

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/23**

Part I Course Overview

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| Course Title: | <u>Disaster Management, Development and Regional Governance in Asia</u> |
| Course Code: | <u>PIA5337</u> |
| Course Duration: | <u>One Semester</u> |
| Credit Units: | <u>3</u> |
| Level: | <u>P5</u> |
| Medium of Instruction: | <u>English</u> |
| Medium of Assessment: | <u>English</u> |
| Prerequisites: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Precursors: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Equivalent Courses: <i>(Course Code and Title)</i> | <u>AIS5337 Disaster Management, Development and Regional Governance in Asia</u> |
| Exclusive Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |

Part II Course Details

1. Abstract

This course aims to expose students to critical and practical approaches to the management of both natural and man-made disasters. The concept of disasters refers here to armed conflicts, geophysical events or other crises (such as famines, epidemics or rapid-onset climatic events) with a direct impact on peoples' lives (e.g. excess mortality or morbidity, forced displacement), while disaster management encompasses preparedness, warning, relief, recovery and reconstruction. Students will be introduced to a range of approaches to disaster management, from development-oriented disaster preparedness and reconstruction on the one hand to emergency responses predicated on humanitarian principles on the other hand.

While the articulation of crisis response mechanisms and institutions across different levels (local, national, regional and global) is key to effective responses, the course emphasises disaster management from a regional perspective. In particular, disaster response in Asia and by Asian countries will be examined through the lens of regional governance arrangements. The impact of the choices and preferences of major donors on such regional arrangements will be discussed.

The course requires students to apply concepts and methods across a range of contexts and types of crises. In so doing, the course aims to provide students with a clear understanding of the dimensions of disasters, particularly in Asia, and the skills required to successfully interact with professional disaster management teams across a wide range of settings.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|--|----|----|
| | | | A1 | A2 | A3 |
| 1. | Understand the dimensions of disaster management, including preparedness, relief, recovery and reconstruction | 20 | ✓ | ✓ | ✓ |
| 2. | Recognise and assess the relevance of various paradigms and approaches to disaster management. Engage with debates on these paradigms and approaches | 20 | ✓ | ✓ | ✓ |
| 3. | Identify local, national, regional and global levels of response to disasters, focusing on crises in Asia and responses by Asian countries to disasters in the region and elsewhere | 20 | ✓ | ✓ | ✓ |
| 4. | Evaluate preparedness plans and actual responses to specific hazards and conflict-related issues across a range of settings | 20 | ✓ | ✓ | ✓ |
| 5. | Collaborate effectively with disaster management professionals across a range of settings and inter-organisational arrangements | 20 | ✓ | ✓ | ✓ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

- A2: *Ability*
 Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
- A3: *Accomplishments*
 Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | Hours/week (if applicable) |
|-----|--|----------|---|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Lectures and guest lectures are meant to introduce key concepts and methods. | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2 | Student presentations | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3 | Case studies. Students will be assigned to teams and required to discuss and solve cases. The tasks will be completed within class time. Students will have to use all the resources, readings, theories, concepts, and other materials presented in the course. Students will have to submit individual reflective feedback and comments on the exercises. | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4 | Extended simulation exercise. The exercise will extend over the largest part of class time throughout the semester. It will consist of several phases including group presentations on disaster preparedness, real time decisions in response to impending or unfolding disaster scenarios, debriefing and evaluation. Students will be assigned to teams and required to complete series of tasks. The tasks will be completed within class time. Students will have to use all the resources, readings, theories, concepts, and other materials presented in the course. Students will have to submit individual reflective feedback and comments on the exercises. | ✓ | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|---|----------|---|---|---|---|--|-----------|---------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| Continuous Assessment: 100% | | | | | | | | |
| In-class participation | ✓ | ✓ | ✓ | ✓ | ✓ | | 20 | |
| Performance in case studies | ✓ | ✓ | ✓ | ✓ | ✓ | | 30 | |
| Performance in extended simulation exercise | ✓ | ✓ | ✓ | ✓ | ✓ | | 50 | |
| | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-------------------------------------|---|--|---|---|--|
| 1. Participation in class: 20% | Frequency Relevance | Highly relevant, frequent comments and questions in class discussions | Interesting, frequent comments and questions in class discussions | Occasional/rare relevant comments and questions in class discussions | Absence of comments and questions in class discussions |
| 2. Performance in case studies: 30% | Group presentations on cases: 15% Individual reflective comments on case studies: 15% | Excellent structure, content and delivery of the group presentations Highly relevant and insightful reflective comments on case studies | Good structure, content and delivery of the group presentations Good quality of reflective comments on case studies | Average to below average structure, content and delivery of the group presentations Average to below average reflective comments on case studies | Inadequate structure, content and delivery of the group presentations Inadequate reflective comments on case studies |
| 3. Performance in simulation: 50% | Group presentations: 15% Individual reflective comments on simulation: 20% Performance in simulation (time management, anticipation, prioritisation, teamwork and communication): 15% | Excellent structure, content and delivery of the group presentations Highly relevant and insightful reflective comments on simulation. Excellent time management, anticipation, prioritisation, teamwork and communication | Good structure, content and delivery of the group presentations Good quality of reflective comments on Simulation. Good time management, anticipation, prioritisation, teamwork and communication | Average to below average structure, content and delivery of the group presentations Average to below average reflective comments on simulation Average to below average time management, anticipation, prioritisation, teamwork and communication | Inadequate structure, content and delivery of the group presentations Inadequate reflective comments on simulation. Inadequate time management, anticipation, prioritisation, teamwork and communication |

Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-------------------------------------|---|--|---|---|--|--|
| 1. Participation in class: 20% | Frequency Relevance | Highly relevant, frequent comments and questions in class discussions | Interesting, frequent comments and questions in class discussions | Occasional relevant comments and questions in class discussions | Rare questions and/or comments of little relevance to class discussions | Absence of comments and questions in class discussions |
| 2. Performance in case studies: 30% | Group presentations on cases: 15% Individual reflective comments on case studies: 15% | Excellent structure, content and delivery of the group presentations Highly relevant and insightful reflective comments on case studies | Good structure, content and delivery of the group presentations Good quality of reflective comments on case studies | Adequate structure, content and delivery of the group presentations Adequate reflective comments on case studies | Poor structure, content and delivery of the group presentations Few and/or marginally relevant reflective comments on case studies | Inadequate structure, content and delivery of the group presentations Inadequate reflective comments on case studies |
| 3. Performance in simulation: 50% | Group presentations: 15% Individual reflective comments on simulation: 20% Performance in simulation (time management, anticipation, prioritisation, teamwork and communication): 15% | Excellent structure, content and delivery of the group presentations Highly relevant and insightful reflective comments on simulation. Excellent time management, anticipation, prioritisation, teamwork and communication | Good structure, content and delivery of the group presentations Good quality of reflective comments on Simulation. Good time management, anticipation, prioritisation, teamwork and communication | Adequate structure, content and delivery of the group presentations Adequate reflective comments on simulation Adequate time management, anticipation, prioritisation, teamwork and communication | Poor structure, content and delivery of the group presentations Few and/or marginally relevant reflective comments on simulation. Marginal time management, anticipation, prioritisation, teamwork and communication | Inadequate structure, content and delivery of the group presentations Inadequate reflective comments on simulation. Inadequate time management, anticipation, prioritisation, teamwork and communication |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Disasters; disaster preparedness and response; disaster management; geophysical disasters; famines; epidemics; population displacements; recovery; humanitarian aid; global governance; regional governance; international organizations; United Nations.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Books

Collins, Andrew (2009), *Disaster and Development*. London: Routledge.

Rodriguez, Havidan, Enrico Quarantelli and Russell Dynes (eds) (2006) *Handbook of Disaster Research*. New York: Springer.

Wallensteen, Peter and Anders Bjurner (eds) (2015) *Regional organizations and peacemaking : challengers to the UN?* Milton Park, Abingdon, Oxon ; New York: Routledge.

Articles

Ahern, Mike, Kovats, R. Sari, Wilkinson, Paul, Roger Few Roger and Matthies, Franziska (2005) 'Global Health Impacts of Floods: Epidemiologic Evidence' *Epidemiol Rev* 27, 1: 36-46

Alexander, David (2006). 'Globalization of Disaster: Trends, Problems and Dilemmas'. *Journal of International Affairs* 59, 2: 1-22

Bankoff, Greg & Hilhorst, Dorothea (2009) 'The politics of risk in the Philippines: comparing state and NGO perceptions of disaster management' *Disasters* 33, 4: 686-704

Bellamy, Alex and Williams, Paul (2009) 'The West and Contemporary Peace Operations', *Journal of Peace Research* 46, 1: 39-57

Buchanan-Smith, Margie and Christoplos, Ian (2004). 'Natural disasters amid complex political emergencies'. *Humanitarian Exchange Magazine*. Issue 27 July 2004

Caballero-Anthony, Mely (2008) 'Non-traditional security and infectious diseases in ASEAN: going beyond the rhetoric of securitization to deeper institutionalization' *Pacific Review* 21, 4: 507-525

Chesterman, Simon (2002) 'Legality Versus Legitimacy: Humanitarian Intervention, the Security Council, and the Rule of Law' *Security Dialogue* 33, 3: 293-307

Cotter, Andrew (2008) 'Beyond humanitarian intervention: the new politics of peacekeeping and intervention' *Contemporary Politics* 14, 4: 429-446

Duffield, Mark (1997). 'NGO Relief in War Zones: Towards an Analysis of the New Aid Paradigm' *Third World Quarterly* 18, 3: 527-542

Ferris, Elizabeth, Petz, Daniel and Stark, Chareen (2013), *The Year Of Recurring Disasters: A Review Of Natural Disasters In 2012*. The Brookings Institution – London School of Economics Project on Internal Displacement.

Fierke, Karin (2007) 'Human insecurity', in *Critical approaches to international security*. Cambridge: Polity. [144-166]

Guilloux, Alain (2009) 'Regional governance and disaster response' in: Nicholas Thomas (ed) *Governance and Regionalism in Asia*. London: Routledge. [278-300]

Harvey, Paul (2009). Towards good humanitarian government: The role of the affected state in disaster response. *HPG Policy Brief* 37. September 2009.

Kelman, Ilan (2007) 'Hurricane Katrina disaster diplomacy' *Disasters* 31, 3: 288-309

- Kilby, Patrick (2008), "The Strength of networks: the local NGO response to the tsunami in India," *Disasters* 32, 1: 120-30
- Manyena, Siambabala Bernard (2006) 'The concept of resilience revisited' *Disasters*, 30(4): 433–450
- Rajapaksa, Sushama & Dundes, Lauren (2006). 'Can Humanitarianism Instill Good Will? American Tsunami Aid and Sri Lankan Reactions'. *International Studies Perspectives* 7,3: 231-238
- Ramirez, Marizen and Peek-Asa, Corinne (2005) 'Epidemiology of Traumatic Injuries from Earthquakes' *Epidemiol Rev* 27,1: 47-55
- Redaelli, Silvia and Fink, Günther (2011) 'Determinants of International Emergency Aid—Humanitarian Need Only?' *World Development* 39, 5: 741–757
- Schwartz, Eric (2012). 'Saving Lives, Securing Interests: Reflections on Humanitarian Response and U.S. Foreign Policy'. *Public Administration Review* 72, 2: 173-174
- Shultz, James, Russell Jill and Espinel, Zelde (2005) 'Epidemiology of Tropical Cyclones: The Dynamics of Disaster, Disease, and Development' *Epidemiol Rev* 27, 1: 21-35
- Stephenson, Max (2007). 'Bridging the Organizational Divide: A Comparative Institutional Analysis of United States and International Humanitarian Service Delivery Structures' *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* 18, 3: 209-224
- Tong, Jaqui (2004). 'Questionable accountability: MSF and Sphere in 2003'. *Disasters*. 28, 2: 176-189
- Tsunami Evaluation Coalition (2006). *Synthesis report*
- Vasterman, Peter, Yzermans, Joris and Dirkzwager, Anja (2005) 'The Role of the Media and Media Hypes in the Aftermath of Disasters' *Epidemiol Rev* 27: 107–114
- Walker, Peter (2005). 'Cracking the code: the genesis, use and future of the Code of Conduct'. *Disasters* 29, 4: 323–336
- Weiss, Thomas (2004) 'The humanitarian impulse', in: David Malone (ed) *The UN Security Council: From the Cold War to the 21st Century*. Boulder, Co: Lynne Rienner. [37-54]
- Welsh, Jennifer (2003) 'Taking consequences seriously: objections to humanitarian intervention' in: Jennifer Welsh (ed) *Humanitarian intervention and international relations*. Oxford: Oxford University Press. [52-68]
- Whaites, Alan (2000) 'NGOs, disasters, and advocacy: caught between the Prophet and the Shepherd Boy' *Development in Practice* 10, 3-4: 506-516
- Zeccola, Paul (2011). 'Dividing disasters in Aceh, Indonesia: separatist conflict and tsunami, human rights and humanitarianism'. *Disasters* 35,2: 308-328

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

- Amul, Gianna (2012) 'Disaster preparedness: Still lacking in ASEAN?' *NTS Bulletin* September 2012. Singapore: Centre for Non-Traditional security Studies, S. Rajaratnam School of International Studies.
- Department of Sustainable Development of the OAS (2007). *Law of Disasters: Towards a Normative Framework in the Americas*.
- Fernandez, Jeannette, Bendimerad, Fouad, Mattingly, Shirley & Buika, Jim (undated) *Comparative Analysis of Disaster Risk Management Practices in Seven Megacities*.
- Hammargren, Henrik (2005). 'Promoting Good Humanitarian Donorship: a task for the OECD-DAC?' *Humanitarian Exchange Magazine*, Issue 29 March 2005
- Nel, Philip and Righarts, Marjolein (2008). 'Natural Disasters and the Risk of Violent Civil Conflict' *International Studies Quarterly*, 52, 1: 159–a 18

Online sources

23 Principles and Good Practice of Humanitarian Donorship

ASEAN Secretariat (2005). *ASEAN Agreement on Disaster Management and Emergency Response*. Vientiane, 26 July 2005

ASEAN Secretariat (2011). *ASEAN Agreement on Disaster Management and Emergency Response Work Plan 2010-2015* <http://www.aseansec.org/publications/AADMER%20WP%202011.pdf>

Consortium of Non-Traditional Security Studies in Asia (2009). 'Regional Support for Southeast Asia Disaster Preparedness'. *NTS Alert* November 2009 (Issue 2)

Consortium of Non-Traditional Security Studies in Asia (2010). 'Disaster Risk Reduction (DRR): Reducing Human Vulnerabilities to Natural Disasters'. *NTS*