

Sustainability-Focused Courses

Department	Course#	Course Name	Professor(s)	Semester Offered
College of Letters & Science				
AFRICOL	329	Economic Growth & Sustainable Development in Africa	Chatterjee, D	Fall
Economic development in African countries; poverty reduction strategies, role of education and health, Millennium Development Goals, agrarian systems, international trade; U.S. as key trading partner. Prereq: jr st.				
ANTHRO	355	Globalization, Culture, & Environment	Heatherington, Tracey	Fall
What are the human, cultural dimensions of climate change, food systems and water? Why should environmentalists be concerned about social inequalities and international development? What impacts do ideas about “sustainability” and ‘biodiversity’ come to have in different parts of the world? How should we assess ‘ecotourism’, or ‘environmental security’? Anthropologists attempt to grasp the experiences and perspectives of people themselves, ‘from the bottom up’. The course will be workshop-based, with a set of ethnographic readings and films forming the basis for focused discussion and debate of specific cases, problems, and approaches in the growing field of political ecology. ANTHRO 355 Syllabus				
ANTHRO	156	Food and Culture	Dr. Applbaum	Spring
Social and cultural implications of food; nutritional and dietetic concerns of secondary interest. 2 hrs lec, 1 hr dis Prereq: none.				
ANTHRO	307	World Archaeology: Foundations of Civilization	Dr. Arnold	Spring
This course will review the origins of agriculture, urban life and state level societies. Theories, processes and the archaeological evidence for changes in human economic and social organization will be discussed. The essential relationship between economy, environment and society provides the subtext for the more detailed presentation of the case studies. Readings will emphasize the Old World, but New World developments will be included for comparison. The geographic areas in which primary states developed and have been intensively studied archaeologically are the Near East (Anatolia, Mesopotamia, Egypt, and the Indus Valley) and Mesoamerica. These regions will be the focus of the course, with some discussion of the emergence of state level societies in other areas (such as East Asia, Africa and South America). Comparing Old and New World cultural responses to different environmental and geographic contexts focuses attention on the way in which the evolution of social complexity occurs, rather than on the memorization of facts and dates alone. The course provides a context for understanding the process of cultural evolution in the past as well as in today’s world by exploring why we are the way we are, and how we got here. ANTHRO 307 Syllabus				
ANTHRO	381	Honors Seminar: Extinctions	Heatherington, Tracey	Spring
We are witnessing unprecedented losses of biodiversity today. While efforts in global environmental conservation are intensifying in response to the urgency of impending extinctions, their successes are equivocal. Unbridled development & resource extractions are motored by global corporate and political interests. Recently, conservation schemes themselves have sometimes been viewed as extensions of neocolonial power structures that continue to dispossess indigenous and ethnic minorities in the age of globalization. What is the relation between species extinctions and cultural extinctions? Is there an inherent interdependence, or an inherent conflict, between anthropocentric and ecocentric interests? This seminar explores the problem of extinctions from an ethnographic perspective, “from the bottom up.” It considers how both the problem of biodiversity loss and approaches to conservation are embedded in political economic systems and transnational discourses. By reading entire monographs, we will draw on the “thick description” of specific communities and places to question how globalization, environmentalism and governance structures are interwoven in complex ways. Perspectives from the rainforests of Madagascar and the tropical forests of Mexico offer windows into the making and remaking of “wild” frontiers. We will also read short papers to survey themes of current importance, such as marine biology and the genetic management of wild species. ANTHRO 381 Syllabus				
ANTHRO	940	Seminar-Problems in Cultural Anthropology: Global Crises, Theory & Engaged Anthropology	Heatherington, Tracey	Spring
Global economic, humanitarian and environmental crises are necessary points of engagement in the contemporary social sciences. Intellectual traditions glossed as “critical theory” have been important to scholars attempting to understand				

structures, processes and practices associated with power, poverty, violence, exploitation, marginality, agency and ongoing political transformations in the world today. What new directions in critical theory are evolving in response to current events, such as financial crises in the US and Europe, new democratic social movements from the “Arab Spring” to “Occupy” to “Anti-Austerity”, and the growing chronicle of un/natural disasters and socio-ecological vulnerabilities that portend changing climate patterns? What insights and provocations do ethnographic perspectives contribute? The readings we will undertake together consist of advanced texts in ethnography and social theory. In particular, we consider examples of “engaged anthropology” from Madison, New York and Washington D.C. to Rome, Cairo, and Sofia. [ANTHRO 940 Syllabus](#)

BIO SCI 599 Special Topics in Bio Science: Ecological Complexity and Transdisciplinary Thinking
T Ehlinger Fall

CES 571 Practical Approaches to a Sustainable Future M Phillips Fall
Natural ecological principles used to develop sustainable human-influenced environments. Emphasis on practical solutions to assess and develop alternative sustainable human agroecological models. Permaculture focus and community application.

ECON 775 Economic Development-Policy Mohtadi, H Fall
This course surveys major themes in economics of development with an emphasis toward policy. The themes of the course begins with factual development experience from key developing regions, moving to growth diagnostics, a new and important area of inquiry that differs radically from model based approaches. It then moves onto capital and development, stressing the role of finance capital, but also including optional readings on human man capital (both education and health). It then moves onto trade and development, followed by a section on development and the environment. The next key area of focus is on the sources of underdevelopment with a focus on multiple equilibria and on anti-poverty policies. A final area that would be covered only if time allows is that of migration and development. While 774 focused on theory, the focus of this course is on analyses with direct policy implications. The course requires a high level of empirical and econometric skills and of course mathematical skills. Requirements include homework assignments, a midterm exam, and a term paper which can include an empirical research. [ECON 775 Syllabus](#)

ENGLISH 192 First-Year Seminar: Going Green: Literature and Film Kristin Terwelp Fall
Which movie won Al Gore an Academy Award? How can you lower your carbon footprint? What the heck is a carbon footprint anyway? Why should you “Curb Your Enthusiasm” for trucks and SUVs and drive a hybrid car instead? Why is Ed Begley Jr.’s house so cool? Should you care about global warming? This course will help you answer these questions and will likely have you asking many more by the end of the term. The “Green” movement in the United States has not only become very visible in recent years, but it has also become big business. So what is all the “Going Green” hype about? What do terms like global warming, eco-lifestyle, and global sustainability really mean? Can Americans be both high tech consumers and ecologically conscientious? In this course, we will trace the history of the “Green” movement beginning with texts by Henry David Thoreau, Walt Whitman, and several Native American writers and ending with films and texts by Wendell Berry, Annie Dillard, and Al Gore. We will also examine “green” advertising and do some virtual window shopping at a “green” Wal-Mart. That’s right, even Wal-Mart had joined the “Green” movement. [ENGLISH 192 Syllabus](#)

FOOD 101 Introduction to Food Studies Kuiper, Lawrence Fall
Ways in which food affects health; health “crazes;” systems of food distribution and economics; ethical and environmental issues; food as a symbol for social distinction. |Prereq: none.

GEOG 110 The World: Peoples and Regions Y Song; G Culver; P Day; Sziarto, K Fall/Spring
Course objectives: 1) To become familiar with the cultural, political, economic, urban, and environmental geographies of world regions. 2) To develop your geographic thinking by relating patterns and processes of various human activities in different parts of the world. 3) To develop your critical thinking about ‘regions’ and other geographic issues through inquiry into world regional controversies and participation in classroom debate on these issues. 4) To develop your ability to synthesize material through writing about geographic issues. [GEOG 110 Syllabus](#)

GEOG 125 Introduction to Environmental Geography Holifield, Ryan Fall/Spring
Introduction to environmental geography and related environmental problems aimed at understanding of the earth’s sys-

tems in our daily encounter with them. |Prereq: none. Although understanding physical and environmental processes is central to the course, Geography 125 is not simply a natural science course. Environmental geography concerns the interactions between humans and their non-human environments. One of the fundamental principles of this course is that environmental dynamics are inseparable from social, cultural, political, and economic processes and relations. Understanding the interrelatedness of environmental change and social/cultural processes — and specifically, issues of environmental justice, inequality, and sustainability — will be the focus of any of the assignments and discussions in the course. We will be particularly interested in how communities in and around the city of Milwaukee experience environmental problems and solutions in different and unequal ways. A primary aim of the course is to enable you to become a more aware, informed, and thoughtful environmental citizen, whether this course is the first step in an environmental career or the only geography or environmental studies course you ever take. [GEOG 125 Syllabus](#)

GEOG 140 Our Urban Environment: Introduction to Urban Geography L. McCarthy Fall
Cities are products of many forces. They are engines of economic development and centers of cultural innovation, social transformation, and political change. At the same time, there are important variations among cities in everything from employment opportunities to patterns of land use, racial composition, and social behavior. This course is an introduction to cities, to the approaches to studying them, and to the explanations offered for urban processes and forms. Major topics in this course focus on urban development and change, both at the scale of particular cities and at the scale of systems of cities in the United States, Europe, “newly industrializing countries,” and “less developed countries.” Particular attention is paid to the changing relations between economic, political, social and cultural, technological, and environmental processes and the changing urban environment. [GEOG 140 Syllabus](#)

GEOG 350 Conservation Natural Resources W. Mueller; Glen Fredlund Fall/Spring
The goal is to explore the positive and negative consequences of natural resource use. We are dependent on Nature for our survival and well being. The choices we make on resource use, as individuals and as a society, will affect our physical and economic well being well into the future. These choices always require trade-offs. If we maximize our management of Nature Resources for one set of values or preferences we will likely degrade the value of Nature for other purposes. As a society we arrive at Public Policy on natural resource use through our representative democratic process. The public policies we choose today will not only affect us but our children and grand children. The class introduces a range of topics related to affecting our decisions on public policy including environmental ethics, population dynamics, economics, science, and the wider range of cultural values. The class will focus primarily on our society but will touch on global challenges to conservation. We will begin by defining some basic concepts and a historical overview (wk 1), followed by an introduction to factors important to public policy; population, economics, science (wk 2). The second half of the class (weeks 3 & 4) will explore our uses of natural resources in fulfilling human needs and the impact of those uses on the greater environment we share. We will conclude with an exploration of sustainability and conservation. [GEOG 350 Syllabus](#)

GEOG 400 Geography of Population Kristin Sziarto Spring
This course introduces population geography to advanced undergraduate students, and graduate students. We will examine how and why aspects of population have been understood as ‘problems’ in different places and times. To develop this critical geographic approach to population issues, we will examine trends in population, population patterns at several scales (global, national, urban) and the population processes (fertility, mortality, migration) that create them. Further, we will investigate how population processes are shaped by, and engender, larger processes of political, environmental, urban, economic, and cultural change. Topics addressed include: The links between population, the environment, poverty, economic development, and urbanization; Contemporary debates around population problems at the global, national and local scale: global population growth, population and food, national population declines, public health provision, the HIV/AIDS epidemic, international migration, refugee crises, rural to urban migrations in the less developed world; Governments’ policies adopted to address their countries’ population issues—for example, family planning policies, migration policies, economic development policies, and public health policies; The gender dimension of contemporary population problems and policies. [GEOG 400 Syllabus](#)

HONORS 200 Honors Seminar-The Shaping of the Modern Mind: The End of Nature Rob Emmett Fall
Global climate instability, conflicts over increasingly scarce fuel and water, and periodic toxic spills make nature seem both unstable and a flashpoint for conflict. Since at least the 1980s, writers and public intellectuals like Bill McKibben have argued that the idea of “nature” as independent and unchanging has come to an end. Meanwhile, public cries to protect nature have grown louder and more pointed. We will study the new genres of environmental writing and film that have

emerged since Rachel Carson's Silent Spring, including popular journalism inspired by Carson's work as well as recent apocalyptic fiction that investigates environmental themes. We will also explore how contemporary environmental issues push us to test the limits of creative forms, including the novel, documentary film, lyric poems, and the manifesto. Essentially this course will be asking: "Whether or not nature has ended, how do we engage environmental injustices such as global climate change, industrial pollution, and the erosion of our food system in powerful, coherent, and effective ways?" [HONORS 200 Syllabus](#)

HONORS 352 Honors Seminar: Natural Sciences Climate Change: Past, Present, and Future
Glen Fredlund Spring

Science offers a unique and powerful tool for understanding our place in the world. Yet many individuals reject scientific conclusions when they conflict with their own social values or cultural norms. The science of climate change has become the most recent example of this phenomenon, and it is this science that will be our object of study. We will examine how climate science has progressed and why the majority of scientists agree that human activities are significantly altering Earth's climate. We will also analyze how the process of high-stakes science has played out in the internet era and affected public policy. Earth's climate machine is a complex system that includes the atmosphere, biosphere, lithosphere, and hydrosphere. We will explore these components as we become familiar with some of the basic physics of climate systems, a study we will approach conceptually rather than mathematically. Most of our time will focus on the ways that climate research pushed science towards a more complete model of Earth's interconnected systems. We will also explore how paleo-climate research has helped us validate our models of both contemporary climate systems and likely future climate change. [HONORS 352 Syllabus](#)

SOCIOLOGICAL 235 Social Change in the Global Economy Caldwell, Mark Fall/Spring

Global nature of contemporary economic and social change; local dimensions of globalization, economic integration, dislocation, transnationalization, popular resistance, and backlash. |Prereq: soph st or any Sociol 100-level course. How is your dream job related to manufacturing in Tanzania, technology hubs in China or tar sands in Canada? Furthermore, how is your ability to succeed in your career field determined by social forces outside of your control? What aspects of our "globalized" economy and society should you know about as you embark on your career path? This course will provide the foundation for understanding social change in our global economy. Such questions that will be addressed are: What is globalization and what effects does it have on everyday life? How does globalization impact work, school, family, religion, politics, the nation, the environment and the way in which we perceive time? What are the costs and gains through the adoption of this system? How do we define globalization in relation to economics, politics and social issues? This course is designed to examine these questions within a sociological framework. More specifically, students will be expected to debate the global nature of contemporary economic and social change based on this sociological foundation. Finally, students will connect these global issues with the local dimensions of their own lives in order to see how they can impact social change. [SOCIOLOGICAL 235 Syllabus](#)

URB STD 360 Perspectives on Urban Scene: Urban Agriculture, Food Justice & Environmental Sustainability
Jennifer Cadenas Spring

This course will provide students with the opportunity to explore Urban Agriculture at the local, national, and global scales. It will focus on the historical roots of growing food in the city and highlight the ways in which the act of growing food was removed from the urban scene. The course will also address the current state of Urban Agriculture, as both a social movement working to create a more just society and as an aid in the implementation of urban environmental sustainability. Along with this, the course will give special focus to the city of Milwaukee as a city on the cutting edge in the area of Urban Agriculture. Local organizations such as Growing Power, Inc., Sweetwater Organics, and the Walnut Way Conservation Corp, as well as Milwaukee's many farmers markets and community gardens will be studied as examples of Urban Agriculture at work for urban sustainability and environmental justice. [URB STD 360 Syllabus](#)

URB STD 377 Urbanism and Urbanization Jamie M. Harris SOCIOLOGICAL 377 Spring

The purpose of this course is to introduce students to the process of urbanization and the nature of urban society. Students will be exposed to a number of theoretical perspectives and methodological approaches to the study of urban areas, and will examine a number of substantive urban topics and case studies to account for the changing social and spatial patterns of cities and metropolitan regions, focusing primarily on N. American contexts. Over the course of the semester, in addition to examining early and contemporary urban theorists, we will address racial and class polarization in cities, urban place-making and cultural spaces, globalization and urban political economy, urban renaissance and gentrification, urban

sprawl and sustainable development, among other topics, and the implications of each for the urban form. This course will be taught in a seminar style with emphasis on close readings of texts, a good deal of reading and writing, considerable discussion, and student contributions in the way of class presentations and independent research. This is a required course for urban studies majors. The first two-thirds of the course will address key topics in the field of urban studies. The last third of the course will focus on four substantive urban policy areas (economic development, transportation, regionalism, and sustainable development). Many of the course readings and topics are drawn from the subfield of urban sociology, but some are also taken from the fields of urban studies, urban geography, urban history, and urban planning. [URB STD 377 Syllabus](#)

GLOBAL 201 Introduction to Global Studies II: Econ & Environment Johnson, Benjamin Fall/Spring
Link between International trade and environmental change; conditions related to global economy; political impact of environmental change; human dimensions of international trade and environmental change. |Prereq: none. [GLOBAL 201 Syllabus](#)

GLOBAL 371 Rethinking Global Security Paik, Peter Spring
Basic concepts for international security in the age of globalization; sources of security and insecurity from a historical perspective. |Prereq: jr st. This course explores international security from a "new" perspective as the modern concept of international security is not limited to military conflict, but expanded to economic trade, public health, the global environment, and international information. Thus, this new approach will challenge you to rethink the concept of security in the era of globalization with international terrorism, global markets and corporations, computer viruses and hackers, new epidemics such as SARS and AIDS, as well as global warming and widespread pollution. We will cover a broad range of texts in exploring the traditional understandings and changing definitions of global security. [GLOBAL 371 Syllabus](#)

College of Engineering & Applied Science

MECHENG 490 Topics in Mechanical Engineering: Energy Efficiency and Industrial Sustainability
Yuan, Yingchun Fall

Sustainable energy systems and industrial management is the study of sustainable practices and technologies industrial and commercial operations. This course integrates aspects of physics, biology, industrial engineering, business, and social science into a comprehensive body of knowledge necessary for a sustainable career.

School of Architecture and Urban Planning

ARCH 350 Greening Milwaukee M Keane Fall
City wide environmental organizations are organized into lecture series on the state of sustainable issues. Thirty hours of service are required. |Prereq: soph st. 2.0 hours class in lecture format with accompanying D2L site for further instruction. City wide environmental organizations are organized into a lectures series on the state of sustainable issues. Students will be required to perform 40 hours of service to one of the listed community organizations to fulfill requirements for the course.

ARCH 635 Studies in Architectural History/Precedent Historic Preservation Studio M Jarosz Fall
This studio focuses on the interrelated problems of historic preservation, adaptive reuse, and the design of new construction. These issues are investigated through design interventions in complicated and controversial physical, social, and political settings. The purpose of the studio is to go beyond the hypothetical and to use real programs and real budget constraints to address matters of design, heritage research, technology, and building construction with extant buildings and environments. These existing conditions will not merely serve as the default backdrop for new design interventions, but will, in fact, determine the most appropriate reuse function and visual expression for a new generation. This studio is an introduction to a new way of understanding the role of the architect in the creation of livable environments. Design proposals are less about individualism and self-expression and more about responding to existing buildings, their material reality, the architects and artists responsible for the creation, and their importance as a cultural treasure. Analysis and synthesis will be both technical and theoretical, with design proposals that avoid neo-historicism and advance the matter of contemporary building technologies, just as the historic artifact that we are working with had done. This approach is the only way to generate truly creative, engaging, and appropriate reuse proposals. The semester is divided into two major design projects and one short documentation project. It also includes a short preservation study trip to Chicago or New

York. Project 1 is an addition to Frank Lloyd Wright's Unity Temple in Oak Park, Illinois. We use a previously generated program and feasibility study that identifies the necessary components to accommodate new program and functions. The project includes an overnight stay in Chicago and a study of influential projects completed by Wright at that time. This 'preservation by addition' project examines the theoretical and conceptual foundation of building design in an intense and challenging existing context with international importance. Project 2 is a short 'charrette' type project and only lasts one week. We set out as a team to document a local landmark building using the National Park Service HABS documentation standards. That information is submitted to the NPS for the annual Peterson Prize Competition. It is an opportunity to understand historic building documentation and create additional portfolio material accomplishments to help strengthen future professional job opportunities. Project 3 is a remodeling and addition project to an existing facility in the metro Milwaukee area. Though the specific site and program vary each year, this project functions as an academic foil to the first design project. We use an important local building complex, that hasn't been designed by an internationally famous architect. It is secular in nature, advancing the challenge of future commercial use, not religious. It represents a design challenge circumstance that students will most likely encounter in their future professional practices.

ARCH 645 Studies in Urban/Community Design Theory Design for the 99% N Unaka Fall
Richard Sennett has pointed out that "Cooperation has broken down in the political sphere" and in civil society. And according to David Orr (and this should not be a surprise), "education is no guarantee of decency, prudence, or wisdom." What they lament is a divorce of education from engagement in the lives of others, in our communities and ultimately in the life of the planet. In the face of global climate change, increasing resource scarcity and political instability, we have seen anti-globalization movements, uprisings against repressive regimes and other calls for political change, as well as changes in economic activity. These are indications of the changing landscape of our civic discourse. Often these take the form of a rejection of the political status-quo, the renunciations of old ways of resource extraction or a shunning of consumerism in general - all done with the application of new and often empowering technologies. Yet we maintain the same modes of education we have had for a long time - as though that operates in a vacuum. This studio is geared towards addressing the challenges of this changing world, but in a way that looks to the local initiatives that abound in the Milwaukee area. Specifically, we will focus on issues like urban farming, waste reuse and reduction, production of water and energy. This involves an investigation of new building types such as those represented by the Urban Ecology Center, Growing Power, Sweetwater Organics and other similar projects. What is the meaning behind such new building types and how do they contribute to the urban landscape - given these nascent movements? What catalytic effect do these uses perform? Where do they fit in the aspirations of the city and the region? How do these tie into the aforementioned global concerns?

URBPLAN 692 Special Topics in UrbPlan Water Resources Planning N Frank Fall
This course is designed as an advanced introduction to water resources planning, with an emphasis on planning for surface water in urbanized watersheds and with special emphasis on sustainable strategies that integrate management of multiple resources (surface water and groundwater, energy and GHG emissions, air quality, etc.). The urban focus of this course fits well with the role of urban planners in water resource issues. Of necessity, this course cannot cover all relevant topics. As a result, this course will not address large rural issues except in the context of watersheds in which rural land uses have a direct impact on water resource issues in the urban areas in the watershed (e.g., agricultural runoff, agricultural irrigation, etc.) Many of these rural topics could occupy an entire course (e.g., mining and resource extraction activities and their effects on water). In addition, this course will not cover methods, like watershed modeling, that are covered in engineering courses. [URBPLAN 692 Syllabus](#)

ARCH 190/390 Special Topics: Sustainable Architecture for the 21st Century Gregory Thompson Spring
Sustainable Architecture for the 21st Century will introduce students to the concepts and methods being used to design sustainable buildings. This course will cover a brief history of sustainable architecture (so we know where we have been), a summary of current sustainability issues (so we know where we are), before exploring the future of sustainability (so we know where we are going). The course will draw on the experience of experts, examine case studies, and investigate the multi-dimensional characteristics of designing sustainably. As a result, the course will necessarily draw on understanding of sustainability from sources outside of architecture. We will hear from contractors, engineers, energy consultants, government agencies, and architects who work in collaborative environments. Students will learn the differences between energy efficiency, green building, and sustainability, how rating systems are used to track building performance, and how the tripartite goals of economic, environmental, and societal sustainability must be met in the 21st Century.

ARCH 636 Studies in Form & Composition: Quarter Section: Reimagining living in the suburbs Donald Hanlon Spring

The premise of this studio is that the form of every human settlement derives from a complex of fundamental values that underlies, permeates or accentuates major patterns of thought and behavior in a culture, that is, an ethos. An ethos defines how people relate to one another and how they relate to the natural world. In every civilization, cities and architecture have been manifestations of the ethos of the people who made them. As designers we must always seek to understand, reveal and critique the values that form the basis of our own and our society's ethos. In this studio we will begin by analyzing a particular place, a neighborhood, to reveal the ethos of post World War Two American suburbia that prevailed during its formation. Then we will propose an alternative ethos more appropriate to our present condition. This will lead to a radically different set of design decisions. We have inherited an ethos from the 1950's that regarded the Earth as a commodity ripe for consumption. However, in light of our present global catastrophe, our contemporary ethos must break with the past, find a way to live in concert with the Earth and, recognizing our power to utterly destroy it, we must adopt an ethos of stewardship, the "mutually enhancing human - Earth relationship" of which Thomas Berry spoke. This change in values is not merely for our benefit alone. It is for the benefit of the entire planet as a single living organism, of which we are a part. This is known as the Gaia Principle. Our project is to demonstrate an important role for architects in the contemporary era. We are not decorators. Nor is our mission to make the rich more comfortable or to serve our financial masters. Our job is to perform a radical critique of the status quo and to present an alternative based on reason and empathy. We will work on the basis of two fundamental assumptions in regard to the specific neighborhood under study. First, there is a better way to construct housing on the site that provides a higher degree of pleasure and economy. And while providing a greater degree of privacy, this design affords a greater sense of community among the 366 households in the neighborhood. Second, while acknowledging the traditional suburban American need for personal control over space, there is a way to produce an alternative space shared by all, including people and other forms of life. The result is a new suburban ecology.

ARCH 645 Studies in Urban/Community Design Theory: Urban Design and Sustainable Development: Milwaukee Inner Harbor Brian Peterson Spring

The focus of this integrative design studio is building community. Urban design, most directly defined, is the art of creating and shaping towns and cities. Urban design involves the arrangement and design of buildings, public spaces, transport systems, services, and amenities. Urban design is the process of giving form, shape, and character to groups of buildings, to whole neighborhoods, and the city. It is a framework that orders the elements into a network of streets, squares, and blocks. Urban design blends architecture, landscape architecture, and city planning together to make urban areas functional, sustainable, and attractive. Urban design is about making connections between people and places, movement and urban form, nature and the built fabric. Urban design draws together the many strands of place-making, environmental stewardship, social equity and economic viability into the creation of places with distinct beauty and identity. Urban design is derived from but transcends planning and transportation policy, architectural design, development economics, engineering and landscape. It draws these and other strands together creating a vision for an area and then deploying the resources and skills needed to bring the vision to life. Urban design practice areas range in scale from small public spaces or streets to neighborhoods, city-wide systems, or whole regions. Course Objectives 1. Develop knowledge of best practices in urban design, sustainability, and planning for urban redevelopment 2. Learn how the design of the public realm is critical in fostering successful communities 3. Create a high quality and sustainable development addressing the unique characteristics of this site that also serves as a model for other neighborhoods and urban locales. [ARCH 645 Syllabus](#)

URBPLAN 880 Challenges to Urban Sustainability Carolyn Esswein Spring

COURSE OBJECTIVES: 1. Expand your knowledge about a variety of urban sustainable challenges and opportunities. 2. Explore alternative strategies for encouraging implementation of sustainable practices and regulations. 3. Increase your understanding of sustainable measurements for various types of projects, uses, and applications. [URBPLAN 880 Syllabus](#)

School of Freshwater Science

FRSHWTR 510 Economics, Policy and Management of Water J Kehl Spring

The distribution of vital water resources is interdependent with prosperity, power asymmetry, geography, development, and sustainability. As water resources are challenged by an increasing number of demands, competing interests, and diminishing quality and quantity, we are faced with decisions about how to manage the resources. The study of policy is the study of how our society makes decisions to succeed or fail. In the context of water resources, policy consists of the decisions and strategies we employ to succeed or fail in managing water resources, based on our incentives, constraints, and priorities.

The course Water Resource Policy explores these complex interdependencies at the domestic and international levels. The course is structured to provide a logical progression from fundamental concepts to sophisticated analyses. The course will emphasize critical thinking and intellectual development. The topics include water use efficiency, food security, energy, commodification, infrastructure, elasticity, public health, environmental discrimination, globalization, technology, and climate change. The course concludes with a discussion of the most urgent and contentious water disputes, and the variables that will determine the future of conflict, cooperation, and trajectory of sustainability. [FRSHWTR 510 Syllabus](#)

FRSHWTR 901 Seminar in Freshwater Sciences: New Technologies in Freshwater Science Garman, David Spring

Recent changes and future directions and opportunities in water technology. The concept of this seminar course is to introduce students to leading professionals dealing with advanced technologies in water management. Speakers may be from any discipline with an application in aquatic sciences that could be applied to issues in freshwater scientific pursuits. This includes water treatment technologies, new analytical techniques and investigational technologies. Speakers will present by talking on any subject in their area of expertise: it is the mission of the course to incorporate the material into a holistic view using local or regional examples. The class will discuss how the topic area integrates into a sustainability context, using Milwaukee and the Great Lakes as reference examples. Following the speaker's presentation, a roundtable discussion with the speaker will extend the presented work into speculative applications to regional, national and international water management systems. Each student will host or co-host one of the speakers.

School of Nursing

UWS NSG 365 Current Topics of Nursing: Global Health: Ethics and Human Rights Dressel, Anne Spring

An overview of the broad field of global health, using the U.N. Millennium Development Goals as a guiding framework. The course will explore the ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe.

Sheldon B. Lubar School of Business

BUS ADM 200 Business and Society Resch, P or Kahn, L Fall/Spring

Integrated understanding of sources of competitive/strategic advantage derived from corporate citizenship in the public policy, social, economics, and ecological environments. |Counts as repeat of Bus Adm 295 w/same topic. Prereq: soph st. This course will provide an integrated understanding of the sources of competitive/strategic advantage derived from corporate citizenship in the public policy, social, economic, and ecological environments. Objectives include: 1. To provide opportunities for reflection on the ethics, roles, and responsibilities of leaders as creators of organizational vision, values, and operating practices that affect stakeholders; and 2. To provide insight into organization values, visions, and strategies for future leaders in business. 3. To explore the interrelationships between business and its stakeholders such as government, community, and natural environment, and their effect on sustainable profitability. [BUS ADM 200 Syllabus available from LUBAR](#)

BUS ADM 495 Special Topics in Business: Environmental Policy Timothy Haas Spring

Environmental policy is set through a combination of public sector and private sector decisions and actions. This course will delineate such sequences of decisions and actions by looking at specific ways that a business chooses to impact the environment; how a country's efforts to develop economically can impact the environment; and how such impacts can be measured. In addition, overall measures of environmental impact are looked at including indices for biodiversity, pollution, and climate change. Specifically, the course will help the student develop a working knowledge of: 1. How Environmental Policy is created (a) Environmental governance through traditional command and control, and newer approaches based on collaboration (b) Practical ways to make management decisions that allow for information uncertainties and outcome risks 2. Business Practice for Environmental Sustainability (a) Green business practice (b) New product sustainability indices 3. Sustainable Economic Development (a) Kuznets curves (b) Sustainable planning 4. Assessing Environment Status (a) biodiversity (b) pollution (c) climate change 5. How environmental policy can affect global security. Below are listed several Learning Objectives (LOs) for the course. Each set of LOs has an Assurance of Learning (AOL) listed after it that is used to determine the degree to which a student has achieved the LO. After completing this course, a student should be able to: 1.1.1 Sustainability Indices 1. estimate the carbon footprint of a product. 2. Estimate the Kuznets curve of a developing economy. [BUS ADM 495 Syllabus available from LUBAR](#)