



Summer Classes

Intro. to EMGT EMGT 201

Session: 5/14-8/3
Class #: 9555
Time/Room: ONLINE
Instructor: Kemp

Trends in Disaster Studies and EMGT EMGT 491/691

Session: 7/16-7/20
Class #: 9325/9327
Time: 9:30-11:30am
& 1:00-2:30pm
M-F
Room: Minard 340
Instructor: Mileti

EMGT Theory EMGT 720

Session: 5/14-6/8
Class #: 7710
Time: 1:00-4:00pm
M-F
Room: Minard 209
Instructor: Klenow

Serving Students, Serving the State

Strong networks and the formation of effective long-term partnerships have long been recognized as crucial in emergency management. And, just as they are important in the field, they are vital to the program's success as well.

A relationship with state and local agencies/organizations involved in emergency management is clearly beneficial to students.

Through listening to guest lecturers, attending community meetings, participating in projects, working in internships or volunteering, students gain valuable exposure to work in the field, a greater awareness of how theory is applied, and relevant experience of their own.

These partnerships have the potential to be beneficial for the organization involved as well. Should agencies or organizations need research done or bright motivated cheap labor in the form of students then the program can be of service. As Department Chair, Dr. Dan

Klenow indicates, "Our department has had a long tradition of providing high quality student interns to local, state and, regional agencies and organizations. We look forward to continuing that mutually beneficial activity in the critical area of emergency management. Our department also provides a wide range of research and training services."

This semester students in Holistic Disaster Recovery Operations are working on a research project for the North Dakota Department of Emergency Services (DES).

The class has been divided into three groups and each assigned to do research on a concern or issue DES has. One group is researching what would be involved in the creation of a registry for special populations (criminals, elderly, disabled, mentally ill etc.). Another group is tasked with researching how animals, specifically pets and livestock, would be sheltered in

disaster situations in the state. The final group is working on a plan for post-landfall distribution sites.

Graduate student Jeff Reibestein said, "This project gave us the opportunity to tackle a real world issue that North Dakota is dealing with and to provide a recommendation for how the state should proceed. It was a useful experience that gave us the chance to apply classroom knowledge towards solving practical problems." At semester's end, the student proposals will be submitted to DES for review and possible incorporation into state planning.

The projects provide the opportunity for students to apply what they learn in the class room in service to the community. As graduate student Kim Kirschner stated, "It's rewarding to know that while receiving education you can also help the community."

Future Research Suggestions

The FEMA Higher Education website recently began featuring practitioner suggestions for student research. George Wisbey, Training Coordinator for North Carolina's Division of Emergency Management, submitted the following topics.

1. Effective Training in Emergency Management: Best Delivery Method for the Professional
2. Public Policy in Emergency Management: Liability and Litigation
3. Debris Management: Cubic

Yards vs Cubic Tons, Which Is Better?

4. Emergency Management Planning and Outsourcing: Are We Defeating the Purpose?
5. Effects on the Emergency Management Phases Due to Lack of Mitigation Funding

These topics represent just a few topical directions a student in the program could take. They are real world issues faced by an emergency manager that require research-based solutions.

NDSU's program in emergency

management is committed to solution based research for emergency management and toward that end is interested in ascertaining the research needs of the emergency management community in the FEMA VIII region.

The program is open to any suggestions the field might have to offer. Should this newsletter find it's way into a practitioner's hands who has an issue research could help address, please forward on your thoughts to Department Chair, Daniel Klenow, at Daniel.Klenow@ndsuh.edu.

EMSA Elections

The spring semester is quickly coming to an end. And spring means it is time for EMSA elections!

For the next week nominations will be accepted for key EMSA positions. All students are welcome to participate. You are allowed to nominate yourself, in fact, you are encouraged to do so!

Positions for nomination:

- President
- Vice President
- Secretary/Treasurer

To nominate someone simply send an email to Lindsey.Bratvold@ndsuh.edu clearly stating who you are nominating and for what position.

Following nominations, an email will be sent out and an article published in the newsletter with the date and time of the election, as well as a complete list of the nominated individuals.

Students who want to vote in the elections as EMSA members will be asked to pay their membership dues of five dollars for the spring semester before voting.

Official Name Change

The Department of Sociology and Anthropology, within which the NDSU Emergency Management Program is situated, has just received approval to change its name to the Department of Sociology, Anthropology, and Emergency Management, giving, as Department Chair Klenow writes, "full recognition to

the range of degrees offered in the department and the interdisciplinary nature of our programs."

The phrase from Shakespeare's Romeo and Juliet "What's in a name? A rose by any other name would still smell as sweet" seems applicable here. While the name change is welcome, it is by no means an indication of an internal change in how

the program is perceived. Since its inception the department has been committed to the development and success of the emergency management program.

"The name change represents just one of a number of planned departmental changes in support of program growth," stated Department Chair Klenow.

We're Online!

Online courses are a flexible alternative to the traditional classroom based course. They are popular with students, working professionals and the institutions from which they are taught. This summer will witness the first offering of an online course by the Emergency Management Program.

EMGT 201: Introduction to Emergency Management will be available online to be taken by anyone and everyone interested. The course is an introduction to the field of emergency management and will utilize discussion, reading, group activity, and practical application. The course will dis-

cuss disasters and emergencies and the need for an organized institution to deal with the consequences of natural and technological hazards. It will explore response to these threats as well as recovery from them. This course is intended to be a fundamental stepping stone for a continuum of students from those who are simply curious to those who want build a career in the field.

The course will be organized through the use of Blackboard using the discussion board feature to prompt conversation between students about course readings. Student comprehension will be

measured through completion of questions in the text and summary reports written by students.

The Online Intro course will be facilitated by Micheal Kemp, a graduate student finishing his doctoral work in the emergency management program. He holds a master's degree in Criminal Justice and has experience in emergency management through the time he spent in the Marine Corps.

Development of future online courses are on the horizon as the program progresses.

A bright future for EMGT graduates

Employment trends in emergency management tracked by the Bureau of Labor Statistics are looking great for EMGT students. As of 2005, the median wage for an emergency management specialist was \$45,980 annually. While, approximately half of the emergency managers made less than \$45,980, an equal number made more!

In 2004, there were 10,000 em-

ployees in the field and the number is expected to continue to grow 21-35% between 2004 and 2014.

Titles that are captured under this category included: Emergency Planner, Emergency Management System Director, Emergency Preparedness Program Specialist, Emergency Management Coordinator, Emergency Services Director, Emergency Management Pro-

gram Specialist, Emergency Response Team Leader, Emergency Services Program Coordinator, and Hazard Mitigation Officer.

The future is bright for emergency management students who earn a degree and gain relevant experience. Information for this article was taken directly from the Occupational Information Network online.

Research Corner

In a hurry to find out information about something? Want to know what a person said or did? Have no clue what a word means? In a moment of desperation, a typical student these days might simply log onto the internet, go to the Wikipedia web site, and look up the information they need.

Wikipedia, an online encyclopedia, has over one million references. At

first glance, Wikipedia appears to provide an accurate, brief and somewhat thorough description. A typical student might stop right there thinking they have found what they need.

If you are using Wikipedia to resolve an argument with a friend over a pop culture issue, Wikipedia is probably a fine source. However, across the country many students

are using Wikipedia as a source for their papers, and this presents a huge problem! Anyone and everyone can enter a definition or alter a definition at the website. As pointed out recently on the Comedy Channel's "Cobert Report" "reality" is being defined and redefined at the whim of whomever is so inclined. The message, don't use Wikipedia as a source for academic work!!!

Job Corner

The Occupational Information Network Online at <http://online.onetcenter.org> is a must-see for all emergency management students. Specifically, one has to take the time to look at the summary report for emergency management specialists.

The report lists the tasks, knowledge, skills, abilities, work activities, work context, job zone, work styles, wages and employment involved with a career in emergency management.

As a student facing graduation at some point, this site is vital for several reasons. First, knowing what is

expected in the field allows you to tailor your experiences while in school.

Second, after reflecting on your experiences related to the information provided in the report, you can better craft your resume. Think creatively, because you may have relevant experience and not have realized it.

Third, in evaluating the knowledge and skills sections, you can see what areas you might need to further develop and address by taking related courses or seeking further experience through volunteering, internships or part-time jobs.

Finally, knowing this information better prepares you for what to expect in an interview. For instance, the site lists dependability, integrity, leadership, stress tolerance, cooperation, persistence, adaptability/flexibility, analytical thinking, attention to detail and initiative as a job required work styles. It would be fair to expect interview questions that will ask an applicant to address how you reflect these styles.

This site is by no means the only way of getting this information; however, it is a clear and concise source that will get you thinking.

Another student scores!

Lindsey Bratvold, a graduate student in emergency management, is about to graduate. While finishing her thesis, she has been actively applying for jobs related to emergency management in the Bismarck, North Dakota area.

Just last week she received a job offer for the position of Research Analyst with the North Dakota Department of Public Health. Begin-

ning in May, Lindsey will be responsible for managing two major data collection projects, one focusing on statewide ambulance reporting program and one focusing on trauma registry. To meet her responsibilities, Lindsey will utilize her background in

"If I had the chance to advise prospective graduates seeking employment I would say start early and use campus resources, such as the Career Center and EMGT training sessions like Intro to GIS."

emergency management and sociology. Skill areas she will rely on include GIS, SPSS, statistical analysis, research methods and design, communication, and writing, to name a few.

Congratulations, Lindsey! And, best of luck!

Student Voice

As the concept of the EMGT Student Newsletter matures, features that would add value for students become more clear. The "Student Voice" column will be a forum for students to say what they feel they need as emergency management students, an issue that frustrates them in the study of emergency management, or even something about the program at NDSU. The following was submitted by an undergraduate student, Breanna Koval:

As an emergency management student I am consistently exposed to documents and reports by professors, organizations, and congress. How is a student who tends to have little knowledge of political jargon suppose to understand them?

Granted one can muddle through sections by piecing things together, but where are the text books that are a staple for other

subjects? I am a student who wants to learn things like practical application and technical advances in the field, but at this point it seems as though politics surround everything. Perhaps I will benefit from not having concrete text books, but in the mean time what is out there for someone who wants to learn?

A response to this concern will be published in the May issue.

Wrestling with Giants

Henceforth, the EMGT Student Newsletter will feature a new column entitled "Wrestling with Giants." The purpose of the column is to simplify major theories, or parts of theories, from any discipline or scholarly journal articles and relate them to the practice and discipline of emergency management.

For this first column, the two contributions of Durkheim, a classical theorist in sociology, on social facts and anomie will be explained and then applied to emergency management.

Durkheim believed that society was ordered around social facts, or "social structures and cultural norms and values [that are internalized by, but] external to, and coercive of, actors" (Ritzer, 2004, p. 73).

Social facts are diffuse throughout a group, can be explained by other social facts, and can be empirically studied. Some facts are directly observable, such as language, forms of technology and law, whereas, others are less so such as morality, social currents and culture (Ritzer, 2004, p. 74-75). Social facts are constructed, not by individuals, but by collectives in pursuit of collective goals.

While there are many examples of social facts which compel or restrain action in emergency management, only a few will be discussed here. Federalism and the economy are social facts external to emergency management, but coercive of it.

The federal structure of government in the United States creates an environment of competing interests and rights between the

national government and state governments. What is considered the best course of action for a part of the nation is not always best for a given state or region. It could be argued that this is particularly true in emergency management if one believes the criticisms of the National Incident Management System (NIMS).

Taxation and the Congressional budget process are elements of federalism that also constrain activity in emergency management as the federal government is relied on for much of the funds and the outcome of the related political budgetary process for emergency management activities.

The system of capitalism as it is manifested in the United States encourages efficiency, high productivity, market competition and short-term investment. This combination of external forces motivates land development and zoning, materials used in construction, infrastructure design, willingness to invest in mitigation measures which tend to pay-off in the long-term and more...

Another social fact outside of emergency management which has a constraining effect on action are social currents. Social currents, put simply, are "collective moods" (Ritzer, 2004, p. 79). "The complexity and intensity of interactions between individuals cause a new level of reality to emerge that cannot be explained in terms of the individuals" (Ritzer, 2004, p. 79).

A prime example of a social current is the heightened awareness, or risk salience, of terrorism following 9/11 on emergency management. Public perception of

danger and their related willingness to pay for protection from them are not permanent, and yet, have an extreme impact on how emergency management is conducted. As has been noted in numerous articles and books, this social current required that emergency management focus its efforts predominantly on homeland security issues, rather than in a multi-hazard approach.

The second conceptual contribution of Durkheim's to be discussed here is *anomie*. Anomie is an abnormal condition in society marked by the absence of norms. In Durkheim's view, individuals without norms become isolated and adrift. He believed that anomie can develop in society anytime, but is heightened in times of economic or social disruption.

The idea that disasters are events that disrupt the normal social and economic order has been well established in the literature. In fact, the ideas of Turner and Killian (1972) and Wamsley and Schroeder (1996) regarding the "milling process" and "keynoting" and "bureaucratic versus emergent norms" put forth by Schneider (1992) are examples of how society addresses the sense of anomie experienced after disasters.

References:

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Beck and Emergency Management

Emergency management graduate students, Jessica Leifeld and Jeanine Neipert, recently traveled to Chicago to present papers at the Midwest Sociological Society Conference. Both students were part of a panel on “Ulrich Beck’s Risk Society: Protecting, Mitigating and Channeling Dangers.”

Ulrich Beck’s *Risk Society: Towards a New Modernity* was a ground-breaking effort to explain the conditions for and state of risk and society. Beck theorized that simple modernity wherein industrial society was focused on the production of wealth and distribution under conditions of scarcity is transitioning into a second modernity wherein society is organized around preventing, minimizing or channeling risk — a risk society.

By Beck’s argument this shift from first to second modernity comes about as a result of latent side effects brought on by the very processes and logic which supported and sustained modernization. A commonly used example is the Chernobyl disaster.

The effects of modernization become the driving force of change — a process Beck termed “reflexive modernization” which can be defined as “self-confrontation with the effects of risk society that cannot be dealt with and assimilated in the system of industrial society” (Beck, 1994, p. 76). In his view, risk, specifically technological and environmental risk, is becoming global in nature and as a result of man-made causes. As social perception and scientization of risk increases it becomes a societal focus “to anticipate and endure dangers” (Beck, 1992, p. 76).

Much of the commentary written by or on Beck and reflexive modernization is focused on environmental and technological risks. Of interest to scholars in this area are manufactured risks, or risks produced by human activity (Giddens, 1999). The discussion has ignored natural disasters resting on the assumption that natural disasters are socially understood as caused by external non-human forces (Elliot, 2002). While that may have once been true, the emergency management literature now shows a transition in assessment of the causes of disasters — be they technological, man-made or natural. While the understanding of natural hazards can not be separated from the natural forces which create the opportunity for disaster, a disaster, as it is now understood, does not occur without interaction with and impact on the human and built environments (Mileti, 1999; Godschalk, 1999). The human and built environments are the result of human activity spurred on, in large part, by the forces of modernization.

Most proneness to disaster, or vulnerability, is socially constructed. This concept of vulnerability relates to Beck’s analysis of risk (Wisner et al., 2004; Hogan and Marandola Jr., 2005). Vulnerabilities, as they are understood in emergency management, can be natural, physical, economic, social, political, technical, ideological, cultural, educational, ecological, and/or institutional in origin (Wilches-Chaux, 1989). Mitigation strategies, or actions taken to reduce or eliminate risk to human life and property from hazards, are employed to correct vulner-

abilities as they become apparent. In most instances vulnerabilities caused by humans and development are unknown or unrecognized when they are created.

This relates to Beck’s concept of latent side effects. “More and more, the centre comes to be occupied by threats that are neither visible nor tangible to the lay public, threats that will not even take their toll in the life-span of the affected individuals” (Beck, 1992, p. 162). Humans built homes, neighborhoods, businesses, industry and supporting infrastructure in areas that serve the goals of modernization and lend themselves to the production of wealth. Materials and design utilized in construction were not necessarily the best available, but the most efficient and affordable at the time (Godschalk et al., 1999; Mileti, 1999). If one takes as an example the relationship between water and modernization, the preceding is exemplified more clearly.

Locations close to water — rivers, deltas, coasts — were chosen for their navigability and with production of wealth in mind. The dangers associated with living and developing close to water were known, such as floods and hurricanes, and hard structural and engineering mitigation strategies were employed to protect urban and industrial areas from impact. Structural approaches, land use management, insurance, education, restoration of natural protective features of the environment are just a few tactics commonly used. However, the latent side effects of the urban

Beck and Emergency Management cont.

development itself and the risks associated with the measures designed to protect it were uncertain. It is only with the breakdown of those environments and protections that humans have the opportunity to understand the fallibility of their constructions.

“Beck et al. argue further that taken-for-granted assumptions become the object of reflection and analysis at precisely the point when tried and trusted principles and structures fail, when the logic of an established system begins to implode” (Adam, 2003, p. 60). The academic discipline and profession of emergency management developed in the latter part of the twentieth century in reaction to the increasing social and economic impacts of disasters and the uncertainty, insecurity and complexity associated with hazards and risk.

The goal of emergency management is to prepare for, mitigate, respond to and recover from disasters through training a professional cadre and academic research in the field. The similarity between the notions of Beck’s risk society and reflexive modernization and the development of this new discipline of study are not just on the surface, rather the relationship between Beck and emergency management goes much deeper. The presentations done by Jeanine Neipert and Jessica Leifeld illustrate two ways in which Beck’s theory could be applied.

Jeanine Neipert presented on “Globalization and Its Influence on the Risk Society.” She examined the impact globalization has

had in the expansion and perpetuation of the risk society. With the advent of globalization, global risks and their ensuing consequences have reaffirmed the need for the reflexive modernization of industrial and environmental practices. Historically, wealthy nations have been responsible for producing, and subsequently, outsourcing a large number of manufactured risks. Poorer nations, in their quest for capital and increased economic world-standing, have had little choice but to import many of the high risk industries necessary to expand their own economies, as well as, sustain the economies of wealthier trade partners. The global risks, resulting from increased globalization, have led to an era where everyone, albeit to differing degrees, is susceptible to risk and must take preventative measures to counter these risks.

Upon reflection, one can see many applications of Jeanine’s paper in emergency management.

Jessica Leifeld’s presentation was entitled “Beck’s Reflexive Modernization and Hazard Mitigation.” Utilizing case studies of the Netherlands and United States, she integrated and synthesized Beck’s concept of risk society and reflexive modernization with mitigation trends in emergency management. Through an examination of mitigation techniques in the Netherlands, she demonstrated a progression from modernity to reflexive modernization and beyond. Furthermore, in using the Netherlands case she illustrated changing social perceptions of nature *vis a vis* mankind, technology, and risk. Jessica ar-

gued that the United States, on the other hand, has failed to quickly or effectively embrace the lessons of risk society and reflexive modernity with regard to mitigation. Her presentation discussed some of the opportunities and failures the United States has had with regard to disaster mitigation, with particular attention to Hurricane Katrina, and related the lessons from the Netherlands from which the United States may very well benefit.

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EMGT STUDENT NEWSLETTER

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STUDENT OF THE MONTH

Graduate student Jeanine Neipert moved to Fargo from Maine for the sole purpose of seeking a master's in emergency management.

Upon her arrival, she immediately stepped into the assistant project coordinator position for the DRU project and immersed herself in her course work. Her research interests revolve around risk perception and how it relates to the four phases, and international disaster relief efforts, especially those dealing with displaced persons.

Jeanine came into the program with a B.A. in political science and a background in pandemic influenza planning and NIMS compliance. She was formerly employed as an emergency services dispatcher, English teacher, and as a travel agent.

Jeanine has also traveled extensively. She has visited eighteen countries, lived in Scotland for two years and Southeast Asia for three years. Her travels have given her a unique perspective on international issues in emergency management. Upon graduating with her master's in Spring 2008, she plans to be involved with international disaster response.

