

SYLLABUS

Humans in the Environment: Global and Local Explorations Along the Urban to Wildland Gradient

Class Times & Location: All classes meet in XXXXX (to be determined)

Mondays, 8:30-10:20am

Wednesdays, 8:30-10:20am (lecture) 10:30-11:20 (Discussion)

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Office Hours: **Wednesday 1:00-2:00pm** in Room 114 Winkenwerder Hall

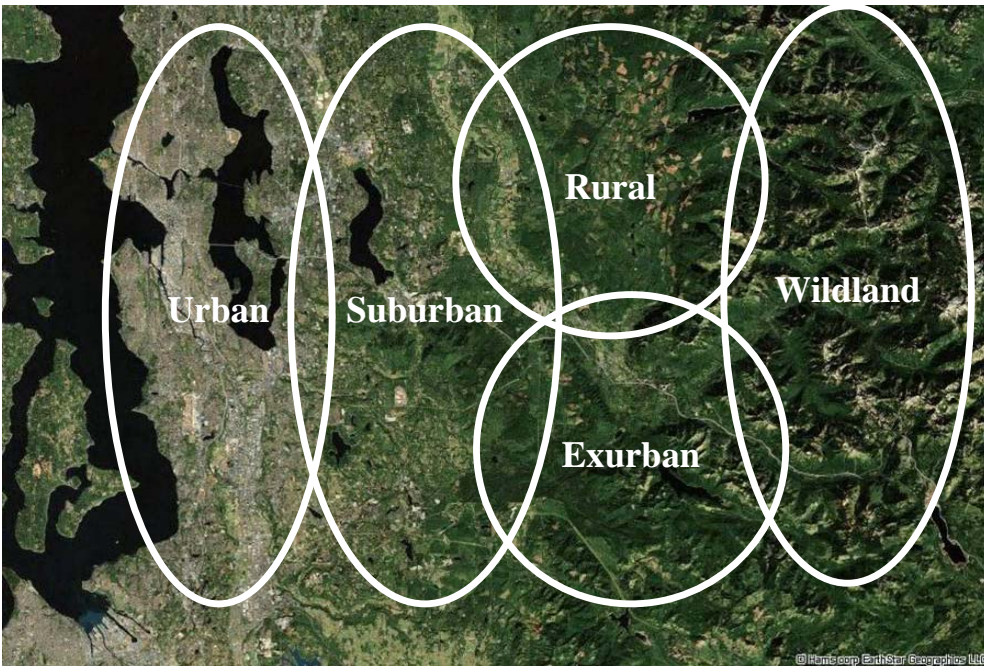
Course Description

Today, over 50% of the world's population lives in urban environments. With the rapid worldwide increase in mega-cities and increasing consumption of finite resources, it has become imperative to think about how we want to interact with our built environment, what we leave “un-built”, and what quality of life we want to leave for future generations.

In this course, we will explore key issues related to the complex relationship between humans and the environment, using an urban to wildland gradient as our “road map”. Topics will be introduced first at a global scale (with accompanying readings), followed by a closer examination at how these topics fit within the context of the greater Seattle region, with a focus on both scales of promoting the long-term sustainability of resources. Sustainability is based on a triad that includes the natural and built environments, human communities, and economics. In this class, sustainability is defined as the creative approaches designed to meet the needs of the present without compromising the needs of the future, while recognizing that humans and our environments depend on one another.

Issues of justice and equity are also important aspects of sustainability. Seattle has been ranked as the third most sustainable city in the United States, and is considered a leader in implementing policies related to improving the relationship between people and the urban environment. This class will explore sustainability through local case studies that address green buildings and landscaping, green spaces (including parks), housing, poverty, urban creeks and salmon, urban development, and growth management. The course will generally explore the following questions:

- Why is sustainability important?
- What aspects of sustainability are important for urban/built environments?
- What aspects of sustainability are difficult to incorporate and why?
- How can we create sustainable built environments in an increasingly urban world?



Course Structure

This is a 5-credit course that meets two times a week. Mondays are lecture periods where we will usually introduce topics and case studies at a global scale. On Wednesdays, we will examine how these topics relate to Seattle and the Pacific Northwest. Following Wednesday's lecture, we will have a discussion and activity session to further develop concepts covered throughout the week. These sessions will frequently be facilitated by student groups.

How to Get Help

If you want to meet with me because you have questions or need assistance with course material, you can see me during my office hours. If this time does not work for you, please let me know so we can arrange an alternate time. My scheduled office hours will be Wednesdays, from 1:00-2:00pm in Room 114 Winkenwerder Hall. The best way to contact me outside of class is through email (srullman@u.washington.edu).

Student Learning Objectives

- Become familiar with social, economic and ecological issues related to urbanization along an urban-wildland gradient;
- Become familiar with the concept of sustainability as it applies to human practices and activities along this gradient;
- Develop an understanding of why sustainable practices are important for urban areas;
- Develop an understanding of why issues of justice are important in evaluating sustainable practices;
- Develop critical thinking, writing, and discussion skills related to issues of sustainability, humans and the built environment.

Student Responsibilities

- Attend all classes- attendance will be taken.
- Complete the assigned readings *prior* to class time and pay attention during lecture periods.
- Actively participate in group discussion periods and small group activities.
- Complete all assignments on time- no late assignments will be accepted.

Grading:

We are currently revising our approach to grading and assessing student learning for the "Humans in the Environment" course offerings and will include those outcomes in subsequent versions of these syllabi.

The University of Washington uses a numeric grading system. Below is the conversion table from points to a numeric grade:

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|-------------------------------|--|
| A 4.0-3.9100-98 points | C- 1.8-1.561-58 points |
| A- 3.8-3.597-90 points | D+ 1.4-1.257-55 points |
| B+ 3.4-3.289-84 points | D 1.1-0.954-52 points |
| B 3.1-2.983-78 points | D- 0.8-0.751-50 points. Lowest passing grade. |
| B- 2.8-2.577-70 points | 0.0 Academic failure. No credit earned. |
| C+ 2.4-2.269-65 points | |
| C 2.1-1.964-62 points | |

Policy Regarding Plagiarism and Cheating:

Students in this class are expected to adhere to the University's policy on plagiarism and other forms of cheating. One of the most common forms of cheating is plagiarism; that is, taking the ideas, writings, or inventions of another and representing them as your own. The guidelines that define plagiarism also apply to information secured on internet websites. Another common form of cheating involves exams. Copying from someone else's paper, using notes (unless expressly allowed by the teacher), altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker are all flagrant violations of University policy. These definitions are taken directly from the policy developed by the Committee on Academic Conduct in the College of Arts and Sciences. For more information go to the University's Faculty Resource on Grading web page at: <http://depts.washington.edu/grading/issue1/honesty.htm#plagiarism>
Any student caught plagiarizing or cheating will be disciplined to the University's Student Conduct Code (WAC 478-120). For more information go to: <http://www.washington.edu/students/handbook/conduct.html#010>.

Syllabus and all course materials are located on the course website:

<http://depts.washington.edu/humanenv/>

Humans in the Environment- Autumn 2008- Draft Class Schedule

| Week | Lecture Topics | Required Readings | Discussion Exercise Wednesdays 10:30-11:20 | Additional Readings |
|------|---|--|--|---|
| 1 | September 24- Course Introduction. The Urban-Wildland Gradient: Road Map to Exploring Urbanization and Its | “The Earth Charter” and “The Charter of the New Urbanism” | Activity: Designing an “ideal” community | Formatted: Bullets and Numbering Audracs et al. 1999 Ideal urban form & visions of the good Florida's growth management dilemmas Journal of the American Planning Association, 56 (4) 470-483 |
| | September 26- Utopian Dreams and an Introduction to Sustainability | To Be Determined | | |
| 2 | September 29- Urban Jungle: Urbanization on a Global Scale | Chapter from UN-Habitat: State of the World's Cities 2006/7 | Activity: Ecological Footprint Calculation | Rees, W. Ecological footprints and carrying capacity: What urban economics leaves behind |
| | October 1- Seattle's History: “Log Off. Log On.” | To Be Determined | Venetoulis et al. 2004. Ecological Footprint of Nations | |
| 3 | October 6- Environmental Justice | To Be Determined | Activity: The Geography of Breakfast | Formatted: Bullets and Numbering Curran, Fred. 2005. Eco-localism and Sustainability. <i>Ecology</i> 46 (1): 83-102 |
| | October 8- Green Building | Bullard and Clinton. 1994. Overcoming racism in environmental decision-making. <i>Environment</i> , 36 (4): 10-20 & 39-44 | | Formatted: Bullets and Numbering |
| 4 | October 13- Expanding Cities | Chapter from UN-Habitat: State of the World's Cities 2006/7 | Student Facilitated Discussion: “Sprawl” | Turner et al. 2004. Global Urbanization and the Separation of Humans from Nature. <i>Nature in Science</i> 54(6). |
| | October 15-Sprawl: Elbow Room and the American Dream | Lawrence. 2005. The Context and Causes of Sprawl. In <i>Nature in Fragments: The Legacy of Sprawl</i> 3-17. Columbia University Press. | | |
| 5 | October 20-Urban and Suburban Wildlife | Ferguson et al. 2001. Wildlife of Urban Habitats. In <i>Wildlife-Habitat Relationships in Washington and Oregon</i> . Oregon State University Press. | The Trip of a Drip: Where does your water come from? GIS Lab | Johnson and Klerks 2005. The Impact of Sprawl on Biodiversity. In <i>Nature in Fragments: The Legacy of Sprawl</i> 3-17. Columbia University Press. |
| | October 22-Open Space, Parks & Reserve Design: Meeting the Desires of People and the Needs of Wildlife | | | |

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| 6 | October 27-World Wide Water Concerns | To Be Determined | Field Trip | |
| | October 29-Field Trip: Issaquah State Fish Hatchery or Cedar River Watershed ELC | Salmon | | |
| 7 | November 3- Sustainable Sustenance: Providing Food for an Urban World | To Be Determined | | |
| | November 5- Seattle's Urban Growth Boundary the Preservation of Rural Lands | To Be Determined | | |
| 8 | November 10- Reducing Human-Wildlife Conflicts in Rural Asia Guest Speaker- Jennifer Snell Rullman, Snow Leopard Trust | To Be Determined | | |
| | November 12- Global Preservation Strategies | Chapter from Principles of Conservation Biology | | |
| 9 | November 17- The Fringe- November 19- Exurban: Extractive Industries & Second Homes | To Be Determined | | |
| 10 | November 24- Wildlands... Ecosystem Services | To Be Determined | Costanza, R. et al. 1997. The value of the world's ecosystem services and natural capital. Nature Vol. 387. pp. 253-260 | |
| | November 26- Field Trip: Seattle's SEA Streets & Carkeek Park | Field Trip | | |
| 11 | December 1- Urbanization and Global Climate Change | To Be Determined | Redesign your vision of an "ideal" community | |
| | December 3- Course Summary | | | |