Fall Quarter 2011: 12 credits total

CEP 301: The Idea of Community: 5 credits CORE

This class looks at a variety of famous philosophers searching specific works to define their ideal community. Through reading their works, we learn about the importance of understanding what goal/purpose a community serves in order to best plan for that purpose. By looking at their ideas of an ideal community, we as a class were able to identify what are desirable and undesirable traits in different types of community, and how different forms of government, community structure, economy, and power structures can affect that community. This class has taught me to understand my idea of the “ideal community” and has given me the tools to think critically about how that community can be created. Now that I have those tools, I can look at ways that people are trying to implement their communities (a perfect fit with PoliSci 384 where we look at what methods are used and the effectiveness of said methods in International Politics (specifically with the environment). This class counts as 5/30 of my core courses requirements.

CEP 300: Fall retreat: 1 credit CORE

The CEP retreat is a forum for growth and community building within the CEP community. It gives students a chance to relax and spend time together without the stress and weight of school and work. At Fall Retreat we were able to have interesting and deep conversations about community, environment, our interests, our goals, our plans, and so much more. This retreat gives students the opportunity to connect with one another and understand how all of our goals fit into this dream we have about the world. This fills one of my 30 required core credits.

POLISCI 384: Global Environmental Politics: 5 credits METHODS/DIVERSITY

This class discusses and breaks down international treaties in terms of how they are created, what affect they may have, and how they are carried out. It discusses why they are more or less effective than other strategies to deal with environmental problems, as well as how these issues are tied to other types of international treaty, in particular: human rights. This class has broadened my views on environmentalism substantially by allowing me to understand the connection between human rights/welfare and sustainability. Now that I understand this link, I can better understand how community plays a role in solving environmental problems, rather than individualized solutions like recycling or envirostar appliances. This credit will fill 5 of my methods credits.

URBP 498: Planning as a Profession: 1 credit ELECTIVES

This class is a lecture style course that allows students to learn about the different applications of Urban Planning in real world settings. We heard from a variety of professionals who work on zoning laws, as architects, with developers deciding what the land should be used for, and much more. This allowed me to understand what my degree can be used for, and to broaden my horizons for the future, in that I have a better understanding of the bureaucratic system in which all development must take place. When designing and building essentially Ecovillages, it is important to know and understand the typical process through which development happens. This class, which fills an elective credit, does exactly that; it gives me an insight into the steps and processes that a building and city must go through to create development. (Thanks Caitlin for a great class!)

DIVERSITY: 5

METHODS: 5

CORE: 6

ELECTIVES: 1

Winter Quarter 2012: 12 credits total

ARCH 210: Design Drawing: 4 credits ELECTIVE (VLPA)

I think that taking this class will allow me to visualize my designs and ideas better. I love designing houses and gardens, and my eventual goal is to work with communities and individuals to create sustainable buildings and communities centered around agriculture and outdoor space. I want my buildings to encourage indoor/outdoor interaction, rather than closing off interior spaces from the world. In the long run, this class will help me in sharing/communicating my ideas about what my building and gardens will look like to the people I am working with. This class will be an elective and will help me to fill out my portfolio for an eventual architecture degree.

CEP 302: The Environment: 5 credits CORE

This class is required for CEP, but beyond that, I hope that it will help me to understand better the challenges the world faces today. I already know a lot about our environmental problems, but I think the open forum style of CEP will create a conversation about the nature of those problems, and how community and planning are important tools in solving those problems. This will fill 5 of the 30 core class requirements for my CEP major.

L ARCH 362: Urban Landscape: 3 credits METHODS

This class will help me learn to work within the constructs of a neighborhood and community when planning and designing. The class teaches theory, history, and factors of design such as culture, community, law, etc. I will learn how to incorporate these factors into my design rather than having these things work around my designs. This will help me later in my career as I try to work with communities to create a sustainable living space. This class will count towards my methods credits (5/25).

METHODS: 3

CORE: 5

ELECTIVES: 4Spring Quarter 2012: 14 credits total

CEP 303: Social Structures and Processes: 5 credits CORE

This class is a core class for CEP, and will fill one of my 30 required credits in this area. The subject of the class, social structures and processes, will help me to understand how the structure of our government, institutions, and private relationships can shape our understanding of the world and the way we interact with it. I hope to use my major to work with communities to build Ecovillages or small community based sustainable living situations, and this class will help me learn what needs to change for Ecovillages to become a widely accepted form of living. I look forward to learning about the relationship between our interactions as individuals and our expectations as members of society.

CEP 300: Spring Retreat: 1 credit CORE

Our twice yearly retreat, this one day trip will allow students to connect without worrying about the next assignment that is due, work, or any other stressor. This lets us all take a breath and remember why we are here and what we hope to get out of it. I found that the fall retreat allowed me to have some very interesting discussions about hopes and dreams, as well as interesting ideas and classes that other students have. I look forward to enlightened discussion and fun activities that will bring us together as a community, which is what I hope to someday do as part of an Ecovillage.

L ARCH 363: Ecological Design and Planning: 3 credits METHODS (NW)

A discussion of how environment fits into cities, this class fits very well into my focus. I want to explore urban food, sustainability, and community systems to someday build an ecovillage in our own city. This class will teach me design theories that seek to refocus landscape design around “the goal of achieving ecological sustainability.” I am excited to learn the terms and theories necessary for me to interact with other landscape architects and building architects so that I can work with them in designing a future green Seattle. This class will fill 3 of 25 methods credits.

POLISCI 333: The Politics of Food: 5 credits METHODS

This class discusses the inavailability of locally grown, organic, affordable food in relation to the structures and processes that govern our daily lives. It is very much in line with the CEP 303 class that I will also be taking, and will address what changes need to made in political and social realms to allow this to change. Since I want to work on creating sustainable urban communities, food is particularly important. Without a steady, affordable supply of food, no community can survive. I hope to learn about what processes are in place that currently organize our food systems, and what systems are in place to assist in their modification when necessary.

ALTERNATIVE CLASS: GEOG 377: Urban Political Geography

METHODS: 8 credits

CORE: 6 credits

ELECTIVES: 0 creditsSummer 2012: 21+ credits total

Intensive Spanish or Italian: 15 credits ELECTIVES

I have always enjoyed language studies and find the fascinating in relation to culture and society. I took a Linguistic Anthropology class my freshman year that dealt with the creation of society and language as inherently dependent ideas, and later American Dialects, an English class dealing with identity and social understandings as a result of language. I think that language is an incredibly important aspect of any community, as the words, grammar, accent, and idioms are necessary elements of identity. We can identify where someone is from, their level of prestige or worth (in our minds), their level of education, and so much more from a minute long interaction. This is a powerful identifier in community. I hope to spend more time focusing on language, and although I do not know quite how it relates into my life goals yet, I do know that it is an important aspect of community and humanity, and that it is too often overlooked.

LARCH 300: Intro to Landscape Architecture: 6 credits METHODS (VLPA)

Landscape 300 is an introduction to Landscape Architecture. I hope that someday I can use theories and my understanding of the relation between human interaction and setting to create a community oriented space. As such, I think this class will provide me with the tools to visualize my ideas and put them on paper in a form I can share with other people. I do intend to apply for grad school in Architecture, so this class will also work to build my portfolio and expand my drafting and drawing skills.

LARCH ???: The Elwha Dam: UNKNOWN ELECTIVES

The Elwha Dam on the Olympic Pennisula was built out of code. Not a day of its life has it fit the requirements for dams in the USA. This class explores why it took almost 70 years to tear down, in spite of its inability to meet code. It also explores how the dam impeded natural systems, and how those systems have changed since the dam was built. Now that a plan is in place to remove the dam, we will also explore what effect the removal of the dam will have on the ecosystem and how it will be handled. This class will be offered between Summer and Autumn quarter, if it is offered, the professor is still discussing it with UW staff for approval.

METHODS: 6 credits

CORE: 0 credits

ELECTIVES: 15 credits

Fall 2012: 14 credits total

CEP 460: Planning in Context: 5 credits CORE

This class is a required CEP core class that looks at the theories of Urban Planning in the context of the real world. This will be a very helpful class because it looks deeply at the ethics behind development, equality in availability of housing, etc. Basically, it will let me look critically at how we decide which communities receive what and how they receive it. This will be very important in ecovillage/sustainable community development because most ecovillages at the moment are very selective about who they accept, and often that makes them difficult for economic or socio-cultural minorities to become part of this movement. Looking critically at the way our theory is applied in the real world will allow new developers like myself to understand what can be changed to make development more equitable within our communities.

CEP 300: Fall Retreat: 1 credit CORE

This is the first of our twice yearly retreat. This will be a great chance to meet all the incoming juniors and learn about their views and interests, as well as to learn more community building exercises. The most valuable thing about retreats is that students get a chance to spend time together without the weight of school and work on their shoulders, which allows us to converse and share ideas openly and without prompting. At the Fall 2011 retreat, this allowed students to talk about deep and relevant to our community current events and interests that don’t necessarily fit into class time. T

L ARCH 361: The Human Experience of Place: 3 credits METHODS

Human Experience of Place discusses what a place means in society, in other words, how people assign meaning to places and how different meanings shape the space. For instance, how a designation as private property changes a space comparatively to a public park or a school yard. This will be extremely important in my study because one of the largest complaints about the idea of an ecovillage is the loss of personal space and privacy. Space is a very important concept to Americans, especially a yard or other outdoor spaces. I hope to come out of this class with a better understanding of why space is so important to us, and what can be done to change the American dislike of shared space.

GEOG 371: Hunger and Agricultural Development: 5 credits METHODS

Specifically addressing food politics, international food markets, and food security, this class directly ties into the importance of locally available sustainable food. My biggest focus is how to achieve sustainability in food supply, and that will be to begin agricultural development around the Seattle area. While Washington has many farms and a fair amount of agriculture, most of our food still comes a long distance before reaching our table. My goal is to have every table in Washington fed from Washington soil. Although this is a lofty goal, I believe it can be done by understanding the politics of food production, the incentive in buying/producing food far from its eventual destination, and how food production location ties into human rights movements and sustainability movements.

METHODS: 8 credits

CORE: 6 credits

ELECTIVE: 0 creditsWinter 2013: 17 credits

**CEP 461: Ethics and Identity: 5 credits CORE**

This class is a required CEP Core course that discusses the ethics of development, and how development defines and is defined by identity. In an ecovillage, or any form of development, it is important

Examination of personal, societal, vocational, environmental, planning ethics. Readings and discourse on ethical foundations for public life. Individual and group readings on values, human potential. Develops understanding of ecological context, moral responsibility, self-awareness. Constructs positive, diverse view of humanity, environment regardless of race, gender, ethnicity, beliefs.

**GEOG 302: The PNW: 5 credits METHODS**

Settlement pattern in the Pacific Northwest, emphasizing economic and historical factors, including the location of resource-oriented industries, policies regarding the use of public lands, and bases of the development of major urban areas in the region.

**GEOG 375: GeoPolitics: 5 credits METHODS**

An introduction to both political geography and geopolitics, addressing the fundamental links between power and space. Topics covered include: theories of power, space, and modernity; the formation of modern states; international geopolitics in the aftermath of the Cold War; the post-colonial nation-state; and the geopolitics of resistance.

**ESRM 300: Principles of Sustainability: 2 credits METHODS**

Overview of principles of sustainability, including discussion of current literature, presentation, and discussion with practitioners, and methods for balancing social, economic, and ecological consequences of proposed policies and actions. Students develop a plan to further their studies in natural resources and environmental sustainability.

CAPSTONE PROJECT

Methods: 12 credits

Core: 5 credits

Elective: 0 creditsSpring 2013:

**CEP 462: Community and Environment: 5 credits CORE**

Capstone quarter merges core seminars, disciplinary courses in major, community field experiences for mastery of personal knowledge and skills. Reflection and synthesis of themes in major; engagement with contemporary issues. Compares theoretical definitions of community and environment with individual philosophies and knowledge within thoughtful, applied context.

**(CEP 300): Retreat: 1 credit CORE**

ESRM 321: Finance and Accounting from a Sustainability Perspective: 5 credits

Introduction to business concepts relating to finance, accounting, and international business in the context of environmental resource management.

CAPSTONE PROJECT

**Geog 377: 5 credits METHODS**

Examines how the spatial structure of cities and towns affects and is affected by political processes. Considers both traditional and newer forms of politics, as global and local issues. Special attention paid to where politics take place within local contexts across state, civil society, home, and the body.

Methods: 5 credits

Core: 6 credits

Electives: 0 creditsSummer 2013:

CEP 466 (5): Internship

Connects core and individual courses with field work. Group and individual readings develop understanding of how students' internships and field placements constitute particular element of community and environmental planning. Explores how what we do for a living is part of our lives as citizens and public service.

INTERNSHIP (AT UW FARM OR ENVIRONMENT WASHINGTON, I HOPE)

CORE: 5 credits