

DISASTERS & HUMANS
York University, School of Administrative Studies

COURSE OUTLINE - DEMS 3706 Summer 2021
ONLINE Learning

COURSE INSTRUCTOR: Dr. Jennifer Spinney

OFFICE: XXXX

OFFICE HOURS: Tuesdays 11:00am-12:00pm (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

How are people making sense of hazards and risk? What motivates public protective action decision-making responses, such as climbing to higher ground during a flood, evacuating a community prior to the arrival of a hurricane, or taking cover under the stairs during a tornado? What social and cultural factors aid, or conversely thwart, decisions to take action? How might we draw on our understanding of language, and the influence it has to shape our thoughts and actions, to motivate people to prepare for, and respond, to hazard and disaster risk?

This class is all about the human dimensions of disasters, with a special emphasis on social and cultural factors that shape public perception and decision-making during the disaster preparedness and response stages of disaster. Throughout the course, we will introduce theory from disciplines like anthropology, psychology, discourse studies, sociology, and even theology, to assist in our understanding. We will tie this theoretical foundation to singular disaster cases, week to week, to help solidify concepts. By the end of the course you should have a good handle on a variety of ways that social science theory and concepts help to explain human dimensions of disaster, and how these explanations can be applied in the field of disaster and emergency management.

COURSE LEARNING OUTCOMES

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

1. Describe different forms of knowledge or ‘ways of knowing’;
2. Understand cognitive, psychological, behavioural and other theories, and apply them to specific disaster contexts;
3. Critically examine their own assumptions about how the world works, how people should behave and what they should believe in disaster circumstances;
4. Complete the basic steps of scholarly research, including critically evaluating scholarly and other information sources;
5. Formulate well organized written arguments that are grounded in supporting evidence;

The articles and chapters assigned in this course will weigh on the denser and more difficult side, and you'll be challenged to think deeply and critically about how to integrate the theories you're learning with real-world case studies. It's a class where you can learn a lot about how individuals come to perceive and how they come to make decisions during disasters – and have fun along the way! – but it's important that you are mentally prepared for the challenge. In return, you'll leave the class with a much richer understanding of how we think about, during, and after disasters.

READINGS

To reduce the cost you face – and because no single book is a perfect resource – there is no required textbook in this course. Each week you will have readings to complete in advance of the class. These readings will be posted on eClass, which is the definitive guide to what you should read on a weekly basis (it may change from what's listed in this syllabus).

TEACHING METHODS

The structure of this course consists of **online/remote instruction and asynchronous learning**. It is divided in twelve main topics. Online class discussions 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.
- 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) and engaging with your peers.
- Guest speakers – Recorded talks by academics and/or practitioners directly involved in the topics and contexts under discussion may be used to augment course content. *A single synchronous / live session during the last 4 weeks of the summer term is being considered (if this is possible, the session will be recorded to ensure maximum accessibility for students).*

Please note: weeks for this class run from Mondays to Sundays, from May 10th- August 10th, 2021. Content (asynchronous) will be released on eClass on Mondays each week.

Week 1 begins May 10th, 2021. Week 1 material will be released on Monday, May 10th.

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 12%	36%	June 13 th July 18 th August 8 th
Participation	Recorded - Meet & Greet	1 x 4 %	4%	various
	Online Discussion Forums	2 x 7%	14%	various
Individual Reflections	Individual Reflection A – what I know about humans and disasters		3%	May 16 th
	Individual Reflection B – what I learned and what I found most interesting		12%	August 10 th
Case Report	Determination of twosome (if working in pair), disaster case, two references		5%	June 20 th
	Final Report		26%	August 1 st

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 3 quizzes throughout the course (3 x 12%), approximately every 4 weeks. Quizzes will be released on Fridays of the week they are assigned, and each quiz must be completed by 11:59pm ET Sundays (at the end of the week they are assigned). Each quiz will have approximately 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, once you begin the quiz there will be a three-hour time limit, 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. There will be no make-up quizzes. Each quiz will be worth 12% points for a total of 36% 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.

Participation – Recorded Meet & Greets- 4%

At the beginning of the term students will pair up with another student. A sign-up sheet will be provided (uploaded to a Google Drive).

Of the pairing, Student 1 will record a two minute **video introduction**, answering a set of questions outlined by the course instructor. Student 1 will then upload the video to a Discussion Forum created by the Instructor (Student 1 earns up to 2%).

Of the pairing, Student 2 will then review Student 1’s video. Student 2 will then record a video providing their introduction (approximately two minutes; according to the same set of questions)

+ will provide a response to Student 1's submission (approximately 1 minute). Student 2 will then upload their video as a reply to Student 1's post (Student 2 earns up to 4%).

Of the pairing, Student 1 will then review Student 2's video. Student 1 will make an approximately 1 minute video responding to Student 2's submission. Student 1 will then upload their second video as a reply to Student 2's (Student 1 earns up to 2%)

Recorded Meet & Greets must be completed within the first two weeks of class; contributions from Students 1 and 2 will be staggered by approximately 7 days to allow each student to make their contribution.

Participation – Online Discussion Forums- 14%

Beginning in Week 3 and until Week 10, students will be required to post 2 written responses (1 entry and 1 reply; approximately 300 +/-50 words; 2 x 7%) to questions posted by the Course Instructor to the Online Discussion Forums.

At the onset of the course, students will be required to assign themselves to one of two groups; either GROUP A or GROUP B. A sign-up sheet will be provided (uploaded to a Google Drive).

Between Week 3 and Week 10, four questions will be asked of students based on course content. These questions will be asked in Week 3, 5, 7 and 9. Each set of participation questions will have its own Discussion Board.

In Weeks 3 and 5, students in GROUP A will post entries to the questions asked by the Instructor. In Weeks 4 and 6, students in GROUP B will be required to read through the entries from the previous week(s) and reply to a post made by a student from GROUP A.

In Weeks 7 and 9, students in GROUP B will post entries to the questions asked by the Instructor. In Weeks 8 and 10 students in GROUP A will be required to read through the entries from the previous week(s) and reply to a post made by a student from GROUP B.

Before students post an answer to any question, or reply to a student's entry, it is expected that they do the readings and access the online material that covers the relevant content.

NOTE that there will be a limited period of up to 7 days to upload a post or reply. Late posts and/or replies will not be accepted. The submission times for posts and replies will be monitored. Each discussion board will be closed for that particular question(s) after 2 weeks and a new question will be available on a separate discussion board.

Individual Reflections (15%)

- Individual Reflection A (3%) – to be uploaded in the first week of Class (due May 16th) – in approximately 150 words (+/- 50 words) describe what you know about humans and disasters.
- Individual Reflection B (12%) – To be prepared and uploaded at the conclusion of the term (due August 10th). In approximately 600 words (+/-50 words), respond to your initial

reflection and describe if and how your knowledge and/or perspective has changed over the course of the term. This is an opportunity for you to engage with course content and critically reflect on the concepts and material covered over the 12 weeks of the course.

Think, Pair, Prepare – Disaster Risk/Disaster Risk Reduction Case Report – 31%

As an individual or in groups up to two people, you will prepare a Report that focuses on disaster risk and disaster risk reduction in indigenous communities. The Report will be divided into 5 main sections:

1. A description and analysis of disaster/disaster risk being experienced in an indigenous community (reliable web sources permitted; not Wikipedia),
2. A discussion of the relationship between Indigenous Ways of Knowing and the disaster risk perceived by the indigenous community (expectation to include course-based references),
3. An application of Boholm’s Relational Theory of Risk as it pertains to the disaster risk situation in the indigenous community (expectation to include course-based references),
4. A description of two other theoretical risk perception/management concepts introduced in class that, based on your research of the event, may have contributed to risk perception (ie. theology, rationalities, experience, etc) (expectation that you will seek out 2 ADDITIONAL scholarly references NOT introduced in class), and
5. A description of ideas for how to integrate indigenous knowledge into disaster risk reduction strategies in the community and the significance of an integrated knowledge approach on DRR more generally (expectation is to draw on reliable web sources – not Wikipedia AND include course-based references).

You’ll hand in this assignment in **two parts**:

1. ***June 20th at 11:59pm ET*** – you and your partner will submit a ~100-word summary that explains (a) the disaster and indigenous community that will be the focus of your Report, (b) bibliographic details for 2 different, reliable scholarly sources – applicable to your disaster case. These sources will be either specific to the concept + your disaster case or specific to the theoretical concept (in another disaster context) you plan to report on. With each source, you should provide 3 sentences that articulate (a) what this source can offer, (b) what the limitations of this source are, and (c) your reaction – based on what you’ve read – of how this source differs from the others. This is worth 5% of your final grade.
2. ***August 1st at 11:59pm ET*** –you will submit a 8 page double-spaced (for individuals) or 12 page double-spaced (for groups of 2) report. This page limit does not include your Reference page or Appendices (tables and figures). This is worth 26% of your final grade.

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)
ODF – Online Discussion Forums

Week // Date	Topic	Reading	Activities/Due dates	
1 // 10-16 May	Course Introduction Review of Core Concepts Disaster Paradigms *Culture & the Social Construction of Disasters *(Christian) Theology & Disasters	1. Smith & Petley (2009) “Hazards in the Environment” in <i>Environmental Hazards: Assessing Risk and Reducing Disaster</i> . Pp. 3-21. 2. O’Mathúna, D.P. (2018). “Chapter 3: Christian Theology and Disasters: Where is God in All This?” In Disasters: Core Concepts and Ethical Theories , Advancing Global Bioethics 11 . Pp. 27-42.	Recorded Meet & Greets (over Weeks 1&2): Student 1 (part a) – due Friday, May 14 Student 2 – due Wednesday, May 19 Student 1 (part b) due Sunday, May 23	Individual Reflection A – due May 16 th (3%)
2 // 17-23 May	Different Ways of Knowing: Knowledge Systems Review of “isms” that relate to philosophical concepts and theoretical movements	Berkes, F. (2017). “Context of Traditional Ecological Knowledge” in <i>Sacred Ecology</i> . Pp. 1-21	4% of grade	
3 // 24-30 May	Different Ways of Perceiving Disaster Risk - Focus: Cultural Theory	1. Oltedal, S. et al. (2004). “Cultural Theory”. In Explaining risk perception. An evaluation of cultural theory . Rotunde. P. 17-25. 2. Lazrus, H. (2015). Risk Perception and Climate Adaptation in Tuvalu: A combined Cultural Theory and Traditional Knowledge Approach. <i>Human Organization</i> . Vol. 74(1): 52-61.	ODF – Q1 – GROUP A post - due May 30	

4 // 31 May – 6 June	Different Ways of Perceiving Disaster Risk Cont'd - Focus: Relational Theory of Risk - Choose a disaster and apply the theory	1. Boholm and Corvellec. (2011). A relational theory of risk. <i>Journal of Risk Research</i> . Vol. 14(2): 175- 190.	ODF – Q1 – GROUP B reply – due June 6
5 // 7-13 June	The Role of Language & Discourse on sensemaking and risk perception - What is Discourse? - What is the difference between discourse and Discourse?	1. Blake, Marlow and Johnston. (2017). “Get prepared: Discourse for the privileged.” <i>International Journal of Disaster Risk Reduction</i> . Vol. 25: 283- 288. 2. Marchezini, V. (2015). The Biopolitics of Disaster: Power, Discourses, and Practices. <i>Human Organization</i> . Vol. 74(4): 362-372.	Quiz 1 – covering Weeks 1-4 – due June 13 th (12%) ODF – Q2 – GROUP A post - due June 13
6 // 14-20 June	The Role of Language & Discourse cont'd - Linguistic tools for communicating: frame, metaphor	1. McAlister, E. (2012). Soundscapes of Disaster and Humanitarianism: Survival Singing, Relief Telethons, and the Haiti Earthquake. <i>Small Axe: A Caribbean Journal of Criticism</i> . Vol. 16(3): 22- 38. 2. Atsumi, Seki and Yamaguchi. (2019). The generative power of metaphor: Long-term action research on disaster recovery in a small Japanese village. <i>Disasters</i> . Vol. 43(2): 355-371.	ODF – Q2 – GROUP B reply – due June 20 Think, Pair, Share – Disaster Case – Part 1 due (June 20) – 5%
SUMMER READING WEEK – June 22-25, 2021			
7 // 28 June – 4 July	The Role of Rationalities on Risk Perception & Risk Management	1. Cases, R.K. (2013). The rationalities of everyday risk management: A modified Weberian Typology. <i>Philippine</i>	ODF – Q3 – GROUP B post - due July 4

	- Choose a disaster and apply the theory	<i>Sociological Review</i> . Vol. 61(2): 395-418.	
July 9th, 2021 - Last date to drop course without receiving a grade (will have ~30% of grade returned)			
8 // 5-11 July	Perception & Disaster Preparedness/Respons – the role of religion and attitudes	<ol style="list-style-type: none"> 1. McGeehan, K.M. & C.K. Baker (2017). “Religious narratives and their implications for disaster risk reduction”. <i>Disasters</i>. Vol. 41(2): 258-281. 2. Yari, Zarezadeh and Ostadtaghizadeh (2019). Prevalence of Fatalistic Attitudes toward Earthquake Disaster Risk Management in Citizens of Tehran, Iran. <i>International Journal of Disaster Risk Reduction</i>. Vol. 38: 1-8. 	ODF – Q3 – GROUP A reply – due July 11
9 // 12-18 July	Perception & Disaster Preparedness/Response Cont’d – the role of experience	<ol style="list-style-type: none"> 1. Weinstein, N.D. (1989) Effects of personal experience on self-protective behavior. <i>Psychological Bulletin</i>. Vol. 105(1): 31–50. 2. Bronfman et al. (2020). Understanding the Relationship between Direct Experience and Risk Perception of Natural Hazards. <i>Risk Analysis</i>. Vol. 40(10): 2057-2070. 	<p>Quiz 2 – covering Weeks 5-8 – due July 18th (12%)</p> <p>ODF – Q4 – GROUP B post - due July 18</p>
10 // 19-25 July	<p>Disasters & Decision Making (Managing Risk)</p> <p>- PADM/decision theory</p> <p>*A snapshot on Indigenous Experiences with Disaster</p>	<ol style="list-style-type: none"> 1. Lindell and Perry. (2012). The Protective Action Decision Model: Theoretical Modifications and Additional Evidence. <i>Risk Analysis</i>. Vol. 32(4): 1616-1632. 2. Liddell et al. (2020). Cumulative disaster 	ODF – Q4 – GROUP A reply – due July 25

	- Amplified Disaster Risk - Choices vs. Options	exposure, gender and the protective action decision model. <i>Progress in Disaster Science</i> . Vol. 5: 1-7.	
11 // 26 July – 1 Aug	Disasters & Decision Making - Integration of Knowledge for enhanced DRR *Focus: Indigenous Knowledge	1. Berkes, F. (2017). Chapter 11 - Indigenous Knowledge in Context: Myths, Worldviews, Contemporary Applications in <i>Sacred Ecology</i> . Pp. 249-274. 2. Walshe and Nunn. (2012). Integration of Indigenous Knowledge and Disaster Risk Reduction: A Case Study from Baie Martelli, Pentecost Island, Vanuatu. <i>International Journal of Disaster Risk Science</i> . Vol. 3(4): 185-194.	Final Project - Think, Pair, Prepare – Disaster Case Report due (August 1 st) – 26%
12 // 2-8 Aug	Disasters & Decision Making - Integration of Knowledge for enhanced DRR *Focus: Local Knowledge & Hurricane Sandy – behaviours, expressions, solidarity	Hurricane Sandy - Anatomy of a Superstorm https://www.youtube.com/watch?v=yJkKSmn1JM Reading - TBD	Quiz 3 – covering Weeks 9-12 – due Sunday, August 8 (12%) Individual Reflection B – due August 11 th (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 zoom. **Please ensure that your emails are addressed to Prof. Spinney, worded professionally and include the course number (DEMS 3706) 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.