

# URBAN 596/IPM 516 Syllabus

## Course Introduction

### Course Description:

This course will introduce you to a systems approach within the context of resilience thinking and will provide opportunities to apply resilience concepts as stories from the perspective of differing resilience metaphors - hazards mitigation, engineering resilience, diversity and Panarchy.

This course uses a storytelling approach to help apply theoretical concepts to practical situations. You will create resilience stories that will help you respond to threats to communities, energy and water infrastructure systems. With each application, you will gain practice in viewing change through resilience lenses. Lenses that will help you foster long-term environmental sustainability and enhance community resilience in whatever career you choose.

Students will leave this course with both an appreciation of resilience thinking and practice in applying learned concepts.

### Course Learning Objectives:

By the end of this course, you are expected to:

1. Understand resilience thinking from four perspectives.
2. Appreciate and apply resilience concepts.
3. Develop policies that enhance community resilience

### Course Prerequisites:

There are no prerequisites for this course.

Classes will be conducted both online and in class.

To all who are taking Community Resilience 516/598, welcome.

This course is offered as a hybrid synchronies / asynchrony, in class / on-line course. Lectures and discussions can be attended by students in person on-line through a [web link](#), by watching the recorded session and participating remotely, or attending in person.

Classes will be held twice a week on Mondays and Wednesdays from 4:30p, through 5:50p beginning March 27th.

If you cannot attend during these periods, you may participate by watching the recorded class lectures and completing the weekly individual and team assignments.

All participating online, or with the classroom, should join the session no later than 4:25 pm (Pacific Time) for Monday and Wednesday classes.

Students will draw content from two Duwamish Valley communities – Georgetown and South Park.

## **Structure of the Course:**

The course is divided into three modules with 10 weekly sessions.

### Module I: Introduction: Perspectives on Resilience

1. Resilient Thinking: An introduction
2. Perspectives on Resilience

### Module II: Screenplay table read. Resilience is personal.

1. Table Read Act I: Values and assets.
2. Table Read Acts I and II: Discussing Resilience from the perspective of practitioners.

### Module III: Begin Your Own Story

1. Storytelling Team Case Study.
2. Write Your Own Story

### Module IV: Reveal

1. New Normal
2. Pathways
3. Presentations
4. Collapse as a Story

Students will be expected to spend 6 hours of non-instructional hours devoted to readings and completing assignments. With the two-class sessions per week, at 1.5 hours per session, students should expect to devote 9 hours per week to the course.

## **Assignments:**

This course includes five individual graded assignments and five team assignments, with an assignment submitted about each week over the course of the 10-week Quarter. Grading for each assignment will vary from between 20% and 5% of the grade.

The first assignment will require each student to relate a personal experience involving resilience. Later individual assignments will involve understanding 3 case study communities. Later assignments will require students to explain resilience from three resilience lenses: Bouncing Back, Bouncing Differently. (i.e., Risk Reduction, Engineering, and Panarchy.)

## **Glossary:**

Many fields of study are addressing resilience. Each field has their own culture, driving concepts and vocabulary. You will need to be aware of these differences. Therefore, you will be required to create your own personal glossary to help with this understanding. Information contained within your glossary will help you complete the last individual assignment where you will be asked to resolve conflicts.

## **Basic Course Underlying Concepts:**

This course will use the following terms - that are not synonyms:

- Resiliency is a response to change
- Mitigation reduces risks, thereby diminishing the need for being resilience.
- Sustainability addresses the availability of the future.

Change is inevitable. This is basic to the laws of physics. Energy moves in one direction. It is irreversible. If you burn down a tree or a house, these entities will be gone forever. You cannot reassemble them from their ashes. No matter how resilient we are, change is inevitable.

All things are dynamic, as are their settings in both time and space. Even the kilogram weight cast in the extremely stable platinum-iridium alloy block now kept under guard in Sevres France is changing.

In this course, resilience will be studied as an attribute underlying all living communities. As a response to change. If living things were not sustainable, they would collapse -- they would not be living. All things change, all places are dynamic, and as we will explore within this course, not all outcomes from change are equal- what emerges from a change can be beneficial to a set of values or detrimental.

This course does not offer a deep dive into natural hazards or any other driver of change. We assume that you know enough to profile the change agent -- a hazard.

This course will rely heavily on storytelling exercises as a way to describe resilience. And as a way to construct plans.

Change agents are often considered hazards, but the word hazard has a negative connotation. Hazards, whether hurricanes, floods or earthquakes, can result in benefits as well as adverse outcomes depending on your particular values and objectives.

Hazards will be viewed as being value neutral and, accordingly, be referred to as merely dramatic changes to the current condition.

Lastly, these changes can be episodic, such as with earthquakes coming with little warning, or chronic events developing over a longer period, including our changing climate. However, even chronic changes have period where thresholds or tipping points are crossed producing episodic events – our changing climate is the result of greater energy being held within our atmosphere and this energy has to go *somewhere*, and when tipping points are crossed, we call this *somewhere* tornadoes, lightning storms, hurricanes, extreme weather.... And this is why being resilience is so vital. We are entering an Epic where rapid change is becoming the norm. We need to be able to continually adapt and reorganize our institutions to be able to survive this change.

## **Readings:**

The principle reading for the class will be a draft Manuscript titled. [Resilient Shores: A Story on How to Adapt to a Changing Climate Through Storytelling.](#)

There is a lot of material on resilience. It seems that you can not pick up a newspaper (for those that still support our written press) and not see the word resilience.

All reading materials will be provided free of charge.

I have also included optional readings for those wanting a deeper dive.

Weekly readings will include:

1. Required "session specific readings". These are to be read before the class session and they relate directly to the session.
2. Optional, recommended readings or viewing. These are as the title implies. They will provide a deeper dive into important subject matter.

### **Grading:**

This is a graded course. Students will receive a numeric grade per the University of Washington's decimal scale, which ranges from 1.7 (low) and 4.0 (high). For graduate courses, grades below 1.7 are recorded as 0.0 and no credit is earned. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A 3.0 cumulative average in graduate work is required to receive a graduate degree.

University of Washington Grade Scale for Graduate Students:

- 4.0 - 3.9 = A
- 3.8 - 3.5 = A -
- 3.4 - 3.1 = B+
- 3.0 - 2.9 = B
- 2.8 - 2.5 = B -
- 2.4 - 2.1 = C+
- 2.0 - 1.7 = C

### **Late Assignments:**

All time references regarding deadlines are Pacific Time. Assignments must be submitted by the posted deadline unless a prior approval has been granted by the instructor. It is the responsibility of the student to request a late submission approval if there is a critical and credible need. Approval of the alternative submission request will be granted only in circumstances beyond the reasonable control of the student. If late submission approval has not been requested, then the assignment will not be accepted and the student will receive no credit for the assignment.

### **Access and Accommodations:**

Students with disabilities are always welcome. Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental

health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

## **Mental Health Resources**

Any member of the UW community can call [SafeCampusLinks to an external site.](#) anytime to anonymously discuss safety and well-being concerns for yourself or others. Caring, trained professionals will talk you through options and connect you with additional resources if you want them. Available 24/7 by phone at 206-685-7233, or M-F, 8am-5pm at [safecampus@uw.edu](mailto:safecampus@uw.edu).

[Crisis ConnectionsLinks to an external site.](#) provides immediate help to individuals, families, and friends of people in emotional crisis, dealing with addiction, or struggling to meet basic needs. Anyone in Washington State can receive support and resource referrals 24/7 through their crisis line at 866-4CRISIS (866-427-4747 or TTY 206-461-3219).

## **Religious Accommodations Policy**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy

(<https://registrar.washington.edu/staffandfaculty/religiousaccommodations-policy/Links to an external site.> ). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form

(<https://registrar.washington.edu/students/religious-accommodations-request/Links to an external site.> ).

## **Communicating with the Instructor:**

Given the hybrid nature of the course there are no fixed office hours. All questions, issues, clarifications regarding the coursework should be posted in the 'General Discussions' section of the discussion's forum on canvas website for this course. The instructor will post responses to the queries in the same forum. However, should the students have the need to discuss any issues in confidence with the instructor, please feel free to email us directly or by sending a message to us within the Canvas messaging system, or talk by phone or Zoom.

## **Student Integrity and Conduct:**

Students enrolled in this course are required to follow the University of Washington guidelines for academic honesty. Plagiarism is not acceptable. We expect that all work with original unless noted. The instructor will reserve the right to submit student work to web-based tools designed to identify published work.

This course will provide an atmosphere where students can learn and have that learning assessed equitably. Any student conduct that distracts other students and/or interferes with the instructor's ability to teach is forbidden, including such things as:

- Use of cell phones,
- texting, or musical headphones,
- Loud talking or whispering,
- Eating and drinking, or
- Other distracting behavior

When students violate the rules that have been established to promote learning, they may be asked to stop their disruptive behavior or leave the class (Student Conduct Code, WAC 478-120-020 (5)).

Students are advised to acquaint themselves with the Student Conduct

Code <http://www.washington.edu/students/handbook/conduct.html> ([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)[Links to an external site.](#)

Students are encouraged to attend all classes in person or virtually through “Zoom” software. All classes will be recorded allow student to view the session if attendance in class, or virtually is not possible. .

### **Study Tips:**

Assignments, discussions, and projects in this course are open book, so no memorization is involved. This course is designed for you to learn from the assigned readings, online modules, and recordings, as well as from completing the assignments. Below are some suggested tips for success:

- Set aside time each week that is dedicated exclusively to the course; bear in mind that some of the reading may take 1-3 hours.
- Do the readings explore the topic using the link(s) in the lesson?
- Begin assignments as soon as possible after completing the readings. Make use of all available resources, including your fellow classmates (which can be done via the discussion board).
- For the assignments, select a location at which you feel comfortable.