

Course Syllabus

Florida Resilient Cities: The Panhandle after Hurricane Michael – Port St. Joe

An Interdisciplinary Course Offered by the Colleges of Design, Construction & Planning, Engineering, Law, Journalism, and Liberal Arts & Sciences

Coordinated by the Florida Climate Institute

3 Credits for JOU, ENG, DCP, CLAS

2 Credits for Law

Faculty Core Team: Jeff Carney, Architecture, Tim Mclendon, Law - Corene Matyas, CLAS – Richard Stepp, CLAS - David Prevatt, Engineering – Alyson Larson, Journalism and additional invited speakers

UF Contributors and Lecturers: see below

Course Admin and Coordinator: Carolyn Cox, Florida Climate Institute

Student Cap & Composition: 24 Graduate and Professional degree students from programs in DCP, ENG, JOU, CLAS, and LAW

Course Listing: The course will be cross-listed with a graduate level course number (ARC 6911) but have different sections listed in each unit. Core faculty from each college will be responsible for listing course, vetting applicants, and grading participants for their college.

Fees: There will be a \$50 materials and supplies fee for gas, van, and boats

Location: The class will meet each Wednesday evening from 5:10-8:10 pm in room 122 Frazier Rogers Hall for lectures and discussion. Field work will be in various location in the Port St. Joe area.

Course description: This multi-disciplinary field-course will introduce students to the challenges that communities face following disasters to recovery effectively and achieve long-term resilience. Florida communities need to adapt to the changing environment and to end the disaster/rebuild cycle through the development of effective community design, public policy, and applied science. This course will connect a range of disciplines through collaborative research and field-based exploration in the City of Port St. Joe where the ravages of Hurricane Michael are still being felt. Lectures, readings, and research will prepare students for a 1-week intensive spring break workshop in the City during spring 2020.

In the first part of the semester, students will be introduced via lecture to fundamentals of the planning & design, law & policy, engineering, and communications challenges facing coastal cities in relation to sea-level rise, storm risk, and other factors that affect their long-term resilience. The Panhandle city of Port St. Joe will be this semester's case study community and host students for a spring break field study. The course will focus this semester on elements of long-term recovery and community resilience following a catastrophic hurricane. Working in interdisciplinary teams, students will undertake a scenario analysis exercise in which they use knowledge gained from the readings and lectures to envision how Port St. Joe not only recovers from Hurricane Michael but builds back better and more equitably and resiliently than before. From this scenario analysis exercise, students will develop alternative policy, design, infrastructure, and communication paths that this coastal city might pursue to address several discrete challenges and will assess the efficacy of these various paths.

During spring break, students will spend 5 intensive days in Port St. Joe visiting relevant sites and hearing from experts in a variety of fields to inform their understanding and their scenario analysis and associated work product.

Course Products: Each multi-disciplinary team will prepare a design proposal for Port St. Joe that includes domain-specific components and requirements that will be explained during the first week of class. The proposal development and presentation process is one that design, engineering, law, and journalism students may encounter in their professional endeavors and this solutions-oriented product will provide practice for that process. The proposals will be presented by the teams, in Port St. Joe on Friday, March 9 to an audience of local stakeholders including faculty, municipal partners, and citizens.

Course Objectives: To provide students a firm grounding in the design, science, law & policy, and economics associated with recovery, sea-level rise, and climate change in the Panhandle region through an interdisciplinary and experiential collaborative approach. This course will combine classroom lectures and disciplinary integration with intensive field experience. Sessions will focus on science, history, law & policy, design, history, infrastructure, economics, and communications through field-based immersion, practitioner lectures, and reflective discussions in an interdisciplinary context. Student teams will verbalize and defend their findings and recommendations in an open forum designed to highlight their learning.

Student learning outcomes:

At the conclusion of the course students will:

- Gain a basic understanding of climate science and associated impacts
- Understand the importance of data collection to identify areas of greatest vulnerability/risk
- Understand both environmental and societal risks and impacts of climate impacts, the interactions between these risks and options for adaptation

- Apply critical-thinking skills at the science / design / policy interface
- Understand and apply concepts related to disaster recovery and long-term community resilience and adaptation
- Learn to work in interdisciplinary teams to address specific problems and to effectively communicate science and policy to stakeholders

Grading: Students will be graded according to their individual college

policies. Individual contributions to group work will be assessed individually. See rubric near end of syllabus. Content exam will follow pre-lectures but be completed prior to field portion.

General Format of Course

1. This course will have 8 pre-spring break lecture sessions with background readings assigned weekly. Following these lecture sessions, there will be a pre-departure exam covering information covering the lectures and readings. (25% of grade)
2. Students will be divided into teams of 4-6 students representing varied backgrounds and disciplines and assigned a pre-identified policy-relevant scenario they must address during the field course
3. During Spring Break 2020, students will participate in a 5-day field course centered on Port St. Joe. The field experience will include practitioner lectures, field trips, and time allocated for group
4. Each team will be responsible for:
 - A public presentation in Port St. Joe at the conclusion of the field experience (25% of grade)
 - Group Design Proposal for Historic Port St. Joe. Specific requirements, team assignments, and guidelines will be given the third week of class. (50% of grade)

Attendance: Attendance is mandatory. Students are expected to prepare for (reading) and attend all lectures and activities and be present for the duration of the field component.

Pre-Departure Lectures: (tentative)

All pre-departure lectures **will be held in room 122 Frazier Rogers Hall from 5:10-8:10pm on the Wednesdays** outlined below. Readings to prepare for each session will be posted on the CANVAS site and will also be emailed prior to the session. Lectures will be given first followed by thought exercise involving scenario analysis and other synthesis and team-building activities to prepare students for the field workshop.

- **January 8**—Introductions of course and team (all). Overview of expectations and issues facing site. Lecture:

Intro to Field Study course – (Cox)

Intro to PSJ – (Larkin)

Intro to Hurricane science and climate disruption (Matyas)

Intro to course and Design Thinking Approach– (Carney)

- **January 15**—Codes, buildings, infrastructure

Land use regulation, govt. liability, revenue options,

5:10 Land use planning tools (Hawkins)

5:50 Historic Preservation (Mclendon)

6:30 Infrastructure liability (Ruppert)

- **January 22**—Coastal Ecological Engineering and Protection, planning

5:10 Land Management – (Dave Hulse)

5:50 Water Issues – (Dave Kaplan)

6:30 Green Infrastructure – (Mike Volk)

7:10 - INTRO to PROJECTS

- **January 29**—Lecture-David Zierdan, State Climatologist

Location TBD

- **February 5**—

Equity social justice/Heirs property – (Joan flocks)

Housing Policy and Affordability – (Bill O'Dell)

Historical preservation philosophy (Hylton)

Heirs Property – (Sandra Thomson)??

- **February 12 ---**

Stories of Mexico Beach - (Mony Basu)

Narrative of Community Resilience – (Jason Von Meding)

Stories of Recovery – (Alyson Larson)

Eco-tourism – (Lori Pennington-Gray)

- **February 19—**

Oysters – (Mike Allen)

Fish - (Peter Frederick)

Forestry – (?)

- **February 26**

EXAM

History of The Gulf (Jack Davis)

Tentative schedule (still meeting with local partners to confirm)

Sunday, March 1, 2020

Depart UF at 12:00noon for Port St. Joe –arrive 4:00PM and checking in to the Cottages. check in at the MainStay Suites at 3951 East Hwy 98, Port St. Joe, FL

5:00-6:00pm—Group meeting/welcome and logistics overview

6:00pm---dinner in town, explore and meet local business owners

Monday, March 2, 2020

10:00am Meet with city officials to discuss area priorities

12:00-1:30—lunch in town

1:30-5:30pm trip to see Mexico Beach and other impacted areas and meet with disaster relief and FEMA reps

5:30-11:00pm—Dinner in town and group time

Tuesday, March 3, 2020

10:00am-12:00pm Visit water treatment plant

12:00-1:30pm—lunch in town

1:30-5:00pm –meet with large landowners and developers in region

5:00-7:00pm—lecture with expert on issue (maybe catered with pizza from town)

7:00-11:00pm—Group work time

Wednesday, March 4

TBD

Thursday, March 5

TBD

Friday, March 6

10:00am—12pm teams will present proposals and findings to city officials, business owners, residents

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor

Code, which includes the following pledge: “*We, the members of the University of Florida*”

community, pledge to hold ourselves and our peers to the highest standards of honesty and

integrity." You are expected to exhibit behavior consistent with this commitment to the UF

academic community, and on all work submitted for credit at the University of Florida, the

following pledge is either required or implied: "*On my honor, I have neither given nor received*

unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments,

papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code,

you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies

and procedures regarding academic integrity and the Student Honor Code. Violations of the

Honor Code at the University of Florida will not be tolerated. Violations will be reported to the

Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and

legal agreements governing software use. Failure to do so can lead to monetary damages

and/or criminal penalties for the individual violator. Because such violations are also against

university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being

are encouraged to utilize the university's counseling resources. The Counseling & Wellness

Center provides confidential counseling services at no cost for currently enrolled students career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,*

www.counseling.ufl.edu/cwc/

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Training Programs

Community Provider Database

- *Career Resource Center, First Floor JWRU, 392-1601, **www.crc.ufl.edu/***

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with

disabilities. This includes registering disabilities, recommending academic accommodations

within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The

Dean of Students Office will provide documentation to the student who must then provide this

documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, **www.dso.ufl.edu/drc/**