

## 1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 5/12/2015

1b. Department/Division: Communication

1c. Contact Person

Name: Don Helme

Email: don.helme@uky.edu

Phone: 257-8886

Responsible Faculty ID (if different from Contact)

Name: Shari Veil

Email: shari.veil@uky.edu

Phone: 257-9470

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: COM 316

2c. Full Title: Emergency and Disaster Communication: Humanity in a Zombie Apocalypse

2d. Transcript Title: Emergency and Disaster Communication

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The purpose of this course is to develop an applied humanistic understanding of communication and life skills for high-stress situations. Using the apocalypse as a metaphor for all-hazards scenarios, historical narratives of disaster and films and novels in the zombie genre are used to discuss emergency preparedness and survival strategies. Students will demonstrate an ability to analyze the rhetorical situation of apocalypse, engage in emergency and disaster planning, response, and recovery assignments, activities, and exercises including developing emergency evacuation plans, preparing emergency kits and bug-out bags, and exercising medical triage and first aid.

2k. Prerequisites, if any: None.

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The skills taught in the class include disaster preparedness (building an emergency kit, designing an evacuation plan) and emergency response (fire suppression, basic first aid, search and rescue), which are of interest to and needed by students across campus. The context in which the class is taught and the inclusion of community emergency responders should also be of interest to students from different majors.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?  
If yes, which percentage, and which program(s)?
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO  
If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? NO
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ELCOHE2|Elisia Cohen|COM 316 NEW Dept Review|20140924

SIGNATURE|MSBEAC2|Megan B Sizemore|COM 316 NEW College Review|20140926

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 316 NEW Undergrad Council Review|20150401

SIGNATURE|ELCOHE2|Elisia Cohen|COM 316 NEW Approval Returned to Dept|20150512

SIGNATURE|JEL224|Janie S Ellis|COM 316 NEW Senate Council Review|20150512

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

**Attachments:**

Upload File

ID	Attachment
Delete 4733	COM 316 Emergency & Disaster Communication update2

First 1 Last

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity
  - Inquiry - Humanities
  - Inquiry - Nat/Math/Phys Sci
  - Inquiry - Social Sciences
  - Composition & Communications - I
  - Composition & Communications - II
  - Quantitative Foundations
  - Statistical Inferential Reasoning
  - U.S. Citizenship, Community, Diversity
  - Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>2</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other		If Other, Please explain:	
- g. \* Identify a grading system:
  - Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:   
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

The purpose of this course is to develop an applied humanistic understanding of communication and life skills for high-stress situations. Using the apocalypse as a metaphor for all-hazards scenarios, historical narratives of disaster and films and novels in the zombie genre are used to discuss emergency preparedness and survival strategies. Students will demonstrate an ability to analyze the rhetorical situation of apocalypse, engage in emergency and disaster planning, response, and recovery assignments, activities, and exercises including developing emergency evacuation plans, preparing emergency kits and bug-out bags, and exercising medical triage and first aid.

k. Prerequisites, if any:

None.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 50

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

The skills taught in the class include disaster preparedness (building an emergency kit, designing an evacuation plan) and emergency response (fire suppression, basic first aid, search and rescue), which are of interest to and

8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>§</sup> for ANY program?  Yes  No

If YES <sup>§</sup>, list affected programs::

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

<sup>§</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>¶</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (Item SR 5.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/08

**COM 316: Emergency and Disaster Communication: Humanity in a Zombie Apocalypse**  
**6-8:30 p.m., Thursday**

**Professor:** Dr. Shari Veil

**Office:** 235 Grehan Building (859-218-0468)

**Office Hours:** Mondays 11-12 / Thursdays 2-4

**Cell/Text #:** 859-533-6352

**Email Address:** [shari.veil@uky.edu](mailto:shari.veil@uky.edu)

**Course Description:** The purpose of this course is to develop a humanistic understanding of communication and life skills for high-stress situations. Using the apocalypse as a metaphor for all-hazards scenarios, historical narratives of disaster and films and novels in the zombie genre are used to discuss emergency preparedness and survival strategies. Students will demonstrate an ability to analyze the rhetorical situation of apocalypse, engage in emergency and disaster planning, response, and recovery assignments, activities, and exercises including developing emergency evacuation plans, preparing emergency kits and bug-out bags, and exercising medical triage and first aid.

**Learning Outcomes**

- To demonstrate their ability to present and critically evaluate different approaches to emergency and disaster planning, response, and recovery through oral and written argumentation.
- To demonstrate an understanding of different philosophical, linguistic, and historical schools of thought regarding communication ethics in emergency/ disaster planning, response, and recovery.
- To demonstrate the ability to identify the values and presuppositions that underlie the worldviews of different cultures and peoples, through considering the history of vulnerable populations in a(n) emergency/ disaster as represented in film, historical narratives, literature and survival scenarios.
- To identify the practical applications and ethical implications of emergency and disaster planning, response, and recovery strategies.
- To demonstrate the ability to evaluate self and team performance in survival scenarios and emergency response exercises through after-action reports.

**Required Readings**

- Brooks, M. (2006). *World War Z: An oral history of the Zombie War*. New York: Three Rivers Press.
- CDC. (2010). *Preparedness 101: Zombie pandemic*. Retrieved from [http://www.cdc.gov/phpr/zombies\\_novella.htm](http://www.cdc.gov/phpr/zombies_novella.htm)
- CERT. (2012). *CERT Training Materials*. Retrieved from [http://www.citizencorps.gov/cert/training\\_mat.shtm#CERTSM](http://www.citizencorps.gov/cert/training_mat.shtm#CERTSM)
- Chamlee-Wright, E., & Storr, V. H. (2011). Social capital as collective narratives and post-disaster community recovery. *Sociological Review*, 59(2), 266-282.
- Cohn, S. K. (2012). Pandemics: Waves of disease, waves of hate from the Plague of Athens to A.I.D.S. *Historical Research*, 85 (203), 535-555.



- Ford, S. (2010). Is the failure to respond appropriately to a natural disaster a crime against humanity? The responsibility to protect and individual criminal responsibility in the aftermath of Cyclone Nargis. *Denver Journal of International Law & Policy*, 38(2), 109-113.
- Griffin-Padgett, D. R., & Allison, D. (2010). Making a case for restorative rhetoric: Mayor Rudolph Giuliani & Mayor Ray Nagin's response to disaster. *Communication Monographs*, 77(3), 376-392.
- Samuels, R. J. (2013). Japan's rhetoric of crisis: Prospects for change after 3.11. *Journal of Japanese Studies*, 39(1), 97-120.

**And ONE of the following**

- Bradley, A. T. (2012). *Handbook to practical disaster preparedness for the family*. USA: CreateSpace Independent Publishing.
- Lundin, C. (2007). *When all hell breaks loose: Stuff you need to survive when disaster strikes*. Layton, UT: Gibbs Smith.

**Additional Resources**

- Brooks, M. (2003). *The zombie survival guide*. New York: Three Rivers Press.
- Rawles, J. W. (2009). *How to survive the end of the world as we know it*. London: Plume
- Wiseman, J. (2009). *SAS survival handbook for any climate in any situation*. New York: William Morrow.

**ASSIGNMENTS (330 POINTS)**

**Discussion Questions (40 POINTS)**

By **10:00 am** each day readings are due post to the discussion link on Blackboard **two thought provoking** discussion questions or points of contention **and** a paragraph response or reflection on **each** question (no definition questions or questions answered in the readings). Students can choose to skip two discussion days without loss of points or complete all 12 assignments for 8 bonus points [4 points available each day: 1 point per question, 1 point per response]

**Activities and Assignments (40 POINTS)**

There will be in-class activities, assignments, case discussions, and reflections throughout the semester. Points for these activities may not be made up without an excused absence.. [2-3 points each]

**Disaster Du Jour (30 POINTS)**

On your assigned day you will deliver a 3-minute presentation to the class and turn in a 2-3 page max (double spaced, 1 inch margins, 12 point font, times new roman) summary on a current warning, emergency, or disaster in the headlines. In both the presentation and summary you will describe the situation including where you learned of it (with proper citation) organization(s)/ individual(s) involved, current status, key issues, and your assessment of the response thus far. You must use at least three references in your summary and cite them properly according to APA. If you are not able to present on the initial day chosen you must secure a trade and both parties must notify me a week before the first of the presentations. [10 points content; 10 points grammar/spelling; 10 points structure/references]

**Book Report (30 POINTS)**

Students will identify three characters described in the narrative of Brook's novel World War Z. Students must provide the name, title, and a short description of each character. For the first character chosen students must also reflect on whether the narrative seemed realistic or farfetched and provide support for the reasoning. For the second character chosen students must identify a news article that relates to the situation faced by the character and explain the relation of the real world example to the example from the novel. For the third character chosen students must put themselves in the shoes of the character and explain what decisions they would have made differently from the character and why. [10 points content; 10 points grammar/spelling; 10 points structure/references]

### **After Action Reports (90 POINTS)**

Students will engage in table-top, hands-on and large-scale exercises. Each student will then submit a 2-3 page max (double spaced, 1 inch margins, 12 point font, times new roman) reflection assessing and evaluating self and class performance in the exercises. Students must describe what went well, what did not go well and what could have been done better while referencing specific points made in the readings and lectures (double spaced, 1 inch margins, 12 point font, times new roman). [30 points each: 10 points content; 10 points grammar/spelling; 10 points structure/references]

### **Exams (100 POINTS)**

There will be two exams each covering half the term. [50 points each]

## **POLICIES & PROCEDURES**

**Assignment Policy:** All assignments, unless otherwise noted, are due at the beginning of class even if a student is absent from class or running late. In professional communication practice, and particularly in an emergency or disaster, communication that is not timely becomes useless, regardless of the reason. If you are ill or gone the day an assignment is due you may email the assignment *before* the start of class. *Assignments turned in after the start of class will be docked a minimum of five points. Assignments not turned in by the end of class will receive zero points.*

**Attendance Policy:** This class is based on discussion of the readings and examples presented in class. If you are not in class you will not be able to participate fully in the class and you will miss instruction on assignments and activities. Failure to comply with the attendance policy may result in appropriate reductions in your grade as and outlined below [US: 11/11/85; US: 2/9/87].

**Note:** *Department of Communication policies differ between excused and unexcused absences, with different procedures and/or penalties for addressing both, so please read carefully.*

**Excused Absences:** Students need to notify the Instructor of anticipated absences they wish to be considered excused prior to missing class when possible. For both anticipated and unanticipated absences - if the student wishes the absence to be considered as excused, proper and appropriate documentation verifying the legitimacy of the absence must be presented within one week of the student's return to class in order to be considered. If appropriate and proper documentation is not submitted within one week of the student's return, the absences will be considered unexcused and the policy for unexcused absences will apply: *S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness (medical documentation may be required, see*

below), (b) illness or death of family member (documentation may be required), (c) University-related trips (see below), (d) major religious holidays (see below), and (e) other circumstances found to fit "reasonable cause for nonattendance" by the Instructor. If you anticipate an absence that falls under "other circumstances" please check with the Instructor prior to the absence. University-related trips include those for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. For University trips, when possible, the student must notify the Instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the student's return to class or the absence will be deemed unexcused and the Department's policy on unexcused absences will apply (see below). Students must provide formal notification from appropriate university personnel to document the participation in such trips. *The Department of Communication has determined that job interviews are not an "excused" and reasonable cause for nonattendance.* Rather, students who may need to interview for employment opportunities shall use their "freebie" absence for such a purpose.

**Appropriate Verification for an Excused Absence for Illness:** According to University Senate Rule 5.2.4.2.A, a student's absence is excused when a student's illness is "significant." University Health Services ("UHS") has prepared a statement about class attendance and student illnesses that is useful for students and faculty. That statement may be found at <http://ukhealthcare.uky.edu/uhs/student-health/attendance/>. The statement discusses the important public health and policy reasons why a student with a significant illness ought to be absent from class, yet should **not** make a visit to UHS. UHS provides in this circumstance an "Explanatory Statement of Absence from Class" or a "Tier 1" excuse that students may complete and submit to the Instructor to document an absence from class. "Tier 2" and "Tier 3" documents are generated by UHS. The Tier 2 document is an email sent to the student, at the student's request. The email confirms that the student made a medical visit to UHS. In order to provide the Instructor with verification of an illness, the student will forward the email received from UHS to the Instructor, who may then email the original sender to verify the authenticity of the email sent to the student. The Tier 3 document is a form that UHS provides by email to the student. This form "states any applicable restrictions [on the student] based on illness or injury." For all lower-division Communication courses, Tier 1 statements are not acceptable as documentation justifying an absence for it to be excused. Tier 2 will be accepted as appropriate documentation for an absence to be considered excused when the student makes a medical visit to the UHS *on the day and time of class*. Tier 3 will be required for all other circumstances such as a major illness requiring missing more than one class period or has other extenuating circumstances. *Health care providers' notes presented as verification from outside the University Health System will be expected to follow the same verification principles as the UHS Tier 2 and UHS Tier 3 documentation and will be evaluated accordingly.*

**Religious Holidays:** Students anticipating an absence for a major religious holiday are responsible for notifying the Instructor in writing of anticipated absences due to their observance of such holidays no later than the last day of add/drop. Dates of major

religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

**Withdrawals and Incompletes:** In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. Specifically, if a student has excused absences in excess of 20% or one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the Instructor may strongly encourage the student to petition for a "W" or take an "I" in the course rather than fail the course outright [US: 2/9/87; RC: 11/20/87]. To do so, the student will be required to make arrangements with the instructor to complete incomplete work, which accrued due to the number of excused absences. An "I" grade shall not be conferred when the student's reason for incompleteness is due to unexcused absences. For each "I" grade request, the student shall complete an appropriate file record on a standard form provided by the Registrar, which shall include the following: (a) the name of the student; (b) the course number and hours of credit; (c) semester and year of enrollment; (d) signature of the Instructor; (e) a brief statement of the reason(s) for recording the incomplete; (f) specific instructions on how alternate grades on the work to be completed will affect the final grade; (g) the specific time requirement (not to exceed 12 months) set by the Instructor for removal of the "I" grade and consequences of not removing the "I" grade; and (h) signature of the student, if feasible. Failure to comply will result in the Instructor's assignment of a letter grade the course. In practical terms, this means that in this once a week class students can only have 3 excused absences or students will be encouraged withdraw from the class as per University policy [US: 2/9/87; RC: 11/20/87].

**Unexcused Absences:** You will be allowed 1 "freebie" absence for this class. For each additional absence after your "freebie" your final grade will be reduced by 5% per each additional unexcused absence.

**Responsibility for Missed Information, Work and/or Exams:** If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). This is not the Instructor's responsibility. For excused absences the Instructor shall give the student an opportunity to make up the work and/or the exams missed and shall do so, if feasible, during the semester in which the absence occurred [US:11/10/85 and RC: 11/20/87]. The Instructor is under no obligation to provide the student an opportunity to make up the work and/or exams for unexcused absences.

**Academic Dishonesty:** Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this

information as all ideas borrowed from others need to be properly credited. Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. *Thus, all work produced for this class must be original and not previously or concurrently submitted in another class or venue.* In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file found online, or something similar to this. *Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.* Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). *Taking credit for work you did not do or giving credit to others for work they did not do (including signing someone's name to a group activity) is academic dishonesty.* Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Grading Scale:** 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 59% and lower=E  
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Diversity / Harassment:** All members of this class will be treated with respect. Freedom of expression requires tolerance of opinions that may be offensive to some. However, conduct which constitutes harassment or discrimination on the basis of sex, color, religion, marital status, sexual orientation, national origin, age, beliefs, or disability is strictly prohibited. If you feel uncomfortable in the classroom, please let me know so it can be corrected.

**Special Needs:** If you have a documented disability that requires academic accommodations, please see me as soon as possible. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Grievance Procedure:** Occasionally, students are unsatisfied with some dimension of the course. In such cases, students should schedule a meeting, first, with the instructor. If the student and instructor cannot reach a satisfactory resolution, a joint meeting will be scheduled with the chair of the department.

## DAILY SCHEDULE

### August 28: Introduction to Zombies (*Shaun of the Dead*)

*Expectations, Intro to Class*

- **In-Class Activities:** What warning signals could we be missing? / Plane crash in ND

### September 4: History of Pandemics and Blame (*28 Days Later*)

*Disaster Du jour Example*

- **Readings & Discussion Questions:** Brooks (pp. 1-67), CDC novella, Cohn (2012), CERT unit 1 (pp. 1.1-1.12)
- **In-Class Activity:** Where is humanity at the end of the world?
- **Due Today:** Go online and find and print an example of how the walking dead are being used to teach life lessons (1-page)

### September 11: All Hazards Approach

*Disaster Du jours*

- **Readings & Discussion Questions:** CERT unit 1 (pp. 1.12-1.47)
  - Preparedness: Lundin (pp. ix-40)/Bradley (pp. v-16 & 367-408)
- **Due Today:** Go to a doomsday/end of the world/zombie apocalypse/survival website. Print out the “craziest” scenario, plan, or tip you can find (1-page)

### September 18: Emergency Preparedness (*It's a Disaster*)

*Disaster Du jours*

- **Readings & Discussion Questions:**
  - Preparedness: Lundin (pp. 65-83)/Bradley (pp. 17-28 & 277-310)
- **In-Class Activity:** What do you need in an emergency kit & bug out bag?
- **Due Today:** Search online and print descriptions and prices for 3 disaster kits (1-page)

### September 25: Hazardous Chemicals and Rhetoric of Crisis

*Disaster Du jours*

- **Readings & Discussion Questions:** CERT unit 8, Samuels (2013)
  - Preparedness: Lundin (pp. 85-132)/Bradley (pp. 97-130)
- **Guest Speakers:** Bluegrass Army Depot, Lexington Fire Department & Fayette County Department of Emergency Management
- **In-Class Activity:** How to shelter in place.

### October 2: Exam 1, (*Dawn of the Dead*)

- **In-Class Activity:** What role did emotion play in the decisions made by the characters for “self-protection” in the apocalypse?

### October 9: Understanding Chaos

- **Watch Videos & Discussion Questions:** Go to the following link and enter your link blue login information: <http://www.uky.edu/EM/active-shooter-videos.html> Watch the two videos featured on the page. Each is about 20 minutes long.
- **Guest Speakers:** UK Police Department & UK University Relations
- **Table-top Exercise:** Active shooter on campus

## **October 16: Disaster Psychology**

### *Disaster Du jours*

- **Readings & Discussion Questions:** CERT unit 7, Brooks (pp. 68-136)
  - Preparedness: Lundin (pp. 41-64)/Bradley (pp. 345-366)
- **Due today:** After action report 1

## **October 23: Food, Water, and Self-Protection**

### *Disaster Du jours*

- **Readings & Discussion Questions:** Brooks (pp. 137-342)
  - Preparedness: Lundin (pp. 133-266 & 366-387)/Bradley (pp. 29-96 & 327-344)
- **Guest Speakers:** Lexington Taekwondo & Jujitsu
- **In-Class Activity:** Basic Self-Defense / What's for dinner?
- **Due Today:** Book Report; Bring a news article of a food recall or boil water advisory (1-page)

## **October 30: Understanding Diversity (*When the Levees Broke – Act II*)**

### *Disaster Du jours*

- **Readings & Discussion Questions:** Ford, S. (2010), Chamlee-Wright & Storr (2011), Griffin-Padgett (2010).
- **In-Class Activity:** How does culture affect risk perceptions? How does it affect a community's ability to "bounce back" from a crisis?

## **November 6: Fire and Ice**

### *Disaster Du jours*

- **Readings & Discussion Questions:** CERT Unit 2, Unit 5
  - Preparedness: Lundin (pp. 285-343)/Bradley (pp. 131-194)
- **Guest Speakers:** UK Fire & Lexington Fire Department
- **Hands-on Exercise:** Fire suppression and evacuation

## **November 13: First Aid and Medical Operations**

### *Disaster Du jours*

- **Readings & Discussion Questions:** CERT Unit 3, Unit 4
  - Preparedness: Lundin (pp. 344-365)/Bradley (pp. 195-254)
- **In-Class Activity:** Medical Triage & Excavation
- **Due Today:** After action report 2

## **November 20: Exam 2, (*Zombieland*)**

- **In-Class Activity:** Examining Ethics and Values – What is worth protecting? When is it OK to break the rules?

## **November 27: Turkey Day!**

## **December 4: Pandemics & Public Health (*Contagion*)**

- **Readings & Discussion Questions:**
  - Preparedness: Lundin (pp. 388-398 & 430-434)/Bradley (pp. 255-276 & 409-412)
- **Guest Speakers:** Lexington Public Health
- **In-Class Activity:** How would leadership and communication change in a pandemic?

**December 11: Disaster Exercise**

- **Readings & Discussion Questions:** CERT Unit 6
  - Preparedness: Lundin (pp. 388-429)/Bradley (pp. 311-344)
- **In-Class Activity:** Demonstrating what you've learned

**Tuesday, December 17: Final Exam Period**

- **Due today:** After Action Report 3