

Social Hazards, Winter 2016
GEOG 3770 T04
Course Syllabus and Outline
Department of Environment and Geography
Clayton H. Riddell Faculty of Environment, Earth, and Resources

Instructor: Lisa Ford

Contact: 217 Sinnott Building
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Office Hours: By appointment

Lecture Slot: M/W/F: 11:30 AM– 12:20 PM

Lecture Room: 125 St. John's College

Course Dates: January 6 – April 8, 2015

Final Exam: TBA

Final Voluntary

Withdrawal Date: March 18, 2015

Required Course Materials:

Textbook: Thomas, D., Philips, B., Lovekamp, W. and Fothergill, A. (Eds.). (2013). *Social Vulnerability to Disasters*, 2nd edition. Boca Raton, FL: CRC Press.

Course description: This course introduces students to an approach to understanding hazards and disasters using social vulnerability analysis. We will examine historical, geographical, social, and cultural factors and conditions that put people differentially at risk before, during, and after disasters and the course will focus on global, national, regional, and local patterns of development. Drawing on current theory and research, class activities, and life experiences, students will explore how vulnerable social groups are affected by and cope with hazardous conditions and events, and strategies for community-based mitigation engaging those most at risk.

Course objectives:

- Understand how social vulnerability differs from traditional approaches to disasters and emergency management.
- Identify root causes of social vulnerability, which tend to place some groups more at risk.
- Assess specific life chances and conditions arising from global, regional, national, and local patterns of development.

- Assess the determinants of structural and situational social vulnerability in particular places, times, and social contexts.
- Identify characteristics of a disaster-resilient neighbourhood or community.
- Identify and critically assess a variety of types and sources of data for assessing social vulnerability.
- Identify parameters, constraints, and opportunities that promote or limit strategies for addressing vulnerability.
- To encourage you to listen, read and think critically and effectively.

Method of Evaluation

1. Midterm Test 1	15%
2. Midterm Test 2	15%
3. Paper	20%
• Peer review process	15%
4. Class participation & attendance	15%
5. Discussion (1 week) & briefing note	20%

Test 1

Feb 29th – 50 minutes
Worth 15% of course value

Test 2

April 8th – 50 minutes
Worth 15% of course value

Final Grades:

Final grades are subject to departmental review. In accord with departmental policy, the grading scheme is as follows:

A+ 90 and above	B+ 75-79	C+ 65-69	D 50-59
A 80-89	B 70-74	C 60-64	F 0-49

Test Format:

- Multiple choice, short answer, and/or true and false questions will be based on lectures, assigned readings, videos, class discussions and activities, and the corresponding readings in the course textbook.
- Students who miss a test due to a documented medical or personal emergency will be offered a rewrite. *See Policy Regarding Missed Midterms.*

Test Regulations:

- In all tests and exams, **NO** dictionaries, digital dictionaries, notes, books, textbooks, cellphones, PDAs (such as Palm Pilots) or text messaging devices are allowed.
- Students are responsible for appropriately concealing their test and exam answers in order to prevent copying by other students. Allowing another student to copy off of your test/exam is considered cheating, and therefore academic misconduct.

- Attendance will be taken at midterm tests. You are required to have photo identification at each midterm test.

Policy Regarding Missed Midterms:

- You must inform the instructor promptly (within 24 hours or as soon as physically possible) by email).
- Documentation must be presented **within 6 days** of the missed test or exam in order to qualify for a make-up test. Please note that “reasonable reasons for missing a test or exam” do **NOT** include: vacations (even with relatives), long weekends away, or other course work.
 - If you do not contact the instructor within 6 days to inform her that the exam has been missed, you will not be offered the opportunity to do a re-write, regardless of documentation (i.e. waiting 3 weeks “because you forgot” means that you get a zero on the exam).
- Absence from tests must be justified by a medical or personal emergency – appropriate supporting professional documentation must be provided by the student for university records. Your medical documentation **MUST** be legible and state that you were **UNABLE** to attend class and write the test or exam due to a medical circumstance. A note that you “saw a doctor” is **NOT** considered medical documentation.

Test Review:

- Test questions will **NOT** be returned or posted on Jump or *Desire2Learn*.
- Tests will be reviewed during lecture, approximately one to two weeks after the original in-class test date. While reviewing tests, students are permitted to make **handwritten notes only**. Laptops or any device capable of capturing images are not permitted.
- After the in-class review, students who would like to review their test may either come during office hours or make an email appointment within 7 days of the in-class review.
- The tests will not be available for students to view during the last week of classes or after classes end. If you want to look over your test – come early (within one week of the in-class review)!

Grades:

- Test marks will be posted on D2L as soon as they can reasonably be graded. Final grades will be posted on the Aurora Student at the University of Manitoba website once they have been approved by the Department of Environment and Geography.
- Students have one week after the in-class test review to discuss any grading concerns. Appeals for a re-read of an exam, or an adjustment of the grade, must be made within 1 week of the in-class review. The course instructor reserves the right to adjust the grade upwards, downwards, or not at all. If after the re-read you are not satisfied with the decision you should consult the Head, Department of Environment and Geography.
- After this one-week period, **NO** changes will be made.

GEOG 3770 COURSE APPROACH AND POLICIES

COURSE FORMAT

Mondays & Wednesdays: lecture format (unless otherwise mentioned)

Fridays: Discussion format (led by course instructor for the first two weeks, and by students for the duration of the term)

- Each student will be responsible for **ONE** Discussion Friday during the term
- You will lead the class in a discussion of the weekly topic

For your discussion (20% of your grade), you will have:

- Read the textbook chapter thoroughly and familiarized yourself with the material
- Researched and found a peer-reviewed journal article that relates to the topic of the week and the course textbook
 - **The best articles to choose will be specific examples that help relate the course material to “real life” issues. If possible, find an article that has one specific idea or concept that the other students will find interesting or thought provoking.** Anyone can find an article on the topic, but is it actually interesting, beyond the academic value? **Your goal is to engage students and give them something other than the textbook/notes to talk about something in the discussion that week.**
- Written a 1 page briefing note on the journal article, including:
 - The bibliographic information in APA format
 - A summary highlighting the main points of the article
 - A short paragraph discussing how it relates to the weekly topic (what makes it valuable? Why did you choose it? What is good about it? How does it relate to textbook material?). Be as specific as possible and use key terms.
 - A 2-3 line critique of the journal article (what are the strengths and WHY? What are the weaknesses and WHY? What type of analysis is done and is it high quality and WHY?)
 - 1-3 questions for class discussion or consideration that will help guide the discussion on Friday
- On a separate sheet, each student will submit (to the instructor), 5 multiple choice and 2 short answer questions that they feel reflects their weekly material.
 - Answers must be provided for all questions.
 - After each question, put (p. xx) or (briefing note – name) to indicate where you found the material in the text. If the question is a completely original, non-textbook based question, you may put your name in brackets (name).
 - These may or may not be used on tests but this exercise will require you to think about the types of questions students may ask in the seminar.
 - You will be graded on the quality of the questions you submit. The instructor will consider the following:
 - Are they very simple? Did you ask obvious questions that require very little thought?
 - Have you come up with at least one “scenario question”? Rather than just straightforward definitions.
 - Is it clear you put thought into the answers/options?
 - Are your questions that are vague and hard to answer?
 - Are the short answer questions clear with unambiguous answers? They are not essay questions!

So on your discussion date, you will have found a peer-reviewed journal article and prepared a briefing notes on the article for the class. You should become the expert for your week, knowing more of the material than anyone else, including the instructor.

Your individual briefing notes and questions are to be submitted by 3:00 PM three days before your discussion via UM Learn Dropbox (i.e. if your seminar is on Friday's class, your briefing note and questions are due on the Tuesday at 3:00 PM), or another way specified by the instructor. The briefing notes will be printed and copied or posted on UM Learn for all students and distributed in the class before your seminar.

Assessment of your seminar: you will be graded on your preparation, questions, and ability to keep the discussion focused for the duration of the seminar. You will also be graded for your briefing notes/paper analysis and questions. A marking rubric will be provided so you can see the how you will be assessed.

ASSIGNMENTS

Assignments are due at the **start of class**. Extensions without penalty will be granted only if accompanied by a medical certificate. Please note that computer problems are not an acceptable excuse for late assignments – make sure you back up your work! **NO EXCEPTIONS WILL BE MADE.**

An assignment is considered late if it is not received by the beginning of class (i.e. 11:30 am). Ten percent (10%) will be deducted as soon as the submission deadline has passed. After the submission deadline has lapsed, an additional ten percent (10%) per day will be deducted, including Saturday and Sunday. Assignments will be assigned a grade of zero (0) if it is more than one week (7 days) late.

- For example: If an assignment is due January 30, it must be submitted at 11:30 AM (the beginning of the class). If it is submitted after this time (i.e. 11:35 AM), the assignment is late, and 10% will be deducted from the total value of the paper (i.e. 10% from a paper graded out of 100 = 10 marks). A further ten percent (10%) per day will be deducted for each subsequent day the assignment is late.

Assignment due dates:

Peer Review Process throughout March

March 25th - Final paper

COURSE DELIVERY

- Course material will be delivered primarily through lectures, videos, in class discussion and corresponding textbook readings.
- Lecture notes will NOT be posted online; however, materials to 'complement' the course lectures will be posted on *Desire2Learn* including partial course notes (fill in the blank). It is your responsibility to access *Desire2Learn* and download these materials:
<https://universityofmanitoba.desire2learn.com/>
- For assistance with *Desire2Learn*:
 - Client Services Help and Solutions Centre (204.474.8600)
 - Email: support@cc.umanitoba.ca

- 123 Fletcher Argue (Mon to Fri: 8:00 AM. - 8:00 PM)
- The pace of the lecture is based on the partial course notes.
- These online materials are not a substitute for coming to class, and you cannot use these notes exclusively as they will need to be supplemented by notes from lecture and the textbook. ***If you miss a class, you are responsible for obtaining the missing notes from a classmate. The instructor will not provide notes for any reason.***
- Students are **NOT** permitted to partially or entirely photograph, audio, or video record lectures.
- Cell phones and portable music players must be turned off during lectures. Students are also required to remove earphones. **NO TEXTING DURING CLASS.**
- If you are a student with special needs it is YOUR responsibility to consult with Student Services and make the necessary arrangements for notetaking, exams, or assignments.

Attendance in class is expected from all students. Students are expected to be punctual for classes. *Not all material presented in the lectures is covered in the text.*

Attendance/Participation/Preparation (15%)

This course is organized around the textbook and readings that will be used to guide lectures and class discussions. Students are expected to complete all readings prior to the “Friday discussion” for the week. Not all reading topics will be discussed in the lectures, but you are still responsible for all of the material covered in the readings. University courses are intense, and it is imperative that you stay on schedule with the readings.

Attendance in class is expected from all students and will count towards the fifteen percent (15%) attendance/participation/preparation grade. A sign-in sheet will be circulated at the beginning of class and students are responsible for ensuring they have signed the sheet. Students who arrive once the class is underway, or leave early, may be counted absent unless the late arrival/early departure has been negotiated with the instructor prior to the class. If you arrive more than 10 minutes after the start of class, or leave early, you will be counted absent (i.e. receive a “0” on the three-point scale below).

Your attendance is vital to this class, both for your own learning and for our growth as a community of scholars. Attending class will help you develop a comprehensive understanding of the material and allow you to get to know your peers.

Attendance

Each class, a three-point scale will be used to evaluate student attendance/participation/preparation using the following criteria: absences, late arrivals, early departures, conduct during class (professionalism, attentiveness, and respectful behavior), contribution to class and group discussions, completion of assigned tasks and reading material, and effective use of class-time.

- Three-point scale:
 - 0 – absent or arrive more than 10 minutes late or leave 10 or more minutes early
 - 1 – Late arrival and early departure (<10 minutes) or inattention (i.e. texting, surfing the net, Facebook, twitter, etc.)
 - 2 – Being on time and alert in class; contributing to class discussions, asking or answering questions, etc
 - 3 – Above average participation in class plus being on time and alert

Friday seminars:

The class will be responsible for reading the briefing notes ahead of time and answering the questions and participating in the seminar.

- Each student will be graded on the quality and quantity of their responses and participation.
- Each student (except the individual leading the seminar that week) must submit a 3-point summary of the week's material (textbook, briefing notes and their own ideas)
- The summaries are due on the Monday following the Friday seminar
- The summaries do not have to be long, but they should show that you understand the material and have thought about the ideas presented in class
- Each summary will be graded out of three (3) marks based on your integration of text, briefing note material, and your own ideas/experiences.

In addition to attendance and participation, the "preparation" part of the grade means that the instructor expects students to be prepared for each Friday's seminar (i.e. have reviewed the notes and read the chapter for the week) so they can fully participate.

There will be extra activities that will count towards your participation grade, usually in the form of in-class group work, "take home" internet research such as finding articles relating to a topic, or "think about XYZ and come prepared to discuss it next class".

Respectful Work and Learning Environment (RWLE)

RWLE Policy, Section 2.4: The University of Manitoba does not condone behaviour that is likely to undermine the dignity, self-esteem or productivity of any of its members and prohibits any form of discrimination or harassment whether it occurs on University property or in conjunction with University-related activities. Therefore, the University of Manitoba is committed to an inclusive and respectful work and learning environment, free from:

- a. discrimination or harassment as prohibited in the Manitoba Human Rights Code;
- b. sexual harassment; and
- c. personal harassment

RWLE Policy, Section 2.1.4.2: The University does acknowledge the legitimate right and responsibility of academic staff members to correct inappropriate student behaviour, insist on order in the classroom and evict, as necessary, those who disrupt order in the classroom. [See Bylaw: Student Discipline.]

Academic Dishonesty

Students are responsible for ensuring they understand the University of Manitoba's policy on Academic Integrity (plagiarism, cheating, and examination impersonation). These policies are available in the University Catalog 2013-2014, General Academic Regulations (Section 8: Academic Integrity).

The penalties for plagiarism and cheating are severe and range from receiving a grade of zero on an assignment, to academic suspension.

- Plagiarism is defined as taking someone else's work and representing it as your own. This can take the form of improper citation to copying or purchasing a part of or an entire essay or assignment.

- Cheating on a test or exam includes (but is not limited to): possessing unauthorized material (notes, texts, books, calculators, PDA's (i.e. Palm Pilots) cell phones, or text messaging devices), examination impersonation (this is why you are required to have ID while writing your exam) etc.

For more information on Cheating, Plagiarism, and Fraud:

http://umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.html

Communicating with your Instructor

- **Effective September 1, 2013**, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. http://umanitoba.ca/registrar/email_policy/
- All communications must be professional and courteous.
- **E-mails** must include:
 - The subject heading (**GEOG 3770**), a salutation (i.e. Dear, Hello, Good Morning . . .), and your full name
 - Come from a University of Manitoba Account (. . . @myumanitoba.ca)
 - Emails that do not conform to the above will not be returned.
 - Instructor will not reply to emails requesting notes for missed classes (regardless of the reason).
- Allow at least **48 hours** for response (weekdays only).
- Emails requesting notes, information discussed in class or information found in the course syllabus will not be returned.
- It is the student's responsibility to check their email for a response to any email questions OR **course announcements** (i.e. class cancellations).

Student Responsibilities:

- Attend Class
 - Not all material covered in the lecture is found in the course textbook.
 - Please be punctual for lecture. If you arrive late or need to leave early, do so with a minimum of disruption.
- Be Courteous
 - Talking during class (unless you are asking the instructor a question, or answering the instructor's question) is disrespectful to students who have come to lecture to learn. As an instructor, it is my job to maintain a suitable learning environment for all students. Talking in class interferes with the learning of the student you are talking to and the students around you.
- Remain available for all classes and the final exam period
 - The preliminary exam schedule is subject to change. Do not make travel arrangements etc. based on this schedule. It is the student's responsibility to remain available for the final exam period and students are not permitted to rewrite exams because they have made arrangements to begin work or travel.
- Inform instructor promptly if you miss a quiz, test, or final exam
- Forward your *Desire2Learn* email account to an email account that you consult regularly.
- Read the textbook. Not all the textbook will be covered in the lectures but may be covered in the test or exam.

- If you miss a class:
 - It is the student's responsibility to find out what was missed from a **classmate**.
 - While the partial PowerPoint slides are available on D2L, clarification notes are required in order to make sense of the material. The full notes will NOT be posted.
 - Instructor will not reply to emails requesting notes for missed classes (regardless of the reason).

Laptops and cell phones

- Be considerate with laptop use: make sure you keep your screen on relevant material (e.g. class notes) and not websites that will distract students sitting near you (e.g. facebook or games).
- Please turn cell phones off so they don't ring and distract other class members.
- Laptops should only be used for taking notes.
- If you MUST play games on your laptop, or surf/text on your phone, please sit at the back of the room so you don't distract other people. If your technology becomes disruptive, you will be asked to leave.

TENTATIVE LECTURE SCHEDULE

Jan 6 & 8

Course introduction and overview of syllabus

Introduction to Social Hazards and Vulnerability

Reading: Chapter 1

Jan 11, 13, 15

Introduction to Social Hazards and Vulnerability

Reading: Chapter 1

Jan 18, 20, 22

Theoretical framing of worldviews, values and structural dimensions of disasters

Reading: Chapter 2

Jan 25, 27, 29

The intrinsic link of vulnerability to sustainable development

Reading: Chapter 3

Feb 1, 3, 5

Socially vulnerable groups: Class

Reading: Chapter 4

Feb 8, 10, 12

Socially vulnerable groups: Race and Ethnicity

Reading: Chapter 5

Feb 15-19: no classes, Reading Week

Feb 22, 24, 26

Socially vulnerable groups: Gender

Reading: Chapter 6

Feb 29, Mar 2 & 4

Feb 29 – Test 1

Mar 2 & 4 - Socially vulnerable groups: Age

Reading: Chapter 7

Mar 7, 9, 11

Socially vulnerable groups: Disability

Reading: Chapter 8

Mar 14, 16, 18

Socially vulnerable groups: Health

Reading: Chapter 9

Mar 21, 23, 25

Socially vulnerable groups: Language and Literacy

Reading: Chapter 10

Mar 28, 30, Apr 1

Socially vulnerable groups: Households and Families

Reading: Chapter 10

*March 30th – Final Paper Due

Apr 4, 6, 8

April 4 – Seminar on Socially vulnerable groups: Violence and Disaster Vulnerability

Reading: Chapter 12

April 6 – TBA

April 8 – Test #2

Note: there may be variation as the class progresses

