

SEA LEVEL RISE AND COASTAL CITIES: SCIENCE, POLICY AND PRACTICE
2018 SPRING BREAK FIELD COURSE
LAW 6930 SECTION 1F04
3 CREDITS FOR JOU, ENG, DCP
2 CREDITS FOR LAW

**AN INTERDISCIPLINARY COURSE OFFERED BY THE COLLEGES OF DESIGN, CONSTRUCTION &
PLANNING, ENGINEERING, LAW, AND JOURNALISM**

**COORDINATED BY THE
FLORIDA CLIMATE INSTITUTE**

COURSE SYLLABUS & AGENDA

Faculty Core Team: Ayson Flournoy and Tim McLendon, College of Law, Arnaldo Valle-Levinson, College of Engineering, Alyson Larson, College of Journalism, and Marty Hylton and Crystal Goodison, College of Design, Construction, & Planning

UF Contributors and Lecturers: Kathryn Frank and Mike Volk from the College of Design, Construction, & Planning, Eban Bean from the College of Engineering, Andrea Dutton from the Department of Geological Sciences,

Course Admin and Coordinator: Carolyn Cox, Florida Climate Institute

Student Cap & Composition: 16 Graduate and Professional degree students from programs in DCP, ENG, JOU, and LAW

Course Listing: The course will be cross-listed with a graduate level course number 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: Housing at the Whitney Marine Lab and field sites will be within St. Augustine region

Course description: 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 that sea-level rise presents for coastal cities, using St. Augustine, with its unique cultural heritage and resources, as a case study. 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 two variables (pace of sea-level rise and adaptative interventions) affect the impacts that St. Augustine may experience as a result of sea-level rise. 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 St. Augustine 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 team will prepare a Design Proposal for Historic St. Augustine that includes college-specific components and requirements that will be explained during the first week of class. The proposal process is one which 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 St. Augustine on Friday, March 9 to an audience of local stakeholders including faculty, municipal partners, and citizens.

Each college will have a discipline-specific contributions with requirements aligned with skills in that area. The product will also be part of a team product/presentation/proposal to ensure cross-disciplinary collaboration and team-building skills. Students will get more specific information about guidelines and expectations in early January.

Course Objectives: To provide students a firm grounding in the science, law & policy, and economics associated with sea-level rise and climate change in the St. Augustine 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, 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 SLR impacts
- Understand the importance of data collection to identify areas of greatest vulnerability/risk
- Understand both environmental and societal risks and impacts of sea level rise, 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 predeparture exam on the lectures and readings.
(25% of grade)
- b. Students will be divided into 4 teams of 4 students representing each College and assigned a pre-identified policy-relevant scenario they must address during the field course
- c. During Spring Break 2018, students will participate in a 5-day field course centered around St. Augustine. The field experience will include practitioner lectures, field trips, and time allocated for group work.
- d. Each team will be responsible for:
 - a. A public presentation in St. Augustine at the conclusion of the field experience
(25% of grade)
 - b. Group Design Proposal for Historic St. Augustine. 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:

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 of these session are 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.

- 1) **January 10**—Introductions of course and team (all). Lecture: Intro and Sea level rise, coastal dynamics and climate disruption (Dutton)
- 2) **January 17**—Land use regulation, govt. liability, revenue options, planning tools (Hawkins) Takings law (Flournoy)
- 3) **January 24**---Historical preservation philosophy and architecture of St.Augustine (Hylton) and preservation policy (McLendon)
- 4) **January 31**—Water systems/saltwater intrusion (Levinson) and Stormwater management (Bean)
- 5) **February 7**— Principles of adaptive governance (Frank), Green Infrastructure (Volk)
- 6) **February 14**— Economics (Sharp) and Tourism (Felsenheimer)
- 7) **February 21** --- Pulling it all together with journalism, storytelling, connecting issues and solutions to the community (Larson). Review of exam material
- 8) **February 28**--content exam (25% of overall grade) and logistical overview

DETAILED FIELD COURSE SCHEDULE IN ST. AUGUSTINE

SCHEDULE, March 5-9, 2018 (DRAFT)

Sunday, March 4

5:00 pm Dinner (Mayor Shaver to welcome)

Monday, March 5

9:00 am – 11:00 am Tour of St. Augustine – Historic Built Environment
Herschel Shepard, UF Professor Emeritus, School of Architecture

11:00 am – 12:00 noon Tour of Flagler College (former Ponce de Leon Hotel)
Dr. Leslee Keys, Director of Historic Preservation, Flagler College

12:00 – 1:30 pm Working Lunch

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 Area

5:30 – 6:30 pm Summer Haven -- 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

1:30 – 3:30 pm Study Area Analysis

3:30 – 3:45 pm Break

3:45 – 5:30 pm Boat Tour

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 Working Lunch

1:30 – 3:30 pm Study Area – SWOT exercise to inform Adaptation Strategy

3:30 – 3:45 pm Break

4:00 – 5:00 pm Tour Alligator Farm OR Accord Freedom Trail tour with David Nolan. Old Town
Trolley will sometimes conduct this upon request. Powerful piece of SA history
recommended by Mayor Shaver.

Thursday, March 8

9:00 am – 12:00 noon Teams Meet to define Adaptation Strategy

12:00 – 1:30 pm Working Lunch

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 – 12:00 noon Teams Finalize Presentations

12:00 – 1:30 pm Working Lunch

1:30 – 3:30 pm Public Presentations

3:30 – 4:00 pm

Wrap up and Next Steps

Post field component:

- Final student group product due by April 6 (well before exam period)
- Evaluations

Evaluation Rubric for Group Product

Name: _____ ; Scoring scale below

Grader							
Written Work Product							
Substantive Quality							
Identifies and addresses key issues							
Synthesizes complex information							
Includes analysis							
Analysis 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)							
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/

Class Participation:

Students are expected to complete all readings prior to class. Readings for each lecture will be assigned during the semester and posted on CANVAS.

Your participation grade is based on not only on participation, but also on your successful completion of the design proposal. Each assignment will be evaluated for completeness, accuracy and timeliness.

This 2-credit course complies with ABA Standard 310. It is anticipated that you will spend approximately 2 hours out of class reading and/or preparing for in-class assignments for every 1 hour in class. It is expected that students will spend a total of approximately 56 hours engaged in preparation for class sessions, and preparing and drafting the design proposal.