

Social Issues in Disaster Management
AP/DEMS 3708
 Cat # G89U01 (AP DEMS) / Z50M01 (AP ADMS)
 York University, School of Administrative Studies

COURSE INFORMATION

| | |
|--|---|
| <p>Course Instructor: Dr. Evalyna Bogdan (greeting preference is Dr. Evalyna, Professor Evalyna, Dr. Bogdan, or Professor Bogdan) E-Mail: ebogdan@yorku.ca Office Hours & Location: By appointment either in-person in my office or online</p> | <p>Course Schedule: Wednesdays 11:30 AM - 2:30 PM ET Location: In-person delivery in classroom Stedman Lecture Halls C (SLH C) 90 Vanier Lane, Keele campus Course eClass Site: eClass DEMS 3708 Credits: 3.00</p> |
|--|---|

LAND ACKNOWLEDGMENT

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)). If you want to learn more, click on this video link: [Understanding the Land Acknowledgement](#).

COURSE-RELATED

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 disasters and discusses the factors that suppress and enables this capability. Case studies of disasters will be used to illustrate the material discussed.

Course Learning Objectives

Upon completion of this course students should be able to:

1. Describe and apply a social vulnerability lens to analyzing social issues as they relate to disasters.
2. Investigate social inequities and how they relate to disaster vulnerability.

3. Discuss the importance of strengthening communities and fostering resilience in the face of disasters.
4. Characterize social capability in a disaster setting and identify mechanisms to enable this capability.
5. Describe the system/citizen relational dynamics that impact social vulnerability and capability.
6. Explain the basic elements of sustainable development and why it makes sense to integrate disaster planning/emergency management with this framework.
7. Conduct a basic community vulnerability assessment.
8. Navigate York University

Readings

Required:

Textbook:

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

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

Bogdan, E. A., Roszko, A. M., Beckie, M. A., & Conway, A. (2021). We're Ready! Effectiveness of community disaster preparedness workshops across different community groups in Alberta, Canada. *International Journal of Disaster Risk Reduction*, 55, [1-16](#).

Inclusive Resilience by Partners for Action

- Report or article: <https://uwaterloo.ca/partners-for-action/current-projects/inclusive-resilience-public-outreach-research>
- Social Vulnerability Index (SoVI): <https://uwaterloo.ca/partners-for-action/current-projects/inclusive-resilience-social-vulnerability-index-sovi>

Optional:

Bogdan, E. A., McDonald-Harker, C., Bassi, E., & Haney, T. Holding together after disaster: The role of social skills in strengthening family cohesion and resilience. *Family Relations*, 1-21. <http://doi.org/10.1111/fare.12791>

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 Philosophy

My primary goal as an educator is to provide students with experiences that give them the conceptual frameworks and techniques necessary to navigate increasingly complex socio-

environmental challenges. To achieve this aim, I give students tools to develop more sophisticated ways of critically analyzing messy problems, facilitate the development of interpersonal skills, and create transformative learning experiences. I believe that a learning environment should be a welcoming and safe space for curiosity, imagination, venturing out of comfort zones, and practicing new knowledge and skills.

Course Format & Organization

The course is in-person for Winter 2023 and will consist of mostly in-person lectures and computer-mediated activities (electronic learning), with possibly a few (approximately 2-3) online lectures and activities. With a combination of discussions and interactivity, my aim is to improve student engagement, and that passive transmission of information will be minimized. Teaching methods and use of technology in this course are as follows:

- **Online and in-person activities:**
 - The in-person activities will occur during class time and include lectures, discussions, and group work. Online activities include eClass discussions, group work, and completing online training modules from CONVERGE and Government of Canada (useful additions on your résumé!).
- **Slide shows:**
 - Lectures with PowerPoint presentations will serve to enrich, clarify, and illustrate critical content in assigned readings.
- **eClass:**
 - This course has an eClass page. All students who register for the course should be able to access the course at: [eClass.yorku.ca](https://eclass.yorku.ca) using their York Passport IDs and Passwords.
 - Electronic learning will take place through eClass and include online discussions and assignments and one guest lecture.
- **Open discussion:**
 - Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view. Group discussions are encouraged using online forums on the course eClass page, as well as during class.
- **Individual & group work:**
 - Activities and assignments will be conducted individually as well as in groups to enhance student retention and encourage the development of teamwork skills.
 - Case study-based assignments will be spread throughout the term, intended to bring course subject matter to life. Groups will present on case studies and lessons learned/common threads.
 - Most of the assignments will be submitted via Turnitin in eClass. Please email me at ebogdan@yorku.ca at least 7 days before the due date of the assignment if you opt out of Turnitin. In that case, please submit your assignment by the due date and time by emailing it to me.
- **Guest speakers:**

- Talks by academics and/or practitioners directly involved in the topics and contexts covered may be used to augment course content.

Some materials from lectures will be on eClass but not all of it. To ensure success in the course, it is highly recommended that students attend the online and in-person lectures. There are also materials on eClass that will not be covered in lectures but students are still responsible for familiarizing themselves with the materials.

For every 1 hour of lecture, expect to spend a minimum of 2-3 hours of your own time reading, writing notes, working on assignments, and learning. That means for a 3-hour class per week, expect to spend 6-9 hours of your own time per week.

Course Communication Plan & Office Hours

Course Announcements will be made at the beginning of lectures and on e-Class. If students have questions about the course (i.e. course materials or concepts), they are encouraged to post questions on the dedicated Q&A forum on eClass. If students have questions that are personal in nature, they are encouraged to reach out to the Course Instructor, Professor Evalyna Bogdan, by email (ebogdan@yorku.ca). Please use formal language and proper grammar in your e-mails as communication is an important professional skill. Please write “**AP DEMS 3708**: [key words regarding the question or issue]” in subject line of emails. Allow 2-3 business days for professor to respond. If you would like to meet with Professor Bogdan, please use the links provided in eClass in the Office Hours section to book an appointment.

Course Schedule: Weekly Readings & Activities

Classes are Wednesdays 11:30 AM - 2:30 PM ET starting January 11 and ending April 5, 2023. Students should expect to be present in class (online or in-person) for the entire 180 minutes.

In the table below, blue shading represents lectures during class (online or in-person) and it is synchronous (students and instructor interacting in real-time).

Yellow shading represents assignments/discussions/presentations due and it is asynchronous (students completing tasks at their own pace).

| Week | Key Dates | Topic/Item | In-person or online, timing, location |
|------|---------------------------|--|---------------------------------------|
| 1 | Wed. Jan. 11 11:30-2:30 | <ul style="list-style-type: none"> • Introductions (professor & students) • Introduction to AP/DEMS 3708 and Social Vulnerability • Course orientation and review of syllabus • Instructions on upcoming assignments/discussions • Understanding social vulnerability (Ch. 1 textbook) • <u>Communication skills I</u> (etiquette) • Succeeding in university | In-person synchronous |
| 2 | Mon. Jan. 16 11:55 pm due | <ul style="list-style-type: none"> • Sign up for case studies • Discussion 1a: Introduction Posts ‘About You’ | eClass asynchronous |
| 2 | Wed. Jan. 18 11:30-2:30 | <ul style="list-style-type: none"> • Theoretical framing – from vulnerability to theory (Ch. 2 textbook) • Instructions on case study analysis • <u>Presentation skills</u> • Team contract | In-person synchronous |

| Week | Key Dates | Topic/Item | In-person or online, timing, location |
|------|---------------------------|---|---------------------------------------|
| 3 | Mon. Jan. 23 11:55 pm due | <ul style="list-style-type: none"> • Discussion 1b: Respond to an Introduction Post • Social vulnerability to disasters CONVERGE module | eClass asynchronous |
| 3 | Wed. Jan. 25 11:30-2:30 | <ul style="list-style-type: none"> • Linking vulnerability to sustainable development (Ch. 3 textbook) • <u>Communication skills II</u> (conflict resolution) | In-person synchronous |
| 4 | Mon. Jan. 30 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1a: Presentation submissions Teams 1-2 • Assignment 1c: Team contract (every team) | eClass asynchronous |
| 4 | Wed. Feb. 1 11:30-2:30 | <ul style="list-style-type: none"> • Social vulnerability and class (Ch. 4 textbook) • <u>Communication skills III</u> (providing feedback) • Assignment 1b: Presentations by Teams 1-2 | In-person synchronous |
| 5 | Mon. Feb. 6 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1d: Peer feedback Teams 1-2 • Assignment 1a: Presentation submissions Teams 3-4 • Assignment 2: Social vulnerability and disasters CONVERGE module | eClass asynchronous |
| 5 | Wed. Feb. 8 11:30-2:30 | <ul style="list-style-type: none"> • Measuring and conveying social vulnerability (Ch. 16 textbook) • Assignment 1b: Presentations by Teams 3-4 | In-person synchronous |
| 6 | Mon. Feb. 13 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1d: Peer feedback Teams 3-4 | eClass asynchronous |
| 6 | Wed. Feb. 15 11:30-2:30 | <ul style="list-style-type: none"> • Guest speaker on social vulnerability index SoVI by Liton Chakraborty (instructions & workshop for Assignment 7) | Zoom synchronous |
| 7 | <i>Feb. 18-24</i> | <ul style="list-style-type: none"> • READING WEEK | <i>No classes</i> |
| 8 | Mon. Feb. 27 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1a: Presentation submissions Teams 5-6 | eClass asynchronous |
| 8 | Wed. Mar. 1 11:30-2:30 | <ul style="list-style-type: none"> • Assignment 1b: Presentations by Teams 5-6 • Social vulnerability and race/ethnicity (Ch. 5 textbook) | In-person synchronous |
| 9 | Mon. Mar. 6 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1d: Peer feedback Teams 5-6 • Assignment 1a: Presentation submissions Teams 7-8 • Assignment 3: Cultural competence CONVERGE module | eClass asynchronous |
| 9 | Wed. Mar. 8 11:30-2:30 | <ul style="list-style-type: none"> • Assignment 1b: Presentations by Teams 7-8 • Social vulnerability and gender (Ch. 6 textbook) | In-person synchronous |
| 10 | Mon. Mar. 13 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1d: Peer feedback Teams 7-8 • Assignment 1a: Presentation submissions Teams 9-10 • Assignment 4: GBA Plus module from Government of Canada | eClass asynchronous |
| 10 | Wed. Mar. 15 11:30-2:30 | <ul style="list-style-type: none"> • Assignment 1b: Presentations by Teams 9-10 • Social vulnerability and age (Ch. 7) and disabilities (Ch. 8) | In-person synchronous |
| 11 | Mon. Mar. 20 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1d: Peer feedback Teams 9-10 • Assignment 1a: Presentation submissions Teams 11-12 • Assignment 5: Disaster mental health CONVERGE module | eClass asynchronous |
| 11 | Wed. Mar. 22 11:30-2:30 | <ul style="list-style-type: none"> • Assignment 1b: Presentations by Teams 11-12 • Social vulnerability and health (Ch. 9) | In-person synchronous |
| 12 | Mon. Mar. 27 11:55 pm due | <ul style="list-style-type: none"> • Assignment 1d: Peer feedback Teams 11-12 • Assignment 6: Public Health Implications of Hazards and Disaster Research CONVERGE module | eClass asynchronous |
| 12 | Wed. Mar. 29 11:30-2:30 | <ul style="list-style-type: none"> • <u>Professional skills</u> (equity, diversity, inclusion) • Linking vulnerability to households/families (Ch. 11) • Nature of human communities (Ch. 15) | In-person synchronous |
| 13 | Mon. Apr. 3 11:55 pm due | | eClass asynchronous |
| 13 | Wed. Apr. 5 11:30-2:30 | <ul style="list-style-type: none"> • We're Ready! Community disaster preparedness • Social change and empowerment (Ch. 17) • Closing for class | In-person synchronous |
| | Mon. Apr. 10 11:55 pm due | <ul style="list-style-type: none"> • Assignment 6: Measuring social vulnerability paper due (Team members 7-12) | eClass asynchronous |

Every class will consist of the following components (and potentially other components):

- Case studies
- Quizzes

- Skills
- Participation
 - Discussions of case studies
 - Questions & Answers

LEARNING ASSESSMENT

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

| Item | Weighting (%) |
|---|-----------------|
| Participation: Q&A | 12 (1/week) |
| Discussion 1a: Introduction Posts 'About You' | 3 |
| Discussion 1b: Respond to an Introduction Post | 1 |
| Assignment 1a: Case study presentation (visual PPT and script) | 8 |
| Assignment 1b: Case study presentation (oral) | 8 |
| Assignment 1c: Team contract (every team) | 3 |
| Assignment 1d: Feedback for team members | 3 |
| Assignment 1e: Feedback from team members | 3 |
| Participation: Weekly case study discussions | 12 (2/week x 6) |
| Weekly quizzes: Case studies | 12 (2/week x 6) |
| Assignment 2: Social vulnerability and disasters CONVERGE | 3 |
| Assignment 3: Cultural competence CONVERGE module | 3 |
| Assignment 4: GBA Plus module from Government of Canada | 3 |
| Assignment 5: Disaster mental health CONVERGE module | 3 |
| Assignment 6: Public Health Implications of Hazards and Disaster Research CONVERGE module | 3 |
| Assignment 7: Measuring social vulnerability paper | 20 |
| TOTAL | 100 |

Discussion 1a

Introduction Posting 'About You'

To introduce yourself to the class, please provide the following information:

- a) Name (first or preferred name, last name is optional)
- b) What interests you about this class? (between 50-75 words)
- c) Have you experienced an emergency or disaster? If yes, what kind and where? What lesson was learned (or not)?
- d) What you like to do for fun or hobby, or something you would like others to know about you?

Discussion 1b

Responding to an Introduction Posting

Respond to at least one of your peers' Introduction Posts, please provide the following information (approx. 20-50 words):

- a) Your name (first or preferred name, last name is optional)
- b) Answer any or all of the following questions:
 - i) Is there something you have in common?
 - ii) Did you learn something new or interesting?
 - iii) Do you have a follow-up question?

Assignment 1

Presentation on a Case Study

Assignment 2 consists of five parts:

- 1a) Case study presentation content (visual and written)
- 1b) Case study presentation delivery (oral)
- 1c) Team contract
- 1d) Feedback for team members
- 1e) Feedback from team members

Fear of public speaking, or glossophobia, is common, affecting approximately 40-75% of adults. Public speaking is an important skill in academia and in many jobs. Most jobs involve presenting to colleagues in meetings, training others, and sometimes presenting to the public. This is especially the case for emergency managers. There are techniques for overcoming the fear of public speaking that will be covered in class.

Each team will consist of 3-4 students from the course. Students sometimes prefer not to do group work because of challenges such as potential conflicts arising from differences in personalities, opinions/ideas, working styles, coordinating schedules, etc. Cooperation and collaboration are critical aspects of working in the field of disaster and emergency management and in many jobs/professions. In this course, you will learn communication and conflict resolution, create a team contract (part 1c), and learn how to provide constructive feedback to you team members (part 1d), receive feedback from your team members (part 1e), along with other skills, to enhance team members' experience and performance.

With your team, develop a **15-minute** presentation by addressing several questions about the case study:

- a) Identify and briefly describe the event (i.e. what, where, when, who, why, how)
- b) Identify the group of focus (class, ethnic, race, gender etc) and why you chose them
- c) Explain why this group was particularly vulnerable in the context of this emergency;
- d) Explain how the group's vulnerability changed throughout the emergency (did it get worse or did it diminish and why);
- e) Explain the short-term and long-term effects from the emergency;
- f) Identify lessons learned by this group, or by others that aided this group, and any actions taken (or, in the absence, actions that could be taken) to prevent a repeat of such an event or mitigate the impacts of a repeat of such an event.
- g) One open-ended question for peers (will be transferred to iClicker Cloud)
- h) Demonstrate critical analysis

- i) Demonstrate creativity and originality (in visual format, delivery, or other)
- j) Use APA 7 to properly cite the textbook and at least one additional academic source such as an academic journal article or book chapter, and at least one non-academic source such as a news article, social media posting, radio, report, etc.

The presentation needs to have visual and oral (speaking) components (part 1a). For example, a PowerPoint presented in real-time (not a recording) in front of the class. Type your speaking notes (approx. 1000-2000 words, can be bullet points) in a Word document and submit along with PowerPoint in eClass prior to the presentation date (part 1b). Each team member needs to present to the class for about an equal length of time. All members of a team will receive the same grade for the written and visual portion (1a & 1b) but will receive different grades for the oral presentation (1c) depending on their demonstration of skills for their portion of the presentation in class.

The case studies are grouped into natural-hazard, human-made, and technological disasters and spread throughout the semester. Sign-up for a disaster that interests you in the options available on eClass in the Presentations on Case Studies section under Choice of Case Studies. The number of students who can sign up for a case study is limited to 3-4 and each case study is available as first-come-first-serve.

Assignments 2-6

Assignments 2-6 (listed in the Learning Assessment section above) are modules to be completed asynchronously online from the CONVERGE Natural Hazards Center and the Government of Canada websites (links will be provided on eClass). Each module will likely take 2-3 hrs to complete including the quizzes at the end of each module. If you pass the quiz, you receive a certificate which you will then upload to eClass under the relevant Assignment. These trainings can be added to your résumé to enhance your employability.

Assignment 7

Measuring social vulnerability paper

Students are required to write one case study regarding the experiences of a vulnerable group in a disaster situation OR the experiences of a vulnerable group in a situation where they demonstrated high capability.

Assess social vulnerability through specific indicators that point to conditions that make it harder for people to prepare for, cope with and recover from a hazard during a specific time frame.

- 1) Define vulnerability and resilience.
- 2) Choose a community in Canada.
- 3) Identify 5 of the 49 socio-economic indicators (systemic forces) that create vulnerability, explain why you chose those 5 indicators (incorporate literature support), and describe each of the 5 indicators.
- 4) Choose a hazard (flood, wildfire, or seismic) and briefly describe it.
- 5) Conduct a dataset inventory and convert to proportion of total population.

- 6) Use the information from the points above (dataset) to inform a disaster action plan (approaches and resources) or policy recommendations to enhance resilience.
- 7) What other information is missing (or what problems need to be addressed) to make the dataset and action plan/recommendations more comprehensive?

The paper should be 750 words in length +/- 10% (approx. 3 pages double-spaced not including title page, references, maps, tables & figures). Paper must be written in APA 7 Style. More instructions on this assignment will be provided during lecture and on eClass.

Thank you to Liton Chakraborty for his ideas and feedback in designing this assignment (<https://uwaterloo.ca/partners-for-action/profiles/liton-chakraborty>).

Participation

iClicker Cloud

To increase engagement and help with memory retention, learning materials will be gamified using the iClicker Cloud. To download iClicker on your phone, tablet, or laptop, go to <https://student.iclicker.com/> or download the iOS app from the iTunes App Store or android app from Google Play Store. The professor will provide instructions in class on how to access iClicker.

Question & Answer Period

To make learning more enjoyable, iClicker will be used to test your knowledge of the course materials and other aspects in each class with approximately 1-5 questions.

The Q&A questions are worth 12% (1% for each class). If you do not attend a class, you will not be able to participate in this activity and will receive a score of zero.

Case Study Discussions

After case study presentations, all students will participate in discussions in small groups. A member from each presenting team will facilitate the discussion in their group. Each student will receive a mark ranging from 0-2% for participation in each class in which there are case study presentations (6 classes) for a total of 12%. If you do not attend a class, you will not be able to participate in this activity and will receive a score of zero.

Case Study Quizzes

Quizzes (either on eClass or iClicker) will consist of 1-3 questions per case study to be completed asynchronously.

Bonus Marks

If you are not able to attend a class and receive a mark of zero for participation, it is possible to receive bonus marks to make up for missed participation or to improve your overall course grade. Bonus marks can be obtained by participating in impromptu class activities such as presenting in front of the class (e.g., reading a role-playing script for conflict resolution). Each participation in impromptu class activities is worth 0.5%. Maximum bonus marks that can be

received is 3%. Please note that the overall course grade is capped at 100%. Therefore, if your overall grade is 98% or higher and you receive the maximum bonus marks, then your overall grade will be a maximum of 100%.

GRADES

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 (**Feb. 10, 2023 for Winter semester**), with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, professors 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: <https://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Final Grading and Grade Distribution Note

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. The sum of raw grade scores can be used as an indicator for a student's progress. Please note that the raw scores will not necessarily translate directly to a student's final score. The reason is that specified grade distribution profiles that 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 Program or Faculty grade distribution profiles. For a 1000-level and 2000-course the range for expected average grades is C (60-64%) to B (70-74%). For more information visit <https://www.yorku.ca/secretariat/policies/policies/common-grading-scheme-for-undergraduate-faculties/>

| GRADE | GRADE POINT | PERCENT RANGE | DESCRIPTION |
|-------|-------------|---------------|------------------|
| A+ | 9 | 90-100 | Exceptional |
| A | 8 | 80-89 | Excellent |
| B+ | 7 | 75-79 | Very Good |
| B | 6 | 70-74 | Good |
| C+ | 5 | 65-69 | Competent |
| C | 4 | 60-64 | Fairly Competent |

| | | | |
|----|---|------------------------|--------------------|
| D+ | 3 | 55-59 | Passing |
| D | 2 | 50-54 | Marginally Passing |
| E | 1 | (marginally below 50%) | Marginally Failing |
| F | 0 | (below 50%) | Failing |

For assignments, effort (time and energy put in) does not always translate to “good”, “very good”, “excellent” or “exceptional” performance. Completing assignments with relative accuracy (i.e. all components of the question and no glaring mistakes) will earn students a B-level grade. If students want to earn “very good”, “excellent” or “exceptional” grades, that means they are improving the quality of their assignments (not the length). For example, “very good” and above means that students are completing the basics PLUS they are:

1. Specific, descriptive and concise - naming concepts, describing/defining them, applying them to something we discussed in class;
2. Including original/innovative content; and
3. Make connections with other course concepts/material, across weeks/lectures

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: <https://www.yorku.ca/secretariat/policies/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 professor 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>

Steps for Requesting Reappraisals by Course Instructor:

Changing a grade for an assignment is at the professor’s discretion. If you believe that you deserve a higher grade than you received, you can appeal the grade using the following steps:

1. Read the feedback on your assignment. Wait 24 hours.
2. Reread the feedback.
3. Write a ½ - 1 page single spaced constructive letter stating the grade you feel you deserve and the criteria on which you are basing your arguments (use the materials suggested in this syllabus and the written assignment instruction handout).
4. Send the letter by e-mail ebogdan@yorku.ca and write in the subject line: "AP/DEMS 1701: Request for Reappraisal of Assignment #X".
5. The professor will respond within 2-3 business days and set up an appointment to meet with you in person to further discuss, if necessary.
6. If you are not satisfied with the reappraised grade, submit a reappraisal form and follow the procedures.

Missed and Late Assignment Policy

Proper academic performance depends on students doing their work not only well, but on time. Time management is also an important professional skill. Accordingly, assignments for this course must be received/completed in the time frame specified.

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. Requests for extensions will only be granted if valid reasons are provided at least 3 days prior to the assignment being due.

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

All students are expected to familiarize themselves with the following information:

[Student Rights & Responsibilities](#)

Should there be any updates to the university's regulations, you can review the most recent Faculty of Liberal Arts and Professional Studies regulations, which are used by SAS (the School of Administrative Studies) at:

<https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/>

Deferred Final Exams (or Assignments)

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>

In order to apply for deferred standing, students must register at:

<https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>

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).

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.

IMPORTANT NOTE: Any request for deferred standing on medical grounds must comply with University Regulations. At the time of writing of this outline, the requirement for Attending Physician's Statement (APS) forms had been suspended due to COVID-19. If it resumes, the University will inform you of such resumption, and you would include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

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

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on 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:

<https://secretariat-policies.info.yorku.ca/policies/academic-honest-senate-policy-on/>

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.

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the [Turnitin.com](https://turnitin.com) reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the [Turnitin.com](https://turnitin.com) website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your professor as soon as possible.

Important Dates

Visit the following link for course add/drop deadlines:

<https://registrar.yorku.ca/enrol/dates/2022-2023/fall-winter>

Please note that the drop deadline is Feb. 10, 2023.

Class Cancellation Policy

Class may be cancelled for reasons such as bad weather or the professor being unable to attend class. York University's class cancellation schedule will be followed (for e.g., if the university closes due to bad weather). In the unlikely event the professor determines class is cancelled, a mass email will be sent from eClass to all students.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the professor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the professor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Please be advised that lecture and course materials, including lecture notes, assignments, and quizzes, are solely for the use of course participants. They are not to be recorded for any other use nor are they to be reproduced or distributed by any means, including online. Strict measures will be implemented for those that breach this class policy. Please respect this request.

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your professor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the professor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

ACCOMMODATIONS & ACCESSIBILITY

Academic Accommodation for Students with Disabilities (Senate Policy)

York University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) (formerly known as Counselling and Disability Services) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

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, professors 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 website at <https://accessibility.students.yorku.ca/>

York University'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 specific accommodations. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

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 reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the professor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

RESOURCES FOR STUDENT SUCCESS & WELL-BEING

How to Use Citations

Citation Expectations

Proper citation in academia is important for academic-level quality writing and also for academic integrity by linking information back to an identifiable source. This course will require students to use **APA 7 style** formatting for citations and references for the discussions and assignments.

Below are some helpful resources for students.

- [APA Style Overview](#), YorkU Libraries
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- Also see eClass for additional writing instructions and resources.

Health and Safety

All York students and professors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.

- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

Trigger Warning

Emergencies and disasters create chaos and destruction, as well as opportunities for learning and changes. Studying topics related to disaster and emergency management include human suffering and anti-social behaviors that may depict course language, graphic images, and controversial materials, that may be disturbing to some persons. Emergency managers and frontline workers working in these difficult contexts often experience burnout, stress, and trauma. Course content will cover skills for stress and trauma management. If you feel that you have reached your maximum level of discomfort during a lecture covering sensitive materials, feel free to quietly exit the room and return later. Please notify me about your experience, concerns, or requests for accommodation, so that we can discuss it and that I can identify potential resources that can help with the discomfort.

TECHNOLOGY-RELATED

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course professor/TA, as well as with one another.

A few times, students will be asked to appear on video in order to participate in your course (e.g., for virtual office hours, the FRC game, etc.). For the video, you will need a webcam, microphone, and high-speed internet.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on Zoom Privacy and Security provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)

- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

STUDENT CONDUCT & PROFESSIONALISM

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and professors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and professors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

On Class Format & Being Respectful

This class follows a lecture and group work format intermixed with audio and video to stimulate thought, illustrate concepts, and provoke and promote discussion. In order to make this format more interactive, I ask that you respect the following:

- Students are expected to review the required readings and other materials prior to class so that we can have informed and relevant discussions.
- I strongly advise regular attendance in class. Students who attend regularly and read the assigned chapters and readings in advance have greater comprehension and retention, and perform better on various forms of evaluations. Assigned readings and lectures overlap and, while not identical, are complementary and mutually reinforcing. If you decide to not attend class you should be aware of the risk. The University holds students responsible for any information provided during class time. If you will be missing classes occasionally, or regularly, I recommend you find a classmate who is willing to lend you their notes and fill you in on what was missed.

- Due to the increasing number of emails I receive requesting information on materials already covered in lecture, I reserve the right to reply that you should speak with your classmates who were in attendance or to come and see me upon appointment.
- I do not have the authority to ‘raise’, ‘increase’, ‘upgrade’, or ‘bump up’ your grade at your request at any time in the course, or after the final exam. Please contact your academic advisor.
- Cell phones must be turned off or silenced at all times during class and exams. If it is an expected emergency (i.e. family illness, child care issue, etc.) please quietly step out into the corridor before taking the call.
- Arriving late and/or leaving early disturbs others. If it is unavoidable, sit in a place such that you will create the least disruption – for example if you come in late, sit in the nearest seat or if you have to leave early, find a seat that will allow you to leave with as little disturbance as possible. If coming late or leaving early on a regular basis cannot be avoided, please let me know.
- I expect that students express their views, raise questions, and challenge taken for granted assumptions. For this to be possible, it is necessary that we all come to class with an open mind and willingness to listen to other points of views and perspectives that may challenge our own values and ways of thinking. Therefore, whoever is speaking (professors or fellow students) must be heard in silence. Talking and whispering disturbs others who are listening, can make it difficult for students to hear the speaker, and is a sign of disrespect. If you have something to contribute to the discussion, or topic under consideration, share it with the class; otherwise save it for a later and more private opportunity outside of class.
- Finally, and perhaps most importantly, if you are having trouble in this class, please come see me sooner rather than later: Sooner – there is a good chance that we can work together to address your problems in the course. Later – there is a good chance that you will be left with a lower grade than you would like.

Thank you to Mr. Glenn Gillivray, adjunct professor in the DEM program for their guidance in developing AP/DEMS 3708 2023W.

*****Please note that you are responsible for familiarizing yourself with the all of the content in the course syllabus, textbook, and eClass, including materials that are not covered by the professor.*****