

Social Issues in Disaster Management

York University, School of Administrative Studies

Aaida A. Mamuji, Ph.D. & Jennie Phillips, Ph.D.

Course Outline

Course Details

Course Code: DEMS 3708 W 2020
Prerequisites: DEMS 2700 and DEMS 3701
Location: R S205
Class Times: Wednesdays 11.30am-2.30pm

Instructor Details

Dr. Mamuji - amamuji@yorku.ca
Dr. Phillips - phillj@yorku.ca
Office: Atkinson Building, Room 250
Office hours: By appointment

COURSE DESCRIPTION

This course offers in-depth analysis of the way social and cultural processes shape our experience and understanding of catastrophe, whether natural, technological, or intentional. The focus of this course is on exploring the impact of gender, class, power, ethnicity, and age on vulnerability and outcomes; the role and impact of larger political and economic systems in disaster management; and the relationship of disasters to social change. The course also characterizes social capability in disaster, and discusses the factors that suppresses and enables this capability. Case studies of disasters will be used to illustrate the material discussed.

Upon completion of this course students should be able to:

- Describe and apply a social vulnerability lens to analyzing social issues.
- Investigate social inequities and how they relate to disaster vulnerability, particularly with respect to human rights.
- Discuss the importance of strengthening communities and fostering resilience in the face of disasters.
- Characterize social capability in a disaster setting, and identify mechanisms to enable this capability.
- Describe the system-citizen relational dynamics that impact social vulnerability and capability.
- Explain the basic elements of sustainable development and why it makes sense to integrate disaster planning/emergency management with this framework.
- Conduct a basic community vulnerability assessment and develop a grant proposal.

READINGS

Required: Thomas, Deborah SK, Brenda D. Phillips, William E. Lovekamp, and Alice Fothergill, eds. *Social vulnerability to disasters*. CRC Press, 2013. ISBN 9781466516403

This book is available in eBook format, and eBook rental at <https://www.crcpress.com/>.

Additional readings will be assigned or recommended throughout the course. These will be accessible on the Internet and/or available for download through York University's Library eBooks or eJournals.

TEACHING METHODS

This course incorporates the following teaching methods and use of technology:

- *Moodle* – This course has a Moodle page. All students who register for the course should be able to access the course at: moodle.yorku.ca using their York Passport IDs and Passwords.
- *Slide shows* – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
- *Open discussion* – Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view.
- *Guest speakers* – Talks by academics and/or practitioners directly involved in the topics and contexts under discussion may be used to augment course content.
- *Group work* – activities and assignments will be conducted in groups of varying sizes in order to enhance student retention and encourage the development of teamwork skills.
- *Student presentations* – students will be required to present their work to the class in groups.

COURSE EVALUATION

The final grade for the course will be based on the following items weighted as indicated:

Evaluation Item	Marks
Participation (Weekly attendance & in-class participation)	10%
Individual Paper & Blog Post (March 4)	25%
Group Grant Proposal & Presentation (Outline due February 12, Presentation April 1)	35%
Final Exam (During Exam Period)	30%
Total	100%

Final course grades may be adjusted to conform to Program or Faculty grade distribution profiles. Bonus marks may be earned.

A description of course evaluation criteria is as follows:

(1) Participation: Weekly

Student participation in classroom discussions and activities is an important component of the course and should be taken seriously. In order to receive adequate participation marks, class attendance is mandatory.

(2) Case-Study Paper & Blog Post

Students will write an academic case study regarding the experiences of a vulnerable group in a disaster situation OR situations where populations demonstrate high capability. The paper should be 12-15 pages long (double spaced, not including references). Students will also be required to write and upload a practitioner-focused 350-500 word blog post summarizing the main points of the paper. The final paper is due on **March 4**. Details to follow.

(3) Grant Proposal: & Presentation February 12 (Outline) and April 1 (Final Report/Presentation)

Working in groups, students are to develop a grant proposal for a community project that aims to build the capability of socially vulnerable groups in any phase of the comprehensive emergency management cycle. An outline of the grant is due on **February 12** (worth 10% of the allotted 35%). Final report and group presentation to be delivered on **April 1**.

Details to follow.

DETAILED COURSE OUTLINE (subject to change)

	Date	Topic	Prof.	Textbook Reading (additional readings will be assigned)
1	Jan 8	Course Orientation & Introduction Disaster Paradigms Distinguishing Vulnerability & Capability	Mamuji & Phillips	Chapters 1-2
2	Jan 15	Introducing Social Capability + Note Taking	Phillips	
3	Jan 22	Sustainable Development Measuring Social Vulnerability Group Assignment: Grant Writing	Mamuji	Chapter 3 Chapter 16
4	Jan 29	Visible Minority Groups in Canada - Indigenous Communities - Fort McMurray's Muslim Community	Mamuji	Chapter 13
5	Feb 5	Humanitarian Assistance & Coordination 1	Mamuji	Chapter 6
6	Feb 12	Humanitarian Assistance & Coordination 2 <i>Guest Speaker - TBD</i>	Mamuji	Chapter 7
February 19 READING WEEK				
7	Feb 26	Disability Governance <i>Grad Students Presentations</i>	Mamuji	Chapter 9
8	Mar 4	Community Resilience Potential <i>Grad Students Presentations</i>	Phillips	Chapter 5
9	Mar 11	Local Initiatives with Global Impact <i>Guest Speaker - TBD</i>	Phillips	Chapter 4
10	Mar 18	Global Initiatives with Global Impact	Phillips	TBD
11	Mar 25	Towards Building Resilience	Phillips	Chapter 17
12	Apl 1	<u>Student Grant Presentations</u>	Mamuji & Phillips	

LATE ASSIGNMENTS POLICY

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received/completed in the time frame specified.

- Please note that there will be no make-up for missed participation during any given week.
- Assignments received later than the due date will be penalized. 5% of the final grade will be deducted for each day that the project is late, including weekends.

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

Deferred Final Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

- DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf
- Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>, followed by handing in a completed original Deferred Standing Agreement (DSA) form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. **Deferred exams might take place during the regular exams period or in subsequent weeks depending on the course;** precise dates are known when the Office of the Registrar publishes the final exam schedule of the term. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty policy for themselves at:

- <http://www.yorku.ca/secretariat/policies/document.php?document=69>
- Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- *Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Student Accessibility Services (formerly known as Counselling and Disability Services) website at <https://accessibility.students.yorku.ca> York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>.

Please alert the Course Director as soon as possible should you require special accommodations.