

Social Issues in Disaster Management

York University, School of Administrative Studies

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Course Outline

Course Details

Course Code: DEMS 3708 W 2024
Prerequisites: DEMS 2700 and DEMS 3701
Location: ACE 007
Class Times: Wednesdays 11.30am-2.30pm

Instructor Details

Office: Atkinson Building, Room 250
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Office hours: By appointment

COURSE DESCRIPTION

This course offers analysis of the ways in which 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. Case studies of disasters will be used to illustrate the material discussed.

Upon completion of this course students should be able to:

- Discuss varying perspectives and paradigms to understanding disasters.
- Describe and apply a social vulnerability lens to analyzing social issues.
- Investigate social inequities and how they relate to disaster vulnerability.
- Discuss the importance of strengthening communities and fostering resilience in the face of disasters.
- Characterize social capability in a disaster setting, and identify mechanisms to enable this capability.
- Explain the basic elements of sustainable development and why it makes sense to integrate disaster planning/emergency management with this framework.
- Conduct a basic community vulnerability assessment and develop a grant proposal.

READINGS

There are no required textbooks for the course. However, readings will be assigned each week, and shall be made available on eClass or will be accessible on the Internet and/or available for download through York University's Library eBooks or eJournals. Students are expected to read all required material ahead of each class.

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

This book is available in eBook format, and eBook rental at <https://www.crcpress.com/>.

TEACHING METHODS

This course incorporates the following teaching methods and use of technology:

- *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 using their York Passport IDs and Passwords.
- *Slide shows* – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
- *Guest speakers* – Talks by academics and practitioners directly involved in the topics and contexts under discussion.
- *Open discussion* – Stimulating group discussions will serve to enhance student ability to articulate and defend positions. and to consider different points of view.
- *Online participation* – Students will engage in discussions with peers on online forums where opinions and research can be shared in written posts.
- *Group work* – activities and assignments will be conducted in groups of varying sizes in order to enhance student retention and encourage development of teamwork skills.
- *Student presentations* – students will present their work to the class.

COURSE EVALUATION

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

Evaluation Item	Marks
Participation (Attendance @ 5%, In person/online participation @ 15%)	20%
CONVERGE Training on Social Vulnerability (Due January 23)	5%
In-Class Quizzes (January 24, February 14, March 13, April 3)	15%
Group Presentation (PowerPoint written presentation @ 10%, In-class presentation @ 20%, Week 6-10)	30%
Grant Proposal Assignment (Grant proposal outline @ 10%, Due Feb 14; In-Class written component @ 20%, March 27)	30%
Total	100%

A description of course evaluation criteria is as follows:

(1) Class Participation: Weekly

Student participation in weekly discussions, both in person and online, is an important component of the course and should be taken seriously. In order to receive adequate participation marks, class attendance is mandatory, and makes up 5% of your final mark.

Students are expected to prepare for each class by doing all required reading, and by sharing insights inspired by the assigned/recommended literature for that week. Students are asked to prepare questions (with justification) or insights inspired by the topics being covered, and submit them online prior to the class, namely by 11.59pm on Tuesdays.

(2) CONVERGE Training: Due January 23

CONVERGE is a National Science Foundation-funded initiative headquartered at the Natural Hazards Center at the University of Colorado Boulder. CONVERGE Training Modules incorporate an all-hazards approach grounded in cutting edge research from the social sciences, public health, engineering, and other disciplines. Each training module features learning objectives, lesson plans, written content, and disaster-focused case study vignettes from the U.S. and across the globe.

Students are to complete the “Social Vulnerability and Disasters” training found here:

<https://converge.colorado.edu/resources/training-modules/>

Completion of the CONVERGE Training Courses is required by January 23 (upload the certificate of completion). Uploading the certificate alone grants you 1%. For the remaining 4%, students are to submit an online post adopting a **3-for-3 approach**, i.e. describe three important things learned during the training, and three questions that came to your mind as you went through the training. Students are to make the posts by January 23 at 11.59pm.

(3) In-Class Quizzes: January 24, February 14, March 13, April 3

Students will be given four quizzes throughout the semester, lasting between 15-20 minutes long each. The quizzes are designed to assess student comprehension of the topics covered in class, as well as to encourage active learning of course content. Quizzes will be comprised of multiple choice and short answer questions. Only the top three quiz marks will be used in calculating your final mark for this component of course evaluation.

(4) Group Presentation: Weeks 4-11

In groups of 4-5, students are responsible for conducting a presentation of roughly 45 minutes to their fellow class members. The group presentation focuses on the realities faced by a socially vulnerable group in disaster situations from amongst the following:

- i. Ethnic/racialized communities
- ii. Children
- iii. Animals, livestock and/or pets
- iv. Individuals with low literacy and/or those with language barriers
- v. Low Income, poor and/or homeless communities

Formation of groups will be conducted during Weeks 1 and 2. Consult the course outline for when selected presentations will be held*. More details to follow.

(5) Grant Proposal: February 13 (Outline) and March 20 (Final)

Students are to develop a grant proposal for a community project that aims to build the capability of a socially vulnerable group in any phase of the comprehensive emergency management cycle. An outline of the grant is due on February 12, worth 10%. Detailed feedback will be provided on this outline. Students are subsequently expected to develop their grant proposals based on the comments received on the outline. The final component of the assignment consists of an in-class written component held on March 27.

Students can choose to work individually or in groups of up to three students for this project. Intention to work in a group must be communicated to the instructor by January 24. Please note that the final in-class written component will be completed individually, regardless of whether the grant proposal project was worked on as part of a group. More details to follow.

COURSE EVALUATION POLICIES

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received/completed in the time frame specified.

- Please note that there will be no make-up for missed participation during any given week, whether in person or online.
 - If you know you will be away during a class, make sure to participate on the online forums for that week by the due date (Tuesdays before class, by 11.59pm) in order to make up for your absence and missed participation.
- No late CONVERGE training completion accepted. Submission of your training certificate and the associated 3-for-3 online post, after the assigned due date of January 23 at 11.59pm, will result in a mark of zero.
- Group presentations not made on the assigned date will result in a mark of zero for all students in the group. No exceptions to this policy will be made.
 - *Please note that students will be given an opportunity to inform the instructor about group members that did not participate equally, cordially, and/or fairly during the course of the semester in preparation for the final presentation. The instructor reserves the right to adjust marks for individual students for the group presentation assignment based on feedback received.*
- Grant proposal outlines submitted after the due date of February 14 will be subject to a 5% reduction of the final mark for each day late, including weekends. Submission of an outline 10 days after the due date will result in a mark of zero for this component of the course.
 - *If students choose to complete this assignment in groups (up to three students maximum), all listed students will receive the same mark for the submitted outline.*
- The in-class written component of the grant proposal assignment will be held on March 27. Students that are absent for a legitimate reason on this day (as outlined by university policies) will have to arrange an alternate time with the instructor to complete this component of the course before April 3, or risk receiving a zero for this course evaluation component.

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

DETAILED COURSE OUTLINE (subject to change)

	Date	Topics Covered	Notes
1	January 10	Course Orientation & Introduction Disaster Paradigms Group Assignments	
2	January 17	Theoretical Framing of Worldviews, Values, and Structural Dimensions of Disasters Resilience Grant Writing	
3	January 24	Sustainable Development Measuring Social Vulnerability <i>Guest Lecture</i> <ul style="list-style-type: none"> • Christopher Leite (Chief of Emergency Management, Halton Region) – • <i>Halton Region Emergency Management: A Focused Approach to Priority Populations</i> 	In Class Quiz #1 CONVERGE Training Due
4	January 31	Minority Groups in Canada - Fort McMurray’s Muslim Community - Indigenous Communities	
5	February 7	Humanitarian Assistance & Coordination <i>Gender Consciousness in Peace & Security Operations</i> Guest Speaker: Urooj Mian, CEO, Sustainable Human Empowerment (SHE) Associates Inc	
6	February 14	<i>Socially Vulnerable Group Presentation #1*:</i> Ethnic and/or racialized communities	Grant Proposal Outlines Due In Class Quiz #2
February 21 READING WEEK			
7	February 28	<i>Socially Vulnerable Group Presentation #2*:</i> <i>Children</i>	
8	March 6	<i>Socially Vulnerable Group Presentation #3*:</i> Animals, livestock and/or pets	
9	March 13	<i>Socially Vulnerable Group Presentation #4*:</i> Individuals with low literacy and/or those with language barriers	In Class Quiz #3

10	March 20	<i>Socially Vulnerable Group Presentation #5*:</i> Low Income, Poverty and/or Homelessness	
11	March 27	Grant Writing Assignment: In-class component	
12	April 3	Social Change and Empowerment Selected Student Grant Proposal Presentations	In Class Quiz #4

RELEVANT UNIVERSITY POLICIES

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

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours](#). If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- **Respect your peers:** [Know when you are allowed to collaborate](#). Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course

work, you are also practicing a valuable professional skill that is important in all workplaces.

- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the [Criminal Code of Canada](#), which means that you may also be subject to criminal charges.

Using Generative Artificial Intelligence in this Course

Students are not permitted to use generative artificial intelligence (AI) in this course when submitting any final written work, including assignments or online posts. Submitting any work created through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Honesty](#). If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Accessibility

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](#) 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).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. 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.

Religious Observance 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 instructor 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.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor 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 instructor'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.

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 instructors 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](#) and [Student Conduct and Responsibilities](#), as well as the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors 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 [Student Guide to eLearning](#).

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 to Student Records 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 instructor 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 instructor 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.

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](#).