Disasters and Humans
AP/DEMS 3706
Cat #: G02A01 (AP ADMS) / C11D01 (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:** Thursdays 11:30 AM - 2:30 pm ET September 4- November 27. **Location:** In-person delivery in classroom Accolade Building West (ACW) Level 1 Room 106, Keele campus **Course eClass Site:** eClass DEMS 3706 **Credits:** 3.00

LAND ACKNOWLEDGEMENT

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.

PEER ACKNOWLEDGEMENT

I would like to acknowledge Dr. Eric Kennedy for allowing me to use his syllabus for AP/DEMS 3706 (with some modifications).

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-OVERVIEW

Calendar Description / Prerequisite / Co-Requisite

Focuses on developing an understanding of the impact of different disasters on individuals, communities and specific populations. Short- and long-term intervention strategies for social psychological preparation and support will be presented and assessed.

Course Description

How do people deal with the stress and anxiety induced by experiencing an emergency? What determines which disasters we're afraid of and which ones we don't care about? Why do so many people choose not to evacuate, even when they're given lots of warning? How do emergency managers make high-stakes decisions when everything is confusing and uncertain? How do you actually motivate people to prepare for disasters?

This class is all about the human dimensions of disasters, with a special emphasis on the psychology and cognitive science of emergencies. Each week will have a different theme, where we'll be linking a case study with theory from disciplines like psychology, cognitive science, sociology, and philosophy. By the end of the course, you should have a good handle on a variety of the ways that psychology shapes the field of disaster and emergency management, as well as related areas.

Given this class focuses on the individual dimensions of disasters, it is meant to complement DEMS 3708 ("Social Issues in Disaster Management"), which explores the social and community dimensions of DEM.

It's worth noting that this isn't a class that's narrowly focused on PTSD or the psychological impacts of disasters on individuals. While we will discuss these topics, there are also many other psychological and cognitive issues that are important to consider, from how individuals and governments make decisions to how we can encourage people to take ownership over being better prepared.

We're also here to do more than just talk about the psychology of disasters. This is also a class about reading, writing, and critical thinking. While we're looking at topics in disaster and emergency management, our ultimate goals are broader. These are transferable skills that are applicable beyond just emergency management! You'll see that the assignments below require significant writing – and also mean that you need to be doing the readings each week. The philosophy is simple: by doing smaller amounts of work on a regular basis, you'll learn more and do better than if you try to cram a paper at the end of the semester.

An important note: you don't need to be a Disaster and Emergency Management student to benefit from, enjoy, or participate fully in this class! While we'll talk about lots of disasters, we'll also be exploring issues around science, decision-making, and psychology more broadly. As long as you have at least a little interest in disasters or emergencies, you're likely to find material you'll enjoy and connect with.

Finally, this is a class where participation and thoughtfulness are key. During our sessions together, we'll be having activities, discussions, group work, and lots of other modes of interacting. Doing well in this class means being engaged fully!

Course Learning Objectives

Upon completion of this course students should be able to:

1. Explain cognitive, psychological, behavioural and other theories, and apply them to specific disaster contexts (connect theory and practice);
2. Demonstrate critical thinking skills to examine their own assumptions about how the world works, how people should behave and what they should believe in disaster circumstances;
3. Complete the basic steps of scholarly research, including critically evaluating scholarly and other information sources;
4. Formulate well organized written arguments that are grounded in supporting evidence;

5. Demonstrate professional skills: a) Teamwork and interpersonal skills; b) Provide constructive feedback to peers on academic writing and teamwork; and c) Facilitate peer discussions.

Course Format & Organization

The course is in-person 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 discussions and interactivity, my aim is to improve student engagement, and that passive transmission of information will be minimized. Teaching methods and use of technology in this course are as follows:

- Online and in-person activities:
  - The in-person activities will occur during class time and include lectures, discussions, and group work. Online activities include iClicker, eClass discussions or reflections, and group work.
- Slide shows:
  - Lectures with PowerPoint presentations will serve to enrich, clarify, and illustrate critical content in assigned readings.
- eClass:
  - This course has an eClass page. All students who register for the course should be able to access the course at: eClass.yorku.ca using their York Passport IDs and Passwords.
  - Electronic learning will take place through eClass and include online discussions, assignments, and guest lectures.
- Open discussion:
  - Stimulating class discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view. Group discussions are encouraged using online forums on the course eClass page, as well as during class.
- Individual & group work:
  - Activities and assignments will be conducted individually as well as in groups to enhance student retention and encourage the development of teamwork skills.
  - Assignments will be spread throughout the term, intended to bring course subject matter to life. Groups will present on assignments and lessons learned/common threads.
  - Most of the assignments will be submitted via Turnitin in eClass. Please email me at ebogdan@yorku.ca at least 7 days before the due date of the assignment if you opt out of Turnitin. In that case, please submit your assignment by the due date and time by emailing it to me.
- Guest speakers:
  - Talks by academics and/or practitioners directly involved in the topics and contexts covered may be used to augment course content.

Some materials from lectures will be on eClass but not all of it. To ensure success in the course, it is highly recommended that students attend the in-person and potentially (1-2) online 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 me as the Course Instructor, Professor Evalyna Bogdan, by email (ebogdan@yorku.ca). Please use formal professional language and proper grammar in your e-mails as communication is an important professional skill (see e-mail etiquette information on eClass). Please write "3706: [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 (%)
ASSIGNMENT 1: REFLECTIONS	**(25)**
Group Reading Reflection #1 (250 words)	5
Group Reading Reflection #2 (250 words)	5
Giving feedback on reading reflection	5
Individual Reading Reflection #3 (250 words)	5
Individual Reading Reflection #4 (250 words)	5
ASSIGNMENT 2: ESSAY	**(20)**
In-class essay	20
ASSIGNMENT 3: GROUP PRESENTATION	**(33)**
3a) PowerPoint	7.5
3b) Script	7.5
3c) Oral presentation	10
3d) Evaluating team members	7
3e) Engaging activity for audience	1
ASSIGNMENT 4: PARTICIPATION	**(22)**
'What I Learned' Reflection on lecture (3 marks for each class: 7 out of 10 classes)	21
Question for 1 group presentation	1
TOTAL	**100**

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

Assignments

In this class, I'm looking for you to demonstrate what you're learning in four different ways: (1) short reflections on the readings; (2) a paper that applies the theory from class to a new disaster case study; (3) group presentation; and (4) participation: What I Learned Today and facilitation question for team presentations.

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

Assignment 1: Reading Reflections

The Reading Reflections are **very short reflection on the readings** (no more than 250 words). Most weeks will have two readings: one theory or concept and one case study. Your task is to apply the theory/concept to the case study *in a way that helps us understand the case study better*. In other words, what does the theory/concept tell us that helps explain why things happened the way they did? We'll do the first two weeks' reflection in class together to help you get the hang of it.

You are expected to submit four of these reading reflection assignments throughout the term. The first two

assignments you'll work on them in groups during class on Week 1 and Week 2 (the theory papers are complicated those weeks!). You will give feedback on another group's reflection. Two of the reading reflections you write individually before coming to class. You can choose which weeks you hand in individual reading reflections, but I'd recommend that you start early for two reasons:

1. *There is no way to make up reading reflection assignments you've missed*. You will receive feedback on each one that you hand in. Your job is to apply that feedback to become a better reader and writer throughout the semester. So, you couldn't get that benefit if you waited until the end of the semester to hand them all in! If you start handing these in early (Week 3, 4…), then that gives you flexibility if things go wrong later in the semester (e.g., if you get sick in Week 10).
2. The final paper (Assig. 2) is basically a larger version of this assignment. The earlier you practice the assignments and receive feedback, the earlier you can start preparing for your final assignment (which usually means doing better!).

Assignment 2: Final Paper (In-class Essay)

Your final paper provides an opportunity for you to demonstrate your ability to understand the theories and apply them to a real-world disaster, emergency, or crisis. Throughout the semester, you will be given the same exam booklet to write notes on the theories discussed in class (see details under Assig. 4 in your syllabus and eClass). You can use the notes you wrote in this booklet during the in-class essay (final paper). You will also be provided with descriptions of several case studies (not the same as the weekly readings) from which you can choose one case study. Your task is to analyze the case study by applying two of the theories from your booklet. This final paper is like a scaled-up version of the reading reflections. You will receive additional instructions on the final paper during class. The word count will be approximately 1,500.

Assignment 3: Group Presentation

Each team will consist of 7-9 students for a total of 7 groups. With your team, you will develop a 20-30 minute presentation addressing similar questions as for reflection assignments and the final paper but more in-depth. Your team will describe the theory and case study in one of the week's readings (sign up early if you are interested in a specific topic/reading) and apply the theory to understand the case study. See eClass for the outline of the presentation, and more detailed instructions will be provided in class. Your team members will be evaluated the same based on the visual presentation (part 3a) and speaking points/script (part 3b) of about 1000-2000 words, but you will be evaluated individually for your oral presentation (part 3c). You are also required to develop a creative activity for the class to engage with the material (part 3e) beyond the discussion we will have after the presentation (if you would like to discuss with me the activity ahead of time, I am available to do so).

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 provide evaluation of each team member (via a template you submit to the instructor - part 3d) to ensure accountability and to practice providing constructive feedback.

Assignment 4: Participation

Participation consists of two components:

Part 1: ' What I Learned Today' reflection to be written in each class by answering 3 questions in an exam booklet which I will provide to you. I will give you your booklet at the beginning of each class and collect it at the end of each class. You will then use the content you wrote in your booklet for writing the in-class essay

(Assig. 2) on the last day of class. The 3 questions for What I Learned Today reflections:

i) Describe the main aspects of the theory covered in class.
ii) What are my main (1-2) takeaways after reviewing the module? (what did you learn?)
iii) AND answer one of the following:
- What was your (affective and cognitive) experience of the learning (before, during, and after)? (so what?)
- Are there any assumptions, biases, or alternative ways of understanding this information? (so what?)
- How could you apply this knowledge in the future? (now what?) OR What will I do differently now that I know this information? (now what?)

Part 2: You will need to post your question on e-Class for the team presenting that week a few days ahead of time to provide an opportunity for that team to formulate responses during in-class discussion. The question should be one that the entire class can discuss and needs to be related to the topic that week.

iClicker Cloud

To increase engagement and help with memory retention, learning materials may 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.

COURSE SCHEDULE: WEEKLY READINGS & ACTIVITIES

Readings

To reduce costs to students– and because no single book is a perfect resource – there is no required textbook in this course. Each week you will have readings to complete in advance of the class, such as after action reports, policy documents, laws, and textbook chapters. These readings will be posted on e-Class, which is the definitive guide to what you should read on a weekly basis (it may change from what's listed in this syllabus based on how we're progressing through the material).

Outline of Course Topics

Week 1: Our Limited Brains

Read:	Notes
Case Study: Transportation Safety Board of Canada, Aviation Investigation Report A16P0180, Page 1-5, 11-12.	Very little reading this week! These few pages, however, provide some examples (fun and otherwise!) of how our brains struggle to process the world around us.
Theory: Bach, M., & Poloschek, C. M. (2006). Optical illusions. *Adv Clin Neurosci Rehabil, 6*(2), 20-21.	
We like to think that we're really good at making decisions, but it turns out that we're actually quite flawed. Our brains have limited capacity and have evolved to use a large number of shortcuts to compensate. In this first class, we'll explore the symptoms of these cognitive limitations through illusions and fallacies. We'll also discuss the syllabus, the reflection assignments, and the semester ahead.	

Week 2: Rational Choice Theory & Bounded Rationality

Read:	Notes
Case Study: Asgary, A., & Nayebi, M. (2025, Aug. 19). AI-generated misinformation can create confusion and hinder responses during emergencies. https://theconversation.com/ai-generated-misinformation-can-create-confusion-and-hinder-responses-during-emergencies-263081	This paper is fairly dense and challenging, so make sure to budget enough time to read it!
Theory: Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185*(4157), 1124-1131.	
In the first week, we discussed the ways our brains are limited and prone to errors – but we need to understand this in more detail. Throughout history, economists (and others) have made a big assumption: that humans are 'rational.' But we're not… we are full of emotion, bias, and limitations.	

Week 3: Psychological Trauma & Protective Factors

Read:	Notes
Case Study: Read the short article and watch the video interview with Romeo Dallaire, Lt-Gen. in the Canadian Army, describe his decades long struggle with PTSD following the Rwandan genocide: https://www.cbc.ca/books/waiting-for-first-light-1.4006481 [1] ***AND/OR*** Jones, S. (2015). Nepal one month after the quake: 'The emotional impact has been devastating'. *The Guardian.*	Beware that the reading for this week contains some graphic content (trigger warning). You can choose to read one or both articles in the case study and theory list.
Theory: Neria, Y., Nandi, A., & Galea, S. (2008). Post-traumatic stress disorder following disasters: a systematic review. *Psychological Medicine, 3*8(4), 467-480. ***AND/OR*** Thabet, A. A. M. (2017). Risk and protective factors in relation to trauma and post traumatic stress disorders: A meta-analytic review. *EC Psychology and Psychiatry*, *2*(4), 122-138.	
It would be impossible to have a course exploring the human dimensions of emergencies without considering how they affect us and our brains. This week we'll take a trip through the psychological impacts of disasters, with a special focus on Post Traumatic Stress Disorder (PTSD). We'll focus on understanding why disasters cause impacts on our mental health and what this can mean for different groups. We'll also discuss 'protective factors' and identify what differentiates those who can survive – and even thrive! – in difficult situations versus those who suffer tremendously. We will explore what	

[1] If you want to read more, see Chapter One from Dallaire, R. (2019). Waiting for First Light: My Ongoing Battle with PTSD. Vintage Canada.

positive things you can do to take care of your own mental health while being in the field of emergency management.

Week 4: Cultural Cognition

Read:	Notes
Case Study: See research study described in article.	Kahan is the second 'challenging' reading of the term, so budget some extra time.
Theory: Kahan, D. M., Jenkins-Smith, H., & Braman, D. (2011). Cultural cognition of scientific consensus. *Journal of Risk Research, 14(2)*, 147-174.	
If people don't make decisions on a *rational* basis, how do they decide? In this class, we'll be exploring the other things that influence our decision-making. We work through our second challenging reading of the semester – Kahan's Cultural Cognition – so we'll spend some time making sure that we understand it fully. We'll also explore some other theories about how our decisions are influenced by 'non-rational' factors.	

Week 5: Decision-Making in an Emergency

Read:	Notes
Case Study: Daily Mail "Revealed: One third of plane passengers would take their bags with them during an emergency evacuation – and despite being told not to."	
Theory: Proulx, G., & Pineau, J. (1996, October). Differences in the evacuation behaviour of office and apartment building occupants. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 40, No. 16, pp. 825-829). Sage.	
In weeks 1,2 and 4, we explored how decision-making is limited: we're not very rational and we tend to use other, affective factors to guide our choices. What happens when you introduce stress, panic, and emergency to the equation? This week, we'll explore how people react when you inject chaos! We'll take a deep dive into behaviour during evacuations, using both micro (e.g., escaping a building) and macro (e.g., escaping a hurricane) examples.	

Week 6: Responder Decision-Making Under Stress

Read:	Notes
Case Study: Rothermel, R. C. (1993). Mann Gulch fire: A race that couldn't be won. *Gen. Tech. Rep. INT-299. Ogden, UT: US Department of Agriculture, Forest Service, Intermountain Research Station.*	
Theory: Klein, G. A. (1993). *A recognition-primed decision (RPD) model of rapid decision making* (pp. 138-147). New York: Ablex Publishing Corporation.	
By now, you'll be quite familiar with how bad us lay-people are at thinking clearly. But, certainly professionals – like firefighters or paramedics or emergency managers – must be better, right? Not so fast! We'll explore how decision-making can get all messed up for responders as well using examples from firefighting and policing, before turning to some of the more positive things that can be done to help improve decisions.	

Week 7: Reading Week. Enjoy a break!

Week 8: Thinking about the Future and Probabilities

Read:	Notes
Case Study: Ottawa Citizen, "Letting nature take its course: insurance, relocation may be part of the solution"	
Theory: Gigerenzer, G., Hertwig, R., Van Den Broek, E., Fasolo, B., & Katsikopoulos, K. V. (2005). "A 30% chance of rain tomorrow": How does the public understand probabilistic weather forecasts?. *Risk Analysis: An International Journal, 25*(3), 623-629.	
To this point, we've focused mostly on making decisions about the here and now: what do we do with the stuff in front of us. But, lots of decision-making isn't about the obvious stuff we can see… instead, it's about things like the future or possible outcomes. We'll start by looking at something that seems simple (but isn't!) – how we understand weather forecasts – before diving into more complicated ways of 'seeing the future.'	

Week 9: Thinking Like a Government

Read:	Notes
Case Study: Sheri Fink, NYTimes, 'Lost In The Storm'	These two pieces are fairly long (so give yourself a few days to read) but engaging. The Fink story is also quite confronting, so make sure you're prepared to read it. If you're inclined, view the NY Times piece directly on their website (it includes a bunch of video and imagery).
Theory: Chapter 1 from Scott, J. C. (1998). Seeing like a state: How certain schemes to improve the human condition have failed. Yale University Press.	
We usually think of 'thinking' as something that happens at an individual level. But, when we get together as groups, two things happen. First, the very way that we think changes. Second, some of our 'thinking' doesn't happen only in our brains anymore, but as a group instead. This week we'll talk about how groups think with a focus on governments (because you're likely to work for/with one!).	

Week 10: Development of Expertise

Read:	Notes
Case Study: Watch one episode (your choice) of Air Ambulance ER (or, if unable read "A working life: the air ambulance paramedic")	Note that Air Ambulance ER can have graphic scenes.
Theory: Collins and Evans, "*Rethinking Expertise,*" Chapter One from page 13-27 only.	
Throughout our discussions in the class, we've assumed something of a dichotomy between 'the public' and 'experts.' We hold police officers or emergency managers to higher standards and expect them to think more clearly about the risks they're managing. But what makes these 'experts' different? And, how does somebody even become an expert in the first place? We'll investigate different theories of how people become experts and think about what skills you should take away to become a *good* expert yourself!	

Week 11: Motivating Change

Read:	Notes
Theory: Paton, D. (2003). Disaster preparedness: A social-cognitive perspective. *Disaster Prevention and Management: An International Journal, 12*(3), 210-216.	

Case Study: Vancouver is Awesome News, 'Most Canadians are unprepared for future natural disasters, study finds' https://www.vancouverisawesome.com/highlights/most-canadians-are-unprepared-for-future-natural-disasters-study-finds-5202916 *Optional:* Taylor-Butts, A. 2015. Emergency preparedness in Canada, 2014. Ottawa, Ontario: Statistics Canada. https://publications.gc.ca/collections/collection_2024/statcan/85-002-x/CS85-002-35-16-eng.pdf Report warns of 'large gaps' in Canada's preparedness for climate change disasters https://globalnews.ca/news/7990272/climate-changes-disasters/ Inclusive Resilience report summary: https://theconversation.com/canadians-are-unprepared-for-natural-hazards-heres-what-we-can-do-about-it-201863 Inclusive Resilience report: https://uwaterloo.ca/inclusive-resilience/sites/default/files/uploads/documents/crc-p4a-finalreport-en.pdf	
So far we've discussed a lot of challenges and many ways that questionable decision-makers. Is there any hope for improving things? This week we'll be talking about solutions. First, how do you get someone to change their mind? And, second, if they *do* change their mind, how do you get them to change their behaviour?	

Week 12: In-class Essay Preparation

Week 13: In-class Essay

Course Schedule & Important Dates

Assignments written in italics are optional for submitting that week or only apply to a specific group.

Week #	Key Dates	Class #	Topic/Item	Due	Activities
1	Sep. 4	1	Our Limited Brains	•*Assig. 1: Group Reflection #1 in-class*	In-class assignment
2	Sep. 11	2	Rational Choice Theory & Bounded Rationality	•*Assig. 1: Group Reflection #2 in-class* •*Provide feedback on group reflection*	In-class assignment
	Sep. 16		Last date to add a course without permission of instructor		
3	Sep. 18	3	Psychological Trauma & Protective Factors	Due Sep. 15 •*Assig. 1: Individual Reflection #3 or 4* •*Question for facilitation due* •*Choose group for Assig. 3*	Instructor presents
	Sep. 23		Last date to add a course with permission of instructor		
4	Sep. 25	4	Cultural Cognition	Due Sep. 22 •*Assig. 1: Individual Reflection #3 or 4* •*Assig. 3: Group #1 presentation & class activity plan* •*Question for facilitation due*	Presentation Group #1
5	Oct. 2	5	Decision-Making in an Emergency	Due Sep. 29 •*Assig. 1: Individual Reflection #3 or 4* •*Assig. 3: Group #1 team evaluations* •*Assig. 3: Group #2 presentation & class activity plan* •*Question for facilitation due*	Presentation Group #2
6	Oct. 9	6	Responder Decision-Making Under Stress	Due Oct. 6 •*Assig. 1: Individual Reflection #3 or 4* •*Assig. 3: Group #2 team evaluations* •*Assig. 3: Group #3 presentation & class activity plan* •*Question for facilitation*	Presentation Group #3

7	Oct. 16	-	READING WEEK		-
8	Oct. 23	7	Thinking about the Future and Probabilities	Due Oct. 20 •*Assig. 1: Individual Reflection #3 or 4* •*Assig. 3: Group #3 team evaluations* •*Assig. 3: Group #4 presentation & class activity plan* •*Question for facilitation*	Presentation Group #4
9	Oct. 30	8	Thinking Like a Government	Due Oct. 27 •*Assig. 1: Individual Reflection #3 or 4* •*Assig. 3: Group #4 team evaluations* •*Assig. 3: Group #5 presentation & class activity plan* •*Question for facilitation*	Presentation Group #5
	Nov. 4		Drop deadline: Last date to drop a course without receiving a grade.		
	Nov. 5 – Dec. 2		Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript). Before withdrawing, please speak with me to figure out alternative options.		
10	Nov. 6	9	Development of Expertise	Due Nov. 3 •*Assig. 1: Reflection #3 or 4* •*Assig. 3: Group #5 team evaluations* •*Assig. 3: Group #6 presentation & class activity plan* •*Question for facilitation*	Presentation Group #6
11	Nov. 13	10	Motivating Change	Due Nov. 10 •*Assig. 1: Reflection #3 or 4* •*Assig. 3: Group #6 team evaluations* •*Assig. 3: Group #7 presentation & class activity plan*	Presentation Group #7
12	Nov. 20	11	In-class preparation for Assig. 2 essay writing next class	Due Nov. 17 •*Assig. 3: Group #7 team evaluations*	
13	Nov. 27	12	In-class essay	•Assig. 2: In-class essay	

GRADES

Submitting Assignments

Assignments for this course must be received within the timeframe specified for the assignment (see Course Schedule above) and are to be handed in via eClass (except for What I Learned Today weekly reflections and Assig. 2 In-class Essay).

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 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

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/

Late Assignments & Grading

There is a lot of material in this class - you need to read the materials to fully understand what's happening in class. To be successful, you need to both complete the readings before class and be engaged in class! To get top grades in this course, you need to be present in class, stay on top of your readings, and demonstrate mastery on the fundamentals each and every week.

That being said, life happens: family emergencies, illnesses/injuries, mental health challenges, and similar

pressures can arise. As such, I have a few options that are available to help you make this class work well with your life.

- For the weekly reflections, you only need to turn in four: two are done as a group in-class during Weeks 1 and 2 , and the other two are individual. If life happens, there's some flexibility built in here because you can submit the individual reflections throughout the semester. Do remember, though, that there is no ability to turn in these reflection assignments late or to make them up if they are not completed.
- For the rest of your assignments, I offer the option of a 48-hour automatic extension (includes weekends), no questions asked. It's automatic, so *no need to e-mail me* – simply turn in the paper no later than 48-hours after the original deadline.
    - Beyond the 48-hr window, late assignments will have their grade reduced by 5% per 24-hr period *beginning from the date it was due*. So, if the assignment was due Monday at 11:55 pm, , but you handed it in more than 48 hours after the original deadline on Thursday at 10:00 am, it would receive a deduction of 15%.
    - Unless individual accommodations are arranged before the due-date (via Student Accessibility Services), late assignments will not be accepted more than 7 days (168 hours) after the original due date.
    - For exceptional circumstances (such as severe illness or death of a loved one), there may be additional accommodation beyond this 48-hour period, please reach out to me as soon as possible. I'm happy to work with you to figure out a plan that allows you to perform well on the assignments. The earlier you can reach out to me, the more flexible I can be (both in terms of *what* kinds of issues we can accommodate and *how* we can accommodate them).
    - Note that group assignments can NOT be submitted late. If you are behind on your schoolwork, prioritize group work submissions.

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 3706: 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.

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, 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 breech 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

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable on-campus resources that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the *Senate Policy on Academic Conduct*. You can learn more about upholding academic integrity in your courses by exploring Guiding Principles for LA&PS and Academic Integrity for Students.

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 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

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's *Senate Policy on Academic Conduct*. Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered to be a breach of academic honesty. For more information, please review AI Technology & Academic Integrity: Information for Students.

- 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

- YU library resource on AI:

https://researchguides.library.yorku.ca/c.php?g=731512&p=5254595

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

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact Student Accessibility Services to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). 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.
- Peer Mentorship helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- goSAFE is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit Student Support & Resources.

Trigger Warning

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

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 and fill you in on what was missed.
- Due to the increasing number of emails I receive requesting information on materials already covered in lecture, I reserve the right to reply that you should speak with your classmates who were in attendance.

- 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 as little disturbance as possible. If coming late or leaving early on a regular basis cannot be avoided, please let me know.
- I expect that students express their views, raise questions, and challenge taken for granted assumptions. For this to be possible, it is necessary that we all come to class with an open mind and willingness to listen to other points of views and perspectives that may challenge our own values and ways of thinking (**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.