

**Problem Solving Initiative—Acting on Climate Change**  
**Law 741**  
**Syllabus – Winter 2021**  
[Work in Progress]

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Class meets remotely on Zoom: Tuesdays from 3:15-6:30 PM  
*Class Zoom link can be found on the class Canvas page.*

**Required Course Materials:**

All materials will be posted on Canvas throughout the semester.

**General Course Description:**

*Background and problem statement.* Human-driven climate change is happening now and is projected to accelerate. While we need to pursue mitigation aggressively (e.g. rapidly reducing CO<sub>2</sub> and other GHGs emissions) to avoid climate change's most disruptive impacts, there is growing agreement that we are already adapting to some of these impacts, often in unsustainable and inequitable ways. This class will address the legal and practical issues that governments (especially local governments) may face as they adapt to climate change.

Students will do background reading on the science and law of climate change as well as on the special challenges presented by adaptation science and practice. There will be a focus on the roles that co-production of science and policy solutions, potential legal liability, and the presence of various insurance mechanisms can and do play in shaping adaptation. During the semester, students will interact with city officials and other experts to better understand the cities' decision contexts and information needs, with the goal of co-producing a final product (e.g., policy brief, decision-support tool, report) that cities can use to inform climate adaptation action.

*Co-production of knowledge and action.* The class will rely on the co-production of knowledge and practice between researchers and practitioners to create outputs/outcomes that both increase students' knowledge and skills towards solving climate change problems and are usable by city practitioners. There is compelling scientific evidence that co-production increases knowledge usability. We define co-production as the collaborative process of designing, carrying out, adjusting, analyzing, interpreting, and using the results from research and knowledge generation to solve practical problems). There are many different ways to engage with stakeholders to co-create knowledge and we will explore them theoretically and practically. For this class, co-production is as much about the process of meaningful exchange that attend to the plurality of knowledge, trust building and equity among

participants as it is about co-creating knowledge that is likely to be adopted by those seeking to solve problems on the ground.

*Climate adaptation, liability, and Insurance.* While many areas of law can be relevant to climate change adaptation, potential legal liability and insurance issues are among the issues that are beginning to get careful attention. The following are just a few of the ways in which the potential for legal liability as well as the role of insurance mechanisms might be understood in a way that provides strengthened incentives to prioritize climate change adaptation:

- The threat of civil actions brought against local governments for harms caused by their failure reasonably to adapt to or plan for climate change have the potential to create strong adaption incentives, but they face a number of obstacles: from familiar exceptions to state and local governments’ waivers of their traditional sovereign immunity to the difficulty of proving negligence as well as a causal link between specific government decisions and specific harms.<sup>1</sup> But there are exceptions to those exceptions; and sometimes negligence and causation might in fact be provable, leading to potentially large damage awards. In the light of such a possibility, a sober assessment of potential tort liability risks for adaption inaction could provide additional incentives to act.
- Because private actors do not generally enjoy the benefits of sovereign immunity, their potential for tort liability for failure to take the established science of climate change into account may be greater than that of government actors. Specifically, private architects, engineers, and other professionals who are engaged by local governments or by private individuals and firms to do construction planning may be subject to such liability.<sup>2</sup> Further, to the extent the threat of liability is for private actors rather than government actors, should municipalities be concerned that the threat of private liability for negligent climate-change planning could make it more difficult, and more expensive, to enter into contractual relationships with such private service providers? Will engineers, architects, and construction firms who contract with cities in the GL region expect to be compensated for this risk?
- Besides the potential role of civil suits, there is the role played by the risk of “takings” claims.<sup>3</sup> For example, it has long been argued that local governments’ incentives to adopt adaptation measures are inhibited by the risk that affected property owners will make a takings claim, arguing that under the U.S. Constitution they are entitled to “just compensation” for any decrease in value of their property that results from the government’s actions.<sup>4</sup> More recently,

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<sup>1</sup> *Climate Change Adaptation and Liability: A Legal Primer and Workshop Summary Report*, available online at [https://www.clf.org/wp-content/uploads/2018/01/GRC\\_CLF\\_Report\\_R8.pdf](https://www.clf.org/wp-content/uploads/2018/01/GRC_CLF_Report_R8.pdf)

<sup>2</sup> Id. See also <https://www.greenbiz.com/article/legal-liability-could-catalyze-action-climate-change>; <https://www.houstonpublicmedia.org/articles/news/2018/04/05/277534/homeowners-sue-costello-engineering-firm-over-harvey-flood-damage/>.

<sup>3</sup> Takings Clause, U.S. Const. amend. V.

<sup>4</sup> James G. Titus, *Rising Seas, Coastal Erosion, and the Takings Clause: How to Save Wetlands and Beaches Without Hurting Property Owners*, 57 Md. L. Rev. 1279 (1998) (discussing application of Takings Clause to responses to sea-level rise); and Megan M. Herzog & Sean B. Hecht, *Combatting Sea-Level Rise in Southern California: How Local Governments Can Seize Adaptation Opportunities While Minimizing Legal Risk*, 19 Hastings W.-Nw. J. Envtl. L. & Pol’y 463, 479–82 (2013) (discussing takings impact of adaptation strategies). The threat of Takings liability that cities face is to some extent diminished by the possibility of courts taking into account offsetting benefits to the complaining party. See, for example, *Borough of Harvey Cedars v. Karan*, 70 A.3d 524 (N.J. 2013) (in case involving eminent domain of portion of beachfront property for construction of a sand dune to protect against

some scholars have begun to explore the possibility of takings liability for *failing* to act on climate change. Although some courts have so far been reluctant to the idea that government inaction can constitute a taking in the adaptation context,<sup>5</sup> others have found ways to characterize government failure on adaptation to be action rather than inaction and therefore grounds for takings claims.<sup>6</sup> Form whichever directions takings liability is more likely, the threat of such claims should be better understood.

- What's more, if any of these sources of potential liability (takings or torts) were to begin to gain traction, they would also raise issues of insurance: specifically, liability insurance. Where there is liability risk, there is the question of liability insurance coverage. Do municipalities' current liability insurance policies cover these sorts of potential liability risks? Should such coverage be purchased? If the market does not provide such coverage, should the state or federal government provide it?<sup>7</sup>
- More generally, insurance for property damage caused by weather-related events is becoming more expensive as climate-change progresses. This can be seen recently in the moves by homeowners' insurers in California to withdraw coverage in areas at high risk of forest fires. Similar issues could arise in and around GL cities, as the cost of insuring weather-related damages pushes up the cost of property insurance, which price increases, in the absence of government intervention (and sometimes in the presence of government intervention),<sup>8</sup> may tend to be regressive in effect. Further, existing government-provided insurance for weather-related risks (namely, the National Flood Insurance Program), because of its reliance on outdated flood maps and its use of pricing models that do not reflect actuarial risks, tend to encourage costly development and redevelopment in areas near water that perhaps should be allowed to return to nature. The existing NFIP structure is, for these reasons, arguably unsustainable. It might be useful, therefore, for city planners today to begin to anticipate a future world in which flood insurance in what used to be 500 year flood zones, but are become 50 year flood zones, is much more expensive.
- Finally, any discussion of the risk to municipalities of failure to adapt to climate change should include the costs of borrowing. Even if it has not happened yet, it will eventually happen: bond

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erosion and storms, jury award of \$375,000 to property owner is overturned by New Jersey Supreme Court, who concludes that offsetting benefits must be taken into account; parties later settled for \$1.)

<sup>5</sup> Christopher Serkin, *Passive Takings: The State's Affirmative Duty to Protect Property*, 113 Mich. L. Rev. 345 (2014). But see David Dana, *Incentivizing Municipalities to Adapt to Climate Change: Takings Liability and FEMA Reform as Possible Solutions*, 43 B. C. Env'tl. Aff. L. Rev. 281 (2016) (arguing that Takings liability is not a good fit for the problem of adaptation inaction by local governments). But see *St. Bernard Parish Gov't et al v. United States*, 887 F.3d 1354 (2018) (holding that government cannot be held liable on a takings theory for inaction in case involving alleged failure of Army Corps of Engineers to properly maintain or modify the Mississippi River-Gulf Outlet).

<sup>6</sup> *In Re Upstream Addicks and Barker (Texas) Flood-Control Reservoirs*, 138 Fed. Cl. 658 (2018) (upholding takings claims brought by property owners against federal government for damage caused by dams during Tropical Storm Harvey on the theory that the government's decision to build and maintain dams were instances of action rather than inaction).

<sup>7</sup> For example, private insurance markets do not generally provide liability insurance coverage to cities that covers takings claims, although an argument can be made that such insurance, whether provided by private insurers or the state government itself, would be a useful antidote to the understandable risk aversion of city administrators. Christopher Serkin, *Insuring Takings Claims*, 111 Northwestern L. Rev. 75 (2016).

<sup>8</sup> Omri Ben Shahaar & Kyle D. Logue, *The Perverse Effects of Subsidized Weather Insurance*, 68 Stan. L. Rev. 571 (2016) (showing that government provided weather insurance, including NFIP and Florida's wind insurance program, tends to produce cross-subsidies that favor high income individuals).

markets, which typically involve relatively sophisticated investors with a strong incentive to pay attention to the future, will begin to take notice of the failure of cities to plan for climate change. Thus, all of the sources of future costs (liability costs, insurance costs, and the like), will eventually be taken into account in the setting of interest rates paid on state and local bond issuances. For that reason, it is possible that the cost of inaction on climate change will be felt first in the cost of borrowing for current municipal projects.

*Class Components and partners.* The course will have several components. The first component is your group project. For this project, your primary "stakeholder" will be GLISA -- Great Lakes Integrated Science and Assessment. GLISA is an organization whose mission is to co-produce actionable climate information for the Great Lakes region. (You can read more about them [here](#)). You will be gathering information and developing written content that GLISA will use in its work. Having GLISA as the class's primary stakeholder will allow us to look at a diversity of emerging legal issues related to adaptation that GLISA in turn can make into a supporting tool to inform cities that might be experiencing these issues already or will in the future.

On the first day of class you will be divided into three groups. Each of the three groups will be assigned one of the following adaptation-related stressors that affect cities in the Great Lakes region:

- 1) flooding and storm water drainage issues;
- 2) coastal erosion and lake levels variation; or
- 3) "harmful algal blooms" (or HABs).

Each group will research and study both the science and the law related to their issue. All of this research will then go into a report that GLISA will make available to cities. In the process of doing your work, you will be working directly with a number of cities. We already have a commitment from the sustainability officers at three cities to give us--you, that is--one hour of their time to discuss how any of these three issues pertain to them. Those cities are Madison, WI; Gary, IN; and Dearborn, MI. We also have contacts at one other city that might be useful.

This interactive, co-productive process will take the entire semester. The vast majority of the work on this project will be done outside of class time on your own initiative, although some class time every week will be reserved for project discussion.

In addition to the semester-long project, there will be a three-week problem-solving methodology component of the course. These will be classes 2, 3, and 4 of the course, and they will be taught by Professors Bridgette Carr and Ann Verhey-Henkey.

After the conclusion of the problem-solving methodology component of the course, the class will meet each week at the regular time. Most of the remaining weekly class sessions will include assigned readings and lectures from one of us or from a guest lecturer. Students will be asked to write short in-class reaction papers in response to the readings and the discussions. Some of those lectures will be on climate science, adaptation, and related topics. Others will be on potential municipal liability and other insurance/legal issues. While these lectures will not always directly relate to issues that you are addressing with your particular city, they will provide a useful general education about climate change adaptation and the legal issues that may arise.

Each class (after the problem-solving methodology component) will also include some time in Zoom

breakout sessions in which the teams can meet, brainstorm, and get input from us. At the midpoint of the semester, student teams will give short presentations to the class on what they have learned up to that point about the adaptation/legal needs of their respective city, including a rough plan for how their project will develop during the remainder of the semester. At the end of the semester, each group will present its final project to the class, city officials, and other experts. How all of these components of the class are graded will be discussed below.

### **Course Objectives:**

By the completion of this course, students will be able to:

1. Articulate the role of their discipline in addressing the topic of the course.
2. Define and understand the identified problem.
3. Describe methods to communicate across disciplines and with key stakeholders to discuss this problem.
4. Develop the skills to work collaboratively to create innovative professional perspectives and practices that assist with solving the problem.
5. Reflect on the systemic factors that perpetuate and make it difficult to solve the problem.
6. Have a basic understanding of some the key legal issues arising in connection with climate change adaptation.
7. Understand the theory and practice of co-production and the different ways it may shape problem solving

### **Office Hours:**

By appointment

### **Attendance, Class Participation, Opt-Outs, COVID Care:**

Class participation is an essential part of the course, we will spend time in class applying the concepts and research ideas you have gathered. Class attendance is mandatory. If you cannot make a class, please email both professors in advance. Class participation is an essential part of the course, as we will spend time in class applying the concepts and research ideas you have gathered. The course requires significant participation and preparation. In any course in which group work is an integral component, students may have concerns about workload distribution within the group. We are hopeful in light of the real world applications of our work, that “free riders” will not be an issue. However, peer assessment will be part of the evaluation of the course. Each student will complete a self and peer assessment form at both the midpoint of the semester and at the end. If any of the assigned readings (for whatever reason) happen to include topics that you find personally difficult to discuss in class, let us know in advance, and we will not expect you to participate in the relevant conversation.

Although the end is in sight (with the vaccine on the way), COVID-19 is currently still raging. Therefore, we recognize that one of us may become ill, need to take care of someone who is ill, or

be emotionally affected because of the effect of this pandemic on their loved ones. And with our class being conducted online, we also anticipate that some of you will sometimes have technical difficulties with your equipment or internet connectivity. For all of these reasons, this year more than ever it is important that you keep the lines of communication open with us about your circumstances, whatever they are, so that we can (a) help you as best we can, and (b) prepare accordingly so our class sessions can run smoothly. This course is meant to challenge and motivate you, not to stress you out or add too much to your plate during times of intense emotional strain. If you are facing difficult circumstances and need to opt out of participating in a class session, tell us. If you know that you will not be able to join us for an online class session, please tell us that, too.

### **Zoom Stuff:**

The biggest potential drawback to remote learning is that it can inhibit student engagement and participation. This semester, we want to combat this by creating a welcoming and inclusive virtual learning community, which requires each of us to be actively engaged in each class. To do so, we ask that you adhere to the following guidelines during class:

- Display your full name on your screen
- Please turn on your video during class if you are comfortable doing so. (Pick a virtual background if you'd like, as long as it's not distracting.) Turning on your video helps build community and encourages engagement. It also helps us as your professors. If you choose to turn your video off during a specific class, or for a particular portion of a class, you don't need to explain why your video is off. But please let us know if you are uncomfortable turning on your video at all. Creating a safe and welcoming learning environment is one of our top priorities.
- Please close out of all other programs, apps, etc. on your computer so that you are not distracted.
- Keep your microphone muted when you aren't speaking to the class or in a breakout room.
- Please don't stress if a pet or a kid wanders across your screen. One of ours will likely do so several times a class. We might just ask that you introduce them. We'll do the same.
- During class, feel free to use the chat function to comment on the discussion, raise questions, etc. If you have a question, feel free to use the "raise hand" feature on Zoom, physically raise your hand, or simply interject when there is a pause.
- There may be times in which your technology fails you or other circumstances impair participation. Don't stress about it. Just do your best; and please let us know if there are ways we can make things easier for you.
- All of our class sessions will be recorded and posted on Canvas, so if you have to miss a class due to illness or technical difficulties, you will be able to watch later to see what you missed.

We believe that building community is critical to the learning experience. As such, we'll take time each class to get to know one another. During class, we'll be doing a lot of small group work using

breakout rooms. At the beginning of the course, you will have the opportunity to share your preferred name and pronouns.

### **Evaluation and Assessment:**

Students will be assigned to group project teams during the course. Student grades will be determined by the quality of team work product, group processes (e.g., ability to meet deadlines, ability to communicate effectively), and individual performance.

One third of your grade will be from the 1-credit Problem Solving Module taught by Professors Carr and Verhey-Henke. They will provide your grade for that portion of the course. For the remainder of your grade, the substantive criteria we will use for evaluation fall into five major categories with the weights described below. (Note that unanticipated course developments may require some modification in category weighting at the end of the term).

#### **1. Team Work (50%)**

This portion of your grade will be based on an evaluation of the team's collective work. In determining that grade, the following sorts of issues will be taken into account:

Did the team's work product demonstrate excellent judgment and superior research, analysis, critical thinking, and problem solving skills? Did the team express its thoughts in an organized manner? Did the team's written and oral work product employ proper grammar, sentence structure, and vocabulary? Did the team's work respond effectively to potential challenges and positions expressed by others? Did the team contribute significantly to the success of the overall class plan or strategy? Did the team display cooperation and effective communication? Did the team function effectively and utilize the skills and knowledge of all team members? Did the team consult with the professors and other knowledgeable experts appropriately? Did the team meet established deadlines?

#### **2. Individual Contribution to Team (20%)**

This portion of your grade will be based on evaluations (one at mid term and one at the end of the semester) by your peers of your contribution to the team and to the class. Factors that will be taken into account include the following:

Did you attend group meetings regularly and arrive on time? Did you contribute meaningfully to group discussions? Were you open to, and respectful of, other points of view? Did you complete group assignments on time? Was the work you prepared for the team high quality? Did you demonstrate a cooperative and supportive attitude? Did you contribute significantly to the success of the project?

#### **3. Individual Participation in Class Discussion (20%)**

This portion of your grade will be based on our evaluation of your contributions during class discussions as well as your written work. Factors that will be taken into account include the following: Did you participate regularly in class discussions? Were you prepared to discuss developments in your projects in an effective manner with other students? Did you respond courteously and with due consideration to professors, guest speakers, consultants, and classmates? Did you strive for cross-disciplinary cultural competence (i.e., an appreciation for the language, norms, perspectives, and practices of other disciplines) and understanding of other differences among your classmates? Did you display honesty and integrity?

**4. Individual Written Work (10%)**

For a number of the classes, we will ask you to write short in-class reactions to the assigned readings and the class discussion.

**Grade Assessment Descriptions**

A	Consistently excellent work in all areas, with at least one outstanding piece of significant work. A student who earns an “A” will take full ownership of the project, be organized and attentive to details, will always allocate sufficient time and effort to carry out tasks responsibly, and will recognize, consider, and appropriately resolve ethical issues. The student will show initiative and creativity in planning and developing solutions, rather than merely carrying out plans outlined by the professor, and will be reflective, professional, and respectful. S/he will have shown considerable progress in mastering the various skills necessary to be an effective problem solver, and will actively prepare, participate, and take initiative in all class sessions and team sessions.
A-	Mostly excellent work in all areas and some very good work.
B+	Consistently very good work or a mix of generally very good work, occasional excellent work, and some competent work.
B	Competent and adequate work with some very good work, but with some weaknesses.
B-	On the whole, competent work but with some significant lapses or shortcomings.
C	On the whole, marginally competent work with frequent lapses or shortcomings.
C- or below	Serious difficulties with performance; failing to meet responsibilities.

Students enrolled in and registered through schools or colleges that permit pass/fail grading may opt for pass/fail grading in this course. Students who choose the pass/fail option will receive a grade of "pass" if they meet the conditions set forth by their schools or colleges for such grade.

### **LAW 741 Course Code of Conduct**

1. **Our primary commitment is to learn from each other.** We will listen respectfully to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, experiences, interests, identities, and values.
2. **Respect others' right to hold opinions and beliefs that differ from your own.** Be open to hearing their perspectives. Be open to changing your perspectives based on what you learn from others. Be okay with disagreement.
3. **Be courteous.** Don't interrupt or engage in private conversations while others are speaking. Be aware of the messages you may be communicating with your body language.
4. When you disagree with your peers, **challenge or criticize the idea**, not the person.
5. **Support your statements.** Use evidence and provide a rationale (preferably from the material we are covering in class) for your points.
6. **Take care when generalizing about groups of people, whether you belong to that group or not.** Consider who might feel excluded or devalued when you offer a broad characterization of a group. Do not ask others to speak on behalf of a group you perceive them to represent.
7. **Share responsibility for including all voices in a discussion.** If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
8. If you are offended by something or think someone else might be, **speak up** and don't leave it for someone else to have to respond to it.
9. **Take work in pairs or small groups seriously.** Remember that your peers' learning depends upon your engagement.
10. **Get to know the other students!** Introduce yourself to students in the Zoom meetings and breakout sessions. Refer to classmates by name and make eye contact (by looking into the camera).
11. **Recognize that we are all still learning**, and trust that people are always doing the best they can.

### **Mental Health and Wellbeing:**

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

### **Disability Statement:**

The University of Michigan is committed to providing equal opportunity for participation in all

programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G 664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined, SSD will contact the Law School's Office of Student Life (734-764-0516, [lawstudentlife@umich.edu](mailto:lawstudentlife@umich.edu)) with a recommendation, and Student Life will work with you and SSD to finalize and facilitate your accommodations. For more information about this process, please feel welcome to contact the Office of Student Life. We'd also be happy to talk with you about this.

### **Diversity, Equity and Inclusion:**

All students are welcome and valued in this course, and we strive to be inclusive of a diversity of voices and perspectives in the classroom and in course materials. We also strongly believe that environmental sustainability cannot be achieved without equitable and inclusive solutions. We have made diversity, equity and inclusion a priority in this class, but of course there is always room for improvement; please do not hesitate to speak with me about your concerns. I would like to draw your attention to these excellent student resources and initiatives:

Diversity, Equity and Inclusion Resources:

- SEAS: <http://seas.umich.edu/dei>
- Rackham: <http://www.rackham.umich.edu/diversity-equity-inclusion>
- University-wide: <https://diversity.umich.edu>
- CEW+ (Center for the Continuing Education of Women): <http://www.cew.umich.edu/about/>
- Multi-Ethnic Student Affairs: <https://mesa.umich.edu/about-us>
- Rackham Graduate School Students of Color: <http://www.rackham.umich.edu/students/campus-guide/students-of-color>
- Rackham Graduate School Students with Disabilities: <http://www.rackham.umich.edu/students/campus-guide/disabilities>
- Student Life Counselling and Psychological Services: <https://caps.umich.edu>
- Student Life Spectrum Center: <https://spectrumcenter.umich.edu>
- Students with Children: <http://www.studentswithchildren.umich.edu/index.html>

### **Writing Help:**

We can all benefit from feedback and constructive input on our writing from time to time. The Sweetland Writing Center offers a variety of writing workshops (to groups and individuals), seminars, and courses specifically designed for graduate students. You can also book individual consultations. Their web address is: <https://lsa.umich.edu/sweetland/graduates.html> (click on the Writing Workshop link).

There are also some great resources and workshops offered through the English Language Institute:

<https://lsa.umich.edu/eli/language-resources/eap-workshops-for-graduate-students.html> See also:  
<https://lsa.umich.edu/eli/language-clinics/graduate-writing-clinic-for-international-students.html>  
for graduate writing clinics.

### **Academic Misconduct:**

The University of Michigan Rackham Graduate School includes a policy on Academic and Professional Integrity: “As members of this community, and as future leaders in research and the professions, all Rackham students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University.” <http://www.rackham.umich.edu/current-students/policies/academic-policies/section11>

It is the students’ responsibility to familiarize themselves with these policies, particularly the section on plagiarism and other forms of academic and professional misconduct. Further information on plagiarism can be found on the University of Michigan Library’s page:  
<http://guides.lib.umich.edu/c.php?g=283392&p=1887232>.

In short, all of the written work you submit must be original by you and written in your own words. Copying the work of others, including “representing the words, ideas, or work of others as one’s own in writing or presentations,” or copying the work of others with only minor modifications (paraphrasing), is considered plagiarism. Any written work with evidence of plagiarism, whether by accident or on purpose, will receive a grade of zero (0). Cases of academic misconduct, including plagiarism, may be referred to the Rackham Graduate School for further review and disciplinary action.

## Course Materials:

All of the assigned readings for the course will be available on the course Canvas page at the “Files” link, located on the left side of the Canvas homepage.

## Course Schedule and Required Readings:

January 19:

### Introduction to the Course

The professors will introduce themselves and the general topics of the class. Students will be expected to give short introductions of themselves as well. You may tell us whatever you want to tell us about yourself, but here are some possible ideas: Who are you? (anything about yourself or your background or plans for the future); What was your undergraduate major and what are you studying now? Why did you decide to take this class, and how do you think it will add to your education/practice?

### Readings:

- Wise, R. M., I. Fazey, M. Stafford Smith, S. E. Park, H. C. Eakin, E. R. M. Archer Van Garderen & B. Campbell (2014) Reconceptualising adaptation to climate change as part of pathways of change and response. *Global Environmental Change*, 28, 325-336.
- Deanna Moran & Elena Mihaly, Climate Change Adaptation and Liability: A Legal Primer and Workshop Summary Report (2018), pages 7-37.

January 26: [Problem Solving Boot Camp Part I with Carr and Verhey-Henke]

1. We will be using an online tool called MURAL for the entire semester, it allows us to do collaborative problem solving virtually. In order to be ready to go for class this week please complete this 1 Hour MURAL training before class this week.
2. Please read the Interviewing for Insights PDF slides.
3. Please come up with 3-5 questions in each of the following categories to ask your faculty members to learn more about your problem statement.
  - a. Descriptive (Broad, Open, Evokes Storytelling)
  - b. Structural (Specific, In-depth, Use to Categorize)
  - c. Contrast (Clarity, Understand Relationships, Understand How Terms Are Used)

During class you will need to transfer these questions to your MURAL board so please have them typed up and accessible for class.

February 2: [Problem Solving Boot Camp Part II with Carr and Verhey-Henke]

1. During our class last week we asked your group to identify some questions to use when interviewing your faculty members. Each individual in your group should answer those same questions for themselves and post their answers in your Group Workspace. All of you bring expertise, information, and assumptions about the

problem you are trying to solve-- -- it is important for us to document those at the beginning of the process!

2. Please watch the recording Ann made to walk you and your group through making an Ecosystem Map. After watching please complete the first version of your Ecosystem Map on MURAL.
3. Complete the social identity wheel and watch and complete the exercises (including the wheel) in the [Community Engagement: Collaborating for Change MOOC](#)  
The link to the MOOC is at the bottom of the Community Engagement page ("Access the MOOC"). Note: the social identity wheel that you complete is for your own reflection -- you will not be submitting it for class.  
You only need to watch and complete a portion of Module 2, Section 1 (you can stop at the section titled "Dimensions of Social Identities Continued")

February 9: [Problem Solving Boot Camp Part III with Carr and Verhey-Henke]

1. Working with your group please identify the How Might We statement you want to use for Ideation. Put your chosen statement through the faucet. We will use your How Might We statement as the foundation for our last class together.

February 16: TBA (speakers: Maria Lemos and Matt Gaud)

February 23: TBA

March 2: (guest speakers: Samantha Basille and Andy Buchsbaum)

March 9: TBA (guest speaker: Oday Salem)

March 16: TBA

March 23: TBA

March 30: TBA (guest speaker: Maxine Burkett)

April 6: TBA

April 13: Final presentations

The eight classes from February 16 through April 6 will cover a range of topics, potentially including co-production, climate modelling and uncertainty, urban adaptation, tort liability and government immunity, takings law, and the roles of private and public insurance. The precise topics, the speakers, and the order of presentation are still to be determined. We will take into account student input based on student research, interviews, and the Boot Camp experience. The final class will be reserved for presentations to the class and relevant practitioners and experts.