

# GEO 2230: Living with Rising Seas

## Quest 2, UF Gulf Scholars Course

### I. General Information

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#### Class Meetings

- Spring 2025
- **Meeting Day/Time:** Tuesdays period 4/Thursdays period 4-5
- **Location:** Little Hall (LIT) 237

#### Instructor

- Dr. Katy Serafin
- **Office Location:** 3140 Turlington Hall
- **Office Hours:** Tuesdays 12:30 – 1:30 pm; Thursdays 2 – 3 pm
- **Email:** [kserafin@ufl.edu](mailto:kserafin@ufl.edu), **Office Phone:** 352-294-9052

#### Teaching Assistant

- Ms. Gabrielle Quadrado
- Email: [gpereiraquadrado@ufl.edu](mailto:gpereiraquadrado@ufl.edu)

#### Course Description

Coastlines, home to much of the world's population, economy, and important ecosystems, are changing in critical ways due to rising seas. This course examines the complex relationship between humans and coastlines by asking the pressing question, "How will humanity adapt to sea level rise?" Students will connect the science of sea level rise and coastal change to impacts on infrastructure, ecosystems, and society. Students will explore multiple facets of sea level rise through place-based learning, investigating cross-disciplinary topics such as the physical drivers and consequences of sea level rise, mitigation techniques, and adaptation, using examples from states across the Gulf of Mexico. Students will consider the transformative shifts that will be necessary in current decision-making to develop resilient, sustainable, and equitable coastal futures. Students will explore these themes through in-class discussions and activities, experiential learning, and reflections on their and others' relationship with the coast.

#### Quest and General Education Credit

- Quest 2
- Physical Sciences (P)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

## Required Readings and Works

Materials and Supplies Fees: n/a

### Required:

Rush, Elizabeth, 2019, *Rising: Dispatches from the New American Shore*, Edition 1, Milkweed Editions, Minneapolis, Minnesota. [An electronic copy is available through Course Reserves.]

All other readings will be provided in class or as .pdf format on Canvas.

### Recommended:

Hine et al., 2016, *Sea Level Rise in Florida: Science, Impacts, and Policy*. University of Florida Press. *\*There are some optional readings from this book, but you are not required to do them or purchase. A great supplemental read if you are interested in sea level rise specific to Florida!\**

*Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.*

## II. Graded Work

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### Description of Graded Work

Assignment	Description	Requirements	Points (Percent)
Learning Check-Point Quizzes	Most weeks, students will complete a short quiz on Canvas that will test their understanding of the readings and lecture material (10 points each).	11 weekly quizzes, lowest score dropped  Due by 11:59pm on Friday	100 (10%)
Class Participation and Discussions	All students are expected to participate in class activities and discussions according to the course guidelines. A rubric for class participation can be found below.	Students are expected to attend/participate in every class. Students will not be marked for attendance the first week of class due to add/drop policies. Students will receive one additional absence outside of university policy.	50 (5%)

<p>Discussion Preparation</p>	<p>Five times during the semester, Thursday's class will focus on a discussion of the weekly reading material.</p> <p>Each of those weeks, students will submit responses to discussion board prompts about the readings as well as 1 question from the required literature they have reviewed by the day prior to Thursday's class. No submissions will be accepted after in class discussion of the readings.</p>	<p>Submit response to prompt and 1 discussion question based on the discussion theme.</p>	<p>60 (6%)</p>
<p>Leading/Reporting Discussions</p>	<p>Each student will have a chance to lead and report during small group discussion focused on the weekly readings and lecture. Students will be assigned dates and specific discussion topics to lead and report once the number of students in the class is finalized.</p>	<p>Facilitate during and report back discussion stance to the larger group at the end of class</p> <p>Each student will lead and report 1 discussion</p>	<p>80 (8%)</p>
<p>In-class Activities</p>	<p>During 5 weeks of the semester, students will have in-class activities. Depending on the activity, students will work individually or in a group. Activities will introduce hands-on learning concepts and focus on Gulf of Mexico communities (40 points each).</p> <p>In-class activity responses must be turned in by Friday.</p>	<p>5 weekly in-class activities, lowest score dropped</p>	<p>160 (16%)</p>
<p>Guided Reflections</p>	<p>During the semester, students will reflect on their own experiences and uses of the coastline. Students will also read excerpts from the book "Rising: Dispatches from the New American Shore" to reflect on others' personal narratives about sea level rise impacts on their homes and families. Students will write three reflections during the term following prompts from the</p>	<p>3 total</p> <p>Due dates on Canvas</p>	<p>100 (10%)</p>

	instructor (33 pts for 1 and 2 and 34 points for 3). Reflections should have a word length of approximately 200-300.		
Midterm Exam	During week 9, students will have a short answer, open book midterm focused on the first half of the semester (weeks 1-8).	Short-answer, open book	100 (10%)
Final Project	<p>Students will connect the science of sea level rise and coastal change to impacts on infrastructure, ecosystems, and society. As a final project, students will develop sea level rise adaptation plans for a specific topic in 2100 considering their city of interest.</p> <p>At the beginning of the semester, students will select a city in a state located along the Gulf of Mexico Coast along with a topic of interest. Students will create sea level rise inundation maps for their city of interest and consider how their topic is at risk to sea level rise. Students will then record presentations where they explain the vulnerability of their topic to sea level rise and introduce their adaptation strategies. Students will peer review each other's videos and offer constructive feedback. In the final project write up, students will discuss the effectiveness of their strategies, assess the impact to social vulnerability, and how adaptable their strategies are to different rates of sea level rise.</p> <p>Each stage of the project will be graded and returned to the student to ensure progress.</p>	<ol style="list-style-type: none"> <li>1) City + topic choice: (10 pt; 1%)</li> <li>2) Sea level rise inundation map and topic analysis (50 pts; 5%)</li> <li>3) Presentation (90 pts; 9%) and Peer Feedback (50 pts; 5%)</li> <li>4) Final Project Write up (150 pts; 15%)</li> </ol>	350 (35%)
Total			1000 pts

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94.5 – 100% of possible points		C	73.5 – 76.5%
A-	89.5 – 94.5%		C-	69.5 – 73.5%
B+	86.5 – 89.5%		D+	66.5 – 69.5%
B	83.5 – 86.5%		D	63.5 – 66.5%
B-	79.5 – 83.5%		D-	59.5 – 63.5%
C+	76.5 – 79.5%		E	<59.5

*At the end of the semester, I will round your grade to the tenths. There will be no additional rounding. So, for example, if you receive a 94.4, that is an A- rather than an A.*

## Grading Rubric(s)

**Participation:** Participation and attendance are critical to the successful completion of this course. Attendance will be taken during each class meeting and reported. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. *If you have an unexcused absence from class, you cannot gain any participation points for the day! Students will not be marked for attendance the first week of class due to add/drop policies or during the midterm week. Students will receive one additional absence outside of university policy.*

**Note:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

### Participation Rubric

	High Quality	Average	Needs Improvement
Attentive: Demonstrates engaged listening and focus	1	0.8	0.6
Informed: Shows evidence of having done the assigned work.	1	0.8	0.6
Thoughtful: Shows evidence of having understood and considered issues raised.	1	0.8	0.6

Considerate: Takes the perspective others into account.	1	0.8	0.6
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Grade Disputes: Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why they believe that they should have received such a grade.

Policy on Late and Make-up Work: Work that is handed in late will receive an automatic 10% deduction. If you foresee an issue with a deadline, clemency may be granted for late work if you speak with me EARLY before submission with valid excuse. Please communicate to me any problems with assignments submissions or discussions. Please document your problems as best possible (doctor's or ER slip, obituary, etc.). **No late work will be accepted after the Friday of the last full week of classes, April 18th. The late policy DOES NOT apply to the following assignments:** Discussion Leader and Reporter assignments, Reading Prompts, Reflection #3, Final Project Part 3, and Final Project Part 4.

Make-up assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### III. Annotated Weekly Schedule

Students should note that .pdf syllabus is a guideline and that there may be changes to the class schedule as well as the readings. Please refer to our Canvas page for the official readings, assignments, and due dates.

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction to the course</li> <li>• <b>Summary:</b> We will discuss the content and structure of the class during the term.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. How to Read a Scientific Article, Adapted from Drs. Purugganan and Hewitt; Cain Project in Engineering and Professional Communication</li> <li>2. Please read the whole syllabus</li> </ol> </li> <li>• <b>Activity/Discussion:</b> Ice Breaker Bingo/How class discussions will work</li> <li>• <b>Assignments:</b> Enjoy the first week of classes!</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction to coastal environments</li> <li>• <b>Question:</b> What is a beach? Why do some coastlines have plants?</li> <li>• <b>Summary:</b> We will discuss coastal environments such as sandy beaches and coastal wetlands and their delicate balance with tidal level.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. Milkweed Editions. The Marsh at the End of the World.</li> </ol> </li> </ul>

Week	Topics, Homework, and Assignments
	<p>2. Blyler, K. and Jordan, J. 2018, Coastal Ecosystems: Beach, Estuary, Marsh, and Swamp. 4H350, one of a series of the 4-H Youth Development Program, UF/IFAS Extension. Original publication date May 1998. Revised November 2014. Reviewed October 2017. Visit the EDIS website at <a href="https://edis.ifas.ufl.edu">https://edis.ifas.ufl.edu</a>.</p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> In-Class Activity #1: How do we make and interpret maps?</li> <li>• <b>Assignments:</b> Reflection #1 due Friday Quiz #1 due Friday In-Class Activity #1 due next Friday</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Measuring sea level</li> <li>• <b>Question:</b> What is “sea level”? How do we know sea level is rising?</li> <li>• <b>Summary:</b> We will explore how we measure sea level using tide gauges and satellite altimetry, and how observations illustrate present-day sea level rise.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. The Password</li> <li>2. Dusto, A. (2014), <a href="#">Reading between the tides: 200 years of measuring global sea level</a></li> </ol> </li> <li>• <b>Discussion</b> Discussion #1</li> <li>• <b>Assignments:</b> Reading prompt due Wednesday Leader submission due Thursday Reporter submission due Friday Quiz #2 due Friday</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Impacts on coastal environments</li> <li>• <b>Question:</b> How do changing sea levels impact coastal environments?</li> <li>• <b>Summary:</b> We will discuss how erosion, flooding, and saltwater intrusion impacts beach and wetland environments.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. Leatherman, S. P. (1989). Impact of accelerated sea level rise on beaches and coastal wetlands. Global climate change linkages, 43-56.</li> <li>2. Rush Kirwan, M. L., Temmerman, S., Skeeahan, E. E., Guntenspergen, G. R., &amp; Fagherazzi, S. (2016). Overestimation of marsh vulnerability to sea level rise. Nature Climate Change,6(3), 253-260.</li> <li>3. Velasquez-Manoff, M., As sea levels rise, so do ghost forests. New York Times.</li> </ol> </li> <li>• <b>Activity:</b> In-Class Activity #2: How do we interpret figures, find tide gauge information and associated sea level rise rates in the United States?</li> <li>• <b>Assignments:</b> In-Class Activity #2 due next Friday</li> </ul>

Week	Topics, Homework, and Assignments
	Final Project Part 1: City Choice due Friday Quiz #3 due Friday
Week 5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Global and regional drivers of sea level change</li> <li>• <b>Question:</b> Why is sea level rising?</li> <li>• <b>Summary:</b> We will explore the main drivers of global and regional sea level change including thermal expansion, ice sheet and glacier loss, and oceanographic and geological processes.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. Kottasova, I. and Doran, T., <a href="#">A drop in the ocean</a>. CNN (approx. 10 pages)</li> </ol> </li> <li>• Frederikse, T., et al. (2020). The causes of sea-level rise since 1900. <i>Nature</i>, 584(7821), 393-397</li> <li>• <b>Discussion:</b> Discussion #2</li> <li>• <b>Assignments:</b> Reading prompt due Wednesday Leader submission due Thursday Reporter submission due Friday Quiz #4 due Friday</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Changing sea level, past and present</li> <li>• <b>Question:</b> How has sea level rise changed in the past? How will it change in the future?</li> <li>• <b>Summary:</b> We will explore past climate-driven global fluctuations of sea level in the past and how past sea level is inferred through geological and biological proxies. We will discuss future sea level rise projections, including the range of sea level rise due to the uncertainty in mechanisms driving change.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. Persimmons, pg 19-41.</li> <li>2. Cronin, T. (1995). Sea level change: Lessons from the geologic record. U.S. Geological Survey Fact Sheet. <i>*Please read page 1 and page 2 before the section "Researchers try to estimate rates of sea level rise"*</i></li> <li>3. Clark, P. U., et al. (2016). Consequences of twenty-first-century policy for multi-millennial climate and sea-level change. <i>Nature Climate Change</i>, 6(4), pg 360-369.</li> </ol> </li> <li>• <b>Activity:</b> In-Class Activity #3: Making maps and exploring future sea level rise scenarios</li> <li>• <b>Assignments:</b> In-Class Activity #3 due next Friday Quiz #5 due Friday</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Sea level rise impacts to the built environment</li> <li>• <b>Question:</b> What is the built environment and how is it affected by sea level rise?</li> </ul>



Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Summary:</b> We will explore how humans have inhabited and utilized the coast over time and the consequences of development along a dynamic coastline. We will discuss specific impacts to the built environment and economy, like impacts to roads, businesses, and real estate.</li> <li>• <b>Readings/Works:</b> <ol style="list-style-type: none"> <li>1. Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. Pulse.</li> <li>2. Mazzei, P. (2019), 82 Days Underwater: The Tide is High but They're Holding On. The New York Times.</li> <li>3. Wamsley, L. (2020), Is The Risk Of Sea Level Rise Affecting Florida Home Prices? A New Study Says Yes. NPR.</li> </ol> </li> <li>• <b>Discussion:</b> Discussion #3</li> <li>• <b>Assignments:</b> Reading prompt due Wednesday Leader submission due Thursday Reporter submission due Friday Quiz #6 due Friday</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Social Vulnerability and Risk</li> <li>• <b>Question:</b> How do we quantify human risks to future sea level rise?</li> <li>• <b>Summary:</b> We will explore human vulnerability to sea level rise by evaluating how we measure flood exposure. We will use the Social Vulnerability Index to consider the disproportionate impacts of sea level rise through an equity lens.</li> <li>• <b>Required Readings/Works:</b> <ol style="list-style-type: none"> <li>1) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. On Vulnerability.</li> <li>2) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. Risk, pg 137-161 <i>**TW: mention of sexual assault/harassment pg 142, pg 152 - 154 (in paperback) pg 99, pg 104 - 106 (in e-text)**</i></li> <li>3) Hobbs, S. and Dennis, R., 2020, <a href="#">Flooding intensifies Charleston region's racial and wealth inequities</a>. The Post and Courier.</li> </ol> </li> <li>• <b>Discussion:</b> Discussion #4</li> <li>• <b>Assignments:</b> Final Project Part 2: Map submission due Monday Reading prompt due Wednesday Leader submission due Thursday Reporter submission due Friday Quiz #7 due Friday</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Midterm Review + Midterm</li> <li>• <b>Required Readings/Works:</b> None</li> <li>• <b>Assignments:</b> Midterm on Thursday</li> </ul>

Week	Topics, Homework, and Assignments
	** Visit Florida Museum of Natural History, "South Florida People & Environments" exhibit by this week!**
<b>SPRING BREAK</b>	
Week 10	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Adaptation and Mitigation: Hard and Soft Solutions</li> <li>• <b>Questions:</b> What tools/techniques do we have for responding to sea level rise and coastal change?</li> <li>• <b>Summary:</b> We will explore the contemporary terms "accommodate" and "protect" as strategies for combating sea level rise in coastal areas. We will discuss seawalls, beach nourishment, raising infrastructure, and natural solutions.</li> <li>• <b>Required Readings/Works:</b> <ol style="list-style-type: none"> <li>1) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. On Restoration.</li> <li>2) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. Looking Backwards and Forwards in Time.</li> <li>3) Grubba, L., 2020, Beach Nourishment: not just throwing good sand after bad. Adapt.</li> <li>4) Sack, K. &amp; Schwartz., J. 2018. Left to Louisiana's Tides, a Village Fights for Time. The New York Times</li> </ol> </li> <li>• <b>Activity:</b> In Class Activity #4: Adaptation decisions and social vulnerability</li> <li>• <b>Assignments:</b> In-Class Activity #4 due next Friday Reflection #2 due Friday Quiz #8 due Friday</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Adaptation and Mitigation: Managed Retreat</li> <li>• <b>Question:</b> What tools and techniques do we have for responding to sea level rise and coastal change?</li> <li>• <b>Summary:</b> We will explore the contemporary term "retreat" as a strategy for combating sea level rise in coastal areas. We will focus on examples of recent cases of managed retreat such as in Isle de Jean Charles, LA and the potential for retreat to exacerbate inequality</li> <li>• <b>Required Readings/Works:</b> <ol style="list-style-type: none"> <li>1) Bromhead, H., 2022. <a href="#">"Managed Retreat" Is a Terrible Way to Talk About Responding to Climate Change</a>. Slate.</li> <li>2) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. On Reckoning, <i>**TW: mentions guns, pg 97 hardcover, pg 73 ebook**</i></li> <li>3) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. On Opportunity, pg 162-165</li> <li>4) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore. Goodbye Cloud Reflections in the Bay, pg 167-180</li> <li>5) Dennis, B., 2023. <a href="#">Retreat in Rodanthe</a>. Washington Post.</li> </ol> </li> <li>• <b>No Class Thursday, Work on Final Project</b></li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Assignments:</b> Quiz #9 due Friday</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Decision-making and sea level rise adaptation</li> <li>• <b>Summary:</b> We will explore the costs and benefits of different adaptation and mitigation techniques. We will explore how traditional risk assessments and cost-benefit analysis often leave out social vulnerability. Students will participate in a roleplay exercise (adapted from the “Sea Level Rise Adaptation Strategy Role Play Game” by Dr. Dawn Jourdan and Briana Ozor) to show the complexities involved with merging science with decisions. We will also consider how the "typical" or "traditional" ways to assess risk through cost-benefit analysis often leave out social vulnerability.</li> <li>• <b>Required Readings/Works:</b> <ol style="list-style-type: none"> <li>1) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore, On Gratitude</li> <li>2) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore, Divining Rod</li> <li>3) Martinich, J., Neumann, J., Ludwig, J. &amp; Jantarasami, L. (2013). Risk of sea level rise to disadvantaged communities in the United States. <i>Mitigation and Adaptation Strategies for Global Change</i>, 18, 169-185.</li> <li>4) Siders, A. R., &amp; Pierce, A. L. (2021). Deciding how to make climate change adaptation decisions. <i>Current Opinion in Environmental Sustainability</i>, 52, 1-8.</li> </ol> </li> <li>• <b>Discussion</b> Discussion #5</li> <li>• <b>Assignments:</b> Final Project Part 3: Presentation due Monday Reading prompt due Wednesday Leader submission due Thursday Reporter submission due Friday Quiz #10 due Friday</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Adaptation, equity, and policies in practice</li> <li>• <b>Summary:</b> We will explore how the most vulnerable populations are being considered in current climate planning if at all? We will consider transformative policies against the status quo. We discuss examples of recent flood resilience state legislature and examples of adaption plans such as Miami-Dade County's Sea Level Rise Strategy to understand how social vulnerability may be implemented across different planning efforts.</li> <li>• <b>Required Readings/Works:</b> <ol style="list-style-type: none"> <li>1) Hardy, R.D., Milligan, R.A., and Heynen, N. (2017) Racial coastal formation: The environmental injustice of colorblind adaptation planning for sea level rise. <i>Geoforum</i>. 87, 62-72.</li> <li>2) Araos, M. et al. (2021). Equity in human adaptation-related responses: A systematic global review. <i>One Earth</i>, 4(10), 1454-1467.</li> </ol> </li> </ul>

Week	Topics, Homework, and Assignments
	3) Flavelle, C., 2020. <a href="#">A climate plan in Texas focuses on minorities. Not everyone likes it.</a> The New York Times 4) Rush, Elizabeth, 2019, Rising: Dispatches from the New American Shore, Afterward, pg 253-264. 5) Berke, P., Yu, S., Malecha, M., & Cooper, J. (2019). Plans that disrupt development: Equity policies and social vulnerability in six coastal cities. Journal of Planning Education and Research. 1 - 16. <ul style="list-style-type: none"> <li>• <b>Activity:</b> In Class Activity #5: Role Play</li> <li>• <b>Assignments:</b> Quiz #11 due Friday Final Project Part 3: Peer Reviews due Monday</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Final reflections and questions</li> <li>• <b>Summary:</b> We will recap the course and discuss open questions in the field of sea level rise, coastal science, adaptation, and resilience. <b>*No Class on Thursday, reading day!*</b></li> <li>• <b>Assignments:</b> Reflection # 3 due Monday</li> </ul>
Finals Week	Final Project Part 4: Write up due Sunday

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) and [UF Gulf Scholars Program](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain how sea level rise is observed in present-day and past records, the processes that drive long-term sea level change, and regional projections of sea level change (**P**). **Assessments:** Learning Check Point Quizzes, In-Class Activities, Midterm Exam, Class Discussions and Participation
- Compare and contrast how sea level rise impacts a variety of landscapes, and the techniques humans use to mitigate these changes along developed coastlines (**P, Quest 2**). **Assessments:** Learning Check Point Quizzes, In-Class Activities, Midterm Exam, Class Discussions and Participation

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Evaluate and apply science-based principles needed to inform management and policy outcomes designed to manage, adapt, or mitigate impacts from sea level rise (**P, Quest 2**).

**Assessments:** In-Class Role Play, In-Class Activities, Midterm Exam, Final Project, Class Discussions and Participation

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop a research project related to how sea level rise will impact a topic of interest (**P, Quest 2**). **Assessments:** Class Discussions and Participation, Final Project
- Present technical, scientific papers distilled to key points and main message (**P, Quest 2**). **Assessments:** Class Discussions and Participation, Final Project
- Examine the quality of civic life, equity, and sustainability in Gulf communities through interdisciplinary and integrative learning (**UF Gulf Scholars Program**). **Assessments:** In-Class Activities, Discussions, and Final project

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on how they utilize the coastline, how sea level rise may alter those uses, and how their perspective compares to others with different cultural backgrounds (**Quest 2**). **Assessments:** Guided Reflections, Experiential Learning Activities

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

Students are expected to visit the Florida Museum of Natural History's "South Florida People & Environments" exhibit on their own time before Week 8. This exhibit documents how the Calusa, the indigenous nation of south Florida, adapted to living along the coast. Students will use this experience to compare and contrast how past cultures used coastlines with contemporary coastal uses. We will discuss this trip in class Week 7 before the midterm.

During the term, students will read excerpts from the text *Rising: Dispatches from the New American Shore* that are complementary to weekly course material. This text provides narratives of coastal change through a diverse set of perspectives. In class, students will use a variety of real data sets for quantitative analysis of physical processes and consider real adaptation plans for communities within Florida and across the United States.

### 2. Details of Self-Reflection Component

Over the course, students will reflect on their perceptions of sea level rise and how it impacts their daily lives, as well as the lives of others around them. Through guided prompts, students are encouraged to think about their relationship with the coastline and how sea level rise may alter that relationship. The experiential learning components, visiting the Florida Museum of Natural History to view past cultural use of SE Florida, as well as reading the text *Rising: Dispatches from the New American Shore* will engage students in viewing ties to the coastlines across different cultures and socio-economic backgrounds in ways that may be different than their own.

## VI. UF Gulf Scholars Program

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Communities along the Gulf are facing complex environmental, health, and social challenges – all of which are exacerbated by climate change. These challenges will take leaders from many disciplines and diverse lived experiences to solve. **UF Gulf Scholars is an exciting new opportunity to earn your degree while doing meaningful work to promote stewardship, resiliency, and innovation in communities around the Gulf.** Gulf Scholars will have the chance to take Gulf-focused coursework; participate in internships, research projects, field excursions, and more; network with professionals and peers from many academic backgrounds; and work with faculty mentors and community partners on Gulf Impact Projects.

Enrollment in the UF Gulf Scholars Medallion program is now open, and **students from all majors are encouraged to sign up.** Please visit the website for more information:

<https://gulfscholars.bobgrahamcenter.ufl.edu/uf-gulf-scholars-medallion/>

## VII. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or

via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the

following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Violations of the Honor Code such as plagiarism will not be tolerated. Acts of plagiarism will receive a 0 on the assignment as well as disciplinary action for academic integrity.**

## **Policy on ChatGPT and use of AI-generated text/writing bots**

While AI tools like Chat GPT can be efficient, students should be critical of it as in any other source of information. It may interpret technical information poorly, may get facts wrong, and does not appropriately credit sources. Be very careful in its application and credit and paraphrase it as you would any other sources. Good writing integrates multiple sources and aims for engaging readers with the content which AI-generated text can fail to do. Direct copy-paste of AI-generated text or minimal revision of artificially generated text is a form of plagiarism, as would be from any other text or document, so if you choose to use, please always thoroughly revise, edit, fact-check, and improve any writing generated with AI tools. It is also fine not to use it at all. ***In this course, AI-generated text is not allowed to be used in your reflections, discussion prompts or in the final writeup.***

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation,

assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.