

York University

Faculty of Graduate Studies

Master of Arts in Disaster & Emergency Management Degree Program

GS/DEMS 5030 3.00 *Social and Behavioural Dimensions of Disasters*

Rationale

This course is one of the required courses for the Master of Arts in Disaster & Emergency Management degree program. There is no other existing York graduate level course covering issues examined in this course

Calendar Course Description

This course examines social and behavioural dimensions of human interactions before, during and after emergencies and disasters, including behavioural myths and realities; linkages between individuals, families, groups, organizations, community social systems, and various levels of government; social vulnerability and the disproportionate impact of disasters upon various societal groups, etc. There are no pre/co-requisites.

Expanded Course Description

This course will examine social and behavioural dimensions of disasters and emergencies. As social and behavioural analyses are interdisciplinary in nature, we will be utilizing theoretical perspectives from a variety of disciplines including psychology, sociology, political science, organizational behaviour and human resources. Although we will be analyzing a variety of international disasters, the course will be focusing upon the context of improving the operational effectiveness of Canadian emergency/disaster managers and responders, based upon analysis of scholarly research into behaviour in such adverse settings.

The course will consist of lectures, class discussions, student presentations, case studies, and videos.

## Course Director

Professor David Etkin

Atkinson 230

[etkin@yorku.ca](mailto:etkin@yorku.ca)

Office Hours: By appointment

## Time & Location

## Student Evaluation (TBD)

Case Study	15%
Presentations	35%
Individual course paper	40%
Short Assignment	10%

## Grading System

A+	Exceptional	90 – 100%
A	Excellent	85 – 89%
A-	High	80 – 84%
B+	Highly Satisfactory	75 – 79%
B	Satisfactory	70 – 74%
C	Conditional	60 – 69%
F	Failure	0 – 59%
I	Incomplete	N/A

## Course Topics, and Basic Reading List:

1. **Course introduction, Importance of Social & Behavioural analyses, Terms and definitions**
  - Rodriguez, H., Wachtendorf, T., et al. (2006) 'A snapshot of the 2004 Indian Ocean Tsunami: Societal impacts and consequences', Disaster Prevention and Management, 15/1, 163-179.
  - Rozakis, M., (2007) 'The cultural context of emergencies', Disaster Prevention and Management, 16/2, 201-209.
  - Moeller, S. (2006) 'Regarding the pain of others': Media, bias, and the coverage of international disasters', Journal of International Affairs, Spring, 59/2, 173-196.

## 2. **Management & Organizational Theory**

- Allison, G. **Essence of Decision: Explaining the Cuban Missile Crisis**, Little Brown & Co., Boston, 1971.
- Lalonde, C. (2007). 'Crisis Management and Organizational Development', *Organizational Development Journal*, 25/1, 17-26
- Stackhouse, A. (2007). 'Disaster Management: Private lessons for the Public Sector', *Supply Chain Management Review*, January, 11/1, 50-62

## 3. **Leadership & Management**

- **Case: Sylves, R. (2006) 'President Bush and Hurricane Katrina: A Presidential Leadership Study', *Annals of the American Academy of Political and Social Science*, 604, March, 26-56.**
- **Morrell, M. and Capparell, S. Shackleton's Way: Leadership Lesson from the Great Antarctic Explorer, Penguin Books, London, 2001**
- MacBeath, J. (2006). 'Leadership as a subversive activity', *Journal of Educational Administration*, 45/3, 242-264.
- Waugh, W. (2006) 'The Political costs of Failure in the Katrina and Rita Disasters', *Annals of the American Academy of Political and Social Science*, 604, 10-25.

## 4. **Disaster/Emergency Planning, & Crisis Decision-making**

- Neck, C., and Moorhead, G. (1995) '**Groupthink Remodeled: The Importance of Leadership, Time Pressure, and Methodical Decision-Making Procedures**, *Human Relations*, 48/5, 537-557.
- Kooor-Misra, S. and Nathan, M. (2000) 'Timing is everything: The optimal time to learn from crises', *Review of Business*, 3/4, 31-39
- Quarantelli, E. (1999) 'Implications for Programmes and Policies from Future Disaster Trends', *Risk Management: An International Journal*, 1/1, 9-19.

## 5. **Crisis Communications & the Media**

- **Glasner, J. (2008) 'On the Frontlines of Disaster', *The Beaver: Canada's History Magazine*, 87/6, January, 16-24.**
- Perez-Lugo, M. (2001) 'The mass media and disaster awareness in Puerto Rico: A case study of the floods in Barrio Tortugo', *Organization & Environment*, 14/1, March, 55-74.
- Quarantelli, E. (1996) 'Local mass media operations in disasters in the USA', *Disaster Prevention and Management*, 5/5, 5-14.
- Czarnecki, A. **Crisis Communications: A Primer for Teams**, iUniverse Books, Lincoln, 2007.

## 6. **Issues throughout the Disaster: Emergency Cycle**

- Fowler, K., Kling, N., and Larson, M. (2007) 'Organizational preparedness for Coping with a Major Crisis or Disaster', *Business & Society*, 46/1, March, 88-103.

- Drabek, T. and McEntire, D. (2003) 'Emergent phenomena and the sociology of disaster: lessons, trends and opportunities from the research literature', *Disaster Prevention and Management*, 12/2, 97-112.
- Jenner, M. (2007) 'The psychological impact of responding to agricultural emergencies', *The Australian Journal of Emergency Management*, May, 22/2, 7pgs.

#### **7. Incident Management, Incident Command & the Emergency Operations Centre**

- US Government Federal Emergency Management Agency (FEMA), National Incident Management System, <http://www.fema.gov>
- Dynes, R. (1970) 'Organizational Involvement and Changes in Community Structure in Disaster', *American Behavioral Scientist*, 13, 430-439.
- Quarantelli, E. (1997) 'Ten Criteria for Evaluating the Management of Community Disasters', *Disasters*, 21/1, 39-56.

#### **8. Behavioural myths & realities during Disasters**

- Etkin, D. (2015). Chapter 7: Myths and Fallacies. In "Disaster Theory: An Interdisciplinary Approach to concepts and Causes", 229-250
- Tierney, K., Bevc, C., and Kuligowski, E. (2006) 'Metaphors Matter: Disaster Myths, Media Frames and their consequences in Hurricane Katrina', *Annals of the American Academy of Political and Social Science*, March, 604, 58-81
- Bartholomew, R., and Victor, J., (2004) 'A Social-Psychological Theory of Collective Anxiety Attacks: The 'Mad Gasser' Reexamined', *Sociological Quarterly*, 45/2, 229-254.
- Mawson, A. (2005) 'Understanding Mass Panic and other collective responses to Threat and Disaster', *Psychiatry*, 68/2, 95-105.

#### **9. Social Vulnerability**

- Klinenberg, E. (2002). *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press.
- Klinenberg, E. (2006) 'Blaming the Victims: Hearsay, Labeling, and the Hazards of Quick-hit Disaster Ethnography', *American Sociological Review*, August, 71/4, 689-699.
- Browning, C., Wallace, D. et al. (2006) 'Neighborhood social processes, physical conditions, and disaster-related mortality: The case of the 1995 Chicago Heat Wave', *American Sociological Review*, 71/4, 665-682.
- Donner, W. (2007) 'The political ecology of disaster: An analysis of factors influencing US Tornado fatalities and injuries 1998-2000', *Demography*, 44/3, 669-685.
- Enarson, E., and Meyreles, L., (2004) 'International Perspectives on Gender and Disaster: Differences and Possibilities', *The International Journal of Sociology and Social Policy*, 24/10, 49-77.

#### 10. **The Warning process, Evacuation, and Sheltering**

- Kiefer, J., and Montjoy, R. (2006) 'Incrementalism before the Storm: Network performance for the Evacuation of New Orleans', *Public Administration Review*, December, 66, 122-132.
- Quarantelli, E. (1995) 'Patterns of sheltering and housing in US disasters', *Disaster Prevention and Management*, 4/3, 43-60.
- Barnes, J. (2006) 'Developing disaster survivor resiliency: the home away from home', *Disaster Prevention and Management*, 15/2, 223-233.

#### 11. **The Emergency Manager & The Emergency Manager in the Group Context**

- Lois, J. (2001). 'Managing emotions, intimacy and relationships in a volunteer search and rescue group', *Journal of Contemporary Ethnography*, 30/2, 131-179.
- Harrald, J. (2006). 'Agility and Discipline: Critical Success Factors for Disaster Response', *Annals of the American Academy of Political and Social Science*, 604, 256-267.
- Comfort, L., Ko, K., et al. (2004) 'Coordination in Rapidly Evolving Disaster Response Systems', *American Behavioral Scientist*, 48/3, 295-313.

#### 12. **GROUP PRESENTATIONS. Conclusion & Future Issues**

- Alexander, D. (2006) 'Globalization of Disaster: Trends, Problems, and Dilemmas', *Journal of International Affairs*, 59/2, 1-22.
- Quarantelli, E. (2001) 'Another Selective Look at Future Social Crises: Some Aspects of which we can already see in the Present', *Journal of Contingencies and Crisis Management*, 9/4, 233-237
- Quarantelli, E. (1996) 'The Future is not the past repeated: Projecting Disasters in the 21<sup>st</sup> Century from Current Trends', *Journal of Contingencies and Crisis Management*, December, 4/4, 228-240

**Lateness Penalty:** Unless written permission has been granted, late assignments will not be graded. Please use the form on Moodle to request assignment extensions. A late penalty may be assigned - up to 5% per day.

**Missed Classes:** Missed classes will be subject to a penalty of 4% per class, or a short submission of 3-5 pages summarizing the missed material. This does not apply for classes missed as a result of medical issues or emergencies.

#### **Make-Up Tests**

In order to write a make-up test for a missed test or exam, a medical note or other appropriate documentation must be presented to the Course Director. The course director MUST be informed within 24 hours by either e-mail or phone that of the missed test and of the presence of documentation to justify the writing of a make-up test.

#### **Religious Observance Days**

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. Should any of the dates specified in this syllabus for in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should lab, practica, workshop, etc., assignments scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete and Examination Accommodation Form, which can be obtained from the Registrar's Office.

### **Academic Honesty**

York students are subject to policies regarding academic honesty as set out by the Senate of York University and by the Faculty of Environmental Studies. Please read the *Senate Policy on Academic Honesty* (which can be found as Appendix One of the *Academic Regulations of the Faculty of Environmental Studies* or in the University Policies and Regulations section of the *York University Undergraduate Programmes Calendar*). During the 2001-2002 academic year, the Faculty of Environmental Studies established policies and procedures to implement the Senate Policy. It is likely that they will be a close parallel to the policy of the Faculty of Arts; therefore, you are encouraged to read the Faculty of Arts Policy on Academic Dishonesty in the Faculty of Arts section of the *Calendar*.

### **Ethics Review Process**

#### **FES GUIDELINES AND PROCEDURES FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS IN UNDERGRADUATE COURSES**

York students are subject to policies regarding ethics in research practices. All research activity with human participants and minimal risk as part of this course has to undergo ethical review. Please consider the following definitions:

- **“Human participants”** in research will be defined as persons who provide data or information to the researcher which are typically not part of their professional capacity.
- The draft **definition of funded research** from the Human Participants Review Sub-Committee [HPRC] is: “‘Funded’ will refer to all research that is receiving money that is in response to a specific proposal and administered by the university. Research using monies not administered by the University, and/or not in response to a specific proposal, will be considered ‘unfunded’.”
- The **definition of minimal risk** being used is the one given in the SSHRC/NSERC/MRC *Tri-Council Policy Statement Ethical Conduct for Research Involving Humans* (August, 1998): “If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate

to the research, then the research can be regarded as within the range of minimal risk.” (p. 1.5)

### **Student Conduct**

Students and instructors are expected to maintain a professional relationship characterised by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the fairest instance, whether such an atmosphere is present in the class. [York University Policy and Procedures to Deal with Disruptive and/or Harassing Behaviour by Students in Academic Situations.]

### Access/Disability

Students who feel that there are extenuating circumstances that may interfere with the successful completion of course requirements are encouraged to discuss the matter with the Course Director as soon as possible.

Students with physical, learning or psychiatric disabilities who require reasonable accommodations in teaching style or evaluation methods should discuss this with the Course Director early in the term so that appropriate arrangements can be made.