



**COURSE NUMBER: ENVE, ENVS, and EVST 3100**

**Course Title: Climate Resilience and Adaptation: Municipal Policy and Planning**

### **Syllabus -- Fall 2020**

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

### **Course and Instructor Information**

**Course Title: Climate Resilience and Adaptation: Municipal Policy and Planning**

**Credits: 3**

**Format: Online/Synchronous**

**Class Time: T/TH 3:30 to 4:45 pm**

**Location: Synchronous Online; We expect students to join us for lectures during class time. Lectures will be recorded and posted for viewing, so if you have technical difficulties you will be able to watch the lectures, but class discussions will be a part of lectures so please do your best to join us during class time.**

#### **Instructors:**

Juliana Barrett, PhD

Young Bldg Rm 5A

[juliana.barrett@uconn.edu](mailto:juliana.barrett@uconn.edu)

Cell Phone: 860 208-3176

Virtual Office Hours: By appointment

Bruce Hyde, AICP

Young Bldg Rm 5A

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Cell Phone: 860 912-2736

Virtual Office Hours: By appointment

Teaching Assistant:

Tao Wu

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Cell Phone: 860 634-6907

Virtual Office Hours: By appointment

**Please - reach out to us anytime. We strive to respond back in 24 hours or less (usually much less!) We welcome questions, comments, suggestions, and discussions. We know this is going to be a different kind of semester. Our goal is to do whatever we can to facilitate your learning and participation in this course. We will be happy to meet with you via email, phone or video conferencing.**

**Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.**

**We encourage you to visit the Office of Disability Services to determine how you could improve your**

learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.

### **Course Materials**

**Required course materials should be obtained before the first day of class.**

**Required Book:** *A New Coast. Strategies for Responding to Devastating Storms and Rising Seas* by Jeffrey Peterson. ISBN: 978-1-64283-012-5

Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

### **Course Description**

Climate change is impacting every aspect of the world around us from rising seas to changing precipitation patterns. This class will be an interdisciplinary study of climate change focusing on the local, municipal scale: impacts, policy, vulnerability and adaptation. We will examine strategies such as vulnerability assessments that help local communities determine priorities for adaptation efforts, and we will discuss what those efforts might entail, as well as roadblocks to moving forward.

### **Course Objectives**

- Analyze and assess climate change impacts at a regional, state and municipal scale
- Understand climate policy and programs at the federal, state and local levels
- Analyze and assess the relationship of land use to environmental health, and the land use decision making process in the region and the state
- Ability to conduct a vulnerability assessment. This will include the use of maps, imagery, and land use information
- Analyze climate related problems at the local level from interdisciplinary perspectives
- Gain an understanding and knowledge of how local government functions and how decisions are made
- Develop capabilities to discuss climate impacts and solutions

### **Special Assignments - we will talk more about these during class**

- **Virtually attend a municipal meeting and write a 2 page, double spaced paper on the issue(s), what was discussed, the outcome (if any) and your impressions of the meeting (Due Nov 3, 2020)**
- **Role Playing Exercise (will be explained during class)**
- **Managed Retreat Exercise (will be explained during class)**

**Please do not wait until the last minute for these assignments!**

Note: When an assignment includes a paper, it should be typed using Times New Roman 12 point font, double spaced; Submit assignments to both Barrett and Hyde as a Word Document or PDF via email. One point will be subtracted for each day a paper is late.

## Class Meeting (synchronous/online) Schedule and Assignments

### SECTION 1: The State of the Science: Climate Change

#### Week 1 September 1/3

READINGS for Week 1:

Explore climate change indicators on this website.

- U.S. Global Change Research Program <https://www.globalchange.gov/browse/indicators/catalog>

Anthropocene:

- [Anthropocene story map](#)

<https://story.maps.arcgis.com/apps/MapJournal/index.html?appid=d14f53dc7b4542a8c9110eeabccf1c>

Produced by ESRI in collaboration with the Smithsonian Institution. Created September 8, 2014.

Visualizing climate change:

- [Earth Temperature Timeline](#) (take it in, scroll slowly) (<https://xkcd.com/1732/>)

From xkcd

#### For Reference:

Terminology: U.S. EPA Glossary of Climate Change Terms [Climate Change Glossary](#) (<https://www3.epa.gov/climatechange/glossary.html#area>)

Yale Climate Connections (current news article on climate change related mitigation and adaptation):

<https://www.yaleclimateconnections.org>

#### Week 1 (September 1, 2020) Instructor Barrett/Hyde/Wu

- Introduction to class, topics and instructors
  - Description of goals and objectives for course
  - Description of spring semester independent study
  - Exam and schedule, written assignments including attending municipal meeting
  - Description of managed retreat and role playing exercises
  - Description of reading assignments
- In class Exercise
- Terminology: mitigation, adaptation, resilience, etc.
- Natural and human induced climate changes in the context of the Anthropocene

#### Week 1 (September 3, 2020) Instructor Barrett

- Priority climate indicators for New England (air temp, water temp, precipitation, sea level rise, pH, etc.)
- Climate change trends

Assignment for Week 1 Due 9/08/20: Find a current news article on climate change. Provide article title/author/source. Summarize the article in a couple of sentences and specify the applicable climate indicators (from US Global Change Research Program website). Come up with 3 questions that this article leads you to ask and why? (2 pages, double spaced). Email pdf or Word Doc to [juliana.barrett@uconn.edu](mailto:juliana.barrett@uconn.edu)

#### Week 2 September 8/10

Readings for Week 2

Climate change impacts

- Dupigny-Giroux, L.A., E.L. Mearns, M.D. Lemcke-Stampone, G.A. Hodgkins, E.E. Lentz, K.E. Mills, E.D. Lane, R. Miller, D.Y. Hollinger, W.D. Solecki, G.A. Wellenius, P.E. Sheffield, A.B. MacDonald, and C. Caldwell, 2018: Northeast. In *Impacts, Risks, and Adaptation in the United States: Fourth National Climate Assessment, Volume II* [Reidmiller, D.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, K.L.M. Lewis, T.K. Maycock, and B.C. Stewart (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, pp. 669–742. doi: 10.7930/NCA4.2018.CH18

<https://nca2018.globalchange.gov/chapter/18/>

## **Week 2 September 8, 2020 Instructor Hyde**

- Climate change impacts

## **Week 2 September 10, 2020 Instructor Hyde**

- Climate change impacts (continued)
- Role Playing Exercise – explanation and roles

## Assignment for Week 2

Draft background and information for your character and what life experiences influenced your character's position for the role playing exercise. This will be refined over the course of the semester. No written homework assignment for next week to be turned in. Ask questions as they arise. **Be prepared to provide a one minute introduction of your character/position on September 17.**

## **Week 3 September 15/17**

### Readings for Week 3

*A New Coast*, Jeffrey Peterson

Read Chapters 1-3 (pages 1-39)

### Reference Readings:

#### Visualizing sea level rise:

- (NASA) <https://sealevel.nasa.gov/multimedia/>; Go to “Rising Seas, by Decade” and Sea Level Rise Accelerates Over Time”
- National Climate Assessment (2014) chapter on [sea level rise](#)

## **Week 3 September 15, 2020 Instructor Barrett**

- Sea level rise trends and ecological/infrastructure impacts

## **Week 3 September 17, 2020 Instructor Barrett/Hyde**

- Sea level rise (continued); environmental solutions (Gray to Green Continuum)
- Sea level rise viewers
- Role Playing Exercise Discussion – everyone will have one minute to introduce their role playing character and position. (consider forming alliances!)

## Assignment for Week 3 Due 09/22/20

Find a current news article pertaining to sea level rise in the United States. Provide article title/author/source. Summarize the article in a paragraph. Explain in detail the **impacts** of sea level rise. Discuss potential management options and your opinions on different adaptation strategies. Come up with 3 questions that this article leads you to ask and why are you asking these?

Write a 2 page, double spaced paper for this assignment. Submit pdf or Word Doc to [juliana.barrett@uconn.edu](mailto:juliana.barrett@uconn.edu)

#### **Week 4 September 22/24**

Readings for Week 4

*A New Coast*, Jeffrey Peterson

Read Chapters 4-7 (pages 41-94)

**AND**

Health and Climate Change:

- **Read the online chapter summaries** for the assessment reference below at:

<https://health2016.globalchange.gov/>

USGCRP, 2016: *The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment*. Crimmins, A., J. Balbus, J.L. Gamble, C.B. Beard, J.E. Bell, D. Dodgen, R.J. Eisen, N. Fann, M.D. Hawkins, S.C. Herring, L. Jantarasami, D.M. Mills, S. Saha, M.C. Sarofim, J. Trtanj, and L. Ziska, Eds. U.S. Global Change Research Program, Washington, DC, 312 pp.

Optional Readings:

Scutti, S. “Flesh-eating bacteria in New Jersey reveal one possible effect of climate change, study says.” CNN, June 18, 2019. Accessed July 22, 2019. <https://www.cnn.com/2019/06/17/health/climate-change-flesh-eating-bacteria-study/index.html>

Chandra, Shekhar. “Are parts of India becoming too hot for humans?” CNN, July 4, 2019. Accessed July 22, 2019. <https://www.cnn.com/2019/07/03/asia/india-heat-wave-survival-hnk-intl/index.html>

#### **Week 4 September 22, 2020 Instructor Hyde**

- Responses to sea level rise (economic, political, social)
- Municipal responses to climate change challenges
- Response to sea level rise—retreat or defend.

#### **Week 4 September 24, 2020 Instructor Barrett/Hyde**

- Environmental Health and Climate Change
- Managed Retreat Assignment: Discussion/Rubric

Assignment for Week 4: Managed Retreat Assignment: review the rubric. Develop and submit a preliminary outline for your report. Outline will be explained in class. Due October 29, 2020. Submit pdf or Word Doc to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)

### **SECTION 2: Linking Climate Change Impacts to Policy**

#### **Week 5 September 29/October 1**

Readings for Week 5

*A New Coast* by Jeffrey Peterson – Read Chapters 8-12 (pp 97-160)

Land Use

- Wilson, E., C. Arnold, J. Volin. Connecticut’s Changing Landscape Story Map. UConn CLEAR. [Connecticut’s Changing Landscape Story Map](#)

Flooding:

- Patterson, Thom. "How Houston's layout may have made its flooding worse." CNN. August 31, 2017. Accessed July 26, 2018. <https://www.cnn.com/2017/08/31/us/houston-harvey-flooding-urban-planning/index.html>

**Week 5** September 29, 2020 Instructors Arnold, Dietz

Land use trends and climate implications

- Connecticut's Changing Landscape results, stormwater, carbon sequestration, heat islands
- Precipitation, stormwater and flooding (*National to local scale*)

**Week 5** October 1, 2020

- LID campus tour with a climate change focus: Online

Assignment for Week 5: Role Playing Exercise Character Development Assignment (2 pages, double spaced) due 10/06/20. Submit pdf or Word doc to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)

**Week 6** October 6/8

*A New Coast* by Jeffrey Peterson – Read Chapters 18 – 20 (pp. 261 – 326)

and:

- Boyer, MA, Meinzer, M and Bilich A. (2016) "The Climate Adaptation Imperative: Local Choices Targeting Global Problems?" Local Environment, DOI: 10.1080/13549839.2016.1160372  
[https://s3.amazonaws.com/blackboard.learn.xythos.prod/5849b9bae4172/13081609?response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27The%2520climate%2520adaptation%2520imperative%2520local%2520choices%2520targeting%2520global%2520problems.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20200829T000000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=AKIAYDKQORRYTKBSBE4S%2F20200829%2Fus-east-1%2Fs3%2Faws4\\_request&X-Amz-Signature=bc27906fad77636e6c2b9d98a8edf91b1ef64565228d150103539e90de0fdb56](https://s3.amazonaws.com/blackboard.learn.xythos.prod/5849b9bae4172/13081609?response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27The%2520climate%2520adaptation%2520imperative%2520local%2520choices%2520targeting%2520global%2520problems.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20200829T000000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=AKIAYDKQORRYTKBSBE4S%2F20200829%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=bc27906fad77636e6c2b9d98a8edf91b1ef64565228d150103539e90de0fdb56)
- Cloudy with a Chance of Meatballs <https://www.youtube.com/watch?v=2mGkYkgTdVw>

OPTIONAL READINGS:

- Boyer, M.A. (2013). *Global Climate Change and Local Action: Understanding the Connecticut Policy Trajectory*. International Studies Perspectives 14: 79-107. [Boyer-2013-International\\_Studies\\_Perspectives.pdf](#)
- Boyer, M.A. (2012). *Adapting to Climate Change: Mapping Connecticut's Coastal Responses to a Global Problem*. Sea Grant Law and Policy Journal 5(1): 15-40. [Boyer-2012 Adapting to Climate Change.pdf](#)
- Woodruff, S. C. and M. Stults. 2016. *Numerous strategies but limited implementation guidance in US local adaptation plans*. Nature Climate Change 6: 796-804. [Woodruff\\_Stults\\_nclimate3012.pdf](#)

**Week 6** October 6, 2020 Instructor Boyer

- Climate policy: Roles/responsibilities at federal, state and local levels
- Politics of climate adaptation in Connecticut and the major players in the CT climate scene

**Week 6** October 8, 2020

Cloudy with a Chance of Meatballs (<https://www.youtube.com/watch?v=2mGkYkgTdVw>)

Class Discussion on video

PLEASE watch video BEFORE class on Oct 8 and be prepared to discuss 3 to 5 ways that this story parallels climate change impacts today.

Time to work on Managed Retreat project

## Hand out Midterm Assignment

### Assignment:

Instead of an exam, we will have a take home project of a climate change related disaster that occurred in 2050 – creating verbage for a plaque along with information on the site, what occurred, the role of climate change, as well as primary and secondary impacts.

**Due by Noon on October 15, 2020**

**You will receive the full assignment on October 8**

**Submit pdf or Word doc to [tao.2.wu@uconn.edu](mailto:tao.2.wu@uconn.edu), [juliana.barrett@uconn.edu](mailto:juliana.barrett@uconn.edu) and [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)**

## Week 7 October 13/15

Readings for Week 7

Ethics and Climate Change

- Kirchhoff CJ, Lemos MC, Dessai S. 2013. Actionable knowledge for environmental decision making: Broadening the usability of climate science. *Annu. Rev. Environ. Resour.* 38, 3.1-3.22. Go to Blackboard for pdf of this paper
- Lacey J, Howden SM, et al. 2015. Informed adaptation: Ethical considerations for adaptation researchers and decision-makers. *Global Environmental Change* 32: 200-210 Go to Blackboard for pdf of this paper

Week 7 Oct 13, 2020 Instructor To be Determined

Time for questions about Mid-term Project

Week 7 Oct 15 2020

**Midterm Project – Due by NOON on October 15, 2020**

**Each student provides a 3 minute oral summary of their project during class**

Assignment for Week 7: Work on Managed Retreat Project

## Week 8 October 20/22

Readings for Week 8

*A New Coast* by Jeffrey Peterson – Read Chapters 13 – 17 (pp. 163 – 258)

**And**

- Herriges, D. "Houston isn't Flooded because of its Land Use Planning. August 30, 2017. *Strong Towns*. Accessed Sept 8, 2017. <https://www.strongtowns.org/journal/2017/8/30/houston-hurricane-harvey-land-use>
- Campoy, A. and D. Yanofsky. "Houston's flooding shows what happens when you ignore science and let developers run rampant." August 29, 2017. *Quartz*. Accessed Sept 8, 2017. <https://qz.com/1064364/hurricane-harvey-houstons-flooding-made-worse-by-unchecked-urban-development-and-wetland-destruction/>



- Smiley, D. "Mainland Miami ponders returning neighborhoods to nature in order to survive rising seas." Miami Herald. June 9, 2017. Accessed August 4, 2017. <http://www.miamiherald.com/news/local/community/miami-dade/article155213369.html>
- Collins, D. "Could Coastal Mansions Become Eligible for Disaster Aid." Associated Press. July 21, 2019. Accessed July 23, 2019. <https://www.apnews.com/153457894bb849e6b643ddb908371060>

**Week 8** Oct 20, 2020 Instructor Hyde

- Land Use Planning in Connecticut
  - Local Plans and Programs related to climate change, disaster preparedness (Natural Hazard Mitigation Plans; FEMA, NFIP, CRS)

**Week 8** Oct 22, 2020 Instructor Hyde

- Land Use Planning, continued (climate migration/gentrification/real estate impacts)
- How the Climate Corps will assist towns (projects from previous students)
- Introduction to the pilot communities for Spring 2021
- Managed Retreat project check-in – break into groups and discuss project and any issues; class discussion

Assignment for Week 8: Work on Managed Retreat Project; Status report due 10/27/20. Submit pdf or Word Doc to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)

**Week 9** October 22/24

Week 9 Readings

- Roche, D. Environmental Law Institute Climate Change and Sustainability Blog. Changing Maps, Changing Coastal Laws & Policies. September 8, 2016. accessed September 29, 2017. <https://www.eli.org/vibrant-environment-blog/changing-maps-changing-coastal-laws-policies-0>
- Thompson, O., J. Bingaman, and R. Porter. 2019. "Responding to Nuisance Flooding of Coastal Highways: Responses for Municipalities". UConn Climate Adaptation Academy Fact Sheet #5. [https://seagrant.uconn.edu/wp-content/uploads/sites/1985/2019/01/CoastalHighwaysFS5\\_FINAL.pdf](https://seagrant.uconn.edu/wp-content/uploads/sites/1985/2019/01/CoastalHighwaysFS5_FINAL.pdf)

OPTIONAL READINGS

Connecticut Legal Fact sheets:

- Takings and Coastal Management [Takings fact sheet\\_FINALkb.pdf](#)
- Property and Permitting Boundaries at the Shorelines [Beach Nourishment and Property Lines fact sheet\\_FINALkb.pdf](#)
- Governmental Tort Liability for Disclosure of Flood Hazard Information [Government Liability fact sheet\\_FINALkb.pdf](#)
- Flood and Erosion Control Structures [Flood and Erosion Control Fact Sheet\\_FINALkb.pdf](#)

**Week 9** Oct 27, 2020 Instructor: Attorney Marjorie Shansky

- Legal aspects of climate adaptation in Connecticut

**Week 9** Oct 29, 2020 Instructor Hyde to facilitate Connecticut Municipal Panel

Assignment for Week 9:

Virtually attend a local municipal meeting and write a 2 page, double spaced paper on the issue, what was discussed, the outcome (if any) and your impressions of the meeting Due November 3, 2020. Submit pdf or Word Doc to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)



## Week 10 November 3/5

### Week 10 Readings

- Balcom, N. 2015. Communicating Risk: how people respond to coastal storm warnings. *Wrack Lines* Vol 15, No 2:4-8.  
<http://media.ctseagrant.uconn.edu/publications/magazines/wracklines/fallwinter15/commrisk.pdf>
- Flavelle, C. A Climate Plan in Texas focuses on Minorities. Not Everyone Likes It. *The New York Times*. July 24, 2020. Accessed August 26, 2020.  
[Flavell pdf](#)
- Plumber, B., N. Popovich and M. Renaul. How Racist Urban Planning Left Some Neighborhoods to Swelter. *New York Times*. August 26, 2020. Accessed August 27, 2020.  
[https://www.nytimes.com/2020/08/26/climate/racist-urban-planning.html?campaign\\_id=54&emc=edit\\_clim\\_20200826&instance\\_id=21626&nl=climate-fwd%3A&regi\\_id=62354999&segment\\_id=36955&te=1&user\\_id=12038ec9a34f825a3f2b121b85444b00](https://www.nytimes.com/2020/08/26/climate/racist-urban-planning.html?campaign_id=54&emc=edit_clim_20200826&instance_id=21626&nl=climate-fwd%3A&regi_id=62354999&segment_id=36955&te=1&user_id=12038ec9a34f825a3f2b121b85444b00)
- Flavelle, C. U.S. Flood Strategy Shifts to "Unavoidable" Relocation of Entire Neighborhoods. *New York Times*. August 27, 2020. Accessed August 27, 2020.  
[Pdf](#)

### Optional Readings:

- Marlon, J.R., Rosenthal, S., Feinberg, G., Pal, S. and Leiserowitz, A. (2015). Hurricane Attitudes of Coastal Connecticut Residents: A Segmentation Analysis. June 29, 2015. Yale University. New Haven, CT: Yale Project on Climate Change Communication.  
<http://climatecommunication.yale.edu/publications/coastal-ct-hurricane-segments/>

## Week 10 November 3, 2020 Climate Equity Speaker

### Week 10 November 5, 2020 Instructor: Nancy Balcom

- Coastal Storm/Flood Disaster and Emergency Preparedness (Coastal Storm Awareness Program)

### Assignment for Week 10

Write a two page, double spaced essay on: What were your reactions and take-aways from the Balcom lecture? What are your thoughts on hurricanes and evacuation? Under what circumstances would you evacuate or not evacuate your residence? Due 11/10/20. Submit pdf or Word Doc to [juliana.barrett@uconn.edu](mailto:juliana.barrett@uconn.edu)

## Week 11 November 5/7

### Readings for Week 11:

- Read through the following 2 documents; one is the Natural Hazard Mitigation Plan for Old Lyme, CT and the other is the Coastal Resilience Report that was recently developed for Stonington, CT
- Old Lyme, CT Natural Hazards Mitigation Plan Update 2014. Prepared by the Lower Connecticut River Valley Council of Governments <https://rivercog.org/wp-content/uploads/2020/03/Old-Lyme-NHMP-Update-2014.pdf>

- Town of Stonington, CT Coastal Resilience Report, August 2017 [pdf](https://www.documentcloud.org/documents/5113638-Stonington-Final-Coastal-Resilience-Plan-9-7-17.html) (<https://www.documentcloud.org/documents/5113638-Stonington-Final-Coastal-Resilience-Plan-9-7-17.html>)

- Read through the five steps to resilience: NOAA's Climate Change and Extreme Weather Vulnerability Framework:

<https://toolkit.climate.gov/steps-to-resilience/explore-hazards>

**Week 11** Nov 10, 2020 Instructor Hyde/Barrett

- Sustainable CT
- Community Rating System
- NFIP
- MS4
- Non-technical scientific writing
- Role Playing exercise – class time for character development and discussion
- Managed Retreat Exercise – class time for discussion

**Week 11** Nov 12, 2020 Instructor Hyde/Barrett

- Vulnerability assessments/Resilience Plans /NHMP (What are they and how to do an assessment?)

Assignment for Week 11: Role playing exercise: Write a 3 page, double spaced paper on your character's position for role playing exercise **for those testifying** explaining why you are taking this position. Research background information for your position. Due 11/17/20. Submit pdf or Word doc to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)

**Week 12 November 17/19**

**No readings**

**Week 12** Nov 17, 2019 Instructor Hyde/Barrett

- Role playing exercise

**Week 12** Nov 19, 2019 Instructor Hyde/Barrett

- Role playing exercise

Assignment for Week 12: Role playing exercise: Write a 3 page, double spaced paper/article for role playing exercise **for press and town council members**. Research background information for your position. Due Dec 1, 2020. Submit pdf or Word doc to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu)

**THANKSGIVING BREAK**

**Week 14 December 1/3**

**No Readings**

**Week 14** December 1, 2020 Instructor Hyde/Barrett

- Role playing exercise and roundtable debrief

**Week 14** December 3, 2020

To be Determined

Papers on Managed Retreat project due Dec 14, 2020 by noon (12 pm). Email word or pdf document to [bruce.hyde@uconn.edu](mailto:bruce.hyde@uconn.edu), [juliana.barrett@uconn.edu](mailto:juliana.barrett@uconn.edu) and [tao.2.wu@uconn.edu](mailto:tao.2.wu@uconn.edu)

## Course Grading and Requirements

### Summary of Course Grading:

Course Components	Weight
Midterm Project	20%
Managed Retreat Exercise	25%
Writing assignments*	50%
Discussion Participation	5%
TOTAL	100%

\*Writing Assignments include:

- 1) Town Meeting write up (20 points)
- 2) Role playing character development paper (20 points)
- 3) Role playing public hearing paper/article (30 points)
- 4) Mini writing assignments (5 points each)

### Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

## **Due Dates and Late Policy**

All course due dates are identified in the Syllabus. Deadlines are based on Eastern Time unless otherwise specified. *We reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy - one point will be deducted for each day that an assignment is late.

## **Feedback and Grades**

We will make every effort to provide feedback and grades by one week after the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## **Weekly Time Commitment**

You should expect to dedicate 9 hours a week, outside of class time, to this course. This expectation is based on the various course activities, assignments, and assessments and the [University of Connecticut's policy regarding credit hours](#). (More information related to hours per week per credit can be accessed at the [Online Student website](#)).

## **How to Succeed in this Course**

All students can succeed in this course and we are here to help you along the way. Many of the students who have taken this course, have gone on to graduate school and professional positions pertaining to climate change. However, whether or not you go into a career having to do with climate change, our hope is that you are able to incorporate climate change into your daily life and decisions that you make. Please do not hesitate to ask questions or request office hours. All questions are important here.

Success in this course program depends heavily on your personal health and well-being. We recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. We strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to us about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, we strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Student Resources:

[Dean of Students Office](#)

[Academic Achievement Center](#)

[Writing Center](#)

[Quantitative Learning Center](#)

[Center for Students with Disabilities](#)

[Title IX Office](#)

[Student Health and Wellness -- Mental Health](#)

## **Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and

academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

### **Resources for Students Experiencing Distress**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor**, or contact the office at **(860) 486-4705**, or <https://studenthealth.uconn.edu/> for services or questions.

### **Classroom/Virtual Classroom Guidelines**

We will use Webex for class lectures.

Tuesday, Sep 1, 2020 3:30 pm | 1 hour 30 minutes | (UTC-04:00) Eastern Time (US & Canada)

Occurs every Tuesday, Thursday effective 9/1/2020 until 12/10/2020 from 3:30 PM to 5:00 PM, (UTC-04:00) Eastern Time (US & Canada)

Meeting number: 120 125 3149

Password: 4zENYqmyM93

<https://uconn-cmr.webex.com/uconn-cmr/j.php?MTID=m032eb993062ff466c57c99414b919279>

Join by video system

Dial 1201253149@uconn-cmr.webex.com

You can also dial 173.243.2.68 and enter your meeting number.

Join by phone

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

## Software/Technical Requirements

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [UConn Webex](#)
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

## Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at [https://lms.uconn.edu/ultra/courses/\\_80016\\_1/cl/outline](https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline).

## Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### **Accommodations for Illness or Extended Absences**

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>