

SOCIAL ISSUES IN DISASTER MANAGEMENT
York University, School of Administrative Studies

COURSE OUTLINE - DEMS 3708 W 2021

Remote Learning

Wednesdays, 11:30am-2:30pm EST

COURSE INSTRUCTOR: Dr. Jennifer Spinney

OFFICE: XXXX

OFFICE HOURS: (Virtually) Mondays 9:00am-10:00am, or by appointment. Emails will be answered within 24 hours

EMAIL: jspinney@yorku.ca

CREDIT VALUE: 3.0 credit

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 socio, political and economic structures in disaster management; and the relationship of disasters to social change. The course also examines capacities for resilience building to disaster, and discusses the factors that both suppress and enable resilience. Case studies of disasters will be used to illustrate the material discussed.

COURSE LEARNING OUTCOMES

Upon completion of this course students should be able to-

- Describe and apply a social vulnerability lens to analyzing social issues as they relate to disasters.
- Investigate social inequities and how they relate to disaster vulnerability.
- Discuss the importance of strengthening communities and fostering resilience in the face of disasters.
- Describe the structural/system-citizen relational dynamics that impact social vulnerability and capacity for resilience building.
- Explain the basic elements of sustainable development and why it makes sense to integrate disaster planning/emergency management with this framework.
- Conduct basic research, as well as formulate well organized written arguments and analysis that are grounded in supporting evidence

READINGS

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

The above textbook is available on the York University Libraries website (<https://www.library.yorku.ca/web/>) as an e-book.

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

The structure of this course consists of online/remote instruction, including both asynchronous and synchronous learning. It incorporates the following teaching methods and use of technology:

- eClass – This course has a page on eClass. All students who register for the course should be able to access the course page using their York Passport IDs and Passwords.
- Recorded lectures/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.

Please note: weeks for this class run from Mondays to Sundays. Asynchronous content will be released on eClass on Mondays, in advance of the following week's learning activities. Synchronous learning sessions will be scheduled throughout the term (7 in total) to be held during the course's designated day and time (Wednesdays between 11:30am and 2:30pm EST). **The first synchronous session is scheduled for Wednesday, January 13th at 11:30am EST.**

** A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's eClass site before the first day of class.*

COURSE EVALUATION

Item	Description	Weighting	Total	Due Date
Quizzes	3 quizzes	3 x 10%	30%	various
Synchronous Sessions	Attendance	5 x 1%	5%	various
	Breakout Activities	5 x 7%	35%	various
Reflection – Opinion Piece	Following Guest speaker	1 x 10%	5%	Due Sunday, March 21 st
Paper – Case study	1500-2000 words	1 x 25%	25%	April 12 th

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

Description of course evaluation criteria is as follows:

Quizzes– 30%

There will be three quizzes throughout the course (one every four weeks). Quizzes will be released on the Monday of the week they are assigned, and each quiz must be completed by 11:59pm EST Sundays (at the end of the week they are assigned). Each quiz will have between 8-10 questions. All quizzes will be multiple choice or T/F format. You will take each quiz online and you will have one attempt to complete the quiz. Quizzes will focus on the main ideas in the week's readings and lectures. Quizzes will be non-cumulative. There will be no make-up quizzes. Each quiz will be worth 10 points for a total of 30% of your final grade.

Reminder: Each quiz will be open for a specific time period. If you miss a quiz deadline, you will not be able to complete that quiz.

Synchronous Sessions- 40%

Of the 7 synchronous sessions held this term, attendance will be recorded in 5 ($5 \times 1\% = 5\%$). In those same 5 synchronous sessions, students will work together in small breakout groups to complete an exercise ($5 \times 7\% = 35\%$). Students will work together in their groups to complete the exercise (discuss and answer the 3-5 questions) and responses will be submitted as a group (**one per group**) to eClass by 11:59pm on the evening of the synchronous session. Additional details for each Breakout Activity (instructions and rubrics) will be posted on eClass.

This is a sample of an agenda for a synchronous session that includes a Breakout Activity:

- 11:30am-11:45am - we will meet as a single, larger group. We will check in and you will have an opportunity to ask questions about course content and to receive feedback.
- 11:45am-12:30pm - students will work together in their groups to complete the exercise (discuss and answer the questions)
- 12:30pm-12:45pm – break
- 12:45pm-1:45pm - we will reconvene as a single, larger group and discuss the exercise.
- 1:45pm-2:00pm – wrap up and what's coming up next

Sometime after the synchronous session but before 11:59pm the day of the session, one student from each group will upload the Breakout Activity response to eClass. Students will be assessed based on the quality of responses and their ability to make connections with course material.

If you are unable to join any of the 5 synchronous session where attendance is and a Breakout Activity is completed, you will have an opportunity to make-up the marks, however, **you must contact me in advance** so that we can work together to create a solution that is equitable for both you and I.

The 7 synchronous sessions for DEMS 3708 will be held on:

1. January 13th
2. February 3rd*
3. February 10th*
4. February 23rd*
5. March 10th

6. March 24th*
7. April 7th*

*Indicates when attendance will be recorded and when Breakout Activities will take place.

Reflection – Opinion Piece- 5%

There will be one written reflection activity assigned (approximately 500-600 words; 5%) during this course. This will be a reflection on the content provided by the guest speaker and will be an opportunity for you to engage with course content, critically reflect on the concepts learned, contribute your own questions, or ideas.

The Reflection will be due on March 21st, 2021.

Note: Unless a student receives accommodation for illness through Academic Counselling, late Discussion Activities will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late Discussion Activities will not be accepted after 5 days.

Paper – Case Study- 25%

In this assignment you will prepare a 1500-2000 word academic/research paper regarding the experiences of a vulnerable group in a disaster situation OR where populations demonstrate capacity, either individually or socially as a group, in a disaster situation. The paper is due the final day of the Winter term, or April 12th, 2021. Additional details for the Paper will be posted and available on eClass.

Note: Unless a student receives accommodation for illness through Academic Counselling, late Assignments will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late assignments will not be accepted after 5 days.

DETAILED COURSE OUTLINE (subject to change)

Week	Date	Topic	Textbook Reading	Activities/Due dates
1	11-17 Jan	- Course Introduction - Understanding Social Vulnerability	Ch. 1 & 2	Synchronous session – Jan 13
2	18-24 Jan	- Linking Vulnerability to Sustainable Development - Measuring sustainable development	Ch. 3	Recorded lecture
3	25-31 Jan	- Linking Vulnerability to Discourse and Designation	TBD	Recorded lecture
4	1-7 Feb	- Social Vulnerability & Class/Caste	Ch. 4	Synchronous session + BREAKOUT ACTIVITY – Feb 3 Quiz 1 – due Feb 7
5	8-14 Feb	- Social Vulnerability & Race/Ethnicity	Ch. 5	Synchronous session + BREAKOUT ACTIVITY – Feb 10

SPRING READING WEEK – February 15-19, 2021				
6	22-28 Feb	- Social Vulnerability & Gender	Ch. 6	Synchronous session + BREAKOUT ACTIVITY – Feb 24
7	1-7 Mar	- Social Vulnerability & Age (children and the elderly)	Ch. 7	Recorded lecture
8	8-14 Mar	- Social Vulnerability & Disabilities	Ch. 8	Synchronous session + GUEST SPEAKER – Mar ch10 Quiz 2 – due March 14
9	15-21 Mar	- Social Vulnerability & Health	Ch. 9	Recorded lecture Reflection – due March 21
10	22-28 Mar	- Linking Vulnerability to Resilience – Households and Families (social capital/adaptive capacity)	Ch. 10	Synchronous session + BREAKOUT ACTIVITY – March 24
11	29 Mar-4 April	- Linking Vulnerability to Resilience – Nature of Human Communities (social capital/adaptive capacity) - Vulnerability and Social Change	Ch. 15 & 17	Recorded lecture Quiz 3 – due April 4
12	5-11 April	- Course Review - Documentary		Synchronous session + BREAKOUT ACTIVITY – April 7 Paper – due April 12

COURSE SPECIFIC STATEMENTS AND POLICIES

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Statement on Engaging in the Online Learning Environment

This course relies on the Moodle site to connect you with the syllabus, assignment outlines, content, and other course material. Here, you will engage with me and your peers as we progress through the course. Please keep track of weekly tasks and contribute respectfully to online activities.

Statement on Email

You may contact me by email, but it may take up to 24 hours for a response. If the matter is something we cannot address by email, we can coordinate a time to meet virtually through skype or zoom. Please ensure that your emails are worded professionally and include the course number (DEMS3707) in the subject line.

Statement on Student Success

If you need support with your academic writing skills, please visit the Writing Centre at York (for more info visit: <https://writing-centre.writ.laps.yorku.ca>).

The staff at Learning Skills Services (<https://lss.info.yorku.ca>) support your development as an excellent student by answering your questions and providing advice on how to succeed in your studies at York. They can help you to develop new skills or strengthen existing academic skills. Information on important learning skills topics is also available online.

Visit Mental Health and Wellness at York (<https://mhw.info.yorku.ca>) if you need support in navigating any kind of mental health issue (e.g., anxiety, stress, etc.). This centre provides free assistance in connecting you with wellness services and resources on and off campus.

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://sas-app.laps.yorku.ca>

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. **During this time of remote learning, you will be required to submit the forms via email to apsas@yorku.ca.** 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.