

Sustainability-Related Courses

Department	Course#	Course Name	Professor(s)	Semester Offered
College of Letters & Science				
AFRICOL	125	Economics of the Black Community (D)	Gelan, Abera	Fall/Spring
A survey of key economic principles, and elements that structure economic behavior in the black community. African-American people make less than anyone else, their unemployment rates are much higher than anyone else, they face far more unemployment with the downturn of the economy than other racial and ethnic groups and are more likely to encounter institutional discrimination and prejudice in the labor market. What are the sources for these realities? What are the ways to overcome these conditions that prevent African American people from realizing comfortable earnings and bridge the income and wealth gap between black and other racial groups? What are the economic prospects for African American people in the Information Age? These and similar issues will be explored in this course. AFRICOL 125 Syllabus				
ANTHRO	104	Survey of World Societies	Heatherington, Tracey	Fall/Spring
Variety and diversity of human cultural adaptations. Specific peoples and cultures are discussed with respect to their similarities and uniquenesses. Prereq: none. Welcome to the course that surveys the ethnography of world cultures. Over the semester, our lectures, readings and discussions will introduce a selection of ethnographic studies of society and culture and a basic introduction to concepts and methods in anthropology. Please come to class on time and plan to be there for the whole duration. Cellphones and laptops must be turned off and put away during lectures. The instructor is happy to answer questions during break or after class. Please also take note of open office hours so you can come visit as needed. Required study materials a. Assignments and course updates on D2L; you need your Panther username and password for access. b. Pintupi Country, Pintupi Self Fred Myers (1986), University of California Press. c. When You Sing It Now, Just Like New Robin Ridington (2006), University of Nebraska Press. d. Conservation and Globalization Jim Igoe (2003), Wadsworth Publishers. e. Around the Tuscan Table Carole Counihan (2004), Routledge. ANTHRO 104 Syllabus				
ANTHRO	441	Nature, Knowledge, and Technoscience in Anthropological Perspective	Heatherington, Tracey	Fall
Anthropological approaches to contemporary issues of science in society; critical perspectives on knowledge construction with respect to culture and indigenous traditions, race, class and gender. This course looks at emerging intersections between the anthropology of science and technology, environmental anthropology, and political anthropology. We consider case studies that reflect on contemporary intellectual debates and public concerns. This year we examine themes such as nuclear accidents and nuclear weapons testing, genetically-modified crops, biosecurity, environmental management and cosmonauts. ANTHRO 441 Syllabus				
ANTHRO	406	Evolutionary Biology & Human Diseases	Benjamin Campbell	Spring
Evolutionary principles applied to our understanding of infectious and chronic diseases common to human populations, both past and present. Prereq: jr st; Anthro 301(R), Bio Sci 100(R) or 150(R). Human disease is of broad interest with in anthropology . This class uses evolutionary principles to consider causes, patterns , and consequences of disease across the human species The role of genetic, physiological and ecological factors in disease will be discussed. Special attention will be placed on the role of human behavior in shaping social and biological environments that form the context of health and disease. ANTHRO 406 Syllabus				
BIO SCI	103	Topics in Modern Biology	Invasive Species in our Environment	T. Bott
How biological factors, processes, and reactions affect living systems. Emphasis on current issues in biology such as genetic engineering, bioethics, and population concerns.				
BIO SCI	104	Plants in Today's World	R. Clare	Fall/Spring
Introduction to major plant groups; principles of structure and function, ecology, and gardening. 2 hrs lec, 2 hrs lab. Prereq: none. To understand the basic structures and functions of plants and develop an appreciation for the wide range of economic services provided by plants, food, fiber, and medicines. To enhance awareness of contemporary global environmental issues, particularly as these issues are related to plants, climate change, energy resources, genetically-modified organisms, and biodiversity.				

BIO SCI 505 Conservation Biology J. Karron Fall
Genetic and ecological approaches to the conservation of biological diversity. Topics include biology of rare plants and animals, design of nature reserves, and restoration ecology. 3 hrs lec. |Prereq: jr st; Bio Sci 152(P) & 325(260)(P). Genetic and ecological approaches to the conservation of biological diversity. Topics include biology of rare plants and animals, design of nature reserves, and restoration ecology. [BIO SCI 505 Syllabus](#)

BIO SCI 380 Honors Seminar Planet in Crisis Charles Wimpee Spring
Except for sunlight and the occasional meteorite, everything our planet is going to get is already here. The steady state that has sustained life for more than 3.5 billion years consists of a complex network of processes in which water, carbon, and nutrient resources are continuously recycled. In a balanced system, the processes that cycle these vital life components keep pace with one another. But what happens when this system tips out of balance? What happens when one species learns to control and manipulate both resources and other organisms? Humans are that species. Our extraordinary inventiveness has consequences for the entire biosphere. This seminar will explore the impact humankind has on vital life resources, the diversity of living things, and ultimately the future of the biosphere. Readings from Science Magazine's State of the Planet, including "The Energy-Economy-Environment Dilemma," by John P. Holdren; "Renewable Energy Sources and the Realities of Setting an Energy Agenda," by Janez Potocnik; and "The Biofuels Conundrum," by Donald Kennedy, and others. Selected articles from the scientific literature and from the New York Times Science section including: "Dead in the Water," By Virginia Gewin; "The Changing Oceans," by John Church; "The Arctic Tells Its Story," by Heather Stoll; "Clean Water Laws Are Neglected, at a Cost in Suffering.," NY Times, September 12, 2009; "Extreme Heat Bleaches Coral, and Threat Is Seen," NY Times, Sept ember 20, 2010, and others.

COMMUN 675 Communication in International Mediation and Peacebuilding R Ricigliano Spring
The various forms of international mediatory activity employed to bring sustainable peace to areas gripped by ethnic and social conflict. |Prereq: jr st; satisfaction of GER English Composition competency req; or cons instr. Core course for Masters in Sustainable Peacebuilding.

CES 210 Intro to Conservation and EVS Various Fall/Spring
Relations between human populations and resource depletion, pollution and ecosystem disturbance; search for solutions. Discussion section includes some community activities with environmental organization. 2 hrs lec, 1 hr dis |Prereq: none. Campus and community service learning experience. [CES 210 Syllabus](#)

CES 471 Principles of Natural Resource Management N O'Reilly Fall/Spring
Environmental issues and problems from an interdisciplinary perspective; principles in the management and maintenance of natural resources. 3 hrs lec. |Prereq: jr st; Bio Sci 310(P). [CES 471 Syllabus](#)

CES 490 Senior Seminar: Conservation & Environmental Sciences M Phillips Fall/Spring
Examination of conservation literature and preparation, presentation, and discussion of oral reports by individual students. |Prereq: sr st; Conservation & Environmental Sciences major or Bio Sci major.

ECON 248 Economics of Discrimination (D) P Oberg Fall/Spring
Use of economic theory to examine the history, current status, and policies regarding various minority groups in the United States. Applications include education, housing, jobs. |Prereq: none. This course explores how the discipline of economics can explain and analyze the causes and effects of poverty and discrimination on various parts of the population. Students will be introduced to economic theories of poverty and discrimination, ways to measure each (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail discrimination in the US. Note that this course (partially) satisfies credit needed for the UWM Cultural Diversity requirement and is cross listed with the Center for Women's Studies.

ECON 328 Environmental Economics L Grant Fall/Spring
Evaluating public policy of environmental and natural resources. Regulation of pollution, endangered species, natural resources, and other case Studies. |Prereq: Econ 103(P).

ECON 353 Economic Development A Hosny Fall/Spring
Examination of determinants of growth, modernization, poverty, and inequality in developing countries of Africa, Asia, and Latin America. Analysis of development strategies. |Prereq: Econ 103(P) & 104(P).

ECON 752 Labor Economics II Drewianka, S Fall
Income distribution and inequality; migration and immigration; fertility, family structure, human capital and labor supply; unemployment and job search; selection bias; specialization and work organization. |Prereq: grad st; Econ 701(C).

ECON 447 Labor Economics Heywood, John Spring
The economics of unions, minimum wage, poverty and welfare programs; influence of international trade on domestic labor markets. Study of labor supply and labor demand. |Prereq: jr st; Econ 301(P). [ECON 447 Syllabus](#)

ECON 751 Labor Economics I Adams, Scott Spring
Human capital investments: determinants of earnings (education, experience, incentives, discrimination, unions, compensating differentials); public sector labor markets; issues of retirement and aging. |Prereq: grad st; Econ 701(C). [ECON 751 Syllabus](#)

ENGLISH 625 Seminar in Literary History: Eating English Literature Barrett Kalter Fall
This seminar in literary history considers writing about food during England's "long" eighteenth century (1660-1820), an era that stretches from the opening of the first London coffeehouses to the origin of the science of gastronomy. Our aim will be to create a detailed picture of how food was produced, experienced, and imagined in this period, and to that end we will read a variety of texts: poetry and fiction, philosophical essays, medical pamphlets, economic treatises, and of course cookbooks. For example, we will situate Grainger's The Sugar Cane, a poem about the West Indian sugar industry, within the context of British colonialism and slavery, before investigating the role affordable sweetness played in the rise of consumer society and the development of theories of taste by Burke and Hume. Other topics to be discussed: British beef and the formation of a national cuisine; Shelley's vegetarianism as an aspect of his radicalism; famine and population in Swift and Malthus. Students will prepare dishes using eighteenth-century recipes in order to explore the possibilities of knowing the past through the senses. Finally, because historical thinking involves making connections between past and present, we will read recent work by chefs and food writers such as Michael Pollan, Anthony Bourdain, and Barbara Kingsolver, and reflect on how their interests are anticipated by or depart from those of the eighteenth century. [ENGLISH 625 Syllabus](#)

ENGLISH 277 Intro-Ethnic Minority Lit: Hurricane Katrina, Race, and Film L Abbott Spring English
277 is described by the UWM Schedule of Classes as a survey covering literature by three or more of the following ethnic groups: African American, American Indian, Asian American, U.S. Latino/a and Caribbean American. Our particular section will more narrowly focus on writing and filmmaking that responds to the circumstances of Hurricane Katrina and explores the culture of New Orleans and the Gulf Coast, where new cultural practices in literature, film, activism, and architecture respond to the social upheaval of Hurricane Katrina. In particular, we'll take a look at: - testimonials and memoirs from survivors and those continuing to rebuild the city - social movements and activism - documentary films - poetry and fiction responding to the disaster - new directions in architecture and neighborhood rebuilding - the continuing work to recover New Orleans' famous social and cultural heritage. The study of literature and film in post-Katrina New Orleans cannot be separated from the study of the social and economic circumstances that have systematically marginalized women, the elderly, the poor, and communities of color. The cultural response to Katrina, in fact, represented a national awakening to these circumstances as artists and writers have struggled to respond to it. Drawing on their works, we will be learning how the circumstances and struggles of New Orleans and the Gulf Coast enabling us to think critically about race, class, gender, and inequality in America today. [ENGLISH 277 Syllabus](#)

ENGLISH 885 Seminar in Critical Theory: New Media Theory and the Dark Side of Digital Grusin, Richard Spring
At least since the 1980s, the digital has been the occasion for enthusiastic, often utopian, dreams. In almost every area of human and nonhuman endeavor, digital technologies have been heralded as revolutionary if not redemptive. Much of the development of the field of new media theory has been fueled by digital utopianism. But there has always been a dark side to such enthusiasm—dark places that scholars of the digital and new media theorists tend to overlook as they illuminate new fields and paths; dark practices that intensify social inequalities and accelerate environmental destruction;

and dark politics that often remain obscure to global new media users. We will take up critical, theoretical, and creative work that pays particular attention to the conjunction of neoliberalism and socially networked digital media, in order to consider how new media theory and practice can best move forward in the 21st century. The seminar will provide a survey of 20th/21st-century new media theory, focusing on the challenges to its more utopian elements. It will also operate as preparation for C21's spring conference on "The Dark Side of the Digital." Several of the readings and creative works that the seminar will engage will be selected from scholars who have been invited to speak at the conference, which will provide an excellent opportunity for seminarians to engage with many of the issues that will be debated at the conference in May. In addition to smaller writing assignments throughout the semester, students will each write a seminar paper relating to some elements of new media theory or the dark side of the digital. [ENGLISH 885 Syllabus](#)

ETHNIC 255 Migration and Gender: Starbucks, Sex Trafficking, and Nannies
Arlene Petty Fall/Spring

Changing roles of women in the global marketplace; effects of migration on gender and family life. |Counts as a repeat of Ethnic 250 with similar title. Prereq: none. What are the dynamics behind the global sex trade? What do mega-corporations like Starbucks, Wal-Mart, PepsiCo, Sony, and stores like Forever 21 have to do with the migration of women workers? Why are more and more third world women engaging in domestic labor for first world families, sometimes leaving their own children behind to care for the children of others? This class will attempt to answer these difficult questions by focusing on why women cross borders to find work, sometimes using smugglers to help them reach their destination, and the gains and losses they experience. Through this analysis of the globalized female worker, we will learn how classic female duties such as caring for the home and family have been commodified into paid work, and study how this shift is reflective of larger demographic changes in the country at large. Specifically, we will study why these jobs are increasingly the province of new female immigrants in the twenty-first century, as well as the economic, social, and psychological processes that underpin them. Furthermore, we'll seek to understand how patterns of migration, immigration, and diaspora emerge from economic and social changes, including how such patterns get expressed in the labor markets and service sector. [ETHNIC 255 Syllabus](#)

ETHNIC 375 Global Violence, Disease, & Death
Aline Lo Fall/Spring

Development schemas, health policies, and the role of international organizations in global incidents of suffering, violence, and death. |Prereq: jr st or Ethnic 101(P) or 102(P). What connects infant deaths in Brazil, workers' rights in Mexico, AIDS in South Africa, HIV in Haiti, war, human organ trade, torture and genocide, and U.S. health policy? How can we discuss these situations in a meaningful way? Global Violence, Disease, and Death exposes students to some of the results of failed development schemas, health policies, and the ways that international organizations have changed people's lives. Through specific case examples students will learn some of the conceptual and analytical tools to be able to talk about suffering, violence and death in a meaningful way, realizing that they are not just localized occurrences, but part of a larger global system. Learning Outcomes After successful completion of this course, students will be able to: 1. Discuss the impact of development on the spread of disease. 2. Understand how violence and suffering is often created by historical and economic factors. 3. Illustrate how national and international policies often hurt the people that they're meant to help, and be able to discuss ways in which people are addressing these problems. 4. Critically, and creatively examine networks of global violence through the creation of a web blog using Posterous. 5. Acquire critical thinking skills through rhetorical listening, and the reading and discussion of journal articles. [ETHNIC 375 Syllabus](#)

GEOG 315 Introductory Economic Geography
H Yoon Fall

World distribution of economic activities: agriculture, extractive and manufacturing industries, trade and transportation. |Prereq: jr st. In this course, we will examine some of the historical and contemporary factors that shape the global economy and current spatial economic order. This entails studying processes—such as economic restructuring, changing production systems, and the internationalization of trade and industry as well as studying the role of various actors in the economy — including states, producers, organized labor and consumers. We will unpack the term 'globalization,' which is so widely used to explain contemporary economic relations and explore the causes, effects, representations, contradictions, costs and benefits of globalization. We will begin the course by discussing economic geography as a concept, sub-discipline and discourse. We will then study the historical development of the capitalist economy, including the role of new technology in changing production systems and the geography of firms. We will learn that economic change is accompanied by increasing inequality both across and within regions. This will lead to a discussion of economic development as a product of globalization. According to the World Bank, 2.8 billion people live on less than \$2 a day. We will explore the contradictions of globalization marked by record corporate executive earnings at the same time as falling

real wages for the average worker; new technologies that improve production and yet inefficient and uneven distribution; U.S. economic dominance and yet a shortage of secure well-paid jobs in the United States. The course will conclude with an examination of the current challenges facing the global economy and the role of consumption in changing our society.

[GEOG 315 Syllabus](#)

GEOG 441 Geography of Cities & Metropolitan Areas
C. Schroeder Fall

Urban geographers traditionally have examined both the internal and external structure of cities in order to understand the urbanization process. The "external" focuses on links among cities and the development of urban systems. Our focus in this class – the "internal structure" of the city – considers instead the form, structure and appearance of the urban environment as well as the multiplicity of relationships that compose the city. With this emphasis, we will examine the ways in which local experiences and conditions of urban life are shaped by social differentiation and processes of change, such as economic restructuring and the emergence of new technologies. Our examination of the changing economic, cultural, social, and political dynamics of cities will include considerations of race, class, gender, and ethnicity in the context of urban life as a way of exploring how identity and place shape one another. Additionally, we will explore changes in the urban planning, politics and governance practices that shape the cities we live in. Our emphasis will be on North American urban environments. [GEOG 441 Syllabus](#)

GEOG 455 Applied Climatology
K. Deblasse Fall

This course will serve as an introduction to the application of climatic processes and data to a wide variety of related studies. Topics include: Solar energy, wind energy, food production, water usage, building design, urban environments, ecological assessments, and land form development. [GEOG 455 Syllabus](#)

GEOG 464 Environmental Problems
R Holifield Fall

General discussion and case studies of geographical contexts and historical roots of modern environmental problems. History of human concern over adverse environmental impacts. |Prereq: jr st & an intro course in a life science or environmental science. Course Objectives: 1. Recognize and describe major environmental laws and policies, as well as major global, national, regional, and state governing institutions and agencies. 2. Define key terms in the governance of environmental problems. 3. Discuss the historical evolution of environmental governance, explaining the difference between classic "command-and-control" approaches and contemporary governance approaches. 4. Discuss the primary geographic dimensions of this historical evolution, including decentralization, shifts in scale of regulation, changing significance of territory and boundaries, and emergence of transboundary networks. 5. Classify and describe dominant contemporary perspectives on environmental governance in the US. 6. Analyze efforts to govern, manage, and solve one or more environmental problems facing Milwaukee or the larger region (e.g., Wisconsin, Lake Michigan, etc.). a. Identify and describe specific environmental problems associated with a place or issue. b. Identify and describe key actors and institutions involved in addressing these problems, distinguishing among competing interests and positions. c. Discuss the geographic dimensions of the problems and the institutions involved in addressing them (e.g., scale, territory, place, network, etc.). d. Identify and describe barriers to solving the problems you have identified. e. Evaluate the merits of current approaches and argue on behalf of a particular solution. f. Present the case clearly and succinctly to your classmates, both online and face-to-face. [GEOG 464 Syllabus](#)

GEOG 540 Globalization and the City
L McCarthy Fall

Spatial aspects of globalization and their impact on the city. Topics include emergence of global cities, impacts on urban development, and global era urban strategies. |Prereq: jr st. This course focuses on these pin-pricks of electric light within the context of globalization. During this semester, we will attempt to understand the many issues, processes, and outcomes at the intersection of globalization and cities. Topics covered include globalization processes and their implications for cities involving social and cultural concerns, economic and technological factors, and political and governance issues, as well as world/global cities, global city regions, and globalizing cities. Although London, New York, and Tokyo may immediately come to mind when we think of a topic like globalization and the city, globalization has implications for all cities and so this course incorporates cities from around the world, not just the biggest or most well known! [GEOG 540 Syllabus](#)

GEOG 734 GIS and Society
R Ghose Fall

Interconnected relationship between Geographic Information Science (GIS) and society, including hidden impacts and implications of such a relationship. |Prereq: grad st. [GEOG 734 Syllabus](#)

GEOG 870 Contemporary Geographic Approaches **R Holifield** **Fall**
The following will be one of our guiding questions for the semester: Can human, physical, and techniques - oriented geographers work together to conceptualize and research the world — and, in particular, the urban environment? If so, how? If not, why not? While our readings will by no means focus exclusively on the urban environment, we should keep this topic in mind throughout the course — this is, after all, the theme of the UWM geography department's PhD program. [GEOG 870 Syllabus](#)

GEOG 304 Human Impact on Environment **Alison Donnelly** **Spring**
Geographical and temporal distribution of human effects on land and resources; historical background of human concern for deleterious effects of impacts on environments. |Prereq: jr st; intro course in Geog or a life sci recom.

GEOG 564 Urban Environmental Change and Social Justice **Ryan Holifield** **Spring**
Spatial aspects of contributors to urban environmental change affecting social justice. Inequitable distribution of environmental risks and benefits; challenge of developing policies. |Prereq: jr st. Identify, summarize, and interpret key approaches, arguments, findings, debates, and questions in scholarly literature pertinent to topics in urban environmental change and social justice. 2)Analyze data on a topic in urban environmental change and social justice and relate the analysis to explanatory approaches, findings, and theories in scholarly literature. Compare different possible approaches to research and explanation in the study of urban environmental change and social justice, and argue for a particular approach or combination of approaches. 4) Evaluate a topic in urban environmental change and social justice using one or more normative theories of social justice. 5) Propose a recommendation for policy and/or further research on a topic in urban environmental change and social justice. [GEOG 564 Syllabus](#)

GEOG 742 Dimensions of Globalization **McCarthy, Linda** **Spring**
Geographic perspectives on urban and regional change as 'developed' and 'less developed' parts of the world become more interconnected by wider international processes of change. |Prereq: grad st. We are experiencing the emergence of a global economy in which cities and regions around the world are becoming more and more interdependent. Individual places are being tied increasingly into wider processes and patterns of international change. These processes and patterns of internationalization, however, are uneven across space and time, with important implications for the prospects of different cities and regions around the world. Regardless of if you live in a world city like New York, London, or Tokyo or a smaller city like Milwaukee, these global changes create both opportunities and challenges at a variety of scales, including for individuals, communities, businesses, and government agencies. This course examines the dynamic complexity of the global economy. It takes an interdisciplinary approach which addresses the theory and practice of disciplines including geography, political science, history, sociology, and economics, to provide a comprehensive basis for understanding the interactions within and among the "developed" and "less developed" cities and regions of the world. Some topics examined during the semester that provide insights into the urban and regional dimensions of this global economic change include:
• economic issues such as outsourcing, deindustrialization, and technological breakthroughs; • political issues such as government responses to globalization like offering public subsidies to transnational corporations or entering into free trade agreements like NAFTA; • social and cultural issues associated with social equity and standard of living concerns ; • environmental issues related to sustainable development. [GEOG 742 Syllabus](#)

GEOG 934 Seminar: Urban Geography: Collaborative Governance and Citizen Participation **Ghose, Rina** **Spring**
Urban planning is increasingly shaped by ideas based on collaborative governance model, in which the urban space is re-shaped through public-private partnerships. In such an approach, state agencies, citizen groups, business communities and other private sector actors work together to address the problems affecting our urban space. The neighborhood scale is particularly emphasized, and planning is oriented at this scale, instead of the traditional city-wide scale of comprehensive planning. The emphasis on public-private partnership has provided greater opportunities of participation of both private sector institutes and grassroots community organizations. But citizen participation is complex and affected by the ideology and mechanism of collaborative governance and the subordinate position of grassroots organizations in the local political hierarchy and power structure. Collaborative governance is thus shaped by the planning agendas of more powerful actors, whether in public or private sector. As well, neoliberalization, with its emphasis on free-market enterprise and reduced state funding, has strongly shaped the process of collaborative governance, restructuring the roles of the state agencies, the private sector institutions, philanthropic foundations, non profit organizations and grassroots community organizations. This seminar intends to critically examine the processes of neoliberalization, collaborative governance and

citizen participation through an examination of literature related to such topics. The seminar will be based on weekly readings, class discussions and reflective papers, and should be helpful to anyone seeking to understand the complexities of neighborhood planning and policy making activities. The seminar will also explore case studies in Milwaukee and Minneapolis. [GEOG 934 Syllabus](#)

GEO SCI 106 The Earth Environment **Seegers Szablewski, G** **Fall/Spring**
The Earth and its environment; emphasis on the interrelationships of humans with the Earth's processes and responses. Lec. |Voluntary field trip for which fee is assessed. Prereq: none. [GEO SCI 106 Syllabus](#)

HIST 840 Colloquium on Global History Food, Culture, and Power: Role of Food in History **Carlin, Martha** **Spring**
Are we what we eat? The history of human civilizations is inextricably bound to the history of food. This seminar will explore the role of food throughout human history. We will survey the history of food and eating chronologically, from Prehistoric times to the present, and we will examine the role of food topically, analyzing its place in agriculture and commerce; famine and war; religion, ritual, and taboo; medical theory and diet; hospitality and power; eating and manners; technology and the household; age and gender; wealth and poverty; class and ethnicity; popular culture and national identity; changing tastes and the evolution of fashion; and myth and memory. Students who take this class should expect to do a lot of reading and research, a lot of thinking and discussing, a lot of serious writing, and a certain amount of eating. [HIST 840 Syllabus](#)

HONORS 351 University Honors Seminar in Social Sciences: Who Goes There? Im/Migrants-Age of Globalization **Baum, R** **Fall**
As most people now recognize, we live in a highly globalized world, one where the job you hold today may be moved to another part of the world tomorrow. Globalization also seems to be contributing to an increasing gulf between wealthy and poor countries. As a result, the number of people who migrate to seek refuge or opportunity has multiplied while nations, including the United States, struggle to deal with migrating populations of workers and their families. In the 1990s, for example, the U.S. began to reform its immigration system, but those efforts came to an abrupt halt after the 9/11 terrorist attacks in 2001. Since then, debates surrounding our immigration policies have ebbed and flowed, heating up but then ending in a stalemate. At the same time, tighter border controls have made migration difficult and often dangerous. Emma Lazarus's famous poem "The New Colossus," which appears on the pedestal of the Statue of Liberty and which has welcomed so many immigrants to America, might now be viewed as a nostalgic gesture. This seminar explores the many narratives of migration through the lens of globalization. In what ways have global economic policies set by wealthy nations caused global discontent? Who benefits from the slave - labor conditions under which so many poor people labor? Has the advancement of women in First World countries contributed to the deprivation of families in poorer nations? Why is human trafficking on the rise? What does the burgeoning sex industry have to do with migration and globalization? This seminar will address these and other compelling questions through reading, discussion, and research. [HONORS 351 Syllabus](#)

IND REL 701 Industrial and Labor Relations **Gibson, Jessica** **Fall**
Industrial relations systems, unions and management as institutions, work place as a socio-economic unit, labor market analysis, human resource management and collective bargaining. |Prereq: grad st or cons instr.

JAMS 225 Nature & Culture in the Information Age **Backes, D** **Fall**
Exploration of popular ideas about nature and humans' place in it, as reflected and shaped by the mass media and other cultural forces. |Prereq: none. This course explores popular ideas about nature and humans' place in it, as reflected and shaped by the mass media and other cultural forces. At a time when global environmental problems seem not only to be increasing, but almost insurmountable, it is more important than ever to understand the implicit environmental assumptions in our way of life, and to look at alternative ways of relating to nature. Such an understanding not only can help us make better- informed decisions about how we should conduct our lives, but can help us approach the future with hope. We will start the semester by discussing the importance of stories in building a culture's world view, the role of the mass media in creating and spreading such stories, and how this relates to the interactions between humans and nature. We will follow this by looking at some of our culture's values and assumptions, at popular meanings attached to nature in North America, and what these things reveal about our understanding of, and relationship with, the environment. We also will examine our own individual relationships with the natural world. In the last part of the course we will look especially

for sources of hope in facing the future of our relationship with the earth. These may come, for example, from examining the lives of environmental “heroes,” or from rediscovering a sense of place, from positive trends in society, from religious traditions, or from the inspiration of art and music. [JAMS 225 Syllabus](#)

JAMS 661 Seminar in Media Communication & Society: Climate Change, Energy and Media
Backes, David Spring

Thousands of researchers in a variety of fields from all over the world agree that humans are altering the climate by our use of fossil fuels, and that this poses a great danger. Every national academy of science in the world has examined the research and agrees with its core findings. And because we have not yet made any concerted effort to cut back on fossil fuel use despite decades’ worth of warnings, the world is following the path of the worst case scenarios described by the experts. Meanwhile, the global energy stability is also deteriorating. The heart of the problem is this: our modern technological societies and economies came about because of the discovery of crude oil, an incredibly high-quality, abundant, cheap fuel. But there’s only so much of it, and we have used it up like there’s no tomorrow. The era of cheap oil is over; we are now getting it from increasingly difficult, dangerous, and expensive places, such as thousands of feet below the deepest reaches of the Gulf of Mexico. And since that isn’t enough, we are turning to lower-quality substitutes, such as the tar sands of Alberta, the dirtiest fuel on the planet. The reality is that we live in a finite world. There’s only so much oil, only so much gas, only so much coal. And there’s only so much time. In a century likely to be defined by limits, redirecting our seemingly infinite desires is the major challenge. Goals: 1) Understand and discuss what climate researchers say about global warming and climate change. 2) Understand and discuss the coordinated attack on climate science by professional “merchants of doubt” who are using the media to sow confusion and stall or prevent regulatory change. 3) Become familiar with and discuss other key issues that interact with climate change and will greatly impact your future, such as energy, biodiversity, agriculture, the unsustainable nature of our consumer culture, and media-related aspects of these issues. 4) Gain experience and confidence in leading class discussion and doing primary research.

PEACEST 201 Introduction to Conflict Resolution and Peace Cole, Andrew Fall/Spring
Violent and peaceful strategies of conflict resolution; viability of various plans for permanent world peace. |Counts as repeat of Psych 201. Prereq: none. [PEACEST 201 Syllabus](#)

PHILOS 337 Environmental Ethics Silverstein, Elizabeth Fall
Theories of environmental ethics, practical application. Responsibilities to nature/future generations; moral value/status of environment and organisms; philosophical issues concerning environmental studies and ecology. | Prereq: jr st.

POL SCI 499 Ad Hoc Politics of Poverty Natasha Borges Sugiyama Spring
Poverty is one greatest worldwide social challenges of the twenty-first century. Why is it that billions of people live in poverty in age of affluence, globalization, and remarkable progress in human productivity? This course examines the causes as well as the social and political consequences of poverty worldwide. We will analyze the current state of poverty and socioeconomic inequality in a number of country contexts. Next we will explore the causes for staggering rates of poverty and examine the public policy strategies governments and international development agencies have undertaken as a response. Our analysis will include special attention to those groups most vulnerable, especially women and children. While most of the world’s poor live in developing nations, poverty is also a challenge for advanced industrialized countries like the United States. Thus we begin by examining the politics of poverty at home in the US. What’s at stake and can investments by government and private groups end poverty, as we know it? Why or why not? We go from examining poverty in a wealthy country to poverty among the bottom billion. In other words, we will examine poverty and the challenge of development for the poorest countries, which are falling farther and farther behind. We conclude the course with an examination of the special challenges that women and children face to overcome poverty in developing nations. [POL SCI 499 Syllabus](#)

SOCIOLOG 330 Economy and Society Chang, Kuang-Chi Fall/Spring
The sociological perspective applied to economic phenomena, including production, distribution, consumption, exchanges of goods, a country’s economic development, and global market. |Prereq: jr st; a Sociol 100-level course. This course gives an overview of the sociological perspective applied to economic phenomena. While economics as a discipline provides valuable understanding to our material lives, what we will learn from this course is how sociologists have examined and explained the complex of activities concerned with the production, distribution, exchange, and consumption of scarce goods and services. After all, most, if not all, economic activities, whether it concerns individuals, organizations, markets

or industries, happen within a social context. Individual behaviors are often bounded by social norms and culture, and are regulated by rules and regulations. Economic activities in market place are frequently affected by beliefs, power structures, networks, history, political structures and numerous other factors. Therefore, if we would like to understand issues such as how an individual finds a job, how a consumer purchases a car, how a company chooses its supplier, or a country’s economy, or the evolution of the insurance industry, we need to first understand the surrounding contexts where the economy occurs. [SOCIOLOG 330 Syllabus](#)

SOCIOLOG 450 Environmental Sociology Miroso, Oriol Fall
Sociological analysis of the interaction between humans, their artifacts, and the natural environment. |Prereq: jr st & Sociol 101(P). At the time, the pioneers of environmental sociology did not think of it as a subfield of the discipline. On the contrary, what they promoted was a new way of doing sociology, one which would not consider the environment as separate from human societies but which would see nature and society as intrinsically interdependent. At the core of environmental sociology, thus, we find the study of the interrelations between society and the environment. In the last 30 years, environmental sociology has become a fertile field of study that has produced many interesting insights and studies of environmental problems and responses, as well as a wide diversity of approaches and theories. Even if it has fallen short of bringing about a paradigmatic change in the general discipline of sociology, it has become a fruitful subfield in its own right. Nowadays, with the potentially catastrophic effects of social/environmental processes such as climate change becoming increasingly evident, as well as the multiplication of environmental issues (i.e. access to water, deforestation, etc.), environmental sociology is, if anything, more relevant and necessary than ever. In this class, we will explore some of the theories and empirical studies that environmental sociology has developed in the last few decades with the goal of providing you a general sense of its purpose, structure, and insights. [SOCIOLOG 450 Syllabus](#)

SOCIOLOG 495 Seminar in Sociology: Sociology of International Public Health Shin, Heeju Fall
Health is one of the primary issues in which most people are interested. However, not all individuals enjoy the same quality of health or benefit from a good health care system. Health inequality may exist among people within the same society, but different social structures may also cause health disparities among countries. This course examines social, economic, and political factors that influence inequality in health at the global level. At the same time, we will explore how these structural factors affect an individual’s health behaviors at the micro level. Accordingly, Sociology of International Health is designed for students who seek to understand the interacting influence of micro and macro forces (such as culture, class, gender, race, institutional policies, and globalization) on health in an international context. The first part of this course will focus on sociological theories and perspectives on health inequalities. Then we will look in to disparities in health worldwide and discuss specific examples of health issues in a variety of national contexts. The major emphasis will be on health conditions in the developing world,(such as Latin America, the Caribbean, Asia, and Africa) in comparison to North American and European countries. For this reason, I strongly suggest that you maintain a global perspective in all requirements for this course. [SOCIOLOG 495 Syllabus](#)

SOCIOLOG 910 The Sociology of Inequality William Vélez Fall
Social, economic, cultural, and political forces behind the formation and reproduction of social inequalities in the United States. |Prereq: grad st. [SOCIOLOG 910 Syllabus](#)

SOCIOLOG 233 Social Inequality in the U.S. Moore, Thomas Spring
This course examines the changing structure of social inequality in the contemporary United States. Our class - stratified, industrial society is a relatively recent historical development, and the course begins with an overview of some of the classical theories that account for the class structure of inequality that arose with industrial capitalism. Against the background of this theoretical introduction, we will discuss how this class structure is evident in the unequal distributions of wealth, income, and wages, and how and why these distributions are changing. These inequalities of income and wealth shape our life chances, and we will discuss how this occurs by examining the class differences in both health and happiness. One of the defining features of a class society is that it is relatively “open” to social advancement, and the first half of the course will conclude by looking at who gets ahead in American society and why. In particular, we will examine the extent to which education provides opportunity in the U.S. today. The second part of the course will focus upon the inequalities associated with race, ethnicity, and gender. We will discuss the history of the “color line” in American society, as well as the nature and extent of racial and ethnic inequality today. We will also discuss the nature of gender inequality and the changing social roles of American women and men. The inequalities of class, race/ethnicity, and gender converge to create

a large population of poor persons, and the course will conclude with a discussion of the nature and extent of poverty in our society. We will discuss how poverty is measured, how the number and the social characteristics of the poor have changed, and the contrasting explanations for widespread poverty. [SOCIOLOG 233 Syllabus](#)

URB STD 150 Multicultural America Jamie M. Harris Fall

Urban Studies 150 is an interdisciplinary course that explores the intersection of multiculturalism and urban development. This course is a required course for the major in urban studies and counts toward the urban studies certificate. In this course we will examine how city building and suburbanization are linked to race, ethnicity, immigration, class, and other social attributes by drawing on a variety of case studies from several disciplines in the social sciences. We will consider how economic development, federal and local policies, urban politics, and local community actions have all served in different ways and at different times, to structure inequality and the marginalization and privilege of certain groups and communities. We will also consider the ways different groups and organizations have used urban space to construct community identities and foster movements for social change. A significant part of the course will examine how race and ethnicity have shaped patterns of segregation and economic division across the American urban landscape as well as the role of immigration and ethnic enclaves and economies in transforming urban spaces in the 20th and 21st century. We will also consider how gender and sexual orientation have been defined and represented in urban space. The City of Milwaukee provides an excellent opportunity to experience the cross-cultural mosaic of urban life, and to witness community relationships and social change up close, as they are made and experienced by individuals and communities. To gain competency in cross-cultural learning then, each student in the course will be required to complete a Service Learning component. This will involve a commitment of 15 - 20 hours over the semester in a placement coordinated by the UWM Institute for Service Learning. Participation in a community setting will allow each student to experience directly how different social actors, communities, and neighborhoods work in different ways to define and remake the urban environment. Work in a community placement enhances understanding of the issues explored in the classroom, and our ability to put theory into practice regarding the social and cultural history of the city and its built environment.

[URB STD 150 Syllabus](#)

URB STD 250 Exploring the Urban Environment K Smith, D Rieber, D Romain Fall/Spring

This multidisciplinary course will look at the nature of the city, the processes that effect change, and the future of the city. Throughout the course, we will touch on many basic urban themes and theories, including culture, transportation, segregation, sustainability, etc. As we build up a background in basic urban theories, written and verbal assignments will provide opportunities to develop your individual perspective, explore specific interests, familiarize yourself with urban scholars and scholarly resources, and make connections between theory and current events (in Milwaukee as well as other national and international cities). There are a number of issues and themes within urban studies and this course will aim to survey a diverse, though not exhaustive, selection of those themes. By the end of the semester every student should be able to identify some of the major challenges facing American and international cities today. This will include issues related to housing, mobility, violence, economics, the environment, and so forth. The overarching objective is to provide students with the beginnings of a foundation in urban studies theory and current events; further, this course will give students a sense of the many issues within urban studies in need of ongoing research and intervention and thus aid in identifying potential future areas of study and focus. [URB STD 250 Syllabus](#)

URB STD 360 Perspectives on Urban Scene: Atlanta, London, Beijing: Olympic Cities and Urban Development George Papakis Fall

Why are cities like New York, London, or Chicago so interested in hosting the Olympics, and what is the urban impact and the actual legacies of the Games? Increasingly, the Olympics are seen as a great opportunity to tackle some of the challenges of global economic restructuring, and as a tool for urban redevelopment and renewal. Considering the increasing attention on the Olympics, in parallel to the growing interest to host the Games by cities around the world, this course aims to help students investigate the Olympic Games as a complex urban phenomenon whose study enhances our understanding of the modern metropolis. This will be achieved by presenting, in chronological order, the sequence of the changing patterns in Olympic urban development, and by examining how spectacles and spaces are both expressive of local conditions, while simultaneously being influenced by the workings of global economic, political, and cultural forces. The course is going to be interdisciplinary: historical, sociological, geographical, and political. [URB STD 360 Syllabus](#)

URB STD 360 Perspectives on Urban Scene You are Where you Eat: Urban Food Geographies Cadenas, Jennifer Fall

This course would explore issues of urban geography and food. How do issues of scale matter when it comes to food, the city and to what you eat? What does the global food system have to do with what's on your plate? How can the local food movement take global problems into account? How can the food movement strive to be more inclusive and just? Students will look at aspects of history and culture as well as geography and sociology to understand the ways in which space shapes and builds upon food, taste, and culture. Aspects of critical theory will be explored to understand this uneven geography of food, along with theories of capitalism, neoliberalism, and gentrification. Students will utilize the cityscape to better understand why certain areas of the city have plentiful access to organic food stores, farmers markets, and grocery stores, and other areas are dependent on gas stations and food banks. [URB STD 360 Syllabus II](#)

URB STD 360 Perspectives on Urban Scene: Cities, Crisis & Public Space Georgios Papakis Spring

Lately, we witness a new wave of movements that attempt to reclaim the public space of cities around the world. From the Arab spring, to the indignados in Spain, the Syntagma square movement in Greece, and to the Occupy movements in the United States, people are making their presence and their demands visible by occupying central public urban spaces. In this process they attempt to repossess those places that have been historically associated with democratic values and civic spirit, but which have been gradually commodified and transformed. In this class we will try to answer those critical questions that recently have re-emerged in the public discourse on what constitutes an urban public space, what types of activities are allowed in such a space, whose space is it, and moreover, whose city is it. During the semester, we will scrutinize the thesis of the diminishing importance of public spaces in contemporary cities, and we will explain the dynamics that influence the commodification and privatization of these spaces that have been historically recognized as the quintessential centers of civic life. Special attention will be paid to how changes in the economy have influenced the discussion on public spaces, and related to this, how the on-going economic and fiscal crisis is already affecting public spaces. [STD 360 Syllabus III](#)

GLOBAL 101 Introduction to Global Studies I: People & Politics Beck, R Fall/Spring

Fundamental aspects of globalization; how economic, political, and cultural globalism affects contemporary societies. |Prereq: none. [GLOBAL 101 Syllabus](#)

College of Engineering and Applied Science

CIV ENG 492 Environmental Impact Assessment Voigt, Kenneth Fall

Study and evaluation of the impacts of large scale projects on the quality of the environment with emphasis on the assessment of physical and community impacts. Impact statement preparation. |Prereq: sr st.

CIV ENG 590 Urban Transportation Planning Hu, Lingqian Fall T

Techniques used to plan urban transportation systems; data collection, trip generation, trip distribution, factors underlying the choice of mode, traffic assignment, modeling and evaluation techniques. |Prereq: sr st.

CIV ENG 490 Transportation Engineering Liu, Yue Fall/Spring

Technological and common elements of all modes of transportation; their effect on performance, demand, and outputs of a transportation system. Development of new transportation systems. |Prereq: jr st & admis to an Eng major; Civ Eng 280(P); or grad st. [CIV ENG 490 Syllabus](#)

CIV ENG 594 Physical Planning & Municipal Engineering Knetzger, Russell Spring

Organization and structure of local government, zoning and planning, subdivision layout, street design, transit service, urban drainage, storm and sanitary sewer, water supply and other public works activities. |Prereq: sr st. [CIV ENG 594 Syllabus](#)

CIV ENG 891 Advanced Topics in Civil Engineering: Biomimicry, Designing to Model Nature Rahman, Adeeb Spring

Topics vary. Study of advanced topics of theory and practice of structural engineering. Specific topic and any additional prerequisites will be announced in the schedule of classes each time the course is offered.

ELECENG 490 Topics in Electrical Engineering: Renewable Energy Systems
Nasiri, Abdolhosein Fall/Spring

Utilization of renewable energy systems are on steady rise in the electrical power grid. This course is the entry level course for undergraduate and graduate students on renewable energy. The purpose of this course is to provide the students the fundamental knowledge on renewable energy. The students need to take additional courses on specific topics including wind and solar energy to gain in-depth knowledge. In this course, the energy content and characteristics of three renewable energy sources namely solar, wind and biomass are discussed. The energy conversion circuitry, grid integration, and energy storage utilization will also be discussed. The materials for course grading include one midterm exam, final exam, homework and term project. [ELECENG 490 Syllabus](#)

IND ENG 580 Ergonomics **Campbell-Kyureghyan, Naira** **Fall**

Broad study of ergonomics principles and stresses in design and analysis of workplaces and physical environment; 2 hrs lec & 2 hrs lab/week. |Prereq: jr st.

MECHENG 435 Power Plant Theory and Design **Reisel, John** **Fall**

Application of engineering principles to design and analysis of power-production systems. Fossil fuel, nuclear, and gas-turbine power plants. Alternative power generation. Environmental aspects. |Prereq: jr st; MechEng 301(P).

MECHENG 436 Solar Engineering **Li, Ying** **Spring**

Estimation of energy needs for solar heating and cooling systems for buildings; insulation; solar collector/energy storage design; applications to space heating/cooling, water heating. |Prereq: jr st; MechEng 301 (P).

MECHENG 490 Topics in Mechanical Engineering: Energy Sources, Uses, and Economics
Reisel, John **Spring**

Recent theoretical and applied topics in mechanical engineering. May be retaken with change in topic to max of 9 cr. Prereq: jr st & cons instr.

College of Health Sciences

CL SCI 590 Topics in Clinical Lab Sciences:Public Health Nutrition & Food Politics
Kingery, Lisa **Fall**

This course highlights the role of nutrition in public health programs and services.

KIN 241 Why, What We Eat: Ecological Approaches **Klos, L** **Fall**

Examination of food choice and eating behavior using a multilevel, social ecological perspective. Nutrition and health implications will be discussed. |Prereq: none.

Peck School of the Arts

ART ED 489 Art Education Workshop **Art, Self & Place** **Deal, Raoul** **Spring**

Rethinking multicultural education, art, identity, and immigration. This one-day workshop presents the art and research of community artist and professor Raoul Deal through hands-on activities, presentation of resources, and group discussions that would prepare participants to collect, reflect, and be transformed by the oral histories of their own communities through the use of empathetic dialogue, art making, and poetry. Deal's magnificent woodcut prints and collected oral histories enact the migratory experiences of Latino community members as they tell their stories about border crossing, survival, civic engagement, success and cultural challenge.

ART 421 Graphic Design II **Decker, Amy** **Fall**

Intermediate level. Class topic: Develop design ideas for sustainable businesses.

FILM 301 Conversations-Filmmakers,Critics: Film, the Environment and the Global Conversation
Hutton, Eileen **Spring**

More now than ever, there are ethical environmental implications associated with the creation of art. Artists today must be aware of the impact their art and arts practices have on the environment.

Helen Bader School of Social Welfare

SOC WRK 206 Intro to Social Welfare Policy **Pate, D** **Fall/Spring**

An analysis of the relationships between poverty, welfare programs, and the society which creates and sustains them; the origins, structures, and goals of welfare programs. |Prereq: soph st.

SOC WRK 630 Families and Poverty **Thomas, Mary** **Fall**

Description of families in poverty and analysis of historical and contemporary national and state policies aimed at reducing poverty. |Prereq: jr st; one prior course in Soc Wrk recom.

School of Architecture and Urban Planning

ARCH 100 Introduction to Architecture **M Keane** **Fall**

This course is designed to introduce you to the School of Architecture and Urban Planning, the Architecture Program/ Curriculum, student resources within SARUP, and architecture as a profession. Environmental Responsibility-All projects shall be designed to engage the environment in a way that dramatically reduces or eliminates the need for fossil fuels, and to convey an ethical position in regard to the use of non-renewable materials and environmental health. [ARCH 100 Syllabus](#)

ARCH 210 Intro to Building Technologies **J Wasley, P Sadeghi** **Fall**

An investigation of building technologies to develop an understanding of the systems that make up a building and influence the form, texture and character of the built environment. |Prereq: soph st; Arch 100 & 101 recom. This course is intended to provide students having professional career goals with an overview of the theory and practice of building technology in architecture. A building begins as an idea, a concept, and a desire for more generous space or merely evolves from the need for a new place to live. No matter how complex or simple the reason, the building must meet functional, aesthetic, and technological requirements. Through an investigation of the building technologies which inform its "making," this course will develop an understanding and appreciation for the systems which make up the building and influence the form, texture, and character of the built environment. Over the past decade the impact of humans and their built environment on global systems has become better understood. A built environment that is sustainable for this and future generations is an ethical goal now embraced by the American Institute of Architects. Seventy years after Aldo Leopold expressed the paradox of our relation to the land to the College of Engineering at the University of Wisconsin, and we are still working to resolve that paradox. Concepts of sustainability and the environmental impacts of architecture form the underlying context of this course.

ARCH 301 Architectural Structures & Construction **N Unaka; Michael Utzinger**

Fall/Spring The behavior of structures, structural materials and planning, and the construction of buildings. |Prereq: acceptance to level 2 or arch studies minor & Arch 305(210)(P); or grad st. This course focuses on design decision-making as it relates to architectural structures and construction. It is the intent of this course to familiarize the student with building systems, the various players involved in making decisions about these systems, the roles of the players, and the associated design implications of the decisions to be made for different building types. Students will learn how to select, size, and develop major technologies for buildings including: Structural Systems, Enclosure Systems, HVAC, Circulation Systems (egress), Lighting Systems, and other related building service systems. Life Safety and Accessibility Codes as they relate to specific user groups and construction systems will define the range of possible solutions before specific systems selection begins. [ARCH 301 Syllabus](#)

ARCH 303 Architecture & Environmental Response **D Utzinger, J Hong** **Fall**

We expect buildings to provide us with light, fresh air, thermal comfort, acoustical comfort, necessary power and potable water, waste removal and fire protection. This course provides an exploration of building environmental systems and their integration into architectural design. The course approach is to examine the process of system design and integration through an understanding of context, research and specification, and scaling of systems to environmental goals. Through four projects the student will develop skills researching environmental topics, sizing environmental systems and integrating those systems into the building design. Upon successful completion of the course the student will be able to evaluate and integrate environmental systems into the building design process. [ARCH 303 Syllabus](#)

ARCH 410 Architectural Design I**J Shields****Fall**

Design projects explore basic issues: clients' needs; site planning; masonry, wood, and steel construction; health and safety. Composition employs analysis of precedent. |Prereq: jr st, acceptance to Level 2. This studio will use two major design projects to explore basic building and site design issues, including planning and formal strategies, satisfying client needs, building construction and materials, and health and safety. COURSE OBJECTIVES This course has five broad objectives, which will be explored by means of two half-semester long design projects. The five objectives are: 1. Embedded in Place: to be able to design a building that is intrinsically locked into the character of an existing place; a building so locked into its unique site that its forms make sense nowhere else. 2. Buildings that Make Space: to be able to configure spaces, both inside and outside of buildings using both existing and new elements, which contribute to the richness of the human experience. 3. Poetic Tectonics: to be able to choose rich and authentic construction materials, and to configure them in ways that are appropriate to their nature, and to the nature of your project. 4. Competent Building Planning: to be able to develop plans for a building and site that are clear and well-organized, support the stated needs of the users, and provides for the health, safety and welfare of those who use it. 5. Refined Drawings and Models: to be able to create clear, well-crafted and accurate drawings and models that conveys your design intentions at every phase of a project. ENVIRONMENTAL IMPERATIVE All projects shall be designed to engage the environment in a way that dramatically reduces or eliminates the need for fossil fuels, and to convey an ethical position in regard to the use of non-renewable materials and materials that pose a threat to human and environmental health (The 2030 Challenge).

ARCH 520 Environmental Systems: Illumination and Thermal Comfort J Sieber, G Thomson Fall

The impact of visual and thermal comfort requirements on the design of building enclosures, lighting systems and HVAC systems. |Prereq: sr st, Arch 301(P) & 303(P); or grad st. The design of environmental control systems, like designing any architectural element combines the three major influences on architecture: social, aesthetic and technical. This course is designed to help you to quickly test your design (or someone else's), to see if they meet the criteria for a well-integrated systems design. The series of exercises designed for this course present these criteria, and the methods of applying them, in order to evaluate buildings. Although these criteria are stated in a technical (easily calculated) way they carry with them significant opportunities for social and aesthetic development. Some of the most fascinating ways in which people perceive buildings is related to the lighting, heating, cooling, ventilation, acoustics, water supply, and waste removal in buildings. Buildings are considered "successes" or "failures" in large part by how they provide for both the comfort and the inspiration promised by our senses of sight, sound, touch, smell, and taste. All these senses are involved in the interaction between the person and the method of environmental control. It is the goal of this course to show that the design of environmental systems is more than just the dry job of sizing ducts. It is also the objective of this course to get you, the student, excited by its richness of design criteria, and its many opportunities for creativity and expression. Both the designer and the user of buildings can enjoy the beauty of an inspired and integrated of environmental control systems.

ARCH 535 Pattern Language**T Kubala****Fall**

Examination of the work of Christopher Alexander and the Center of Environmental Structure seeking to develop a design theory sensitive to context, user, and form. |Prereq: sr st & Arch 300(P); or grad st. Topics include: Writing a Pattern. Seeing familiar ground, UWM SARUP first floor. Create a fully functioning, self sustaining café. Ways of obtaining information; Patterns in Use: First Unitarian Meeting House Addition, Madison, WI. A complex situation with many overriding requirements and demands. Pattern writing as consensus building; Patterns in Use: Aldo Leopold Legacy Center, Baraboo, WI We will explore the integration of regenerative and sustainability thinking with a pattern language approach; Discuss The Unfolding Process, Morphogenesis and the 15 Properties of Wholeness in nature; Re-Writing Patterns, refinement, feeling and meaning.

ARCH 615 Studies in Architectural Technology/Theory: Intelligent Skins for Intelligent Buildings**G Thomson Fall**

Towards Zero Energy Buildings Through the Iterative Design Process. Imagine an architecture where the skin of the building not only negotiates and mitigates the differences between inside and outside, but also communicates those differences in multi-valent ways to respond to occupants needs, demands of climate, and energy supply. Intelligent Skins for Intelligent Buildings is a design studio that will use design, research, and analysis methods to inform the appearance, performance, and intelligence of the building skin for the intelligent building of the future. Current high performance buildings consist of integrated and modular components. In the future these components will include intelligence, which will provide for minimal configuration and system commissioning requirements, as well as controls, monitoring, and diagnostic capacity. Intelligent skins will contain autonomous features allowing them to function and provide local

interfaces and feedback to users. These embedded intelligences will enable plug- and-play controls and diagnostics, allowing individual intelligent-agent controllers to work collaboratively across a network to minimize operating cost and maintain comfort in response to time-varying conditions. Façades of this type will be dynamic, changing appearance to respond changing interior and exterior conditions. The intelligent skin of an intelligent building will move beyond passive control of energy flows (heat, light, solar radiation), to being an active agent in optimizing energy flows. Intelligent buildings will have intelligent skins to navigate the complex relationships between human comfort, capricious climate conditions, and fluctuations in energy supply and costs. This skin will communicate with building systems to optimize interior service demands (e.g. heating, cooling, lighting, computing) with the energy grid to determine where and when energy is used – timing the use of immediate needs for the least cost and lowest emissions, and future needs with the cleanest source of energy. Ensuring this capacity will require not just smart building components, but intelligent ones that can forecast energy demand and production, and make complex calculations of human interaction with the built environment. The primary goal of this studio is to participate in design-based, iterative processes for developing and demonstrating concepts and technologies to enable the design of Intelligent Skins for Intelligent Buildings. Specific objectives are to: 1) develop an analysis framework for designing modular and intelligent building subsystems; 2) identify and develop modular, intelligent building envelope and comfort/energy delivery subsystems; 3) develop architectures and methodologies for embedded intelligence and plug-and-play modules to enable high performance buildings; 4) evaluate the integration of modular, intelligent subsystems into whole building systems.

ARCH 645 Studies in Urban/Community Design Theory: The Urban Landscape Studio**R Isaacs Fall**

In this studio course, students will design houses and housing, gardens and landscapes to learn about various dimensions of the urban landscape: personal – anonymous, concrete – abstract, tactile – visual, closed – open, engineered – ecological, structure – improvisation, Projects will be sequenced alternating between smaller site, detailed design to larger site, schematic design and back. There will be thematic discussions on poetics of space, urbanism and ecology, and other topics along with workshops on drawing, representation, etc. Serving disadvantaged neighborhood, environmental center for the near south side.

ARCH 645 Studies in Urban/Community Design Theory: New Urbanism: City & Suburb**H Rabinowitz Fall**

All cities contain areas that are well-located relics of an earlier era which have been bypassed by significant progress. The Hi-Line in New York City is a prominent example. Other examples include the Pearl district in Portland OR., a number of former railroad yards in Chicago, abandoned steel mills in Pittsburgh, a railroad station in St. Louis. Milwaukee also has a number of such sites. The first half of the semester will focus on a 35 acre area which contains a vehicle maintenance facility and abandoned nursery at the county grounds in Wauwatosa. This area is located within walking distance of the regional medical center, workplace to over 15,000 professional employees, the County research park and the strip development on Mayfair road. This site has enormous potential for an exemplary project creating a sense of place, a pedestrian-centered urban environment, and programming that can provide a significant amount of space as well as numerous uses. The second part of the semester will address the development of a section of semi-rural land based on preserving the significant attributes of the landscape as well as creating a significant mixed use project.

ARCH 723 Fundamentals of Ecological Architecture**D Utzinger Fall**

Investigation of the ecological issues affecting an architectural design process that aims to produce buildings, landscapes and cities with minimal demands on the environment. |Prereq: grad st. Counts as repeat of ARCH 790 with same title.

URBPLAN 140 Issues in Contemporary Urban Planning**Various Fall**

To explore areas of employment, poverty, health, politics, police, corrections, education, and housing and the relationship of the professional to these problems. |Prereq: none. Urban planning studies the order and design of settlements from small towns to large cities. Urban planners are concerned with addressing the physical and social challenges that towns, villages, and cities face as they grow or decline. This course is designed to provide students with an introduction to the issues, concepts, and tools central to planning. The class will touch on a variety of topics to provide students with a broad base of knowledge about the planning profession. [URBPLAN 140 Syllabus](#)

URBPLAN 316 Plan for Great American Cities W Sanders Fall
The study of planning and development programs of large American cities and their approaches to growth, change, and decay, with a view to future solutions. Prereq: soph st. This course will introduce students to urban issues and problems currently confronting urban America. The focus will be on current trends in planning for, and implementing solutions to these issues. There will be an emphasis on urban revitalization and economic development. [URBPLAN 316 Syllabus](#)

URBPLAN 350 Social Justice, Urban Planning & the New Multicultural America K Harris Fall/Spring
Examination of historical, sociological, economic and political relationships that impact urban communities. Community and social justice issues are addressed from a planning perspective. |Prereq: soph st. This course satisfies the cultural diversity requirement of UWM's general education requirement because it focuses in on issues related to multicultural existence in urban America . Specifically, the course familiarizes students with the experiences of African Americans, Latinos and other people of color within the context of America's urban political economy. Students will explore through the readings and course materials how public policy, urban planning, and institutional forms of power and privilege shape the course of outcomes within urban space. Through this course students will be made to be more aware and perceptive about how race, class and power shape urban life. Students will have a greater understanding of how these phenomena significantly impact the life chances and opportunity structures of multicultural communities. Finally, through the service learning component of the course, students will have an opportunity to interface at the community level to give context to what they are learning in the classroom. This experience will also offer students insight into how to work within multicultural communities as collaborators and partners. [URBPLAN 350 Syllabus](#)

URBPLAN 711 Planning Theories and Practice N Frank Fall
Theories about how planners should act in the planning process. History, values, and ethics of the profession; methods of participation; discussion of power in planning. |Prereq: grad st. Course topics include: integrated water planning of Dutch urban areas, sanitary reform, sustainable agriculture, and equity planning. [URBPLAN 711 Syllabus](#)

URBPLAN 810 Planning Policy Analysis S White Fall
Applied Policy Analysis course. Students will review and make recommendations to real-world clients concerning a number of urban policy issues. Course topics have included: Priority steps for City of Milwaukee Sustainability Director concerning economically-feasible stormwater management, decreased energy consumption by the city government, Lake Michigan beach closing, implementation of ban on leaf burning, campus parking policies, ways to make M7 more economically sound, financial challenges of Milwaukee County government for homelessness. [URBPLAN 810 Syllabus](#)

URBPLAN 857 Urban Design as Public Policy C Esswein Fall
Course Objectives: 1. Increase awareness of urban design characteristics of the built environment and how they impact the overall character of public spaces. 2. Understand the types of regulations and guidelines that impact urban design decisions. 3. Provide awareness of sustainability and new urbanism regulations that can improve the built environment. 4. Provide an opportunity to apply design and regulation strategies within a planning/drawing exercise. [URBPLAN 857 Syllabus](#)

ARCH 390 Special Topics Sustainable Building Performance Simulation Payman Sadeghi Spring
Provides a format for the development and presentation of new material. Specific credits and any additional prereqs announced in Schedule of Classes whenever course is offered.

ARCH 516 Building Construction Joshua Forseth, James Shields Spring
This course is intended to provide an overview of construction technology and its relationship to the building design process. The course will examine various construction systems and familiarize students with their application and technical outcomes. Material covered in this course will be discussed in terms of selection criteria, principles of detailing, construction documentation and erection procedures. The course will question why certain construction techniques and materials are used, and how architects may convey construction intentions graphically to builders and/or other members of the building community. 4 class projects shall also be designed to engage the environment in a way that dramatically reduces or eliminates the need for fossil fuels, and to convey an ethical position in regard to the use of non-renewable materials and materials that pose a threat to human and environmental health. [ARCH 516 Syllabus](#)

ARCH 522 Environmental Systems: Lighting and Acoustical Design Dennis Utzinger, Leyla Sanati Spring
The development and application of visual/auditory comfort criteria, lighting and acoustical design, and their architectural design implications. |Prereq: sr st & Arch 303(P); or grad st.

ARCH 636 Studies in Form & Composition: High Performance High Rise Adaptive Reuse Kyle Reynolds Spring
The inaugural Jones Lang Lasalle sponsored studio addresses the increasingly prevalent issue of facade replacement. With growing demand for high performance building envelopes and an aging building stock in central business districts across the country there exists an opportunity to radically transform the face of cities without changing their shape. As such, there is tremendous opportunity to address issues of aesthetics and performance at the scale of both the city and the building. This studio will focus on creating an innovative design for the Aon Tower in Chicago through the exploration of high performance building envelopes and adaptive reuse programmatic strategies. We will strive to achieve a balance between issues of aesthetics and performance, enhancing the iconography and effects of this quintessential Chicago office tower while improving interior daylighting and overall building performance. Representation of design ideas will be a key component of this studio, we will seek out novel ways to both design and present our ideas in this burgeoning area of investigation.

ARCH 825 Comprehensive Design Studio Higher Education Residence, Art Studio & Gallery James Shields Spring
This studio will provide a model for the entire building design process from programming to construction documentation. This model will call for design excellence and integrity at every phase in the design of a single public building, pursued throughout the course of the semester with a focus on simple, direct, and elegant design solutions. A partial outline of the studio activities is as follows: 1. Programming Students will learn a methodology for writing detailed space programs, and then develop such a program for a small public building, based upon a narrative of the client's needs and desires. The completed programs will document every requirement from janitorial closets to fan rooms. 2. Schematic Building Design Students will develop three schematic design alternatives from which one will be chosen for design development. 3. Environmental Design All projects shall be designed to engage the environment in a way that dramatically reduces or eliminates the need for fossil fuels, and to convey an ethical position in regard to the use of non-renewable materials and materials that pose a threat to human and environmental health. 4. Budget Analysis: A specific budget will be given, a budget which will govern many design decisions. Students will learn to balance project size with level of finish, utilizing one of three conceptual cost categories.

URBPLAN 141 Urban Planning Solutions to Contemporary Urban Problems Tim Casey Spring
Community facilities planning, policy planning, private sector involvement, and community participation are explored as four of the avenues open to planners. |Prereq: none. [URBPLAN 141 Syllabus](#)

URBPLAN 662 Land Use Planning for Urban Redevelopment Welford Sanders Spring
Introduction to contemporary trends in urban redevelopment; focus on planning and development techniques used to revitalize declining urban areas. |Prereq: jr st. This course will introduce students to contemporary trends in urban redevelopment. The focus will be on planning and development techniques that are being used to revitalize urban areas. A primary concern will be older central city areas. Students will be introduced to the redevelopment process through readings and examining a number of successful planning and revitalization efforts. A Group Project , involving the revitalization of a blighted or underutilized area of Milwaukee will be assigned. [URBPLAN 662 Syllabus](#)

URBPLAN 720 Urban Development Theory & Planning Nancy Frank Spring
Spatial, social, economic, and political processes that shape urban development. Application of these processes to formulate and critique urban plans and policies. |Prereq: grad st; admis to UrbPlan or cons instr. Course topics: physical landscape of metro areas, environmental regulation, air quality and transportation, housing, economic development theories, social & political theories, urban sprawl, planning sustainable and livable cities. [URBPLAN 720 Syllabus](#)

URBPLAN 762 Housing Markets & Public Policy Sammis White Spring
An examination of natural and local housing markets, their components and operations, and the impacts on them of a variety of public and private actions. |Prereq: grad st. Topics include: sprawl housing and related energy and transportation costs, social capital, financing of housing markets, fair housing, predatory lending, discrimination. [URBPLAN 762 Syllabus](#)

School of Education

CURRINS 300 Introduction to Teaching-Colloquium and Fieldwork Hessel, Angela Fall/Spring
Introduction to the teaching profession and teaching in urban schools. Provides an overview of educational, multicultural, social, economic, and political issues that influence urban schools. Prereq: soph st. [CURRINS 300 Syllabus](#)

CURRINS 326 Environmental Education for Teachers Bryant, Beverly Fall/Spring
Study of environmental issues and problems affecting local, state, and national resources. Fulfills WI DPI certification required for teachers. |Prereq: jr st, admis to School of Educ. [CURRINS 326 Syllabus](#)

ED POL 113 The Milwaukee Community McNally, Joel Fall/Spring
An overview of communities and neighborhood groups in Milwaukee. |Prereq: none. This course will provide students with an overview of the Milwaukee community with a focus on the historical, economic, political, cultural and racial events that have shaped Milwaukee. Special attention will be paid to the city's unique Socialist history, the city's role in the US civil rights movement and the effects of immigration and different racial, ethnic and social groups on urban history. [ED POL 113 Syllabus](#)

ED POL 520 Peace Education Kailin, J Fall
Discusses how education and community education can address the threats of violence and prepares students to teach about peace, nonviolence, and conflict resolution. |Prereq: jr st or cons instr. Minimum of 9 hrs Soc Sci division course work. [ED POL 520 Syllabus](#)

ED POL 712 Community Participation & Power Hansen, Thomas Fall
Strategies for community participation in policy and practice. Importance of understanding power relations for success. Students choose individual issue focus: e.g., housing, public health, education, the environment, health care, etc. |Prereq: grad st.

School of Freshwater Sciences

FRSHWTR 506 Environmental Health of Freshwater Ecosystems Mcllellan, Sandra Spring
This course is designed to give graduate students and advanced undergraduate students an integrated, holistic understanding of the influences of human induced and naturally occurring environmental change on the health of freshwater ecosystems and humans who interact with these systems. Examples will be provided that use local or regional environmental problems to illustrate relevant contemporary issues and serve as case studies for knowledge acquisition. The course is designed such that students will: 1) Develop an understanding of how human induced environmental changes impact the health of aquatic organisms at the molecular, cellular, organismal, and population level; 2) Become familiar with the techniques used to assess the health of individuals and populations of aquatic organisms, and with the principles governing such measurements; 3) Understand how changes at the individual or population level lead to changes at the community and ecosystem level, 4) Demonstrate their understanding of environmental change in the Great Lakes by presenting a scientific poster in a public forum; 5) (Graduate Students only) Formulate hypotheses regarding the causes and/or effects of environmental change in the Great Lakes and develop a collaborative multidisciplinary research proposal to test those hypotheses. At the completion of this course, students should be able to: 1) Explain, in general terms, many of the environmental changes that are influencing the Great Lakes ecosystem; 2) Interpret data in the scientific literature that deals with the assessment of environmental change, degradation, or hazards; 3) Discuss complex problems associated with the concurrent changes resulting from urbanization, global climate change, invasive species, and land/water use, and current strategies for remediating their effects. [FRSHWTR 506 Syllabus](#)

FRSHWTR 508 Freshwater Engineering Namdar Ghanbari, Reza Spring
Engineering principles of freshwater resources, including hydrology, hydraulics, water chemistry, water and wastewater treatment technologies. |CES 508 & FrshWtr 508 are jointly offered; they count as repeats of one another. Prereq: jr st. This course is designed to give graduate students and advanced undergraduate students an introduction to the engineering principles of freshwater hydrology, hydraulics, and environmental technologies. This course will start with the introduction on physical and chemical properties of freshwater, fluid mechanics, and water microbiology. Topics in applied hydrology focus on the analysis of rainfall, runoff and streamflow processes, hydrological frequency analysis, urban hydrology, and stormwater management. Topics in environmental engineering include: water quality analysis, water pollution and control, hazardous substances and risk assessment, water and wastewater treatment systems, design of treatment facilities. Students are also required to review and present journal articles on topics such as water footprint and sustainability. [FRSHWTR 508 Syllabus](#)

FRSHWTR 512 Freshwater Sciences Practicum Reconciliation Ecology & Architecture John Janssen Spring
Construction of an artificial ecosystem: design an urban stream that fits into the architecture/ecological design for the UWM Harbor Campus. Independent study time required; meetings to be arranged with instructor. From student project boards: The purpose of this project is to design an urban stream to compliment the design for the UWM Harbor Campus. The constructed urban stream will transport fish effluent from the aquaculture facility at the Great Lakes Water Institute to the harbor. Currently the fish effluent is discharged into the via pipe. By day lighting the fish effluent stream, it becomes a major feature of the campus and provides a valuable opportunity to bring to light many aspects of stream habitat and function while increasing the aesthetic value of the campus area.

FRSHWTR 650 Topics in Freshwater Sciences Economic Models and Empirical Apps for Policy Analysis Itziar Lazkano Spring
This is a graduate course concerned with selected topics in economic and policy analysis of water issues, including issues of property rights and market failures, policy, tax design and price reform. The focus is on the application of economic theory, especially statistical analysis, to a variety of questions associated with the conduct of economic policy. My intention is to provide you with the tools to address important research questions. There are three main sections to the course. Section one focuses on economic theory, section two focuses on statistical analysis and section three focuses on policy design. [FRSHWTR 650 Syllabus](#)

School of Information Studies

L&I SCI 891 Advanced Topics: Public Libraries: Philosophy, Policy Politics Latham, Joyce Spring
This course will engage students in an exploration of the social and political environments which stimulated and continue to affect the American public library. With roots as philanthropic cultural centers, the public library has developed as a tax-funded institution which retains documented legal autonomy. The relationship between the philosophy behind the public library, the policies which attempt to incorporate that philosophy, and the politics which surround the maintenance of an intellectual environment in the public sphere are the main themes of this course. This course expands on initial concepts encountered in L&I SCI 540 and 736. Students will utilize a case study methodology to investigate the political position of a public library of their choice and document the effect on policies and practice. [L&I SCI 891 Syllabus](#)

School of Nursing

NURS 110 Introduction to Global Health Dressel, A Fall
An overview of the broad field of global health, using the U.N. Millennium Development Goals as a guiding framework. The UN Millennium Goals include: Eradicate extreme poverty and hunger; Achieve universal primary education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, malaria and other diseases; Ensure environmental sustainability; Global partnership for development. |Prereq: none.

School of Public Health

PH 703 Environmental Health Sciences **Laiosa, Michael; Svoboda, Kurt** **Fall/Spring**
Survey of effects environment has on humans, and effects humans have on environment, emphasis on toxicology and infectious disease. |Prereq: grad st

PH 825 Social and Behavioral Science in Public Health **Harley, Amy** **Fall**
Overview of the contribution and use of social and behavioral sciences approaches in public health research, policy, planning/evaluation, practice, and interventions. |Prereq: grad st This course provides advanced examination of philosophies, theories and frameworks drawn from across social science and behavioral science disciplines (e.g., psychology, sociology, anthropology) that inform public health research and practice. Class content will include linkages to environmental health science and the biological basis of disease transmission.

PH 705 Principles of Public Health Policy and Administration **Bartholomew, K** **Spring**
Description of delivery, quality and costs of health care for populations; assessment of structure, process and outcomes of population-based health policies and services. |Prereq: grad st

PH 819 Social and Environmental Justice in Public Health
Laiosa, Michael & Harley, Amy **Spring**
Social and environmental justice perspective on public health problems and concerns. Jointly offered w/ & counts as a repeat of Soc Wrk 819. Prereq: grad st.

Sheldon B. Lubar School of Business

BUS ADM 393 Business Ethics & Social Responsibility **Freimark, M** **Fall/Spring**
This course looks at the role of management and organizations and considers the responsibilities of management and employees to their shareholders, stakeholders and society at large. It will provide a framework in which to view ethical issues and tools that can assist students and managers in better dealing with ethical dilemmas in their careers and lives. We will explore how recognizing and incorporating competing values claims throughout the organization is often facilitated and hindered by a number of psychological, organizational, and cultural processes. You will come to understand the variety of underlying mechanisms managers of organizations typically have at their disposal to successfully implement value objectives, while anticipating the constraints of the organization's market and non-market environments. We will rigorously unpack the concepts of leadership, corporate culture, and corporate social responsibility. This is crucial if we want to elucidate the need for values-based leadership in successful, sustainable organizations. This course is not just about ethics, about standards of right and wrong, but about how to approach a variety of dilemmas in an effective way that takes into account the full distribution of stakeholder perspectives. Thus, we will try to cut through the usual vagueness in ethics debates by providing a rigorous intellectual basis for arguments and exhortations. We will use a variety of in-class exercises to allow you to feel the tensions underlying the most common ethical problems. The course will not only cover ethical prescriptions (the study of how people should act), but also a descriptive study of morality (how people do act). [BUS ADM 393 Syllabus available from LUBAR](#)

BUS ADM 441 Diversity in Organizations **Glover, Y** **Fall/Spring**
As the workforce continues to change domestically and globally, individual and organizational strategies for working cross-culturally and ethically must be adopted. Therefore, this course covers the challenges and rewards associated with valuing and managing today's increasingly diverse workforce within organizations. Diversity has the potential to benefit individual employees and organizations alike, yet the benefits of diversity are only realized in organizations with effective diversity management strategies. In this course, we will begin by tackling the question: "Why does diversity matter?" Specifically, we will focus on the basic psychological processes—including your personal attitudes about diversity and the social construction of your reality which might include self-fulfilling prophecy, stereotyping, and prejudice—that affect how you and other members of different social/ethnic groups perceive and interact with one another. We then address the question: "What are best strategies and practices for successful diversity management in organizations?" In particular, we will examine and discuss the research literature about diversity in the workplace, discuss strategies for creating diversity through recruitment and staffing, creating a climate for inclusion: a "value excellence" culture and developing and retaining diverse talent. [BUS ADM 441 Syllabus available from LUBAR](#)

BUS ADM 477 Purchasing & Supply Management **John Strong** **Fall/Spring**
Domestic and global aspects of the purchasing function in an organization. Counts as repeat of Bus Adm 472 with similar topic. Prereq: jr st & admis to Bus Adm major; Bus Adm 370(P) or 371(P). This course focuses on the practical aspects of purchasing and supply chain management, and builds on concepts introduced in BUS ADM 370 by addressing its strategic and operational role in the enterprise. We will be discussing supply chain management from the viewpoint of both the manufacturing and service enterprise. Please note that there will be significant emphasis on service entities, especially healthcare. Some of the key areas we will cover include: Strategic supply chain management and the role of the supply chain in an organization; Supply chain relations with other departments; The growing use of alliances, group purchasing and electronic commerce; The aspects of proper terms and conditions as part of the procurement process; • Gaining favorable terms in capital equipment acquisition; The process and techniques of negotiation; Supplier evaluation; Developing specifications; Purchasing services; Ethics and social responsibility in the procurement function; Contract management; The use of Information Technology in supply chain management; and How healthcare procurement differs from other service businesses and industries. 2 COURSE OBJECTIVES At the end of the course, the student will be able to:
Understand key issues and developments and leading trends in purchasing and supply chain management in both service and industrial applications from current literature; develop a conceptual framework to better understand purchasing and supply chain management's total potential contributions to the competitiveness of the business enterprise; Develop supply chain strategy and demonstrate an understanding of the importance of strategy in purchasing, negotiations and supply chain management; Understand and use some of the "basic tools" of effective purchasing and supply chain management; Have better technical writing skills; Understand and appreciate (in broad terms), the use of information technology in supply chain management; Develop a basic negotiation strategy and execute it ; and Articulate the importance of sourcing environmentally preferred purchasing (EPP) products. [BUS ADM 477 Syllabus available from LUBAR](#)

BUSMGMT 711 Competitive Operations Strategy **Anthony Ross** **Spring**
Strategic views of operations function will be emphasized through a series of case studies on topics such as lean manufacturing, TQM, JIT, and world class manufacturing. |Prereq: grad st; BusMgmt 709(P). [BUSMGMT 711 Syllabus available from LUBAR](#)