

URPL 6645: Disaster & Climate Change Planning

Fall 2021: August 25th – December 15th

Wednesdays: 9:30 a.m. - 12:15 p.m. ~ Virtually

ZOOM Meeting: <https://ucdenver.zoom.us/j/92711169958>

Meeting ID: 927 1116 9958

Instructor Contact Information

Instructor: Gretel Follingstad

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Office Hours: I can meet with students Wednesdays after class (12:15-1:30pm). If you cannot meet at that time, please send me an email.

Course Summary

URPL 6645 introduces graduate students to the concepts and debates that shape disaster and climate change planning. Students will learn how we can reduce risk and increase community resilience through plans and policy-making at the local, state, and federal level. The course has a lecture and workshop component. During lectures, students will learn about disaster history and theory; frameworks and measures of vulnerability, risk, and resilience; the actors and institutions central to disaster management; programs and policies that drive disaster management decisions, especially those related to hazard mitigation and post-disaster recovery; tools and policies planners use to help communities recover from disasters; and the linkages between global climate change and rising disaster losses, among other topics. In the workshop portion of the class, students will learn various hands-on skills for disaster and climate change planning, discuss readings, view relevant films, and work to complete class assignments.

Note: This syllabus is subject to change based on the needs of the class. Please refer frequently to this Canvas page to view the most up-to-date version.

Learning Objectives

If you fully engage in this course, you will:

1. Read and reflect on assigned materials,
2. Actively participate in seminar discussions and activities, and
3. Complete your assignments with care, you should be able to:

Describe the foundations and key dimensions of disaster management; Command a precise vocabulary for discussion and analysis of environmental hazards, disasters and climate change; Understand the evolution of thought about disasters and their impacts on people and communities; Appreciate the interdisciplinary nature of the field of disaster management and recognize that disaster studies is necessarily an interdisciplinary endeavor; Describe the social dimensions of vulnerability and resilience and understand the “progression of vulnerability” from root causes to unsafe conditions; Evaluate public policy related to disaster management, and situate disaster management policy within broader discussions of sustainability, economic development, environmental planning and natural resource management; Understand the environmental hazards that most commonly affect communities in Colorado and the Mountain West, and major planning and policy approaches to them; Describe the disaster recovery process and the interaction of local, state, and national institutions and policies in disaster recovery; Understand the core elements of resilience theory and best practices in the areas of resilience planning.

Course Materials

All course readings are available on Canvas through links provided in the weekly calendar (see below).

Course Requirements

Attendance: As a member of this seminar, you will be expected to attend each class and to arrive on time and well prepared. If you cannot attend class because of an illness or emergency, please email me before the beginning of class.

Participation: Class participation is critical and lectures will be kept short to encourage discussion. Your participation will include seminar discussions, activities, small group discussions, peer-review sessions, and course evaluations is critical to the success of the class. I expect you to participate in ways that you find comfortable and rewarding. I also expect you to treat other seminar participants with courtesy and respect, and you should expect the same from me.

Assignments & Grading Policies

1. **Weekly Discussion Lead (20%):** Every student will lead the class discussion twice over the course of the semester, in teams of 2 students. The discussant leads will prepare a summary of the readings and share with the class 24hrs prior to the class session. This summary should highlight the key points of each required reading for the week. In addition, the discussant leads will prepare a creative reflection on the reading topic of the week, that you present to the class. I invite you to be creative with any medium you choose, that conveys the material and topic well to your classmates. Your presentation should be about 15-20mins. It should harness what you learned and your reflections, questions and feedback about the assigned readings, in a creative way. You are expected to do some research on the topic area outside the assigned readings. Your presentations are due ***by 10pm the night before class (Tuesdays) on canvas***. Your presentation should also frame up a good class discussion on the topic area. You are expected to prepare some kind of prompting exercise to engage your fellow classmates and facilitate the discussion. The discussion should be at least 15mins long and up to 30mins. Each team will 'own' one hour in total of each class period.
2. **Homework, Class Exercises, Discussion & Class Participation (10% total):** As a learning community, we all learn from each other, and the ability to contribute thoughtful ideas and questions to a discussion is key to developing a deeper understanding both for yourself and others. Throughout the semester, we will be discussing and evaluating different topics as a group. It is important to contribute to those discussions as mode for learning.
 - **What Went Wrong? –Sept 8th**
 - **Hurricane Harvey –Sept 29th**
 - **Simulating Climate Futures in En-ROADS –Oct.13th**
 - **Recent International Disaster –Oct. 20th**
 - **Review a FEMA-approved local hazard mitigation plan –Oct.27th**
3. **Colorado Hazard Mitigation Case Study – Teams of 2-3 students**
4. **Research Paper, Peer Review & Presentation (details in assignment on Canvas)**
 - **Research Proposal: Due Oct, 27th at 9 a.m.**
 - **Draft for Peer Review: Due Nov.17th 9 a.m**
 - **Final Paper: Due Dec. 8th at 9 a.m.**

- **Final Presentations: Due Dec. 8th & 15th**

Participation and Engagement

Your participation and engagement is crucial to the success of this seminar. We will discuss the details of participation more fully in class, but in general your participation will be evaluated based on your attendance, overall preparation, engagement, and contribution for class discussion and activities and timely completion of small assignments.

Assignment Formatting and Submission

Your written assignments should be composed in 12-point Times New Roman or Cambria font. Please be sure to include page numbers. You should upload all of your assignments to Canvas by the day and time they are due.

Late assignments will be marked down one-half letter grade per day, unless you have received an extension from the instructor. Extensions are typically given only in the event of serious illness or a family emergency.

Grading Policies

Your course grade will be determined by:

Course Requirement	Share of Final Grade
Weekly Discussant Lead	20%
Class Discussions/Assignments/Homework	15%
Colorado Hazard Mitigation Case Study & Share-back	20%
Final Project: Hazard/Disaster Research Paper	20%
Peer Review – Case Study	10%
Final Project Presentation	15%

Grading Scale:

A	93-100	<i>Superior/Excellent, 4.0</i>
A-	90-92	3.7
B+	86-89	3.3
B	83-85	<i>Good/Above average, 3.0</i>
B-	80-82	2.7
C+	76-79	2.3
C	73-75	<i>Competent/Average, 2.0</i>
C-	70-72	1.7

Based on CU graduate school grading policy, any grade below C (73) will not receive MENV course credit.

Weekly Summary

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Aug 25th	Introduction & Overview	<u>No Assigned Readings</u>	<u>In Class</u> : Begin the What Went Wrong assignment. Research a disaster event following assignment guidelines. Due Sept. 8 th by 10am.
Sept 1 st	History of Disaster Thought and Introduction to Vulnerability and Risk	<ul style="list-style-type: none"> ▪ O’Keefe, Phil, Ken Westgate and Ben Wisner. Taking the naturalness out of natural disasters. Nature. ▪ Ferris, E. (2010). Natural Disasters, Conflict and Human Rights: Tracing the Connections. Brookings Institution. ▪ Mattietto, L. (2021) Disasters, pandemic and repetition: a dialogue with Maurice Blanchot’s literature. ▪ Blanchot. M. The Writing of Disaster. (1986). University of Nebraska Press. ▪ Wisner, Ben (2016). Vulnerability as a Concept, Model, Metric and Tool. ▪ UN-ISDR (2009). Terminology on Disaster Risk Reduction. <p><u>Recommended</u></p> <ul style="list-style-type: none"> ▪ Cutter, Susan (1998). Vulnerability to Environmental Hazards. Progress in Human Geography. ▪ Wisner, Ben, JC Gaillard & Ilan Kelman (2011). Framing Disaster: Theories and stories seeking to understand hazards, vulnerability and risk. 	Student Lead Discussion 1
Sept 8 th	U.S. Disaster Management	<ul style="list-style-type: none"> ▪ Sylves, Richard and William Cumming (2004). FEMA’s Path to Homeland Security. Journal of Homeland Security and Emergency Management. ▪ The Stafford Act. Guiding legislation for federal disaster management in the United States, key parts of the Act will be summarized in class. ▪ Congressional Research Service (2018). Federal Disaster Assistance Response and Recovery Programs: Brief Summaries. ▪ Inner City Fund (ICF) Podcast: The changing landscape of disaster management (27min). (2019) ▪ Congressional Research Service (2015). Congressional Primer on Responding to Major Disasters and Emergencies. <p><u>Recommended</u></p>	Student Lead Discussion 2 What Went Wrong- Due on Canvas 9am

		<ul style="list-style-type: none"> ▪ Congressional Research Service (2011). Federal Stafford Act Disaster Assistance: Presidential Declarations, Eligible Activities and Funding. ▪ Burby, Raymond J. (2006). Hurricane Katrina and the Paradoxes of Government Disaster Policy: Bringing About Wise Governmental Decisions for Hazardous Areas. ▪ Congressional Research Service (2015). Stafford Act Declarations 1954-2014: Trends, Analyses and Implications for Congress. 	
Sept 15 th	Field Trip to Lyons, CO –Meet at Lyons Town Hall	<ul style="list-style-type: none"> ▪ Gochis, D. et al. (2015). THE GREAT COLORADO FLOOD OF SEPTEMBER 2013. AMERICAN METEOROLOGICAL SOCIETY. ▪ Bear, John. (2018). Lyons recovering from 2013 flood, but demographic shift hit town. Denver Post. 	Field Trip to Lyons
Sept 22 nd	Disaster Mitigation I - Floods and Floodplain Management <i>Possible Guest Speaker: Brian Varella PE, CFM Resident Engineer, Boulder</i>	<ul style="list-style-type: none"> ▪ Berke, Phillip, Ward Lyles, and Gavin Smith (2014). Impacts of Federal and State Hazard Mitigation Policies on Local Land Use Policy. Journal of Planning Education and Research. ▪ American Planning Association (2010). Hazard Mitigation: Integrating Best Practices into Planning. Chapters 1-2 (pp. 1-23) and Chapter 6 (pp. 59-74). ▪ Planning for Hazards: Land Use Solutions for Colorado. (Links to an external site.) Flood profile. ▪ PODCast-FEMA Immersed in Mitigation (Links to an external site.) (2018) ▪ Godschalk, D. R., (2003). Urban Hazard Mitigation: Creating Resilient Cities. Natural Hazards Review, Vol. 4, No. 3. ▪ Beyond the Basics: Best Practices in Local Mitigation (Links to an external site.) walks the reader through the FEMA hazard mitigation planning process, including links to best practice case studies, plan language, and relevant sections of the Stafford Act. <p>Recommended</p> <ul style="list-style-type: none"> ▪ Flood Economics is a new website and resource from The Economist and FEMA (Links to an external site.). It includes useful case studies of flood mitigation projects around the United States, and state-by-state data on flood mitigation investments and returns. ▪ FEMA (1996). Addressing Your Community's Flood Problems: A Guide for Local Elected Officials. (Links to an external site.) 	Student Lead Discussion 3

		<ul style="list-style-type: none"> McGranahan, Gordon, Deborah Balk, and Bridget Anderson (2007). The Rising Tide: Assessing the Risks of Climate Change and Human Settlements in Low Elevation Coastal Zones . (Links to an external site.) Environment and Urbanization. 	
Sept 29 th	Disaster Mitigation II	<ul style="list-style-type: none"> American Planning Association (2010). Hazard Mitigation: Integrating Best Practices into Planning. Chapters 3-5 (pp. 23-58) and Chapter 9 (pp. 131-138). Burby et al.: Unleashing the power of planning to create disaster resistant communities. FEMA PODcast: Disaster Planning Highfield, Wesley, Walter Peacock, and Shannon Van Zandt (2014). Mitigation Planning: Why Hazard Exposure, Structural Vulnerability, and Social Vulnerability Matter. Journal of Planning Education and Research. Lyles, L. W., Berke, P., & G. Smith. (2014). Do planners matter? Examining factors driving incorporation of land use approaches into hazard mitigation plans. Journal of environmental planning and management, 57(5), 792-811. <p>Recommended</p> <ul style="list-style-type: none"> Planning for Hazards: Land Use Solutions for Colorado guide- Chapters 4-5 	<p>Student Lead Discussion 4</p> <p>In Class Assignment: Hurricane Harvey: Spend 2 hours reading about Hurricane Harvey and its impacts on Texas and Louisiana. Write about your favorite stories or articles (with links) and answer these questions: What made Harvey a unique hazard with such high potential for harm? Why is Houston and the surrounding region so prone to flooding? What decisions have increased flood exposure? Who has been vulnerable to Harvey, and why?</p>
Oct 6 th	Disaster Recovery	<ul style="list-style-type: none"> Olshansky, Robert. The Challenges of Planning for Post-Disaster Recovery. in Building Safer Settlements. Governance, Planning, and Responses to Natural Hazards, Urbano. 2009. Schwab, J. (2013). APA Planning for Post Disaster Recovery: Next Generation. Chapters 1-3 (pp. 16-59) and Chapter 5 (pp. 93-108). Explore the Land of Opportunity interactive site : Focus on the "Right to Return", "What is a Just City?" and "Sewing Home" segments about post-disaster recovery in New Orleans. Make sure to go deeper than the initial video; click on items in the timeline to dive deeper into the interactive website. If you are having trouble navigating the site, see the tutorial here. 	<p>Student Lead Discussion 5</p>

		<p>Recommended</p> <ul style="list-style-type: none"> Olshansky, Robert and Laurie Johnson (2014). The Evolution of the Federal Role in Supporting Community Recovery After U.S. Disasters. Journal of the American Planning Association, 80(4): 293-304. 	
Oct 13th	Climate Change Planning	<ul style="list-style-type: none"> AR6 Synthesis Report: Climate Change 2022. IPCC Klock, C. (2020) COVID-19 AND CLIMATE CHANGE: WHAT THE PANDEMIC MEANS FOR CLIMATE. CERI SciencesPo. Jessica F Green. (2021) Does carbon pricing reduce emissions? A review of ex-post analyses. Environ. Res. Lett. 16 043004 Laitner, S. (2021). NOT A CARBON TAX, BUT A CLIMATE-BASED ECONOMIC DEVELOPMENT INCENTIVE BIGGER THAN THE CARBON TAX. Economic & Human Dimensions Research Assoc. Mach.K; (2021). Is Your Town Threatened by Floods or Fires? Consider a 'Managed Retreat.' NYTimes DeShazo, J.R. and Juan Matut (2012). "The Local Regulation of Climate Change." In The Oxford Handbook of Urban Planning. BIPOC Injustices: Justice for 2020 and Public Pandemics- Layers of Burden. Johnathan Andrew Perez. 2021 <p>Recommended</p> <ul style="list-style-type: none"> Aditya V. Bahadur, Maggie Ibrahim & Thomas Tanner (2013): Characterizing resilience: unpacking the concept for tackling climate change and development, Climate and Development. U.S. Global Change Research Program (2017). Climate Science Special Report. Executive Summary (pp. 12-37). Donaghy (2007). Climate change and planning: responding to the challenge. Town Planning Review. Denver Environmental Health (2015). City and County of Denver Climate Action Plan. 	<p>Student Lead Discussion 6</p> <p>In class: C-Roads Exercise</p>
Oct 20th	International Context of Hazards and Disasters	<ul style="list-style-type: none"> United Nations International Strategy for Disaster Reduction (UN-ISDR). Global Assessment Report 2015 - Pocket Edition (Links to an external site.). 10 Disasters That Changed the World. Direct Relief. 	<p>Student Lead Discussion 7</p> <p>In class: Recent International Disaster (past 3 years)– Spend 1 hour reading</p>

		<ul style="list-style-type: none"> ▪ Anne Tiernan, Lex Drennan, Johanna Nalau, Esther Onyango, Lochlan Morrissey & Brendan Mackey (2019) A review of themes in disaster resilience literature and international practice since 2012, Policy Design and Practice, 2:1, 53-74, DOI: 10.1080/25741292.2018.1507240 ▪ COVID-19: A Natural Disaster? (2020). Interview by Miriam Perier. SciencesPo. 	and learning about a in a <u>medium or low ranked country on the Human Development Index</u> . Examples might include the Australian Wildfires (2019), Easatern European Flooding (2021), EU Heat Waves (2019), Hurricane Dorian (2019). What happened? Who was vulnerable? How has the country and international community responded? Most important, how does the risk and response seem similar to, or different, than disasters in the United States?
Oct 27 th	Climate Hazards in Colorado: Drought Guest Speaker: Logan Sand, FEMA	<ul style="list-style-type: none"> ▪ Colorado Climate Plan (2018 Update) ▪ American Planning Association Water Working Group (2016). APA Water Survey – Summary of Results. ▪ Colorado Water Conservation Board (2018). Colorado Drought Mitigation and Response Plan ▪ Land Matters Podcast- Episode 3: Water Meets Land. By Anthony Flint , July 23, 2019 ▪ Planning for Hazards: Land Use Solutions for Colorado -Drought ▪ Rosenberg, L; (2021) How Wildfires, Droughts, and Climate Change Are All Related 	<p>Student Lead Discussion 8</p> <p>Research Proposal is due to Canvas by at 9 a.m.</p> <p>In Class: Review a FEMA-approved local hazard mitigation plan for a community in Colorado. You can find hazard mitigation plans by searching the Colorado approved plans webpage. You do not need to read the entire plan, but pay attention to how the plan is structured; how risk is analyzed; and the recommendations for action. <i>This will prepare you for the Colorado Case Study.</i></p>
Nov 3 rd	Climate Hazards in Colorado: Wildfire Possible Guest Speaker: Ben Yellin	<ul style="list-style-type: none"> ▪ Planning for Hazards: Land Use Solutions for Colorado. -Wildfire Tool ▪ Fire Adapted Communities (2015) quick guides 3.0 , 3.1 , 3.2 , and 3.3 ▪ Syphard et al. (2013). Land Use Planning and Wildfire: Development Policies Influence Future Probability of Housing Loss. PLOS One. 	<p>Student Lead Discussion 9</p>

	<p><i>Wildfire Mitigation Specialist, Elk Creek Fire Protection District</i></p>	<ul style="list-style-type: none"> ▪ Ruckelshaus Institute (2015). Residential Development Effects on Firefighting Costs in the Wildland-Urban Interface. ▪ Wildfire Risk Public Viewer: Tool from Colorado State Forest Service <p>Recommended</p> <ul style="list-style-type: none"> ▪ Muller, Brian & Stacey Schulte (2011). "Governing Wildfire Risks: What Shapes County Hazard Mitigation Programs?". Journal of Planning Education and Research. 	
Nov 10 th	Climate Change Adaptation	<ul style="list-style-type: none"> ▪ Foundations for Change –Using adaptive management to navigate uncertainty. Lessons from Year 3. ISET International. (2021) ▪ McDonald, J., McCormack, P.C; (2021) Rethinking the role of laws in adapting to climate change. Wiley Press. DOI: 10.1002/wcc.726 ▪ Numerous Strategies but Limited Implementation Guidance in U.S. Local Adaptation Plans.(2016). NATURE CLIMATE CHANGE ▪ J. Nordgren et al. Supporting local climate change adaptation: Where we are and where we need to go. (2016). Environmental Science & Policy ▪ Picketts, Ian M., Stephen Dery, & John Curry (2014). Incorporating climate change adaptation into local plans. Journal of Environmental Planning and Management, 57(7): 984-1002. ▪ Shi, Linda et al. (2016). "Explaining Progress in Climate Adaptation Planning Across 156 U.S. Municipalities." Journal of the American Planning Association. ▪ Klinenberg, Eric (2013, January 7). Adaptation: How can cities be “climate proofed?” The New Yorker. <p>Recommended:</p> <ul style="list-style-type: none"> ▪ Quay, Ray (2010). Anticipatory Governance: A Tool for Climate Change Adaptation. Journal of the American Planning Association. ▪ IPCC, 2012: Summary for Policymakers. In: Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation 	<p>Student Lead Discussion 10</p>
Nov 17 th	Resilience Planning	<ul style="list-style-type: none"> ▪ Community Resilience: Building Resilience from the Inside Out. Participant Guide. V.3. (2017) ▪ Community Resilience Indicator Analysis: County-Level Analysis of Commonly Used Indicators From Peer-Reviewed Research. (2018) 	<p>Student Lead Discussion 11</p> <p>Due: Draft Final Paper FOR Peer Review</p>

		<ul style="list-style-type: none"> ▪ Community Resilience Planning Guide for Buildings and Infrastructure Systems: Observations on Initial Implementations(2018) ▪ Beilin, R., & Wilkinson, C. (2015). Introduction: Governing for urban resilience. <i>Urban Studies</i>, 52(7), 1205-1217. ▪ Berke, Philip et al. (2015). Evaluation of Networks of Plans and Vulnerability to Hazards and Climate Change: A Resilience Scorecard. Journal of the American Planning Association. ▪ Campanella, Thomas J. and David R. Godschalk (2012). "Resilience." In The Oxford Handbook of Urban Planning. ▪ Masterson, Jaimie Hicks et al. (2014). "What is Resilience?" In Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters. <p>Recommended</p> <ul style="list-style-type: none"> ▪ Colorado Resiliency Framework (CRO). Case Studies: Profiles of Resiliency in Action. Review 3 Case Studies ▪ FEMA (June 2016). Draft Interagency Concept for Community Resilience Indicators and National Level Measures. ▪ Masterson, Jaimie Hicks et al. (2014). "Organizing and Connecting through the Disaster Phases." In Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters. ▪ Burby, Raymond, Robert Deyle, David Godschalk, and Robert Olshansky (2000). Creating hazard resilient communities through land-use planning. <i>Natural Hazards Review</i>. 	
<p>Nov 24th Fall Break Thanksgiving</p>			
Dec 8 th		Research Paper Presentations	Research Paper Due to Canvas 9AM
Dec 15 th		Research Paper Presentations- Tentative based on number of students	Research Presentations

Attendance Policy:

- **Attendance and participation:** you're expected to attend all classes and actively participate in discussions and activities. Half of the attendance grade is based on participation in in-class group exercises. Most of these will involve turning something into Canvas that will be marked as complete or not complete (credit/no-credit). On occasion I will randomly present questions and call on each of you randomly to answer that question.
- ***Please notify me if you know you will be absent.*** When absences are unexcused, the in class assignments will be marked zero and cannot be made up. Excused absences will have the opportunity to make up in class assignments.

Zoom Meeting: Join Zoom Meeting

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Meeting ID: 927 1116 9958

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115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

149.137.68.253 (Mexico)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Academic Integrity:

Students must adhere to UCD's [code on academic honesty \(please visit link\)](#). In particular, students should make all efforts to properly cite sources in papers and avoid plagiarism. Unattributed copying of text from sources can lead to failure for an assignment.

Classroom Culture and Inclusivity

Students and faculty each have responsibility for maintaining a respectful, engaging and inclusive learning environment. Professional courtesy and sensitivity are especially important when dealing with issues of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see [the Student Code of Conduct](#).

Moreover, the topics that we're covering in this class are often challenging, intellectually, politically, culturally and in other ways. While I expect there to be rigorous discussion and even disagreement during our class discussions, I ask that you engage with me and your classmates with care and respect, giving each other the benefit of the doubt and not assuming you know or can speak for others' points of view. In this class we will not shy away from hard conversations or inquiry. Critically examining and assessing some of our most basic assumptions and values is an important professional and personal skill. I will do my best to ensure a classroom environment that supports this.