Can a city die? Remarkably, very few have, despite the hazards and shocks that routinely threaten them. Earthquakes, hurricanes, war, recessions and depressions, food shortages, industrial accidents, climate change, etc. have all caused enormous damage and suffering, but cities and communities have proven to be remarkably resilient. In this time of great environmental and economic uncertainty, resilience has emerged as a key aspiration in long-range development and planning. But what does it mean to be resilient and how can we achieve it? Does resilience offer an alternative to sustainability, or is it complementary? In Building Community Resilience, we will unpack the concept of resilience and study many of the hazards and shocks that threaten our cities and communities. We will also explore some of the key policy and planning tools used to build resilience.

**Learning Objectives**

If you fully engage in this course, meaning that you 1) read and reflect on assigned materials, 2) actively participate in seminar and group discussions, 3) give adequate time and attention to weekly assignments and presentations, 4) work closely with your peers to prepare and defend your position during the class debates and 5) prepare a well-researched and written final project, you should be able to:

1. Describe the foundations and key dimensions of resilience theory, as applied to fields like urban planning and disaster management;
2. Draw connections between resilience as an ecological or environmental concept and its broader applications to the economy, built environment, and other core components of the community;
3. Identify hazards and “shocks” that threaten communities;
4. Describe the social dimensions of vulnerability and resilience;
5. Understand the unique vulnerabilities of island communities and the challenge of building resilient island communities;
6. Critically examine resilience as a framework for planning or development;
7. Evaluate a position on major policy areas related to building community resilience, and defend your position verbally and in writing;
8. Develop your own expertise in an area of inquiry related to resilience, and communicate your findings to your colleagues and classmates.

**COURSE STRUCTURE**

The course is structured as an advanced undergraduate seminar. Most class sessions will consist of large and small group discussions based on the assigned readings and assignments. The course will also feature lectures and presentations from Hawaii-based practitioners and researchers.

**COURSE MATERIALS**

All of the required readings are available on the Laulima class site. From time to time, I may send you additional readings or relevant news stories via email.

**COURSE REQUIREMENTS**

**Class Attendance:** As a member of this seminar, you will be expected to attend each class and to arrive on time and well prepared. You will be allowed two unexcused absences for the semester. Any further unexcused absences will negatively impact your attendance and participation grade. If you cannot attend class because of an illness or an emergency and need an excused absence, please email me prior to the class meeting.

**Participation:** Your participation in seminar discussions, debates, in-class activities and small group work is critical to the success of the class. I will expect you to participate in meaningful ways that you find comfortable and rewarding. I will expect students to treat each other with courtesy and respect and you should expect the same from me.

**Course Website:** The Laulima site is an essential tool for this seminar. You will need to know the basics: how to access course readings and documents and how to post messages to the discussion boards.

**COMPUTERS, TABLETS, AND OTHER ELECTRONIC DEVICES**

I prohibit the use of laptops, tablet computers, or any other electronic devices to in the seminar room, except under special circumstances or when needed for small group activities or assignments.
ASSIGNMENTS

Assignment #1 - Weekly Response Papers

Four times during the semester you will write a 2-3 page response to the assigned readings. Your response should include three components: 1) a brief summary of each reading; 2) what you found interesting or engaging about the readings; 3) your critique of one or more of the readings. Weekly response papers are due by 9 p.m. the night prior to class. Please send them as an attachment via email.

Assignment #2 - In-Class Presentation and Discussion Leader

Once during the semester you will present your weekly response paper to the class and take the lead on discussion. Your presentation should last 10-15 minutes and should critically engage the assigned readings and raise 3-4 questions that will help guide the class discussion. Good discussion questions should seek to highlight debates between authors, clear up specific confusions about the readings, connect the readings to past week’s classes or broader themes in the course, and generally spark conversation amongst you and your classmates.

Assignment #3 - Group Debate & Policy Brief

Throughout the semester we will hold in-class, presentation-style debates on topics salient to community resilience. More information on the debates will be distributed in class.

Assignment #4 - Research Paper

For your final assignment, write a 10-12 page research paper that builds on seminar material and further explores a topic related to community resilience. While you are free to choose any topic, you will be partly assessed on how you were able to integrate course knowledge and readings into your overall argument. There are several components to the research paper assignment, with different due dates:

Paper proposal - due Thursday, March 22nd

Abstract, outline, and annotated bibliography - due Thursday, April 19th

Final draft - due Tuesday, May 8th
ASSIGNMENT FORMATTING AND SUBMISSION

Your written assignments should be composed in 12-point Times New Roman or Cambria font and double-spaced. Your paper margins should be set at 1.25” (left and right) and 1” (top and bottom). Please be sure to include page numbers on longer assignments. Bring your assignments to class on the day they are due, printed and stapled. Late assignments will be marked down one full letter grade per day.

GRADING POLICIES

Your grade will be determined by:

- Weekly Response Papers - 20%
- In-Class Presentation - 10%
- Group Debate and Paper - 15%
- Research Paper & Presentation - 40%
- Attendance and Participation - 15%

HOW TO GET IN TOUCH: OFFICE HOURS, PHONE, AND EMAIL

If you have any questions or want to talk about an assignment, please write me at rumbach@hawaii.edu or call 956-6868. I will be holding regular office hours on Wednesdays from 2-4 p.m. in Saunders Hall 107F. There is a signup sheet posted outside my door - please sign up in advance if you would like to meet. If you cannot come to office hours during the scheduled time but would still like meet, please send me an email.

ACADEMIC INTEGRITY

From UH Manoa’s Campus Policies:¹

Academic Integrity

The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from UH Manoa:

Plagiarism

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.