

## Climate Resiliency Planning/USP 560 Syllabus Spring 2023

### Course Info

- Course Number (CRN): 64591 (3 credit hours)
- Meeting Day/Times: Tuesday 10am-12:30pm
- Location: Urban Center 270 or via zoom <https://pdx.zoom.us/j/87020320632> (note: there was some confusion with the crosslisting of it as remote for the ESRM listing/in person for the USP version. I intended to have it in person, but given the confusion, I will be offering it as Attend Anywhere. I strongly encourage folks to attend in person if possible, and will do my best to make it a productive learning experience no matter how you attend).
- Jamboard to be used throughout the term:  
<https://jamboard.google.com/d/1x5fhwhTQ8xfh4rvgCAHilJWjL1SBpKT-jurqccY-9c/edit?usp=sharing>
- Google slides used throughout term:  
[https://docs.google.com/presentation/d/1pyBT4caMRh6JrtpLlrO30cYZFdYZGRVjRjXEUm9C\\_iw/edit?usp=sharing](https://docs.google.com/presentation/d/1pyBT4caMRh6JrtpLlrO30cYZFdYZGRVjRjXEUm9C_iw/edit?usp=sharing)
- Instructor: Dr. Megan Horst, Associate Professor Urban Studies and Planning (and Co-Chair of Portland Clean Energy Fund)
- [mhorst@pdx.edu](mailto:mhorst@pdx.edu)

### Course Description and Objectives

This course examines climate resiliency planning by and for communities, with an emphasis on the city/region, the built environment and infrastructures. We will examine domestic and international historical and contemporary case studies. In addition, we will pay special attention to examples including the Portland Clean Energy Fund to enable class participants a deep understanding of the local context. Throughout, we will utilize a deep equity lens and look at the interplay between racial and social inequities, poverty, social exclusion and vulnerability to climate change impacts like heat, smoke, and flooding. Participants will develop a critically reflective understanding of best practices for planners, designers, and policy professionals across a range of topic areas, from green infrastructure to building efficiency, for urban and regional climate resiliency.

The course is designed to meet several learning objectives, consistent with the long-standing Master of Urban and Regional Planning (MURP), and the emerging Master of Emergency Management and Community Resilience (MEMCR) programs. The learning objectives include:

- Content Knowledge: Develop a scientific understanding about climate change and its implications on society, infrastructure, and ecosystems;
- Critical Thinking: Describe the challenges facing the transition of systems for resilience;
- Team-work: Engage collective knowledge through effective group discussions; and

- Communication: Express ideas in concise and clear form.

Key seminar learning goals include:

- Refresh and build basic knowledge of climate change science and policy;
- Develop awareness of both adaptation (adjusting to future climate) and mitigation (reducing greenhouse gasses) in an urban context;
- Apply an ethical lens to issues, attending to the distribution of costs and benefits of action and inaction and the integration of equity and vulnerability in analysis
- Develop research skills and critical thinking through analysis of a community plan and preparation of a professional memo (MURP, MRED and other professional students) or research paper (US and other research-oriented students)

Weekly Modules (See Canvas for more details) and their associated readings/resources

April 4 **Week 1: Introduction, Overview, and the Urgency and Context of Climate Resiliency Planning**

April 11 **Week 2: Built Environment & Inequities in Cause and Vulnerability/Impacts**

April 18 **Week 3: Best Practice in Climate Resiliency Planning, including Equity-led Policies**

April 25 **Week 4: Paying for Climate Resilience: Focus on Portland Clean Energy Fund**

May 2 **Week 5: Case Studies**

May 9 **Week 6: Policies and Programs at Different Scales**

May 16 **Week 7: Energy Efficiency and Renewable Energy in Buildings**

May 23 **Week 8: Urban Tree Canopy and Urban Agriculture**

May 30 **Week 9: Extreme Weather and Resilience Hubs**

June 6 **Week 10: Final Presentations and Class Celebration**

**Readings** The readings for this course will be available through Canvas, and no book or other reader will be necessary.

You will need to log in to the PSU library access some articles.

### **Course Structure**

We will meet once per week, and each class sessions will include a mix of (limited)lecture/presentations, occasional guest speakers and interactive activity/discussion sections. We will draw on the strength and expertise of those in the class to think through the types of challenges that planners, city managers, and public officials must address in preparing for the impacts of climate change. We may go on a field trip/with advance notice. You should come to class prepared, heaving read and looked through the resources, and prepared to participate.

### **Evaluation Criteria**

See Canvas for assignment descriptions and relevant rubrics, etc.. You will be evaluated on a 100 point scale, divided into the following criteria:

- Course Participation: 20%
  - Easy points to get if you show up, prepared, and participate actively in class. You get one freebie missed week.
  - Participation includes: involvement with class discussions (includes listening), asking substantive questions, addressing instructor's questions, working effectively in teams, and sharing relevant news and information.
- Class Preparation Questions 20%
  - I will post one question/prompt per week (not week 1 or 5, so 8 weeks total). You should respond to 4 weeks, at 5% per response. The purpose is to incentivize your preparation, and help us use class time more efficiently.
- Assignment 1: Case Study: 30%
- Assignment 2: Final Memo and Presentation on a Portland Clean Energy Fund, Climate Investment Plan Draft Program Area: 30%

**Late work** will be automatically marked down unless prior arrangements have been made with the instructor. Regular class attendance and participation are necessary and expected.

### **Policies and Supports**

**Title IX Reporting Obligations** As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. Similarly, PSU faculty are required to file a report if they have reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom they come into contact has abused a child. If you would rather share information about these experiences with

an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources: Women's Resource Center (503-725-5672); Queer Resource Center (503-725-9742); Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800; Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556. For more information about the applicable regulations please complete the required student module "Creating a Safe Campus" in your D2L

**Academic Integrity Portland State University** (PSU) takes academic integrity very seriously. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination or project corrupts the essential process of higher education. Students failing to adhere to these principles of academic integrity will be penalized (e.g. reduction of points, fail the course, etc.). For further information please refer to PSU's student conduct code (<http://www.pdx.edu/dos/conduct.html>) or consult the instructor if you are unsure what constitutes a breach of academic integrity.

**Disabilities** PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>.