

Disasters: Case Studies of Causes and Impact
AP/DEMS 1701
C32F01 (AP ADMS) V41H01 (AP DEMS)
York University, School of Administrative Studies
Course Syllabus
Fall 2025

COURSE INFORMATION

Course Instructor: Dr. Evalyna Bogdan E-Mail: ebogdan@yorku.ca Office Hours & Location: By appointment either in-person in my office or online Course Schedule: Tuesdays 11:30 AM - 2:30 PM ET September 9 to December 2, 2025	Location: In-person delivery in classroom at Accolade Building West (ACW) Level 3 Room 307 North York, ON, Keele Campus. Course eClass Site: eClass DEMS 1701 Credits: 3.00
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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-OVERVIEW

Calendar Description / Prerequisite / Co-Requisite

This course is an introductory one for students interested in emergencies and disasters. It overviews the history of disasters, examines their causes, and analyzes their impacts. A series of case studies will be used to illustrate how nature, the built environment and society interact to create them. The course is lecture based but will use media where possible to illustrate the concepts discussed in class. Cross-Listing: ADMS 1701 3.00

Course Description

Disasters shape communities, test resilience, and leave lasting marks on history. This course offers an engaging introduction for students curious about how and why disasters happen—and what they mean for society. You'll explore the history of major disasters, uncover their causes, and examine their human, environmental, and economic impacts. Using real-world case studies,

we'll investigate how natural forces, the built environment, and social systems combine to create disaster events. Case studies of disasters can illustrate basic principles, exemplify problems, and create an environment to consider new approaches or solutions to re-occurring problems. Lectures are brought to life with videos, images, and other media, making complex ideas both accessible and relevant. Whether you're interested in emergency management, environmental studies, or social change, this course will give you the tools to start thinking critically about disasters and their place in our world.

This course also doubles as your launchpad for university life. You'll get oriented to York's key procedures and resources, while building essential skills that will not only help you succeed here—but also give you an edge in your classes, degree, and future career. From navigating campus systems to sharpening academic and professional abilities, you'll gain tools you can use after the course ends.

This course is primarily designed for undergraduate students (1st and 2nd) who are planning to enter into the Disaster and Emergency Management at York University. The course will cover the "emergency" portion of emergency management. For more advanced disaster and emergency management students enrolling, new knowledge may be gained on detail of specific disaster events. This course is open for enrollment to all undergraduate majors, but please note this course is disaster and emergency management focused. For those students, this course can provide a general introduction to the disaster and emergency profession and prepare students to consider the wider implications of threats posed by disasters to society.

Course Learning Objectives

Upon completion of this course students should be able to:

1. Develop case study analytical skills
2. Develop academic-level reading skills
3. Develop academic-level writing skills
4. Develop verbal and presentation skills
5. Develop critical thinking skills
6. Develop professional skills (collaboration; communication & conflict resolution; providing constructive feedback; facilitation; equity, diversity, & inclusion; stress-management)
7. Navigate York University resources and services

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 Fall 2025 and will consist of mostly in-person lectures and computer-mediated activities (electronic learning), with possibly a few (approximately 1-2) online lectures and activities (depending on the weather and other circumstances).

With a combination of online and in-person 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 online and in-person activities will occur during class time and include lectures, discussions, and group work.
- **Slide shows:**
 - Lectures 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 using their York Passport IDs and Passwords.
 - The electronic learning will take place through eClass and include online discussions and assignments.
- **Open discussion:**
 - 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.
 - 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.
- **Showcase:**
 - Each week the instructor will showcase a researcher or practitioner by providing a description of their work and professional contributions.

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 Course-related Questions for Students 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 “**1701**: [key words regarding the question or issue]” in subject line of emails. Allow **3-5** business days for me to respond. If you would like to meet with me, please use the links provided in eClass in the Office Hours section to book an appointment.

Learning Assessment

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

Item	Weighting (%)
DISCUSSIONS	(9)
Discussion 1a: Introduction Posts ‘About You’	0
Discussion 1b: Respond to an Introduction Post	0
Discussion 2a: DEM job description and initial post (Part 1 & 2)	3
Discussion 2b: DEM job description response post	1
Discussion 3: Reflection on Flood Resilience Challenge serious role-playing game	5
ASSIGNMENTS	(47)
Assignment 1 (optional): Succeeding in course	0
Assignment 2: CONVERGE module certificate	3
Assignment 3: (total 34)	
Assignment 3a: Case study presentation (visual PPT and script)	10
Assignment 3b: Case study presentation (oral)	10
Assignment 3c: Team contract (every team)	3
Assignment 3d: Feedback for team members	6
Assignment 3e: Group incident or briefing note on case study	4
Assignment 4: Reflections on DEM and career in DEM	10
PARTICIPATION	(20)
What I Learned Questions (1/week x 10 wks out of 12)	10
iClicker (1/week x 10 wks out of 12)	10
QUIZZES	(25)
Weekly quizzes: Case studies (3-4/week x 7 weeks)	24
Syllabus Scavenger Hunt	1

TOTAL	100
BONUS MARK (optional): Wellness Plan or Difficult Conversation Analysis	2

Note: Final course grades may be adjusted to conform to Program or Faculty grade distribution profiles.

Detailed grading rubrics outlining criteria for evaluation will be provided for each assignment on eClass prior to the due date of the assignment.

Assignments

Discussion 1a

Introduction Posting 'About You'

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

- What is your degree path? What is your dream job/career?
- What interests you about disasters?
- Have you experienced an emergency or disaster? If yes, what kind and where? What lesson was learned (or not)?
- 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:

- Your name (first or preferred name, last name is optional)
- Answer any or all of the following questions:
 - Is there something you have in common with the person who's initial post you are responding to?
 - What is something new or interesting that you learned? OR Do you have a follow-up question?

Discussion 2a

DEM Job Posting and Initial Post

Part 1: Find a disaster and emergency management-related job posting (e.g., on LinkedIn.com, [Ontario job bank](#), Indeed.com, Monster.com, Glassdoor.com, or others) for a position anywhere in Canada or internationally. Choose a job posting that lists skills, competencies, qualifications, or requirements (other than degrees, diplomas, or certificates). Either download the job posting or copy and paste it into a Word document and upload it to eClass (look for the three blue bars symbol).

Name or rename the job posting file as: Position level, Position title, and your name with your first name and initial of your last name (e.g., Manager_EM business continuity_EVALYNA B.)

Part 2: Answer all of these questions in the Discussion section on eClass (20-50 words):

- a) What is the position level and title?
- b) Where is the position? (City, Province, Country)
- c) What interests you about this position?
- d) What is your main takeaway about the list of skills/competencies?

Discussion 2b

Response Posting

Respond to one student's initial posting by answering all of these questions in the Discussion section on eClass (approx. 20 words):

- a) State something new or interesting that you learned from their initial posting or a question you have.

Discussion 3

Reflection on Flood Resilience Challenge serious role-playing game

Reflect on your experience playing the FRC game. For example, what is your main takeaway from playing the game? What did you observe about the interactions between stakeholders? Additional discussion questions will be posted on eClass.

Flood Resilience Challenge (FRC) Serious Game

If there is time at the end of the course, we will play the FRC game. To apply the various concepts and learnings, students will play the Flood Resilience Challenge (FRC) serious role-playing game (frcgame.com). Serious games are a well-established technique for exploring wicked problems (such as flooding) and policy development. More specifically, role playing games that operate as serious games have been used as tools for experiential learning that seeks to engage and educate players, rather than just entertain them, in a simulated environment. As an educational and engagement tool, the FRC game aims to build the capacity of stakeholders to improve flood resilience and enhance flood risk governance, including collective decision-making by:

- a) increasing flood literacy;
- b) fostering social learning;
- c) creating a safe space for exploring both risk management and communication strategies.

In its mechanism, the FRC game brings people together to work through simulated flood-preparation scenarios and better understand the perspectives of various stakeholders (politician, farmer, insurance company, etc.). Players do so by choosing a stakeholder role and making decisions based on that stakeholder's interests and goals. Each game round consists of 4 phases as players: (1) plan for different types of flooding; (2) re-evaluate their past decisions after a flooding event; (3) evaluate their budgets to reflect any damages; and (4) cast votes indicating their confidence in the game's politicians. Afterwards, players debrief about their strategies and experiences, providing further opportunities for learning. Students who are interested will have

the opportunity for further training to facilitate the FRC game for various stakeholders, including decision-makers at various levels of government, emergency managers, NGOs, engineers, etc.

Assignment 1 (OPTIONAL)

Succeeding in Course

To facilitate your success in this course, please provide the following information:

- a) Your goal(s) for this course
- b) Possible setbacks or challenges you foresee that might get in the way of your goal(s)?
What is your plan for overcoming those challenges? How can I assist you in overcoming those challenges?
- c) What do you want to learn to do better as a student?

Assignment 2

Decolonizing, Equity, Diversity & Inclusion (DEDI)

Complete one of the three training modules developed by Converge at the Natural Hazards Center:

- Cultural Competence in Hazards and Disaster Research
- Positionality in Hazards and Disaster Research and Practice
- Social Vulnerability and Disasters

Find the module at this link: <https://converge.colorado.edu/resources/training-modules/>. Submit the PDF of the completed certificate.

Additional training (optional – not for marks or bonus marks):

Complete the module on Decolonizing, Equity, Diversity & Inclusion (DEDI) [Toolkit developed by YU](#). Submit the PDF of the completed certificate.

Assignment 3

Presentation on a Case Study

This assignment consists of five parts:

- 3a) Case study presentation content (visual and written)
- 3b) Case study presentation delivery (oral)
- 3c) Team contract
- 3d) Feedback for team members
- 3e) Briefing note

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 **5-7** 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 c), and learn how to provide constructive feedback to your team members (part d), receive feedback from your team members (part e), along with other skills, to enhance team members' experience and performance. The eClass also has a section labeled Succeeding in Group Work with additional resources.

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

1. Description: What, where, when, who?
2. Analysis: Causes and impacts (why and how?)
3. Evaluation: So what? Lessons for EM
4. Evaluation: So what? Lessons for citizens
5. Implications for policies and practices
6. Whether similar disasters have happened more recently or where they could happen
7. Critical thinking/reflection (look at Week 3 PPT lecture slides and include 3-4 questions and answer them)
8. One question for further investigation
9. One open-ended discussion question for peers (will be transferred to iClicker Cloud)

The presentation needs to have visual and oral (speaking) components (part a). 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 b). 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 but will receive different grades for the oral presentation 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. Each case study is available as first-come, first-serve basis. If a student does not sign up for a topic by the deadline, they will be moved to the UNDETERMINED group which will present last and they can choose a disaster event of their choice.

After each case study presentation, we will do a class activity which can include: Debrief discussion, role reversal, "If I Were" (e.g., part of disaster response team), concept mapping, etc.

Assignment 4

Reflections on DEM and career in DEM

Use the template provided to answer questions, such as:

1a) What do you find interesting in general about the discipline of disaster and emergency management (DEM)?

1b) Is there an aspect of DEM that surprised you or is different than you initially thought when starting this course (and completed Discussion 2)?

2a) Describe 1 point that you found most interesting from one of the 4 resources provided in class.

2b) Choose 1 career skill and briefly explain why you chose that 1 skill to focus on in preparing you for your DEM (or other) job.

2c) Describe how you plan to (further) develop that skill you described in 2b.

2d) Describe 1 action you will incorporate into your daily, weekly, or monthly routine to ensure that you stay well (mentally, physically, emotionally, spiritually, socially, etc.) throughout your academic program and possibly your career.

Additional detailed instructions will be provided for each assignment on eClass prior to the assignment due date.

BONUS MARKS (optional – 2 marks – choose only 1, either A or B)

A: Difficult Conversations Analysis

Conflict is part of everyday life because of different views, values, experiences, perceptions between co-workers, family members, friends, and others. But these differences do not necessarily need to be a negative experience, rather, they can be opportunities for learning. In this assignment, students complete a template outlining the process for having a difficult conversation. Additional information is provided during lecture and in a handout summarizing the Difficult Conversations Technique developed by experts from the Harvard Program on Negotiation. (Approximately 250-500 words.)

B: Wellness Plan

Burnout and trauma are receiving increasing attention in research, news, and social media. Emergency managers and frontline workers such as first responders (police, firefighters, paramedics) have the highest rates of stress and trauma symptoms (from primary or secondary trauma) which can lead to burnout (and other physical and mental health conditions). As such, learning about these topics and approaches to wellness and resilience are of critical importance.

Create an approximately 500-word document that consists of these main parts:

1. Define and describe wellness and/or resilience and what they mean to you?
2. What are similarities or differences between individual and community wellness/resiliency?
3. What Does Wellness/Resilience Feel Like? How does it look and feel when you are in your Resilient Zone mentally, emotionally, physically, and/or spiritually? What Does a Lack of Wellness/Resiliency Feel Like?
4. Describe 1 of the Community Resiliency Model (CRM) skills
5. List 5-10 resources (bullet points) to enhance your wellness/resilience. Think about:
 - What or who uplifts you? •What or who gives you strength? •What or who helps you get through hard times?

6. Outline how you will incorporate at least one of the CRM skills or another resource into your daily or weekly routine.
7. CRM and community: Answer each question: a) How could you use CRM Skills in your community? b) What steps would you need to take to begin using CRM Skills in your community? c) What strengths does your community have that would support bringing CRM Skills to more people? d) What challenges would you expect? e) When can you start and with whom?
8. Include at least 3 references using APA 7.
9. Demonstrate creativity: Include images/photos/drawings, your choice of font type and size, layout the page to your preference, etc. However, please organize your answers to these questions in the order in which these questions appear to make it easier and faster for markers to find the information. Thank you.

Bonus marks can be received for only either the Difficult Conversation Analysis or the Wellness Plan, not both.

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 **10%** (1% for each class but allowance for missing 2 classes - there are a total of 12 classes). Other apps may be used as well such as [Mentimeter](#), [Kahoot](#), [JeopardyLabs](#), etc.

Learning Summary: What I Learned Today

Answer 2 questions at the end of class on a piece of paper that is submitted in-person at the end of class, the questions will be along the lines of (although they may vary week to week): 1) What is your main learning from today? 2) How will you apply your learning? The What I Learned Today are worth **10%** (1% for each class but allowance for missing 2 classes - there are a total of 12 classes).

Quizzes

Case Study Quizzes

Quizzes will consist of 2-3 questions per case study to be completed asynchronously on eClass. Because the quizzes can be done asynchronously on eClass and questions for each case study are open for 1-2 weeks, there is no make-up quiz for missed quizzes.

COURSE SCHEDULE: WEEKLY READINGS & ACTIVITIES

Tuesdays 11:30 AM - 2:20 PM ET September 9 – December 2.

Students should expect to be present in class (online or in-person) for the entire 170 minutes (classes are 170 minutes rather than 180 minutes to provide time for you to arrive on-time for your next class).

Readings

Textbook required:

Valcik, N. A. & Tracy, P. E. (2017). *Case studies in disaster response and emergency management*. (2nd edition.) New York, NY: Routledge.

Paper copy ISBN: 978-1-4987-8851-9

E-copy ISBN: 978-1-315-45937-0

This textbook is available at York University library (download and online access), you do not need to buy it.

The page numbers of readings will be posted on eClass after students have signed up for their case studies that they will present on.

Other:

Other readings as assigned. Supplemental readings will be available electronically through eClass, internet links, or other instructions.

Course Schedule

In the table below, blue shading represents in-person classes - they are all synchronous (students and instructor interact in real-time).

Yellow shading represents when assignments/discussions/presentations are due – they are all asynchronous (students complete tasks at their own pace).

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

- Case studies of disasters
- Quizzes
- Skills
- Participation
 - Discussions of case studies
 - Questions & Answers, What I Learned Today

Week	Key Dates	Class #	Topic/Item	In-person or online, timing
1	Tues. Sep. 9	1	• Introductions (professor & students) • Introduction to AP/DEMS 1701 and Emergency Management • Course orientation and review of syllabus – Syllabus Scavenger Hunt • Professional skills/competencies in DEM job postings • Professional skills: Communication (etiquette) • Succeeding in university • Instructions on upcoming assignments/discussions, Flood Resilience Challenge game (play Sep. 23) • DUE: What I Learned Today	In-person, synchronous

Week	Key Dates	Class #	Topic/Item	In-person or online, timing
1	Fri. Sep. 12		• Work on Discussion 1a, 1b and Assignment 1 (optional - due Sep. 19) • Sign up for FRC game role (also on Sep. 19)	eClass asynchronous
2	Tues. Sep. 16	2	• (Sep. 16: Last day to add course without instructor permission) • Key issues in disaster and emergency management response (Ch. 1 textbook) • Instructions on case study analysis • Instructions on Flood Resilience Challenge game (play Sep. 23) • Professional skills: Conflict resolution • DUE: What I Learned Today	In-person, synchronous
2	Fri. Sep. 19		• Syllabus Scavenger Hunt (see eClass quiz) • Discussion 1a: Introduction Posts 'About You' (optional) • Discussion 1b: Respond to an Introduction Post (optional) • Assignment 1: Succeeding in course (optional) • Sign up for FRC game role (play Sep. 23) • Sign up for case studies (also next Tues.)	eClass asynchronous
3	Tues. Sep. 23	3	• Flood Resilience Challenge serious role-playing game • DUE: What I Learned Today	In-person, ADERSIM Lab
3	Fri. Sep. 26		• Discussion 2a: Job description and initial post • Sign up for case studies	eClass asynchronous
4	Tues. Sep. 30	4	• Assignment 3 instructions • Professional skills: Presentation • Professional skills: Providing feedback • Professional skills: Critical thinking • Professional skills: Reading/Writing • Work on team contract in-class (Assig. 3c) • DUE: What I Learned Today	In-person, synchronous
4	Fri. Oct. 3		• Discussion 2b: Job description response post • Discussion 3: Reflection on Flood Resilience Challenge serious role-playing game	eClass asynchronous
5	Tues. Oct. 7	5	• Professional skills: Stress management via Community Resiliency Model (CRM) wellness skills • Work on team contract in-class (Assig. 3c) & presentations (Assig. 3a & b) • DUE: What I Learned Today	In-person, synchronous
5	Fri. Oct. 10-17 (extra time to submit during Reading Week if needed)		• Assignment 2: DEDI module completed (upload certificate) • Assignment 3a/b: Presentation submissions (Teams 1-2) • Assignment 3c: Team contract (every team)	eClass asynchronous
6	Tues. Oct. 14		• READING WEEK (Oct. 11-17)	NO CLASS
6	Fri. Oct. 17		• READING WEEK (Oct. 11-17) • BONUS MARKS: Wellness Plan OR Difficult Conversations Analysis	NO CLASS
7	Tues. Oct. 21	6	• Assignment 3a/b: Presentations by Teams 1-2 • Class activity based on case studies • Professional skills: Equity, Diversity, & Inclusion • DUE: What I Learned Today	In-person, synchronous
7	Fri. Oct. 24		• Assignment 3d: Feedback for team members (Teams 1-2) • Assignment 3e: Briefing note (Teams 1-2) • Quiz: Case studies 1-2 • Assignment 3a/b: Presentation submissions (Teams 3-4)	eClass asynchronous
8	Tues. Oct. 28	7	• Assignment 3b: Presentations by Teams 3-4 • Class activity based on case studies • Guest speaker • DUE: What I Learned Today	In-person, synchronous
8	Fri. Oct. 31		• Assignment 3d: Feedback for team members (Teams 3-4) • Assignment 3e: Briefing note (Teams 3-4) • Quiz: Case studies 3-4 • Assignment 3a/b: Presentation submissions (Teams 5-6)	eClass asynchronous
9	Tues. Nov. 4	8	• (Nov. 4 course drop deadline) • Assignment 3b: Presentations by Teams 5-6 • Class activity based on case studies • Guest speaker • DUE: What I Learned Today	In-person, synchronous

Week	Key Dates	Class #	Topic/Item	In-person or online, timing
9	Fri. Nov. 7		- Assignment 3d: Feedback for team members (Teams 5-6) - Assignment 3e: Briefing note (Teams 5-6) - Quiz: Case studies 5-6 - Assignment 3a/b: Presentation submissions Teams (7-8)	eClass asynchronous
10	Tues. Nov. 11	9	- Assignment 3b: Presentations by Teams 7-8 - Class activity based on case studies - Guest speaker - DUE: What I Learned Today	In-person, synchronous
10	Fri. Nov. 14		- Assignment 3d: Feedback for team members (Teams 7-8) - Assignment 3e: Briefing note (Teams 7-8) - Quiz: Case studies 7-8 - Assignment 3a/b: Presentation submissions (Teams 9-10)	eClass asynchronous
11	Tues. Nov. 18	10	- Assignment 3b: Presentations by Teams 9-10 - Class activity based on case studies - Guest speaker - DUE: What I Learned Today	In-person, synchronous
11	Fri. Nov. 21		- Assignment 3d: Feedback for team members (Teams 9-10) - Assignment 3e: Briefing note (Teams 9-10) - Quiz: Case studies 9-10 - Assignment 3a/b: Presentation submissions Teams 11-12	eClass asynchronous
12	Tues. Nov. 25	11	- Assignment 3b: Presentations by Teams 11-12 - Class activity based on case studies - Guest speaker - DUE: What I Learned Today	In-person, synchronous
12	Fri. Nov. 28		- Assignment 3d: Feedback for team members (Teams 11-12) - Assignment 3e: Briefing note (Teams 11-12) - Quiz: Case studies 11-12 - Assignment 3a/b: Presentation submissions Team 13 UNDETERMINED (if needed- see Assig. 3) - Assignment 5: Reflections on DEM and career in DEM	eClass asynchronous
13	Tues. Dec. 2	12	- Assignment 3b: Presentations by Team 13 UNDETERMINED - Summary of case studies and discussion - Discussion about DEM careers (Disc. 2a & 2b, Assig. 4) - Course evaluation - Closing for class - DUE: What I Learned Today	In-person, synchronous
13	Fri. Dec. 5		If needed: - Assignment 3d: Feedback for team members (Team 13 UNDETERMINED) - Assignment 3e: Briefing note (Team 13 UNDETERMINED) - Quiz: Case studies 13 UNDETERMINED	eClass asynchronous

GRADES

Submitting Assignments

Assignments for this course must be received within the timeframe specified for the assignment (see Course Schedule above) and most of them are to be handed in via eClass.

Can't submit on eClass?

If you are NOT able to submit an assignment on eClass due to technical difficulties, please email me (ebogdan@yorku.ca) the assignment right away so that I can see it was completed on time and not deduct marks for lateness.

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 (see Important Dates below) from a course without receiving a grade, 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/>

Important Dates

Here are the drop deadlines provided by the [Registrar’s Office](#). These are the last dates for students to drop a course without receiving a final grade:

- **Fall** term (**F** Term): Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines): **November 4, 2025**
- **Fall** term (**F** Term): Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below): **November 5 - December 2**

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 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

This information is not applicable for this course but is provided for general knowledge. 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: “**DEMS 1701: Request for Reappraisal of Assignment #X**”.
5. The professor will respond within 3-5 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. There is an **automatic 2-day extension (due midnight on Sundays)** for all deadlines EXCEPT for group assignments which must be submitted on time (see Assignment 3 components a,b,c,d and e).

Assignments received later than the automatic 2-day extension will be penalized. 5% of the final grade will be deducted for each day that the project is late, including each weekend day (Saturday and Sunday is 10%).

Deferred Final Exams (or Assignments)

There is no Final Exam for this course but there is a Final Assignment.

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. 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.

TECHNOLOGY-RELATED

Technical Requirements

Throughout the term, students will interact with the course materials, the course director/TA, as well as with one another on eClass asynchronously. **With the possible exception of 1-2 classes that may be online due to weather-related issues (if this occurs, the instructor will send notice via eClass announcement – see Class Cancellation Policy below), all other classes will be in-person.**

For the online classes, Zoom will be used. Students will need a stable, high-speed Internet connection, as well as a computer to access eClass and possibly Zoom (in which case the computer and/or smart device will need a functioning webcam and microphone). Students will also need to sign up for iClicker which is described further below in the Participation section. The university library has computer stations for students who need access to computers and/or quality Internet connection.

Note about Zoom:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 4, 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](#)
- [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.

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

General Information

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

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

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/>

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 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.

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 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.

ACADEMIC INTEGRITY-RELATED

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 practising 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.

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](#) 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.

Plagiarism

Plagiarism is defined as misusing another person's published or unpublished work by presenting their ideas, writing or other intellectual property as one's own without proper acknowledgement (Senate Policy on Academic Honesty, section 2.1.3.). There are a number of acts that are considered to be plagiarism, for example:

- copying content word-for-word from a source without proper citation;
- paraphrasing from a source without proper citation; submitting work you have already submitted for another course without the instructor's approval; rewording someone else's work which you submit as your own;
- having a third party complete work in whole then submitting it as one's own (also known as contract cheating).

Although plagiarism is often thought to involve words and ideas, it can also involve drawings, paintings, photographs, programming code, statistics, presentations, musical scores, among other types of content. Even if the act of plagiarism was unintentional, you can still receive a penalty. To avoid plagiarism, keep good track of any outside sources you use, and ensure that you cite sources properly. For more help on how to avoid plagiarism, contact the Library, Writing Centre, or your instructor or TA.

Artificial Intelligence (AI) Apps

According to York's Senate Policy on Academic Honesty, using AI apps such as ChatGPT, GPT-3, DALL-E, among others to complete academic work without your instructor's knowledge or permission, is considered to be a breach of academic honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1) and using image generating tools (such as DALL-E) would be considered to be plagiarism (Senate Policy, section 2.1.3).

You may find that certain instructors will allow the use of these tools for certain assessments, yet others will not allow their use. If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

Additionally, you are encouraged to keep all of your research notes and draft versions of your work. You may be asked to present these if it is suspected that an AI app was used to help complete your work. These drafts can be used to show how this work developed, and to provide evidence that the work is your own.

Students may only use generative artificial intelligence (AI) tools in this course so long as the following two conditions are met:

- Specific generative AI tools are used in accordance with the written guidelines provided for each assessment or activity, and
- The use of generative AI is documented and cited following citation instructions given in the syllabus.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University's [Senate Policy on Academic Honesty](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

Chat GPT links:

- There are several different types of AI available, some are free, some have free trial options but also paid. Bing chat is free, and does not require an email address to sign up.
- YU library resource on AI:
<https://researchguides.library.yorku.ca/c.php?g=731512&p=5254595>
- [Using ChatGPT effectively - Student Guide to ChatGPT - LibGuides at University of Arizona](#)

Unauthorized Collaboration

Unauthorized collaboration occurs when students work together on assessments without their instructor's permission. This can include working together to solve homework problems, comparing their homework, test or exam answers, collaborating to complete assignments, or having someone else write or revise an assignment. Sometimes collaborating on assessments with other students is acceptable, yet at other times, individual effort is required. This can vary by course, instructor, or assessment. Even when it comes to group assignments, individual work may be required at different stages. If you are unsure whether collaborating on assigned work is permitted or the extent of collaboration that is acceptable, review the instructions for that assessment, and/or ask your instructor or TA. Note: even if collaboration on an assessment is permitted, it is never acceptable copy someone else's work or allow them to copy yours.

Group Messaging Tools

Group messaging platforms, such as Discord or WhatsApp, can be helpful tools that connect students and support learning. However, such tools can lead to academic honesty violations when students share or use answers to homework tasks, quizzes, tests, or exams, or when students collaborate on individual assignments. According to York's [Senate Policy on Academic Honesty](#) these behaviours may lead to a penalty. Moderators of these groups are required to clearly communicate the group's purpose and to remind students of the expectations for academic honesty. Being a member of such a group is not a breach of academic honesty or any other university policy. However, if you witness academically dishonest behaviour, it is strongly recommended that you leave the group. If you are unsure whether the behaviour is a violation of academic honesty, check with your TA or instructor. For detailed information about expectations for academic honesty, please refer to York's [Senate Policy on Academic Honesty](#).

Homework Help Sites

According to homework sites (such as Chegg), their services are intended to support students' understanding of course material. Despite this, cheating occurs on tests and exams when students post their test or exam questions to these sites during the assessment in order to obtain answers from one of their experts. Using the answers provided is a breach of academic honesty, according to York's [Senate Policy on Academic Honesty](#). If you're struggling with course material, understanding expectations, or in any other way, reach out to your instructor or TA instead of relying on homework help sites to acquire assessment answers. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>.

Contract Cheating

Contract cheating occurs when a third party completes a student's work, and the student then submits that work as their own. Third parties can include: freelance academic writers or tutors, online essay writing companies, friends, classmates, or even family members. Contract cheating is considered to be a serious type of academic dishonesty that carries severe penalties. Besides penalties imposed by the university, contracting a third party to complete academic work carries the additional risks of identity theft and blackmail. If you are unsure whether a certain resource is a legitimate source of help, check with your TA or instructor. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>. As well, for detailed information about expectations for academic honesty, please refer to York's [Senate Policy on Academic Honesty](#).

Content Sharing Sites (e.g. CourseHero, OneClass, StuDocU, etc.)

For information about content sharing sites, including a syllabus statement, please refer to this page: <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>.

ACCESSIBILITY & ACCOMMODATIONS

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.

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.

- [SPARK Student Papers & Academic Research Kit](#)
- [APA Style Overview](#), YorkU Libraries
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [ESL Open Learning 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 coarse 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.

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

As set out in the [Code of Students Rights and Responsibilities](#), *in exercising their [freedom of expression](#), York University students have the responsibility to behave in a way that does not harm or threaten to harm another person's physical or mental wellbeing and the responsibility to uphold an atmosphere of civility, honesty, equity, and respect for others, thereby valuing the inherent diversity in the University community.*

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.
- 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.
- 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 where 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 little disturbance. 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 (**be aware that there are [limitations to Freedom of Expression at York University](#) if those expressions are unprotected or create an intimidating and hostile environment***). 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.

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.