WASHINGTON UNIVERSITY
UNIVERSITY COLLEGE B.S. IN SUSTAINABILITY PROGRAM
Instructor: Catherine L. Werner, JD, LEED AP
Location: TBD

URBAN ECOLOGY: PRINCIPLES & PRACTICE  U19 SUST 317

Three Week Intensive Summer 2018 Course Dates and Times:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Tuesday June 12</th>
<th>5:30-8:15 pm</th>
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<td></td>
<td>Thursday June 14</td>
<td>5:30-8:15 pm</td>
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<td>Saturday June 16</td>
<td>9:00 am-5:00 pm</td>
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<td>Week 2</td>
<td>Tuesday June 19</td>
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<td>Saturday June 23</td>
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<td>Week 3</td>
<td>Tuesday June 26</td>
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<td>Thursday June 28</td>
<td>5:30-8:15 pm</td>
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<td>Saturday June 30</td>
<td>9:00 am-5:00 pm</td>
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COURSE SUMMARY
Course Description: More than half of the world’s population now lives in an urban environment. Studies have shown that connecting to nature can benefit people, and savvy municipalities are attuned to the positive role that ecology can play in the urban core. How can people and nature co-exist in ways that are mutually beneficial?

In this intensive course, students will examine multiple techniques and applications of urban ecology. Class time will be used to review and discuss urban ecology principles from the readings and visuals. Local excursions - such as to Forest Park, Citygarden and CORTEX - will present opportunities to personally experience urban ecology practices and a biophilic city. Students will be expected to make their own field trip arrangements, but assistance will be provided with public transportation options. As their final course project, students will develop an urban ecology project proposal and/or implement a biophilic city design.

The course is designed as an urban ecology overview and foundation -
(1) What urban ecology is: underpinning and forerunners in the field.
(2) Why urban ecology is important: potential benefits (social, economic, environmental).
(3) How urban ecology is being applied: implementation techniques and approaches.

COURSE EXPECTATIONS & GRADING:
Students will be graded on class attendance and participation (10%), preparation measured by regular quizzes covering the material (20%), four 2-page written assignments (collectively, 40%), and one final project (30%).

Grading Scale: A+= 100 and above; A = 99-95; A- = 94-90; B+ = 89-85; B = 84-80; B- = 79-75; C+ = 75-70; C = 69-65; C- = 64-60; D+ = 59-55; D = 54-50; F ≤ 49
REQUIRED COURSE TEXTS


14 Patterns of Biophilic Design: Improving Health & Well-Being in the Built Environment, Terrapin Bright Green
(available via free download: https://www.terrapinbrightgreen.com/report/14-patterns/)

The Economics of Biophilia: Why designing with nature in mind makes financial sense, Terrapin Bright Green
(available via download: https://www.terrapinbrightgreen.com/report/economics-of-biophilia/)

VIEWING MATERIAL (Assignments and class viewing will be from these selections)

The Nature of Cities and Biophilic Design

Biomimicry Whiteboard and Overview

The High Line historical and The High Line

Frederick Law Olmsted: Designing America

The Queen’s Garden

OPTIONAL SUPPLEMENTAL READING


March 18, 2018
Course Syllabus

UNIVERSITY AND COURSE POLICIES

Enrollment/Drop and Credit: Please contact the University College in person or online.

Classroom Location: TBD

Attendance: Attendance at every class session is required unless unexpected personal or work circumstances prevent you from attending. In cases of excused absences, please contact me prior to the class meeting so that we can discuss the situation, including arrangements for making up work. An unexcused absence will drop the final course grade by at least one full letter grade. Excessive unexcused absences may result in a failing grade. Students with 2 or more absences, excused or unexcused, are advised to withdraw from the course.

Academic Integrity and Plagiarism: It is dishonest and a violation of student academic integrity if you plagiarize, cheat on an examination, copy or collaborate on assignments without permission, fabricate or falsify data or records, or engage in other forms of deceit or dishonesty. Complete information about the University’s Academic Integrity Policy may be found at http://artsci.wustl.edu/~college/Policies/, click on “Academic Integrity Policy.” Policies concerning academic integrity, intellectual property, and proper citation apply equally to electronic, online, and conventional print resources. All violations of standard rules of academic integrity will be reported to and investigated by the Dean of University College. If it is determined that you have acted dishonestly, or even if you have admitted the charges prior to a formal investigation or hearing, an appropriate sanction will be imposed, including automatic failure of the assignment or course, or in the case of serious or repeat violations, suspension or expulsion from the University. Withdrawing from a course will not prevent the Dean from imposing or recommending sanctions. If you observe another student violating this policy, you have a responsibility to confront the student, report the misconduct to the instructor, and/or seek advice from the appropriate dean or academic integrity officer. Please let me know if you have any questions or need additional resources about proper citation, attribution of sources, collaboration with other students, or any other related aspect of academic integrity and plagiarism.

Special Needs and Disabilities: If you require accommodations for taking exams or for lectures, please contact Cornerstone: the Center for Advanced Learning, located in Gregg Hall, 935-5970, www.cornerstone.wustl.edu. I will provide any accommodations for which you qualify as long as I receive the appropriate documentation from Cornerstone. Cornerstone serves as the official University resource for approving and arranging students' accommodations. All information is treated as confidential.

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic
support services and accommodations. If you need to request such accommodations, please
direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and
Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for
accommodations will be shared with the appropriate University administration and faculty. The
University will maintain as confidential any accommodations or protective measures provided to
an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination,
sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or
become aware of such an allegation, I will keep the information as private as I can, but as a
faculty member of Washington University, I am required to immediately report it to my
Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX
Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can
be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s
Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean
for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your
local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship
and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of
Seigle Hall.

Bias Reporting: The University has a process through which students, faculty, staff and
community members who have experienced or witnessed incidents of bias, prejudice or
discrimination against a student can report their experiences to the University’s Bias Report and
Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to
resolve personal and interpersonal difficulties, many of which can affect the academic
experience. These include conflicts with or worry about friends or family, concerns about eating
or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth
# SUMMER 2018 SYLLABUS OUTLINE

<table>
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<tr>
<th>DAY &amp; TIME</th>
<th>AGENDA TOPIC</th>
<th>EXCURSION</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
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<tr>
<td>Tuesday June 12 5:30-8:15 pm</td>
<td>Landscape Design and Urban Ecological Underpinnings</td>
<td>None</td>
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<tr>
<td>Thursday June 14 5:30-8:15 pm</td>
<td>Urban Ecology Principles Biophilia</td>
<td>TBD (Citygarden?)</td>
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<tr>
<td>Saturday June 16 9:00 am-5:00 pm</td>
<td>Urban Parks and Parkscore</td>
<td>TBD (Forest Park?)</td>
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<td><strong>WEEK 2</strong></td>
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<tr>
<td>Tuesday June 19 5:30-8:15 pm</td>
<td>Biophilic Design Biomimicry</td>
<td>None</td>
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<tr>
<td>Thursday June 21 5:30-8:15 pm</td>
<td>Eco-literacy and Urban Monarch Conservation</td>
<td>TBD (Civic Center?)</td>
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<tr>
<td>Saturday June 23 9:00 am-5:00 pm</td>
<td>Urban Biodiversity &amp; Measurement</td>
<td>TBD (Tower Grove Park?)</td>
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<td><strong>WEEK 3</strong></td>
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<td>Tuesday June 26 5:30-8:15 pm</td>
<td>Repurposed Infrastructure (e.g., The High Line)</td>
<td>None</td>
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<td>Thursday June 28 5:30-8:15 pm</td>
<td>Green Infrastructure Applications</td>
<td>TBD (CORTEX?)</td>
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<tr>
<td>Saturday June 30 9:00 am-5:00 pm</td>
<td>Pulling it all together: Final Urban Ecology Project</td>
<td>TBD</td>
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