



UNSW
SYDNEY

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ARTS2248

Disasters and Society

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|---------------------|--|-----------------------|------------------------|-----------|
| Marilyn Melo Zurita | marilu.melo@unsw.edu.au | Tuesdays 11am to 12pm | Room 361, Morven Brown | 9385 2970 |

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Environmental Humanities*

Increases in disasters along with the current and future predicted impacts of climate change has meant that disaster management and disaster risk reduction have emerged as a key project and policy areas. This course provides you with critical perspectives to examine this natural disasters/society interface. The emphasis of the course is focused on natural disasters being better understood as social disasters with natural triggers. Thus, in the course you will develop an understanding of how forms of social vulnerability to hazards emerge and shape subsequent disaster impacts. You will also examine how natural disasters are disruptive events that can critically jolt and shape future social, economic and political outcomes in the context of governance and politics. In the first half of the course you will examine different theories and frameworks for understanding disasters. This will provide a critical platform for the second part of the course, where you will focus on different thematic areas of disasters governance and society, using case study disasters from around the world.

Course Learning Outcomes

1. Explain how natural disasters, society, development programs, and policy are interrelated.
2. Appraise key authors and literature discussing disasters from a critical social science and humanities perspective.
3. Apply enhanced learning, analytic, and communication skills, to interpret links between society and disasters
4. Analyse disaster case studies from around the world with a range of different theoretical standpoints.

Teaching Strategies

The course requires students to engage with contemporary sociological and humanities analytical scholarship in exploring and analysing the intersection of disasters and society. It will require reflective and self-critical learning together with a capacity to assemble and synthesise information from a range of sources and disciplinary backgrounds. The course also will require students to apply these insights in a real world disaster example and to complete a major piece of assessment that examines their capabilities to do this. These objectives will be achieved through lectures, in-depth tutorial discussions, independent research and the preparation of assessment tasks. In order for students to develop the forms of critical reflection necessary for this course, participation in tutorial discussion will be emphasised and is reflected in the assessment schedule.

The subject will use a blended learning approach; with instruction occurring in the classroom (lecture and tutorials), aided with online engagement through assignments, discussions and activities. The online environment (through moodle) is a natural extension of traditional classroom learning. All assessments will be marked online in line with the Faculty broader move towards e-marking.

Assessment

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---------------------|--------|---------------------|------------------------------------|
| Presentation | 20% | Weeks 4 and 5 | 1,3,4 |
| Case Study Analysis | 30% | 18/07/2019 04:00 PM | 1,3,4 |
| Final Essay | 50% | 16/08/2019 04:00 PM | 1,2,3,4 |

Assessment Details

Assessment 1: Presentation

Start date: Not Applicable

Length: 5 minutes

Details: Five Minute Presentation Students will be required to present their selected case study project to the class and offer feedback on other students's presentations. Presentations are marked by the course convener, with additional feedback given by peers through a structured feedback process.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Case Study Analysis

Start date: Not Applicable

Length: 1000 words.

Details: The student will select a case study disaster, and use some of the theories developed in the course to adopt a critical analysis of its social and political dimensions. The assessment will be 1,000 words long. Feedback via written comments

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Final Essay

Start date:

Length: 2000 words

Details: A final essay (2,000 words) in which students answer one of a select number of questions. Feedback via written comments

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Attendance of Lectures and Tutorials is mandatory in this course. Unexcused absence from more than 20% of lectures and tutorials will result in the award of a fail grade. In Lectures and Tutorials, you will actively engage with core course content, enabling you to attain CLOs 1, 2, 3 and 4.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|--------------------------------|-----------------|--|
| Week 1: 3 June - 7 June | Seminar | Introduction |
| Week 2: 10 June - 14 June | Online Activity | Geography of Disasters (Note, this is an online class activity, there is not physical seminar this week due to Queen's Birthday Public Holiday) |
| Week 3: 17 June - 21 June | Seminar | The Political Economy of Disasters |
| Week 4: 24 June - 28 June | Seminar | The Social Construction of Disasters / Media (and student presentations) |
| Week 5: 1 July - 5 July | Seminar | Disasters and Development (and student presentations) |
| Week 6: 8 July - 12 July | Seminar | Disasters and Climate Change |
| Week 7: 15 July - 19 July | Online Activity | Online Week - the 2017 Central Mexico Earthquake |
| Week 8: 22 July - 26 July | Seminar | Disasters and Socio-Political Change |
| Week 9: 29 July - 2 August | Seminar | Disaster Governance in Australia |
| Week 10: 5 August - 9 August | Seminar | Disasters Mock Event |
| Week 11: 12 August - 16 August | Seminar | Epidemiological Terrors and Conclusions |

Resources

Prescribed Resources

Readings for the course will be accessed through Leganto

Recommended Resources

Books

- F Kruger, G Bankoff, T Cannon, B Orlowksi, E F Schipper (eds) (2015) *Cultures and disasters: understanding cultural framings in disaster risk reduction*, Routledge: London
- G Bankoff, G Frerks and D Hilhorst (eds) (2004) *Mapping Vulnerability: Disasters, Development and People*, Earthscan: London:
- S Boulter, J Palutikof, D J Karoly, and Guitart (eds) (2013) *Natural Disasters and Adaptation to Climate Change*, Cambridge University Press
- K Hewitt (ed) (1983) *Interpretations of Calamity: from the viewpoint of human ecology*, Allen and Unwin: London
- A Oliver-Smith and S Hoffman (eds) (1999) *The Angry Earth: Disaster in Anthropological Perspective*, Routledge: London
- G Bankoff (2003) *Cultures of Disaster: Society and Natural Hazard in the Phillipines*, Routledge:London.
- M Pelling (ed) (2003) *Natural Disasters and Development in a Globalizing World*, Routledge: London
- Christof Mauch, Christian Pfister (2009) *Natural Disasters, Cultural Responses: Case Studies Toward a Global*, Lexington Books:
- Piers Blaikie, Terry Cannon, Ian Davis, Ben Wisner (eds) (2003) *At Risk: Natural Hazards, People's Vulnerability and Disasters*, 2nd Edition, Routledge: London.

Journals

Disasters

International Journal of Disaster Risk Reduction

Australian Journal of Emergency Management

Global Environmental Change

Environment and Planning E

Environment and Planning A

Environment and Planning C

Geoforum

Environmental Hazards

Natural Hazards

PLOS Currents: Disasters

Progress in Human Geography

Transactions of the Institute of British Geographers

Annals of the Association of American Geographers

Progress in Disaster Science

Environmental Policy and Governance

Wiley Interdisciplinary Reviews: Climate Change

Course Evaluation and Development

Courses are periodically reviewed, and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged that students complete their surveys by accessing the personalised web link via the Moodle course site.

Feedback, whether in person or via emails, during the course, is encouraged.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

https://commons.wikimedia.org/wiki/File:Nepal_Earthquake_2015_002.JPG

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