Meeting Times

Class times: Wednesdays 12:30 - 3:30 each week
Venue: Miller Theatre

Contact Information

Course Convenor: Associate Professor (adjunct) Dr Helen James
- Email: helen.james@anu.edu.au (mailto:helen.james@anu.edu.au)
- Office: Rm 5206 Coombs Building, Fellows Road, ANU
- Phone: 6125-2125
- Website: researchers@anu.edu.au

Consultations by appointment, including after lectures. I give priority to students and am always happy to advise on their studies.

Program Coordinator: Alison Francis
- Email: crawford.degrees@anu.edu.au (mailto:crawford.degrees@anu.edu.au)
- Office: Room 2.65, Crawford Building
- Phone: 6125 5628

Assistant, Students and Graduate Programs: Roze Hisham
- Email: crawford.degrees@anu.edu.au (mailto:crawford.degrees@anu.edu.au)
- Office: Room 2.64, Crawford Building
- Phone: 6125 2172

Description

This course discusses disaster governance and global policy perspectives for Disaster Risk Reduction in the context of the principles set out in the Hyogo Framework for Action (HFA) 2007 and the emphasis on 'Build Back Better' encapsulated in the Sendai 2015 documents. It focuses on resilience theory, adaptation, and transformation in societies impacted by disasters. Taking a wide range of case studies from Asia and other areas of the world, this course explores the issues of participatory disaster governance, the role of decentralization of disaster resources and responsibilities, and best practice principles in preparedness, mitigation, response and recovery and reconstruction. By investigations of the application of human security and sustainable development principles, the course will take the student into the intersecting research communities of development, climate change, disasters, and poverty alleviation in studying how disasters impact on human, social and political behaviour, and how disaster impacted populations respond to these crisis events.

Objectives

This course is run in American graduate school style. Students are expected to do the readings each week before class and be prepared to discuss issues arising from the material. This course is research-led teaching and is interactive using powerpoints for each in-class session. The course uses a substantial number of case
studies from around the world to give students a grounded experience of how disasters impact on people and their societies, their political cultures and institutions. While there are no examinations for this course, students will be expected to participate fully in the class discussions and critically evaluate the disaster governance principles under consideration.

### Learning Outcomes

On successful completion of this course, students will be able to:

1. Develop a critical capacity to evaluate the principles and practices of disaster risk reduction and management;
2. Develop a deep understanding of disaster resilience, risk mitigation, and recovery policies as they arise from natural hazards around the globe;
3. Develop the capacity to participate in debates on disaster governance and societal reconstruction.

### Materials

MATERIALS

Background Readings:
- Michelle A. Miller, Mike Douglass and Robin Bush (eds) (2015) Disaster Governance in Asia: The Urban Transition in Asia, (New York: Springer)

In-class readings for weekly lectures and discussions
CLASS SCHEDULE
Class Readings:
Other references will be suggested in the course of class discussions. Students will be expected to have read 3 – 5 references for each of the weekly class sessions.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1. Introductory Lecture, Explanation of Course Approach, Materials, Assessment</td>
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</tr>
</tbody>
</table>

Week 2
2. International Disaster Governance: Theory and Practice from Hyogo to Sendai
Readings:

- **f.** International Federation of Red Cross and Red Crescent Societies (2014) World Disasters Report: Focus on Culture and Risk (Geneva: IFRCRCS)

Case Studies: Myanmar and Taiwan

Week 3
3. Integrating the Four Research Communities: Disasters, Development, Climate Change and Poverty Alleviation
Readings:


Case Studies:The Philippines, Nepal, Bangladesh, China

Week 4
4. Disaster Risk Reduction, Resilience, Social Capital, Adaptation and Socio-Political Transformation
Readings:

- **f.** Frank Thomalla and Hanna Schmuck (2004) ‘We all knew that a cyclone was coming: disaster preparedness and the cyclone of 1999 Orissa, India,’ Disasters 28(4): 373: 387.

Case Studies from Japan, The Philippines, USA and India
Week 5

5. Urban, Technological, Biological, and Hydrometeorological Disasters: how does Governance make a difference in slow and rapid onset disasters?

Note: The following class will also draw on Maharatna and Greenough on the Indian famines, especially the Bengal Famine of 1942-43.

Readings


Case studies from China, India, Sri Lanka, Japan and Indonesia.

Week 6

6. Policy and advocacy Networks: the humanitarian system and participatory frameworks for disaster governance


Case Studies from Guyana, Myanmar, Taiwan, Japan and Indian Ocean Countries

Week 7

7. Frameworks of Disaster Preparedness, Mitigation, Relief, Recovery and Reconstruction

Readings:


and conservation,’ Social Science Journal, 58(187): 139 – 150.
earthquake in Kerman, Iran’ Therapeutics and Clinical Risk Management 7: 49 – 52.

Case Studies: Japan, Thailand, Myanmar, Iran

Week 8

8. The Social Construction of Vulnerability in Disaster Policy: Mobility, Gender, Health, Education

Readings:
environmental management,’ UN/International Strategy for Disaster Reduction, Division for the Advancement
of Women, 2001, EGM/DATDIS/2001/EP.5
106 – 119.
e. Elizabeth Frankenberg, Bondan Sikoki, Cecep Sumantri, Wayan Suriastini, and Duncan Thomas, (2013)
‘Education, Vulnerability, and Resilience after a Natural Disaster,’ Ecology and Society 18(2): 16
Mobility in Sumatra after the Tsunami,’ IUSSP 2009.
Indian Ocean Earthquakes on Thailand’s Andaman Coast,’ Ecology and Society, 18(4): 51.
l. Eklund, L. and S.Tellier (2012) ‘Gender and International crisis response: Do we have the data, and does it
Epidemiological Findings from Tamil-Nadu, (Brussels: CRED).
(Washington: WHO).
r. International Federation of Red Cross and Red Crescent Societies (2012) World
Disasters Report 2012:Focus on Forced Migration and Displacement, (Geneva:
IFRRC).

Case Studies: Iran, Bangladesh, India, Thailand, Indonesia, USA

Week 9
9. Societal Perspectives on overcoming Vulnerability and enhancing Resilience


Case Studies: Global

Week 10

10. Human Security, Community Resilience, and Decentralized Disaster Governance


Case Studies: Indonesia, Myanmar, Global

Week 11

11. The Responses and Responsibilities of Ageing Societies during Disasters

Readings


Case Studies: Japan, Taiwan, Iran, Indian Ocean Countries, Myanmar, China

Week 12

12. How do Societies adapt and transform in the face of disaster crisis events?


Case studies: Thailand, Myanmar, Japan, Taiwan, India

Week 13

13. The Impact of Culture, Governance and Leadership in Disaster Risk Reduction


e. Centre for Peace and Conflict Studies, Listening to Voices from Inside: Ethnic People Speak (Pnom Penh: CPCS,2010).


Case Studies: Global

✔ Assessment Overview

Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>1 and 3</td>
<td>1) Prepare and present a powerpoint presentation on a topic of his/her choice related to the subject matter of the course. The powerpoint presentation will be for 20 minutes duration and will be worth 20% of the assessment. There will be a 15 minute question and answer discussion in-class on the topic of the presentation.</td>
</tr>
</tbody>
</table>
2) Prepare a short paper of 1500 words to accompany the powerpoint presentation. The paper must have at least 10 references. The paper must be handed in no more than five days after the presentation. This paper is worth 20% of the assessment;

3) Prepare a longer paper of 3000 – 4000 words on a different topic, of your choice, and related to the course. It must have at least 20 references. This paper must be handed in on the last in-class day of the semester ie Wednesday, 28 October 2015, and is worth 50% of the course assessment. By the end of week 4, each student should have prepared a short paragraph and draft outline on his/her selected topic and come to discuss with me. Excellent papers from (3) will be encouraged to be published after discussion with the course convenor.

4) There will be 10% of the assessment allocated for active in-class participation. To earn these points, students must attend every lecture, or notify me if they cannot do so (eg for illness, family or work-related commitments), do the in-class readings, and participate actively in the in-class debates and discussions.

Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, which demonstrates comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, and outstanding quality in clarity, precision and presentation of work.</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, which demonstrates a thorough knowledge and understanding of the subject matter, proficiency in relevant skills, and analytical and conceptual ability of a high order.</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, which displays a good understanding of the subject matter and a sound grasp of relevant skills.</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, which displays an adequate understanding of most of the subject matter and a sufficient grasp of relevant skills.</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work which is incomplete or displays an inadequate understanding of the subject matter or an inadequate grasp of relevant skills.</td>
</tr>
</tbody>
</table>

Assessment Items

Course Expectations

Wattle
All courses at the Crawford School use the ANU’s online learning environment, Wattle. Each course will have its own unique Wattle site, which is accessible only to staff and students enrolled in that course. Lecturers use Wattle in different ways, which may include lecture recordings, lecture notes, further reading suggestions, and discussions on their course Wattle sites.

You will also have access to the Crawford Main Wattle site which contains Crawford School policies and resources to support your study, including The Crawford Style Guide, past course outlines and academic skills resources.

For help with Wattle, go to https://wattle.anu.edu.au/help.php

Referencing and formatting requirements

Students are required to reference all words/ideas and opinions of others, using The Crawford Style Guide (a Harvard in-text referencing style). Details of this style can be found in The Crawford Style Guide, available in hard copy from Academic Skills Advisors and online in the Crawford Main Wattle site at http://wattlecourses.anu.edu.au/pluginfile.php/529843/mod_resource/content/6/Style_Guide_2015
complete.pdf
complete.pdf)

Assignments should conform to the formatting instructions provided in The Crawford Style Guide. To make this easier, a template in the form of a Microsoft Word document set up with the appropriate margins, font, line and paragraph spacing can be downloaded from http://wattlecourses.anu.edu.au/mod/page/view.php?id=577598.

Assignment submission

For all written work:

1. Ensure your assignment complies with The Crawford Style Guide
2. Assignments should be submitted via the Course Wattle site.
3. Assessment items are submitted online through Turnitin as part of Wattle online submission. For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).
   * Please note: From Semester 2 2014, Turnitin is integrated with the Wattle Submission. Separate submission is no longer required.
5. Course Convenors will contact you about return of marked assignments.

Extensions and Late Submissions

Extensions can only be given by the course convener. Appropriate documentation must be provided. Requests for extensions must be made before the due date of submission.

Please see the ANU Policy - Student Assessment Procedure (Coursework) (https://policies.anu.edu.au/ppl/document/ANUP_004604) for further information.

Late submission, without approved extension, will incur a penalty of five per cent of the possible marks available for the assessment task per working day or part thereof.

Please see the ANU Policy - Student Assessment Procedure (Coursework) (https://policies.anu.edu.au/ppl/document/ANUP_004604) for further information.

Student responsibility

a. Student feedback
on and formal evaluation of subject All courses will be evaluated using the Student Experience of Learning and Teaching surveys, administered by Statistical Services at the ANU. These surveys will be offered online, and students will be notified by email to their ANU address when the surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully.

b. Enrolment

It is the student’s responsibility to ensure that they are correctly enrolled in each subject and that the subjects are correct for their course of study. Students should confirm their subject enrolment details online, and carefully check the census date for each course to enable course changes without penalty.

c. Attendance

Regular attendance at lectures, seminars and tutorials is expected.

d. Email

All information updates from the program and the School, and most University communication is made through email using the ANU student email address, which is studentnumber@anu.edu.au (eg u1234567@anu.edu.au)

Lecturers use the news forum in Wattle to make announcements to the whole class, and these messages are sent to your ANU email account. You can choose to receive these Wattle messages singly or as a daily digest (the default setting).

**You must regularly access messages sent to your ANU email account. If you wish to forward your ANU email to another address please go to** http://itservices.anu.edu.au/email/forwarding-your-email/.
(http://online.anu.edu.au/help_support/turnitin)

Announcements made through email and on the Wattle course site are deemed to be made to the whole class.

This course is run in American graduate school style. Students are expected to do the readings each week before class and be prepared to discuss issues arising from the material. This course is research-led teaching and is interactive using powerpoints for each in-class session. The course uses a substantial number of case studies from around the world to give students a grounded experience of how disasters impact on people and their societies, their political cultures and institutions. While there are no examinations for this course, students will be expected to participate fully in the class discussions and critically evaluate the disaster governance principles under consideration.

เตรียมความพร้อมในการเข้าเรียน

ANU Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Students are expected to have read the Academic Misconduct Rules (http://www.comlaw.gov.au/Details/F2014L01785) before the commencement of their course.

Key policies include:

• Student Assessment (Coursework) (https://policies.anu.edu.au/ppl/document/ANUP_004603)
• Student Surveys and Evaluations Policy (https://policies.anu.edu.au/ppl/document/ANUP_004601)

Academic Integrity

It is the responsibility of each individual student to ensure that:

• you are familiar with ANU policy for academic integrity
• work submitted for assessment is original
• appropriate acknowledgement and citation is given to the work of others
• you declare your understanding of, and compliance with, the principle of academic integrity when submitting assessment items
For information on academic honesty and integrity please refer to http://academichonesty.anu.edu.au/
(http://academichonesty.anu.edu.au/)

Support for Students
The University offers a number of support services for students. Information on these is available online from http://www.anu.edu.au/students/services (http://www.anu.edu.au/students/services) and http://students.anu.edu.au/studentlife/ (http://students.anu.edu.au/studentlife/)

Library
- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au).
- For free courses in Information Skills and Computer Skills see http://ilp.anu.edu.au (http://ilp.anu.edu.au/).

Student Appeals and Complaints
If you are concerned about a mark that you have been awarded you should approach the course convener to discuss the reasons for the mark being awarded.

Beyond this, you have the right to seek a review of your final result in a course. However, you should first raise any questions or concerns about the overall result of a course with your course convener. See the ANU College of Asia and the Pacific policy on assessment review and appeals for guidance: http://asiapacific.anu.edu.au/students/student-centre/appeals-and-complaints (http://asiapacific.anu.edu.au/students/student-centre/appeals-and-complaints)

Student Feedback
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Crawford Student Services
The Crawford Student Services Office is located at the lower entrance of the JG Crawford building, Level 1, and is open between 9.00am and 5.00pm Monday to Friday.


Assessment Requirements
The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online (http://online.anu.edu.au/turnitin) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.