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 5:00-7:30pm 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 a 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 ompacts, the interactions between these risks and options for adaptation
- Apply critical-thinking skills at the science / design / policy interface
- 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

a. This course will have 7-8 pre-spring break lecture sessions with background readings. After these sessions, there will be a pre-departure exam on the lectures and readings. (25% of grade)

b. 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

c. During Spring Break 2020, students will participate in a 5-day field course centered around Port St. Joe. The field experience will include practitioner lectures, field trips, and time allocated for group work.

d. 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 first 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 5:00- 7:30pm 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.

- **January 15** –Introductions of course and team (all). Overview of expectations and issues facing site. Lecture: Intro to Hurricane science and climate disruption (Matyas)
- **January 22**—Land use regulation, govt. liability, revenue options, planning tools (Hawkins) Takings law (Flournoy)
- **January 29**---Water systems/saltwater intrusion (Levinson) and Stormwater management and Hurricane preparedness through engineering (Prevatt)
- **February 5—** Principles of adaptive governance (Frank), Green Infrastructure (Volk)
- **February 12—** Historical preservation philosophy and architecture the city (Hylton) and preservation policy (McLendon)
- **February 19 ---** Pulling it all together with journalism, storytelling, connecting issues and solutions to the community (Larson). Review of exam material

- **February 26**—exam and final logistics for travel

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—12pmteams will present proposals and findings to city officials, business owners, residents

Evaluation Rubric

Name: _____ ; Scoring scale below

Grader							
Written Work Product							
Substantive Quality							
Identifies and addresses key issues							
Synthesizes complex information							
Includes analysis							
Executive summary sufficient for decision maker to understand without more							
Concise, targeted conclusions and recommendations							
Fair Share Contribution Evidenced							
Stylistic Quality							
Followed formatting requirements							
Organization							
Writing quality (sentence, paragraph structure, grammar)							
Executive summary							
Footnotes internally consistent							
Fair Share Contribution Evidenced							
Oral Presentation							
Demonstrated command of subject matter							
Professional demeanor (eye contact, body language etc.)							
Questions professionally addressed							
Presentation slides support oral presentation							
Conclusions and recommendations provided							
Fair share contribution evidenced							
Classroom & group work							
Demonstrated interest in subject matter through demeanor or participation in discussion							
Minimized distractions							
Demonstrated that course materials had been read							
Timely to class and field activities							
Appeared to work well within group							
Fair Share Contribution Evidenced							

Scoring scale: Excellent = 5; Very good = 4; Average = 3; Poor = 2; Unacceptable = 1

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/**

Study Areas:

https://drive.google.com/open?id=1nkEE_zNssKvem2hyrePopyvluKnFefv6&usp=sharin g (Links to an external site.)Links to an external site.

SLR_Intro_to_COSA_Sites_18-01-17.pdf

Docs:

FL Department of Economic Opportunity (DEO) Community Resiliency Initiative Pilot Project Documents for the City of St. Augustine:

- Coastal Vulnerability (should be read first), completed by Dewberry
- Adaptation, completed by Sabin Center for Climate Change Law, Columbia University

Hazard Mitigation Plan - Lake Maria Sanchez Flood Mitigation Project

- Engineering
- Hurricane Matthew FEMA Claims f

Comprehensive Plan:

St.AugustineCompPlan2030.pdf

CoSA Historic Preservation
Guidelines: Planning for Sea

Level Rise in the Matanzas Basis (Regional Study)

Date/ Time	**Description**
Sunday, March 4	
5:00 pm	Dinner downtown (Mayor Shaver to welcome)
Monday, March 5	

9:00 am – 12:00 pm	Tour of St. Augustine – Historic Built Herschel Shepard, UF Professor Emeritus, School of Architecture
12:00 – 1:30 pm	Working Lunch--catered at Governor's house
1:30 – 2:30 pm	Sea Level Rise Impact on Historic Built Environment Jenny Wolfe, Preservation Planner, City of St. Augustine
2:30 – 3:30 pm	Response to Water Management Jessica Beach, Waste Water Management, City of St. Augustine
3:30 – 3:45 pm	Break
3:45 – 5:00 pm	Tour Study Areas
5:30-6:30 pm	Summer Haven site visit -- Guest lecture by Patrick McCormack, County Attorney for St. Johns County
Tuesday, March 6	
9:00 am – 12:00 noon	Tour Davis Shores, Vilano Beach, and Other Neighborhoods: Demolitions, Elevating Structures, and Other Adaptation Strategies, Jenny Wolf, Preservation Planner, City of St. Augustine
12:00 – 1:30 pm	Working lunch possibly Caps on the Water
1:30 - 3:30pm	Boat Tour
3:30 - 4:15pm	Break
4:30 - 6:00pm	Meet with Leslee Keys students @ Flagler College-- possible your before or after this
Wednesday, March 7	
9:00 am – 10:30 am	Tour Water Treatment Facilities
10:45 – 12:00 noon	Tour Waste Water Plant
12:00 – 1:30 pm	Lunch on your own
1:30pm-5:00 pm	Work time at Governor's house and Possible Flagler tour
Thursday, March 8	

9:00 am – 12:00 pm	Teams Meet to define Adaptation Strategy at Governor's house
12:00 – 1:30 pm	Lunch on your own
1:30 – 3:30 pm	Teams Meet
3:30 – 3:45 pm	Break
3:45 – 5:00 pm	Teams Prepare Presentations
Friday, March 9	
9:00 – 11:30 am	Teams Finalize Presentations
12:00 – 2:00 pm	Lunch and Public Presentations in St. Augustine
2:00 – 3:30 pm	Wrap up and Next Steps