**York University**

**Faculty of Liberal Arts and Professional Studies**

**School of Administrative Studies**

**Summer 2020**

# COURSE INFORMATION

Course Code: AP/ADMS 3701 SU Disaster Risk Management

Class Location: Online Delivery

Session Dates: May 11 – August 12, 2020

Course Director: Rebecca Hanson, MA

Email: rebhan@yorku.ca

Office Hours: by appointment

# REQUIRED READINGS

Textbook: Disasters and Risk Management in Canada – An Introduction, by Nirupama Agrawal, Publisher: Springer

Readings: Articles as assigned

# SHORT COURSE DESCRIPTION

Practical analysis of the risk management process and the specific tools and methods used to address the risks facing organizations, institutions, and communities.

# EXPANDED COURSE DESCRIPTION

Hazard identification and risk and vulnerability assessments are cited as the foundations of disaster risk management programs; however, data availability, changing environments, and complex systems pose a challenge. These challenges are further exacerbated by the social construction of risk, which influences risk acceptability, perception, awareness, and communications. This course will provide students with a grounding in risk including assessment methods and how social factors influence them.

Students in senior years who are pursuing programs in management; administrative studies; science; engineering; environmental studies; humanities; geography; psychology; health; law; and fine arts may find this course particularly enriching due to its applicability and multidisciplinary nature.

# COURSE LEARNING OBJECTIVES

On completion of this course, students will be able to:

* Demonstrate understanding of emergencies and disasters
* Interpret disaster risk assessments and explain how the assessments are used in disaster risk reduction and disaster resilience programs
* Describe how risk is socially constructed
* Identify how vulnerability and resilience manifests in disasters

# TEACHING METHODS

The course will primarily involve formal lectures by the course director supplemented on occasion with audio and video resources. Computer generated slides will be used and made available via the Moodle course page; however, students should take notes during the lesson as the slides will contain only a high-level summary of topics being discussed. If a student is absent from a class, it is their responsibility to obtain details on the lesson from a colleague as the course director will not repeat the lecture. The required readings are emphasized in the lectures and a focus of the examinations. Students will also participate in a group throughout the session - the details of which will be provided at the beginning of the course.

# ORGANIZATION OF THE COURSE

Lesson presentations, individual study and group activities are key to learning and understanding. Recent examples of natural, human-induced and technological disasters are used to comprehend theoretical concepts and practical relevance. The course is divided into four main topics:

* How is risk a part of emergency management?
	+ How are important risk terms defined?
* How do emergency managers identify hazards and assess risk and vulnerability?
	+ What are hazards and risks and how do we distinguish between the two?
	+ Should we use quantitative or qualitative methods?
	+ What is vulnerability and how does it relate to disasters?
	+ What issues arise in disaster risk assessment?
* What does it mean when we say that risk is socially constructed?
	+ How does risk perception influence acceptable risk?
* How is the disaster risk assessment used in disaster risk management programs?
	+ What is disaster risk reduction and the Sendai Framework?
	+ What is disaster resilience?

| **Course Schedule** |
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| **Week** | **Theme** | **Reading** |
| 1May 11-17, 2020 | Course Introduction | * Global Facility for Disaster Reduction and Recovery (GFDRR). (2016). [The making of a riskier future: How our decisions are shaping future disaster risk.](https://www.gfdrr.org/sites/default/files/publication/Riskier%20Future.pdf) (pp. 5-8)
* FPT. (2017) [An Emergency Management Framework for Canada 3rd Ed.](https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/2017-mrgnc-mngmnt-frmwrk/2017-mrgnc-mngmnt-frmwrk-en.pdf) (pp. 4-23)
 |
| 2May 18-24, 2020 | Natural Hazards | * Chapter 1: Defining Natural Hazards – Large Scale Hazards (pp. 1-40)
 |
| 3May 25-31, 2020 | Natural Hazards Continued | * Chapter 2: Defining Natural Hazards – Medium and Small Scale Hazards (pp. 41-80)
 |
| 4June 1-7, 2020 | Technological Hazards | * UNDRR. (2019). [Global Assessment Report on Disaster Risk Reduction](https://gar.unisdr.org/sites/default/files/reports/2019-05/full_gar_report.pdf). Chapter 3: sections 3.1.7, 3.1.8, 3.1.9, and 3.1.10 (pp. 112-138)
* [Introduction to International Disaster Management](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/4cpv4p/alma991000069919705164). (2015). Chapter 2: Hazards: Available online at the York Library.
	+ Technological Hazards (p. 105);
	+ Transportation Hazards (pp. 105-124);
	+ Structural Fires and Failures (pp. 127-130);
	+ Intentional, Civil, and Political Hazards (pp. 130-145).
 |
| 5June 8-14, 2020 | Human-Induced Hazards | * Hazards, Risks, and Disasters in Society. (2015). [Chapter 10: Cyber Security Hazards in Society](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/13mn820/els_bookB978-0-12-396451-9.00010-X) (pp. 161-179). Available online at York Library.
* [Introduction to International Disaster Management](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/4cpv4p/alma991000069919705164). (2015). Chapter 2: Hazards: Available online at the York Library.
	+ Technological Hazards (p. 105);
	+ Transportation Hazards (pp. 105-124);
	+ Structural Fires and Failures (pp. 127-130);
* Intentional, Civil, and Political Hazards (pp. 130-145).
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| 6June 15-21, 2020 | Risk Assessment and Evaluation  | * Chapter 3: Disaster Risk Management (pp. 81-90)
* UNDRR. (2019). [Global Assessment Report on Disaster Risk Reduction](https://gar.unisdr.org/sites/default/files/reports/2019-05/full_gar_report.pdf). Chapter 3 section 3.2 (129-148)
* Chapter 6: Disaster Risk Evaluation – Quantitative Methods in Canada (sections 6.1)
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| Reading Week |
| 7June 29-July 5, 2020 | Vulnerability | * UNDRR. (2019). [Global Assessment Report on Disaster Risk Reduction](https://gar.unisdr.org/sites/default/files/reports/2019-05/full_gar_report.pdf). Chapter 3 section 3.3 (pp. 148-159)
* GFDRR. (2016). [The making of a riskier future: How our decisions are shaping future disaster risk.](https://www.gfdrr.org/sites/default/files/publication/Riskier%20Future.pdf) (pp. 23-36)
 |
| 8July 6-12, 2020 | Risk Evaluation | * Chapter 6: Disaster Risk Evaluation – Quantitative Methods in Canada (sections 6.2 and 6.3)
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| 9July 13-19, 2020 | Risk Evaluation Continued | * Chapter 7: Disaster Risk Evaluation – Other Quantitative Methods (271-293)
* Chapter 8: Disaster Risk Evaluation – Qualitative Methods (pp. 295-315)
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| 10July 20-26, 2020 | Social Construction of Risk  | * Chapter 5: Disaster Perceptions (193-217)
* GFDRR. (2016): [The making of a riskier future: How our decisions are shaping future disaster risk.](https://www.gfdrr.org/sites/default/files/publication/Riskier%20Future.pdf) (pp. 37-58)
* UNDRR. (2019). [Global Assessment Report on Disaster Risk Reduction](https://gar.unisdr.org/sites/default/files/reports/2019-05/full_gar_report.pdf). Chapter 5 (pp. 165-170).
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| 11July 27-Aug 2, 2020 | Disaster Risk Management and Resilience | * Chapter 3: Disaster Risk Management (pp. 91-145)
* Chapter 4 (excludes 4.4 and 4.5)
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| 12Aug 3-9, 2020 |  | * UNDRR. (2019). [Global Assessment Report on Disaster Risk Reduction](https://gar.unisdr.org/sites/default/files/reports/2019-05/full_gar_report.pdf). Chapter 1 (pp. 25-34)
* UNDRR. (2015). [Sendai Framework for Disaster Risk Reduction](https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf). (pp. 8-27)
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| TBD | Final Exam Period August 14-21, 2020 |

# EVALUATION

Course will involve online delivery of lesson materials combined with discussion opportunities, and group and individual study. Evaluations will be balanced between research and writing practicums, and a cumulative final exam.

* Final Exam – 50%
* Participation – 10%
* Group Assignment **(Details will be provided at the beginning of the session)**
	+ Group Participation – 5%
	+ Group Submission (Due August 3 by 11:55 pm) – 35%

Important Notes:

* Grade distribution profiles have been established for AP/ADMS and DEMS courses by the School for Administrative Studies and by the Faculty for Liberal Arts and Professional Studies. Final course grades may be adjusted to conform to school and faculty grade distribution profiles.
* Assignments for this course must be received/completed in the time frame specified.
	+ Assignments received later than the due date will be penalized.
	+ One full mark of the final grade of an assignment will be deducted for each day or part of a day that an assignment is late, including weekends (i.e. an assignment submitted 36 hours from the Moodle cut off time would lose 2 points from a possible 20 points).
	+ Requests for extensions will only be granted at the discretion of the instructor if a valid reason is given at least 3 days prior to the assignment being due.
* Students may request deferred standing for the final exam based on university regulations.

# ACADEMIC WRITING

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (i.e. APA format) (http://www.apastyle.org/).

Written assignments will be graded primarily on content, but will also consider the technical quality of the writing. All written assignments should be carefully proofread for spelling, grammar, and syntax.

Sources of information should be evaluated for credibility and reliability. Online sources may be used if they meet the standards for academic writing. Open-edit weblog or unattributed websites (i.e. Wikipedia) should not be used. Students must attribute information to the original sources using in text citations and properly formatted entries in the reference list. Directly quoted information must be properly formatted and cited; yet, should be used sparingly where it is essential that the author’s original words be precisely conveyed.

Please visit <https://spark.library.yorku.ca/> for guidance on APA formatting, selecting and citing sources, and improving your writing.

# ADDITIONAL INFORMATION

* The course instructor will read and respond to emails within 48 hours or earlier, if possible. Appointments for telephone discussions will be arranged via email.
* Course announcements will be made via Moodle when required.
* Topics related to disaster and emergency management may be upsetting for some individuals due to the nature of the subject matter and depictions of human suffering, anti-social behaviors, and the consequences extreme events. Contact the course director if you have any concerns.
* Due to privacy reasons of the course instructor and students, sharing of audio or video recording of course activities is prohibited.

**RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS**

**Applicable to all ADMS and DEMS courses**

**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](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.