UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Coastal and Marine Hazard and Resilience

**2425-2-F7502Q007**

## Aims

The course explores the complexity of the relationships between culture, risk and disaster. The aim of the course is to improve the knowledge and understanding of the risks associated with coastal and marine environments in order to better manage them and analyse people's resilience to risk, exploring the cultural dimension of disaster.

## Contents

Definitions and uses of the terms hazard, risk, disaster, vulnerability and resilience. Culture, knowledge and world views related to hazards. Cultural and political aspects of disasters, catastrophes and natural hazards (tsunamis, floods, climate change) in marine and coastal areas: adaptation, mitigation and resilience. The cultural dimension of disaster risk reduction (DRR). Sustainability in relation to the promotion of the Sustainable Development Goals (SDGs), identified by the UN Agenda 2030. Governance, stakeholders, communication and participation. The teaching content and syllabus are consistent with the training objectives of the Course of Studies

## Detailed program

The course examines the development of the meaning, uses and applications of the terms hazard, risk and resilience in marine and coastal areas, and explores the cultural dimension of disaster.

The significance of "culture" must be understood and incorporated into any attempt to deal with natural hazards (tsunami, storm surges, inundations, sea level rise) and disasters. The cultural dimension of disaster provides an understanding of human and social vulnerability to hazards, identification of stakeholders, local knowledge and resilience and social response at the local level.

In the course, case studies will be presented, focusing on the resilience-based responses to hazards and risk of multiple sets of actors (women, children, older people, local communities, international agencies, political institutions) and human activities in different contexts.

## Prerequisites

None

## Teaching form

The entire course will be held online. Students will be engaged in case studies, discussions of scientific papers, oral presentations and reading of environmental assessments. Students will be divided into groups to analyse the impact of a hazard in a given community and the resilience of the stakeholders involved.
Teaching will be organised as follow:

10 two-hour lectures, on line, on the keywords of the course, delivered didactics
4 two-hour lectures, on line, on case studies, interactive mode
8 hour group article reading , discussion and questions, online e-tivity
4 hours group case studies presentations and discussion, online e-tivity
Lectures will be recorded.

## Textbook and teaching resource

All teaching resources are digital and can be found on the University website.
The teaching materials consist of two texts (one of them only in part) and four articles:
Texts:

The entire volume : Kelman I. (2020), "Disaster by Choice. How our actions turn natural hazards into catastrophes", Oxford University Press.

5 essays, of your choice, from the text: Krüger F., Bankoff G., Cannon T., Orlowski B., and Schipper E.L.F. (Eds.) (2015), "Cultures and Disasters: Understanding Cultural Framings in Disaster Risk Reduction", Abingdon and New York, Routledge

And the four articles:

1. Alexander D.E. (2013)"Resilience and disaster risk reduction: an etymological journey", Nat. Hazards Earth Syst. Sci., 13, 2707–2716
2. Kelman I., Gaillard J.C., Mercer J. (2015), "Climate Change's Role in Disaster Risk Reduction's Future: Beyond Vulnerability and Resilience", Int. J. Disaster Risk Sci, 6:21–27
3. Gaillard, J.C. & Gomez, C., 2015, 'Post-disaster research: Is there gold worth the rush?', Ja?mba?: Journal of Disaster Risk Studies 7(1), pp. 1-6
4. Gaillard JC, Sanz K, Balgos BC, Dalisay SNM, Gorman-Murray A, Smith F, Toelupe V., "Beyond men and women: a critical perspective on gender and disaster". Disasters. 2017 Jul;41(3):429-447

## Semester

First semester

## Assessment method

Final oral examination in presence.
For attending students, the final assessment will be based on:

1. attendance and participation in the course,
2. group presentations of papers, during the course
3. group presentation and ppt, during the course, of a case study
4. written report (3000 words) of one's contribution in the group work
5. oral presentation of own contribution in group work

The objective is to verify the skills and competences in presenting the project proposed, and to assess scientific writing, literature review, knowledge of topics and teamwork skills

For those unable to attend, oral presentation of the syllabus materials and recorded lectures is required. The oral discussion consists of open-ended questions on the course materials, the textbooks and the articles listed in the syllabus to enable students to acquire expertise on the topics addressed by the lecturer in the lectures.

## Office hours

Appointment by e-mail:

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## Sustainable Development Goals

NO POVERTY | GENDER EQUALITY | REDUCED INEQUALITIES | CLIMATE ACTION | LIFE BELOW WATER | PEACE, JUSTICE AND STRONG INSTITUTIONS