

**Disasters: Concepts and Causes**  
**DEMS 5020 / ENVS 6401**  
**Faculty of Liberal Arts and Professional Studies, York University**  
**Course Syllabus**  
**Winter 2024**

**COURSE INFORMATION**

**Course Instructor:** Megan Sipos

**Email:** [megsipos@yorku.ca](mailto:megsipos@yorku.ca)

**Phone:** 647-297-4115

**Office Hours:** By appointment, schedule by email

**Course Schedule:** Tuesdays 11:30AM – 2:30PM ET

**Location:** Online, Zoom

**Course eClass site:** <https://eclass.yorku.ca/course/view.php?id=82526>

**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.

**COURSE DESCRIPTION**

This course will provide students with a comprehensive understanding of the theoretical frameworks, concepts, and multidisciplinary perspectives that underpin the study of disasters. The course will focus on the risk to society from hazards and disasters, and how society adapts to those risks. Course content will not tend to focus on the hazards themselves, but rather on disaster theory and the processes within society and the environment that creates vulnerability. An interdisciplinary and mainly social science approach with a global perspective will be taken, but with some emphasis on Canadian content. By delving into the theoretical foundations of disaster management, students will develop critical thinking skills and analytical tools necessary for addressing the challenges posed by disasters in diverse contexts. General topics will include (1) disaster data and theory, (2) patterns of risk, (3) processes that create vulnerability & resilience, (4) disaster models, (5) impacts of disasters, and (6) complex systems.

**OBJECTIVES**

The following objectives will guide the course:

- Acquire a deep understanding of key theoretical frameworks in disaster and emergency management, including but not limited to vulnerability, resilience, risk perception, and complex systems theory.

- Evaluate and apply various disaster and disaster management models based on different hazards.
- Examine the processes within society and the environment that create vulnerability, and explore strategies and mechanisms that increase resilience and build adaptive capacity.
- Explore disaster risk and how societies adapt to and manage risks; including how social, economic and cultural factors influence risk perception and response to disasters.
- Apply theoretical knowledge to analyze case studies, demonstrating the ability to analyze and interpret the complexities of disasters within different contexts.
- Acknowledge the interdisciplinary nature of disaster management by integrating knowledge from fields such as sociology, geography, environmental science, and public health.

## COURSE FORMAT

The course will consist of lectures, roundtable discussions, guest lectures, and presentations by students on papers selected in consultation with the course instructor. The course aims to actively engage students, promote collaborative learning, and develop practical skills to apply theory in practice.

## TECHNICAL REQUIREMENTS

Classes will be held online on Zoom. Students will need a stable, high-speed internet connection, as well as a computer with a functioning webcam and microphone. Here are some useful links, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Student Guide to Remote and Online Learning](#)

If you are having any technical issues, please contact [askit@yorku.ca](mailto:askit@yorku.ca) \*\*\*

## TEXTBOOK

Etkin, D. (2016). *Disaster theory: an interdisciplinary approach to concepts and causes*. Butterworth-Heinemann. This book is available through the York bookstore, or can be purchased online. There are supplementary readings that can be accessed online.

## STUDENT ASSIGNMENTS AND GRADING

Assignment	Percentage	Due Date
Comparative Analysis Essay	25%	January 23, 2024
Research Presentation	20%	January 30 - March 26, 2024
Class Participation	15%	Weekly
Final Exam	40%	April 8, 2024
Total	100%	

### **Comparative Analysis Essay (25%)**

This is an exercise in critical thinking and data analysis. You will be given the assignment on the second class, and you have one week to complete it. The final deliverable is a short paper, roughly 2,500 words.

### **Research Presentation (20%)**

Each student will select a relevant publication that aligns with the themes and concepts covered in the course. They will prepare a 20-minute presentation that summarizes the publication, highlighting its key findings and contributions and/or significance to the course materials. Presentations will be followed by a 10-minute discussion period. Students will select their topic on eClass after the first lecture.

### **Class Participation (15%)**

Students are encouraged to actively contribute to class dialogues by sharing insights, asking questions, and collaborating during breakout sessions. Assessment criteria include the quality, consistency, and depth of contributions during class discussions.

### **Final Exam (40%)**

This is a final in-person test on the course material including core concepts, theories, and models. It will consist of short-answer and essay-style questions. It will evaluate your understanding and application of course content.

## **ASSIGNMENT SUBMISSION**

- All documents should be in Word format, double spaced, 12-point font.
- Proper citation in academia is important for academic-level quality writing, and 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 assignments.
- Please name all files using the following protocol:  
"FirstName\_LastName\_5020\_AssignmentName".
- Assignments are to be received on the due date and submitted on eClass. If you have any difficulties uploading your assignments, please email the course instructor with a copy of your assignment.

## **COURSE REQUIREMENTS**

Classes will be held online on Tuesdays from 11:30AM to 2:30PM ET. Students are expected to attend all classes unless previous arrangements are made. Weekly topics, readings and assignment deadlines are outlined in the schedule below.

## **COURSE SCHEDULE AND READINGS**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments &amp; Reminders</b>
January 9, 2024	Introduction & Disaster Taxonomy	Required: <ul style="list-style-type: none"><li>• Chapter 1 of course text, "What Is a Disaster?"</li></ul>	Sign up for your research topic presentation

		<ul style="list-style-type: none"> <li>Perry, R.W. (2006). <a href="#">What is a Disaster?</a> In Handbook of Disaster Research. (pp. 1-15). Routledge.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>United Nations Office for Disaster Risk Reduction (2017). <a href="#">Report of the open-ended intergovernmental expert working group on indicators and terminology relating to disaster risk reduction</a>. (pp. 11-24). United Nations General Assembly.</li> </ul>	
January 16, 2024	Disaster Data	<p>Required:</p> <ul style="list-style-type: none"> <li>Chapter 2 of course text, "Disaster Data: A Global View of Economic and Life Loss."</li> <li>Mazhin SA, Farrokhi M, Noroozi M, Roudini J, Hosseini SA, Motlagh ME, Kolivand P, Khankeh H. (2021). <a href="#">Worldwide disaster loss and damage databases: A systematic review</a>. Journal of Education &amp; Health Promotion.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Centre for Research on the Epidemiology of Disasters (2022). <a href="#">2021 Disasters in Numbers</a>. United States Agency for International Development.</li> <li>Guha-Sapir, Debarati &amp; Below, Regina (2002). <a href="#">Quality and accuracy of disaster data: A comparative analyse of 3 global data sets</a>. (pp. 3-18). World Bank.</li> </ul>	<p>Spend some time browsing through disaster databases:</p> <ul style="list-style-type: none"> <li><a href="#">EM-DAT</a></li> <li><a href="#">Public Safety Canada</a></li> </ul>
January 23, 2024	Disaster Models	<p>Required:</p> <ul style="list-style-type: none"> <li>Chapter 6 of course text, "Disaster Models."</li> <li>Wisner, B., Blaikie, P., Cannon, T. (2004). <a href="#">At Risk: Natural Hazards, People's Vulnerability and Disasters</a>. (pp. 49-86).</li> <li>Patterson, O., Weil, F., &amp; Patel, K. (2010). <a href="#">The role of community in disaster response: conceptual models</a>. <i>Population Research and Policy Review</i>, 29(2), 127-141.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Wisner, B., Blaikie, P., Cannon, T. (2004). <a href="#">At Risk: Natural Hazards, People's Vulnerability and Disasters</a>. (pp. 87-124).</li> </ul>	<p><b>Comparative Analysis Essay Due (25%)</b></p> <p>Emergency Management Ontario (IMS 100): online self study course <a href="#">here</a>.</p>
January 30, 2024	Hazard & Vulnerability	<p>Required:</p> <ul style="list-style-type: none"> <li>Chapter 4 of course text, "Hazard, Vulnerability, and Resilience."</li> </ul>	

		<ul style="list-style-type: none"> <li>• Bankoff, G. &amp; Frerks, G. (2004). <a href="#">Mapping Vulnerability, Disasters, Development and People</a>. (pp. 1-9).</li> <li>• Cutter, L., C., Boruff, J., B., Shirley, L. (2003). <a href="#">Social Vulnerability to Environmental Hazards</a>. <i>Social Science Quarterly</i>. (pp. 242-261)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Bara, C. (2010). <a href="#">Factsheet: Social Vulnerability to Disasters</a>. (pp. 2-17). Crisis and Risk Network.</li> <li>• Dotto, Lydia et. al. <a href="#">Canadians at risk: Our exposure to natural hazards</a>. (pp. 7-12). Institute for Catastrophic Loss Reduction</li> </ul>	
February 6, 2024	Vulnerability & Resilience	<p>Required:</p> <ul style="list-style-type: none"> <li>• Sharifi, A. (2016). <a href="#">A critical review of selected tools for assessing community resilience</a>. <i>Ecological indicators</i>, 69, 629-647.</li> <li>• Cutter, S., L., Burton, C., G., Emrich, C. (2010). <a href="#">Disaster Resilience Indicators for Benchmarking Baseline Conditions</a>. (pp. 1-22). <i>Journal of Homeland Security and Emergency Managements</i>.</li> <li>• Tiernan, A., Drennan, L., Nalau, J., Onyango, E., Morrissey, L., &amp; Mackey, B. (2019). <a href="#">A review of themes in disaster resilience literature and international practice since 2012</a>. <i>Policy design and practice</i>, 2(1), 53-74.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• German Committee for Disaster Risk Reduction. <a href="#">Detecting Disaster Root Causes: A Framework and Analytical Tool for Practitioners</a>.</li> </ul>	
February 13, 2024	Risk Theory	<p>Required:</p> <ul style="list-style-type: none"> <li>• Chapter 3 of course text, "Disaster Risk."</li> <li>• Etkin, D., Mamuji, A. &amp; Clarke, L. (2018). <a href="#">Disaster Risk Analysis Part 1: The Importance of Including Rare Events</a>. <i>Journal of Homeland Security and Emergency Management</i>, 15(2).</li> <li>• Mamuji, A. and Etkin, D. (2019). <a href="#">Disaster Risk Analysis Part 2: The Systemic Underestimation of Risk</a>. <i>Journal of</i></li> </ul>	

		<p><i>Homeland Security and Emergency Management</i> 16(1).</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>Etkin, D. (2019). <a href="#">How Risk Assessments by Emergency Management Organizations Fall Prey to Narrow Framing</a>. <i>International Journal of Emergency Management</i>, 15(1), 81-97.</li> </ul>	
February 20, 2024	<b>No classes: Winter Reading Week</b>		
February 27, 2024	Risk Perception	<p>Required:</p> <ul style="list-style-type: none"> <li>Slovic, P., et al. (2010). <a href="#">Risk as Analysis and Risk as Feelings: Some Thoughts about Affect, Reason, Risk and Rationality</a>. (pp. 21-36)</li> <li>Adams, J. (1999). <a href="#">The management of risk and uncertainty</a>. <i>Policy analysis</i>, 355.</li> <li>Sjöberg, L. (2000). <a href="#">Factors in risk perception</a>. <i>Risk analysis</i>, 20(1), 1-12.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Kasperson, J. K, et al. <a href="#">The Social Amplification of Risk: Assessing Fifteen Years of Research and Theory</a>. (pp. 317-344).</li> <li>World Economic Forum (2023). <a href="#">Global Risks Report 2023</a>. (pp. 6-25).</li> <li>Government of Canada. (2023). <a href="#">National Risk Profile: A National Emergency Preparedness and Awareness Tool</a>. (pp. 5-34, 125-148).</li> <li>Public Safety Canada. (2013). <a href="#">All Hazards Risk Assessment Methodology Guidelines 2012-2013</a>. (only skim through this document).</li> </ul>	
March 5, 2024	Disaster Risk Reduction: Climate Change & Ecosystem Loss	<p>Required:</p> <ul style="list-style-type: none"> <li>Prevention Web. (2015). <a href="#">Disaster risk reduction &amp; disaster risk management</a>. United Nations.</li> <li>Sipos, M. J, &amp; Agrawal, N. <a href="#">Climate Change, Ecosystem Loss, and Flood Risk: Taking Stock using Burlington as a Case</a>. <i>Canadian Journal of Emergency Management</i>. (pp. 76-107)</li> <li>Lulham, N., Warren, F.J., Walsh, K.A. and Szwarc, J. (2023). <a href="#">Canada in a Changing Climate: Synthesis Report</a>. Government of Canada.</li> </ul>	

		<ul style="list-style-type: none"> <li>• IFRC &amp; WWF. (2023). <a href="#">Working with Nature to Protect People: How Nature-Based Solutions Reduce Climate Change and Weather-Related Disasters</a>. (pp. 6-31)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• UNDRR. (2015). <a href="#">Sendai Framework for Disaster Risk Reduction 2015-2030</a>.</li> <li>• Nehren, U. (2023). <a href="#">Towards a typology of nature-based solutions for disaster risk reduction</a>. Elsevier. (pp. 1-17)</li> </ul>	
March 12, 2024	Disaster Complexity	<p>Required:</p> <ul style="list-style-type: none"> <li>• Chapter 5 of course text, “Disasters and Complexity.”</li> <li>• Leveson, N., Dulac, N., Marais, K., &amp; Carroll, J. (2009). <a href="#">Moving beyond normal accidents and high reliability organizations: A systems approach to safety in complex systems</a>. <i>Organization studies</i>, 30(2-3), 227-249.</li> <li>• Perrow, C. (1999). <a href="#">Normal Accident at Three Mile Island</a>. (pp. 15-31)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Little, R. G. (2003). <a href="#">Toward more robust infrastructure: observations on improving the resilience and reliability of critical systems</a>. In <i>36th Annual Hawaii International Conference on System Sciences, 2003. Proceedings of the</i> (pp. 1-9)</li> </ul>	
March 19, 2024	Disaster Myths & Fallacies	<p>Required:</p> <ul style="list-style-type: none"> <li>• Chapter 7 of course text, “Myths and Fallacies.”</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Tierney, K., Bevc, C., and Kuligowski, E. (2006). <a href="#">Metaphors Matter: Disaster Myths, Media Frames and their consequences in Hurricane Katrina</a>. <i>Annals of the American Academy of Political and Social Science</i>. (pp. 58-81)</li> </ul>	
March 26, 2024	Disaster Ethics	<p>Required:</p> <ul style="list-style-type: none"> <li>• Chapter 9 of course text, “Ethics and Disaster.”</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Saban, L. I. (2016). <a href="#">International Disaster Management Ethics</a>.</li> </ul>	
April 2, 2024	<b>Final Exam (40%)</b>		

## IMPORTANT DATES

- Winter term begins January 8 and ends April 8.
- Winter Reading Week: February 17-23.
- Last date to submit term work: April 8.

See additional important dates here: <https://www.yorku.ca/gradstudies/students/current-students/registration-enrolment/important-dates/>

## GRADING

Grading System		Percentage
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

## LATENESS PENALTY

Assignments received later than the due date will be penalized 4% per day that the assignment is late, including weekends. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, emergency etc., will be considered by the course instructor but may require supporting documentation (e.g., a doctor's letter). Please submit requests for extensions at least 3 days prior to the assignment due date by email.

## MISSED TESTS

Students with a documented reason for missing a course test, such as illness, compassionate grounds, emergency, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the course instructor. Further extensions or accommodation will require students to submit a formal petition to the [Faculty](#).

## MISSED CLASSES

It is crucial that students attend all classes, and marks may be deducted for missed classes unless discussed in advance due to legitimate reasons (2% deduction for each class missed unless previous arrangements were made with course instructor). Only in specific, unavoidable situations are absences excused from class:



- Personal emergencies, including, but not limited to, illness of the student or of a dependent of the student, or death in the family.
- Religious observances that prevent the student from attending class.
- Participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, academic field trips, and special events connected with coursework.
- Government-required activities, such as military assignments, jury duty, or court appearances.
- Any other absence that the professor approves.

Please notify the course instructor by email or phone should you require accommodations (for missed classes or assignments). Students are responsible for all material covered in classes they miss, even when their absences are excused. We will discuss alternate arrangements for the completion and grading of any missed assignments, tests, or other evaluative tools as stipulated in the course outline. Please note:

- A student who is absent from three (3) or more classes without providing written justification to the course instructor and doing independent work to make up for the missed classes may receive a failing grade in that course.
- Students missing more than three (3) classes, regardless of whether their absences are avoidable or unavoidable, will be considered unable to meet the “learning outcomes” of the course, unless in the judgement of the course instructor the student has done sufficient makeup work to compensate for these absences.
- A student may make up missed work only at the discretion of the course instructor. Missed assignments, tests, or other evaluative tools could result in the forfeiture of grades as described in the course outline.
- It is expected that students will arrange their work schedules with their employers in such a way as to enable them to attend all classes as scheduled. If, however, a student must miss a class because of workplace demands, the student will be entitled to submit alternative work to demonstrate their mastery of the missed course material, and to have that alternative work treated as this policy requires.

## **OTHER RELEVANT UNIVERSITY REGULATIONS**

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 these 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/>

## **Academic Honesty**

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate 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 here:

<https://www.yorku.ca/gradstudies/students/current-students/regulations/academic-honesty/>

### **Artificial Intelligence**

According to York's Senate Policy on Academic Honesty, using AI apps such as ChatGPT, GPT-3, DALL-E, among others to complete academic work without your instructor's knowledge or permission, is considered to be a breach of academic honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1). Additionally, you are encouraged to keep all of your research notes and draft versions of your work. You may be asked to present these if it is suspected that an AI app was used to help complete your work. These drafts can be used to show how this work developed, and to provide evidence that the work is your own.

### **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, 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, slides and assignments, 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 breach this class policy. Please respect this request.***

### **Grading Scheme and Feedback Policy**

The grading scheme for all courses (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. 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 shall be received by students in all courses prior to the final withdrawal date from a course without receiving a grade. Exceptions to this can be reviewed in the policy linked below. In 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: <https://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

### **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>

Changing a grade for an assignment is at the course instructor's discretion. If you believe that you deserve a higher grade than you received, you can appeal the grade using the following steps:

- Write a short letter stating the grade you feel you deserve and the criteria on which you are basing your argument (use the materials suggested in this syllabus and the written assignment instruction handout).
- Send the letter by e-mail [megsipos@yorku.ca](mailto:megsipos@yorku.ca).
- The course instructor will respond within 2-3 business days and set up an appointment to meet with you to discuss, if necessary.
- If you are not satisfied with the reappraised grade, submit a reappraisal form and follow the procedures.

### **Deferred Final Exams (or Assignments)**

Occasionally, a student may become ill, have a personal/family emergency, or religious observance which requires them to ask for special consideration for an alternate date to write their final exam or submit their outstanding coursework beyond the last day of classes. Students in these situations may request deferred standing. A deferred standing is a formal arrangement with the course instructor, requiring supporting documentation where applicable. Students must formally apply using the Final Exam/Assignment Deferred Standing Form. For course-work, the agreement will set an alternate date for submission beyond the end of the term, at the discretion of the course instructor. For final examinations, the agreement will approve you to write at another date.

Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>.

In order to apply for deferred standing, students must register at:

<https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>

**IMPORTANT NOTE:** Up until December 31, 2023, students are not required to submit a doctor's note or an Attending Physician's Statement in support of requests for deferred standing. If you haven't already done so, we strongly encourage you to connect with your course instructor first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

### **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 (e.g., if the university closes due to bad weather). In the unlikely event the professor determines class is cancelled, an email will be sent from eClass to all students.

## **ACCESSIBILITY & ACCOMMODATIONS**

### **Accessibility**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be

communicated to Course Directors through their Letter of Accommodation (LOA). Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. 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.

\*\*\* Please note that you are responsible for familiarizing yourself with all content in the course syllabus, textbook, and eClass, including materials that are not covered by the instructor.

Thank you, David Etkin, for his support building this course syllabus and course content.