

DISASTER RISK MANAGEMENT
York University, School of Administrative Studies

COURSE OUTLINE - DEMS 3701 S1 2021

Remote Learning

Mondays, Thursdays 4-7pm ET

COURSE INSTRUCTOR: Dr. Jennifer Spinney

OFFICE: XXXX

OFFICE HOURS: Tuesdays 10:00am-11:00am (Join Zoom Meeting

<https://yorku.zoom.us/j/95578042644>).

Or, by appointment.

Emails will be answered within 24 hours.

EMAIL: jspinney@yorku.ca

CREDIT VALUE: 3.0 credit

COURSE DESCRIPTION

Nearly all emergency planning processes begin with hazard or risk assessment and analysis. Assessment of hazards, vulnerability and risks are complex subjects – often difficult to apply in practical situations for a variety of reasons, including lack of understanding and data, different perceptions of vulnerability and risks, and conflicting social agendas. Understanding the theory behind these issues, appreciating the challenges in their application, and learning to deal with countless inevitable barriers are crucial to becoming an effective emergency management professional. This course will explore these issues in depth.

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 OUTCOMES

On completion of this course, students will have the following knowledge and skills:

- Understanding of disasters
- Understanding of disaster risk and vulnerability modeling
- Quantitative and qualitative concepts of disaster risk assessment
- Use of specific tools and methods to identify hazards and assess risks and vulnerabilities faced by communities and institutions
- Skills to comprehend various perceptions of disaster risk
- Learn to understand the role of community resilience to manage disaster risk

READINGS

Title: *Natural Disasters and Risk Management in Canada – An Introduction*

Author: Nirupama Agrawal Publisher: Springer

*Available online through York Libraries

Additional readings may be assigned 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 is divided in eight main topics/chapters. Class discussions and group activities are key to learning and understanding of the material. Recent examples of environmental and technological disasters are used to comprehend theoretical concepts and practical relevance.

This course 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 during synchronous sessions – Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view.
- Online Discussion Forums - questions will be asked concerning the course and you will have the opportunity to participate by engaging with course content (employing concepts, theories and models learned throughout the term).
- 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, from May 10th-June 21st, 2021. Asynchronous content will be released on eClass on Mondays each week. Synchronous learning sessions will occur on Thursdays each week between 4:00pm and 7:00pm ET. We will have 6 synchronous sessions throughout the term.

Week 1 begins May 10th, 2021. Week 1 material will be released on Monday, May 10th. Our **first synchronous session will be on Thursday, May 13th at 4:00pm ET.**

Students are expected to come to the synchronous sessions having reviewed the asynchronous content and having completed the relevant readings.

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	4 quizzes – drop lowest	3 x 12%	36%	various
Participation	<i>Weekly attendance & contribution</i>	5 x 2%	10%	various
	<i>2 Online Discussion Forums</i> – drop lowest	1 x 6%	6%	various
Reflection (following guest speaker)		1 x 15%	15%	June 6
Final Case Study	Group Risk Project (of 3)	1 x 33%	33%	June 18

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– 36%

There will be 4 quizzes throughout the course and the quiz that receives the lowest grade will be dropped (3 x 12%). Each quiz will be made available during our designated course time on Monday's (between 4-7pm ET) and ***must be completed during this time***. Each quiz will have between 10-15 questions. All quizzes will be multiple choice or matching format. You will take each quiz online, *you will have one attempt to complete the quiz, and questions will be restricted to sequential answering.* Quizzes will focus on the main ideas in the week's readings and lectures. Quizzes will be non-cumulative. Quizzes will begin in Week 2 of the course. There will be no make-up quizzes. Each quiz will be worth 12 % for a total of 36% of your final grade.

REMINDER: *Each quiz will be open for a three-hour window of time (Mondays from 4-7pm ET). If you miss a quiz deadline, you will not be able to complete that quiz.*

Participation – Weekly (10%)

Student participation in synchronous sessions (*Five Thursdays throughout the term: May 13th, May 20th, May 27th, June 3rd and June 10th*), including classroom discussions and small group breakout activities, is an important component of the course and should be taken seriously. In order to receive adequate participation marks, class attendance is mandatory.

NOTE: Prior to exiting the synchronous sessions, students will be asked to assess the participation each group member (including themselves) made during the breakout activities. These assessments will be in Word format, completed privately and uploaded through eClass at the end of class. These assessments will inform the weekly participation grade students earn during the course.

Participation – Online Discussion Forums- 6%

This course includes students making 2, approximately 350 word submissions, to the online discussion boards via eClass. The submission that receives the lowest grade will be dropped (1 x 6%). Between weeks 2-4, about 4 questions will be asked (but you only have to respond to 2).

Each set of participation questions will have its own Discussion Board. Before you post an answer to any question you must do the readings and access the online material that covers the relevant content (and the same applies to subsequent sets of questions). If you answer more than 2 questions, only 2 entries will be marked and they will be marked in the order (according to the date) that they are posted.

NOTE: There will be a limited period of up to **7 days** to answer each participation question. After that, the discussion board will be closed for that particular question(s), and a new set of questions will be available on a separate discussion board.

Reflection – Opinion Piece- 15%

There will be one written reflection activity assigned (approximately 700 words; 15%) 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 and critically reflect on the concepts learned in the presentation and the course.

The Reflection will be due on June 6th, 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.

Risk Project - 33%

In this assignment you will work in **groups of 3** to prepare an 7-8 page, single-spaced risk assessment report based on an environmental or technological disaster that has occurred in the last ten years using the Ontario HIRA (Hazard Identification Risk Assessment) Method. Students will self-select their groups of 3. The risk project is due on Friday, June 18th, 2021. Additional details for this assignment will be given in Week 2 of the course (and during the May 20th synchronous session). All information related to the Risk Project 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)

***DRM – Disaster Risk Management**

Week // Date	Topic	Textbook Reading	Activities/Due dates
1 // 10-16 May	<ul style="list-style-type: none"> - Course Introduction - Defining core concepts - EM framework for Canada - Optional: Global Facility for Disaster Risk Reduction and 	1. Smith & Petley (2009) “Hazards in the Environment” in <i>Environmental Hazards: Assessing Risk and</i>	Synchronous Session – May 13

	Recovery (GFDRR). The making of a riskier future: How our decisions are shaping future risk . (2016: 5-8)	1. <i>Reducing Disaster</i> . Pp. 3-21. 2. An Emergency Management Framework for Canada 3 rd . Ed. (2017: 4-23)	
	- DRM – Hazards (Large scale)	Agrawal 2018 – Ch. 1	
2 // 17-23 May	- DRM – Hazards (Small & Medium Scale)	Agrawal 2018 – Ch. 2	Quiz 1 – May 17 - Week 1 material Synchronous Session – May 20 *Introduce Risk Project
	- DRM – Other hazards - + cyber hazards	Coppola – Ch. 2 Hazards . In <i>Introduction to International Disaster Management</i> (2015: 105-149) – (available through York Libraries)	
3 // 24-30 May	- DRM – Context Hazards ie. Global changes and super hazards	Smith & Petley (2009) “Context Hazards” in <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i> . Pp. 313-335.	Quiz 2 – May 24 - Week 2 Material Synchronous Session – May 27
	- DRM – Introduction to Comprehensive DRM Approach <ul style="list-style-type: none"> o Threat recognition o Risk Analysis & Assessment o Risk Control 	Agrawal 2018 – Ch. 3 (up to 3.6.2)	
	Guest Speaker – May 27 th Maribel Martinez-Mejia - https://www.linkedin.com/in/maribelm360/		
4 // 31 May- 6 June	- DRM - Risk Evaluation Methods (Quantitative)	Agrawal 2018 – Ch. 6	Quiz 3 – May 31 - Week 3 Material Synchronous Session – June 3
	- DRM - Risk Evaluation Methods (Qualitative)	Agrawal 2018 – Ch. 8	Reflection – due June 6 th – 15%
June 7th, 2021 - Last day to drop an S1 course without receiving a grade			
5 // 7-13 June	- DRM – Comprehensive DRM Approach cont'd <ul style="list-style-type: none"> o Plans, 	1. Agrawal 2018 – Ch. 3 (from 3.7 – 3.9) 2. Agrawal 2018 – Ch. 4	Quiz 4 – June 7 Week 4 Material

	<ul style="list-style-type: none"> ○ Recovery ○ Sustainable Development ○ Resilience 	3. Su and le Dé 2020 - “Whose views matter in post-disaster recovery? A case study of “build back better in Tacloban City after Typhoon Haiyan”. <i>International Journal of Disaster Risk Reduction</i> Vol. 51: 1-10.	Synchronous Session – June 10
	- DRM - Perceptions & Risk	1. Agrawal 2018 – Ch. 5 2. Spinney and Pennesi 2013 – “When the river started underneath the land: social constructions of a ‘severe’ weather event in Pangnirtung, Nunavut, Canada. <i>Polar Record</i> . Vo. 49(251): 362-372.	
6 // 14-20 June	<ul style="list-style-type: none"> - Spill over/catch up - Course Review - Documentary 	UNDRR. Sendai Framework for Disaster Risk Reduction. (2015: 8-27)	Synchronous Session – June 17 Risk Project – due June 18 – 33%

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 zoom.

Please ensure that your emails are addressed to Prof. Spinney, worded professionally and include the course number (DEMS 3701) 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. Students are not required to submit a doctor's note or an Attending Physician's Statement in support of requests for deferred standing for courses impacted by the COVID-19 situation. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.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.