listed within it are tentative and subject to change at the instructor's discretion.