Course Description

This course provides an in-depth theoretical examination and practical analysis of a number of themes within the four pillars of emergency management: mitigation, preparedness, response and recovery, within a comprehensive emergency management framework. Through lectures, case studies and analysis, the emergency and disaster management cycle will be studied in order to provide students with a solid understanding and knowledge of each of these areas and how to apply them.

Course Overview

Emergency and disaster management is a complex issue, crossing most disciplinary borders. Though it is commonly broken into the separate pillars of mitigation, preparedness, response and recovery, in reality these are overlapping processes with uncertain boundaries. Students must develop a fairly sophisticated understanding of the strengths and weaknesses of each of these parts of the cycle, how they interact with each other, and what characteristics contribute towards successful risk reduction. As such, the course will be a mixture of the theoretical and practical, part of which will entail the analysis of emergency plans.

Readings


Additional readings may be assigned or recommended during the course. These will be accessible on the Internet and/or available for download through York University’s Library eBooks or eJournals.

Please note that the course outline and evaluation criteria may be modified at the instructor’s discretion, as necessary, to meet the needs of the course.
DETAILED COURSE OUTLINE

Lecture #1: A Sustainability Framework for Hazards
• Review of comprehensive emergency management
• Emergency Management Ontario
• Historical Roots of Hazard Management
• Troubling Questions/Issues
• Proposed Shifts in Thinking
• Principles of Sustainable Hazards Mitigation
• Readings:
  • Chapter 1, Disasters by Design
  • Canadian Assessment of Natural Hazards

Lecture #2: The Interactive Structure of Hazard
• Systems Approach
• Factors that Determine Losses
• Interactivity Case Studies
• Community-Based Disaster Management
• Readings:
  • Chapter 4, Disasters by Design
  • Capacity building approaches to emergency management in rural communities: recommendations from survivors of the British Columbia Wildfires, by Robin S. Cox

Lecture #3: Mitigation
• What is Mitigation?
• Resistance vs. Resilience
• Impediments to Mitigation
• Readings:
  • Chapter 5, Disasters by Design
  • 2015 Global Assessment Report on Disaster Risk Reduction

Lecture #4: Mitigation Tools
• Readings:
  • Chapter 6, Disasters by Design
  • FEMA How-To Mitigation Guide (Awareness only)
  • Understanding Natural Hazards - Ontario Ministry of Natural Resources Guide

Lecture #5: Preparedness, Response and Recovery
• Conceptions of Disaster
• Disaster Preparedness
• Disaster Response
• Disaster Recovery
• Readings:
  • Chapter 7, Disasters by Design
  • Disaster Response Systems in Canada (Kuban et al) - optional

Lecture #6: Emergency Management: A Historical Perspective
• Emergency Management Through Time
• Adaptive Learning
• Lessons Learned
• Case-Study: 2011 Great East Japan Earthquake and Tsunami
• Readings:
  • Chapter 1, Emergency Management: Concepts and Strategies for Effective Programs
  • Make no mistake: the effectiveness of the lessons-learned approach to emergency management in Canada, by Rostis
  • Learning from Megadisasters - Lessons from the Great East Japan Earthquake
  • Lessons Learned or Lessons Forgotten: The Canadian Disaster Experience

Lecture #7: Emergency Management and Social Science
• A Social Science Perspective
• Levels of Response (Strategic, Tactical, Operational)
• More Disaster Myths
• Military Model
• Readings:
  • Chapter 2, Emergency Management: Concepts and Strategies for Effective Programs
  • From structures to sustainability: a history of flood management strategies in Canada
  • Stop Propagating Disaster Myths

Lecture #8: Emergency Management: Roles and Paradigms
• The Emergency Manager
• International Association of Emergency Managers
• Incident Command System
• Readings:
• Pages 63-77, Emergency Management: Concepts and Strategies for Effective Programs
• BC Emergency Response Management System
• Characteristics of Effective Emergency Management Organizational Structures

Lecture #9: Establishing an EM Program & Legislation
• Emergency Management Programs
• Strategic Planning Process
• Performance Objectives
• Resource Management
• Program Evaluation
• Dennis Miletti Lecture
• Readings:
  • Selected pages (Pages 85-87, 92-101, 107-112, 114-116 and 118-125), Emergency Management: Concepts and Strategies for Effective Programs

Lecture #10: Developing Strategies
• Strategic Emergency Management Model
• Managing Risk
• Readings:
  • Chapter 6, Emergency Management: Concepts and Strategies for Effective Programs
  • Video: Solar Storm

Lecture #11: Planning Concepts and Coordinating Disaster
• Counter-productive Plans
• Networking
• Problem Solving
• Types of Planning
• Coordinating Disaster
• Readings:
  • Chapter 7, Emergency Management: Concepts and Strategies for Effective Programs
  • Chapter 9, Emergency Management: Concepts and Strategies for Effective Programs
  • Canton, pages 305-313

TEACHING METHODS

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

• Moodle – This course will be supported by Moodle technology. All students who register for the course should be able to access the course at: moodle.yorku.ca using their York Passport IDs and Passwords.
• Open discussion – Group discussions are encouraged through the use of online forums on the course Moodle page.
• Slide shows – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
• Media – Interviews, documentaries and YouTube videos will be used to enhance student learning.
COURSE EVALUATION

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

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>(Weekly Moodle Forums)</td>
<td></td>
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<tr>
<td>Emergency Management Plan Assignment</td>
<td>25%</td>
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<tr>
<td>(Due Feb 16)</td>
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<tr>
<td>Term Paper</td>
<td>25%</td>
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<tr>
<td>(Due March 23)</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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<tr>
<td>(On campus during exam period)</td>
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Total 100%

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. Bonus marks may be earned. Marks for all evaluation components prior to the exam are final.

A detailed description of course evaluation criteria is as follows:

(1) Participation: Weekly

Online participation is an important component of the course and should be taken seriously. It is expected that students will participate in online forum discussions every week. Students should provide at least two substantial contributions to discussion forums. This includes responding to at least one forum question, and also replying to one student contribution. Students will have one week from the date that a lecture is posted to contribute to the forum.

(2) Emergency Management Plan Assignment: Due February 16

Students will be required to develop a hazard-specific annex of an Emergency Management Plan. Details to follow.

(3) Term Paper: Due March 29

Students are to pick an emergency or disaster of their choice, and write a paper of approximately 12-15 pages, double-spaced, 12 point font, not including figures or references, that analyzes the disaster from the perspective of each of the 4 pillars of mitigation, preparedness, response and recovery.

(4) Final Exam: During exam period

The final exam will consist of 3-4 long answer questions based on the major themes of the course. Students will be provided with these questions, along with others, ahead of the exam as preparation.
LATE ASSIGNMENTS POLICY

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

Please note that there will be no make-up for missed online participation during any given week.

Term projects received later than the due date will be penalized. The universal policy of the Disaster & Emergency Management program is 5% of the final grade will be deducted for each day that the project is late, including weekends. Assignments submitted 10 days after the due date will not be accepted (student will receive a mark of 0). Requests for extensions will only be granted if valid reasons are provided at least 3 days prior to the assignment being due.

RELEVANT UNIVERSITY REGULATIONS

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. In order to apply for deferred standing, students must complete a Deferred Standing Agreement (DSA) form and submit their request no later than five (5) business days from the date of the exam. The request must be properly submitted with supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson), NOT to the Course Director. These requests will be considered on their merit. Students can check the status of their requests by logging in the link for Status of Deferred Exams Request: http://www.yorku.ca/laps/sas/links.html

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. 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. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form:
http://www.yorku.ca/laps/council/students/documents/APS.pdf

The deferred exam period for the Winter 2017 term shall be held in the period of May 26, 27, 28, 2017.

Academic Honesty: The School of Administrative Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty policy for themselves at: http://www.yorku.ca/secretariat/policies/document.php?document=69

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: http://www.yorku.ca/tutorial/academic_integrity/

Students must be aware of their rights and responsibilities, for more detail please visit: http://www.yorku.ca/laps/students/rights.html
Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:
Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit:

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening, on a weekend or are on-line, 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:
For further information on examination scheduling please refer to the following:
http://www.registrar.yorku.ca/enrol/dates/index.htm

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at:
http://www.registrar.yorku.ca/grades/reappraisal/index.htm

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit:
http://www.registrar.yorku.ca/exams/deferred/index.htm

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:
https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

Academic Accommodation for Students with Disabilities: The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at http://www.yorku.ca/dshub/
York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit http://www.yorku.ca/altexams/
Please alert the Course Director as soon as possible should you require special accommodation.