

DCP 6931-Section 4A07
SPECIAL TOPICS-RESILIENCE RESEARCH AND PRACTICE:
1 CREDIT HOUR FALL SEMESTER, 2019

Instructor: Dave Hulse

Hours: Wednesday - 10:40 AM - 12:35 PM Location:
Rinker 225

Office hours: By appointment
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Prerequisites: Enrollment is limited to DCP Doctoral students and Master's students with Permission. Required Text: None



The nine planetary boundaries are climate change, stratospheric ozone, ocean acidification, nitrogen and phosphorus cycles, biodiversity loss, land use change and freshwater use. According to Steffen et al. three of them – climate change, nitrogen cycle and biodiversity loss – have already been transgressed. Several others are in the danger zone.
Credit: <https://stockholmresilience.org/research/research-news/2015-02-19-what-is-resilience.html>

From: Steffen et al. 2015. Planetary Boundaries: Guiding human development on a changing planet. Science Vol. 347 no. 6223

COURSE STATEMENT

This special topics class is designed to: a) assist graduate students in understanding the broad topic of resilience and the new Institute for Built Environment Resilience in DCP as they pertain to student's own advanced research and practice interests; and b) set out challenges and opportunities for advanced work using evolving notions of resilience as conceived within the disciplines of the College and beyond. Using resilience as a topical lens, this course presents contemporary research and practice approaches concerned with resilience of the built environment. The course helps students by enhancing their awareness of and ability to thoughtfully critique ideas, policies and built responses to contemporary resilience challenges.

COURSE STRUCTURE:

As a special topics offering, the course will be organized around a series of readings, faculty and guest presentations, and discussion-based critiques of resilience case studies. It will involve a variety of teaching styles including instructor and guest lectures, facilitated discussions and student presentations. All students are expected to be prepared for and take part actively in class discussions. The course consists of three elements: reading assignments, in-class critiques and discussion, and in-class presentations of resilience case studies. Students should already be familiar with word processing, presentation and Internet-browsing software.

GRADING RULE:

Assignments	% of grade
Assignments and Projects	40%
Participation in class discussions	20%
Final Resilience Case Study presentation	20%
Rating by peers	20%

RECOMMENDED TEXTS

- Principles for Building Resilience by R. Biggs, M. Schluter, M. Schoon
- The Craft of Research, 4th ed. by Wayne Booth, Gregory Colomb and Joseph Williams
- The Elements of Style by William Strunk Jr. and E.B. White. [<http://www.bartleby.com/141/>]

Please check course program and reading lists for appropriate location of all materials and call numbers. Any difficulty accessing materials should be reported to instructor or UF Libraries staff. Inability to access course materials will not constitute a justification for not completing assignments. Here are just a few of the many links and web addresses to facilitate your access to UF Libraries:

Library Homepage <http://www.uflib.ufl.edu> (for all library services and collections, including Course Reserves)

Ask-A-Librarian <http://www.uflib.ufl.edu/ask> (direct email or online chat for assistance)

IR @ UF <http://ufdcweb1.uflib.ufl.edu/ufdc/?g=ufirg> (to access the UF digital Institutional Repository)

Theses & Dissertations <http://www.uflib.ufl.edu.lp.hscl.ufl.edu/etd.html>

Library Tools and Mobile Apps <http://www.uflib.ufl.edu/tools> (smart phone apps, RSS feeds, etc.)

STUDENT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: Information Technology–UF Computing Help Desk (<http://helpdesk.ufl.edu>).

UNIVERSITY POLICIES

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the graduate student handbook (<http://graduateschool.ufl.edu/student-life-and-support/student-handbook>) and at the Dean of Students website (<http://www.dso.ufl.edu/>).

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

NETIQUETTE: COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (email, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner. Abuse of this system and its tools through

disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students. Refer to the Netiquette Guide for Online Courses (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>) for more information.

STUDENT HONOR CODE

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

The Honor 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 by abiding by the Honor Code.*

On all work submitted for credit by students 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."*

SPECIAL ACCOMMODATIONS

Students requesting disability-related academic accommodations must first register with the Disability Resource Center (<http://www.dso.ufl.edu/drc/>). The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

SOME WEB-BASED RESOURCES FOR CASE STUDY PROJECTS

Stockholm Resilience Centre: <https://stockholmresilience.org/>

Resilience Thinking: Sustaining Ecosystems and People in a Changing World | <https://islandpress.org/books/resilience-thinking>

Resilience Practice: Building Capacity to Absorb Disturbance and Maintain Function | <https://islandpress.org/books/resilience-practice>

US Climate Resilience Toolkit

<https://toolkit.climate.gov/case-studies>

Gupta et al., 2016. *Case Studies of Community Resilience Policies*. National Institute of Standards and Technology. <http://dx.doi.org/10.6028/NIST.GCR.16-002>.

Bellamy, L.J. et al. 2015. *Resilience Case Studies: Dealing with uncertainty in practice: strengths and traps in human intervention*. Technical Report. DOI: 10.13140/RG.2.1.4063.3209.

The Wayfinder Guide to resilience assessment, planning and action. <https://wayfinder.earth/>

WEEKLY PLAN

Week	Schedule	Assignments
Week 1 - Aug. 21 Introduction to Class	Introduction to Syllabus and course framework. Form Discussion Leader Teams with associated dates for each. Share Case Study sources.	Assignment: For next class: individually research/rank order 4 case study options, read Biggs et al article and form Case Study Teams.
Week 2 - Aug. 28 Presentation & Discussion	Presentation by Dave Hulse <ul style="list-style-type: none"> Title: <i>A Framework for Conceiving Resilience.</i> Required Reading: Biggs et al., 2012. <i>Toward principles for enhancing the resilience of ecosystem services.</i> Handout Resilience Case Study Assignment 	Assignment: Read assigned article and come prepared to discuss, begin researching Resilience Case Studies. Form Case Study Teams Share Hulse Reading for next time
Week 3 - Sept. 4 Presentation & Discussion	Presentation by Dave Hulse <ul style="list-style-type: none"> Title: <i>Anticipating Surprise.</i> Required Reading: Hulse et al., 2016. <i>Anticipating surprise: Using agent-based simulation modeling to identify and map surprising fires in the Willamette Valley, Oregon, U.S.A.</i> 	Assignment: Read assigned article and come prepared to discuss. Discussion Leader Team 1 should critique article and prepare questions for the faculty lecturer and class discussion. Share Carney Reading for next time
Week 4 - Sept. 11 Presentation & Discussion	Presentation by Jeff Carney <ul style="list-style-type: none"> Title: <i>Between Restoration and Protection: Design for people in changing places.</i> Required Reading: <i>Delta Urbanism: Aligning Adaptation with the Protection and Restoration Paradigm in Coastal Louisiana</i>	Assignment: Read assigned article and come prepared to discuss. Discussion Leader Team 2 should critique article and prepare questions for the faculty lecturer and class discussion. Share Murtha Readings
Week 5 - Sept. 18 Presentation & Discussion	Presentation by Tim Murtha <ul style="list-style-type: none"> Title: <i>Long Term Perspectives and Data of Resilient Landscapes.</i> Required Readings: 1) <i>Complex Land Systems</i>, 2) <i>Vulnerability and resilience</i> 	Assignment: Read assigned article and come prepared to discuss. Discussion Leader Team 3 should critique article and prepare questions for the faculty lecturer and class discussion. Share Von Meding Reading
Week 6 - Sept. 25 Presentation & Discussion	Presentation by Jason Von Meding <ul style="list-style-type: none"> Title: <i>A resilience to challenge the status quo.</i> Required Reading: <i>Resilience as embedded neoliberalism</i> 	Assignment: Read assigned article and come prepared to discuss. Discussion Leader Team 4 should critique article and prepare questions for the faculty lecturer and class discussion. Share Wang Reading

<p>Week 7 - Oct. 2</p> <p>Presentation & Discussion</p> <p>Resilience Case Study Teams choose case study</p>	<p>Presentation by Yan Wang</p> <ul style="list-style-type: none"> Title: <i>Bottom-up Disaster Resilience with Social Media.</i> <p>Required Reading: <i>Social media and disasters: a functional framework for social media use in disaster planning, response, and research</i></p>	<p>Assignment: Read assigned article and come prepared to discuss.</p> <p>Discussion Leader Team 5 should critique article and prepare questions for the faculty lecturer and class discussion.</p> <p>Share Sharston Reading</p>
<p>Week 8 - Oct. 9</p> <p>Presentation & Discussion</p>	<p>Presentation by Ryan Sharston</p> <ul style="list-style-type: none"> Title: <i>The Effects of Environmentally-adaptive Built Environments on Occupants' Comfort.</i> <p>Required Reading: <i>Adaptive Building Envelope: An Integral Approach to Indoor Environment Control in Buildings</i></p>	<p>Assignment: Read assigned article and come prepared to discuss.</p> <p>Discussion Leader Team 6 should critique article and prepare questions for the faculty lecturer and class discussion.</p> <p>Share Platt Reading</p>
<p>Week 9 - Oct. 16</p> <p>Presentation & Discussion</p>	<p>Presentation by Lisa Platt</p> <ul style="list-style-type: none"> Title: <i>Resilient Design for Dynamic Systems.</i> Required Reading: <i>Redesigning resilient infrastructure research</i> 	<p>Assignment: Read assigned article and come prepared to discuss.</p> <p>Discussion Leader Team 7 should critique article and prepare questions for the faculty lecturer and class discussion.</p>
<p>Week 10 - Oct. 23</p> <p>Presentation & Discussion</p>	<p>Presentation by FIBER Post-Doc Panel</p> <ul style="list-style-type: none"> Title: <i>The Life of a Post-Doc: what we wish we knew then that we know now.</i> 	<p>Assignment: work with your Resilience Case Study Team outside of class to outline team approach to understanding and presenting your Case Study.</p>
<p>Week 11 - Oct.30</p> <p>Case Study Preparation</p>	<p>Work/Help Session on Resilience Case Study - Teams 1 & 2</p>	<p>Assignment: Come, in your Resilience Case Study Teams, with outlines of your team's proposed approach to in-class and written presentation of your chosen case.</p>
<p>Week 12 - Nov.6</p> <p>Case Study Preparation</p>	<p>Work/Help Session on Resilience Case Study - Teams 3 & 4</p>	<p>Assignment: Come, in your Resilience Case Study Teams, with outlines of your team's proposed approach to in-class and written presentation of your chosen case.</p>

<p>Week 13 - Nov. 13</p> <p>Presentation & Discussion</p>	<p>Presentation on Resilience Case Study -Teams 1 & 2</p>	
<p>Week 14 - Nov. 20</p> <p>Presentation & Discussion</p>	<p>Presentation on Resilience Case Study -Teams 3 & 4</p>	
<p>Week 15 - Nov. 27</p>	<p>NO CLASS - Thanksgiving Holiday</p>	
<p>Week 16 - Dec. 4</p> <p>Summary and Peer Evaluation</p>	<p>Class Summary Peer Evaluations</p>	