

# Landscapes, Sustainability, & Human Health

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William Sullivan, Department of Landscape Architecture, wcsulliv@illinois.edu, March 20010

This course will be developed over the summer of 2010 and taught during spring, 2011 as Landscape Architecture 390 and 590. The course will be open to upper-division undergraduates and graduate students. For the first semester, the course will be limited to 30. During the second year, the course will be LA 377 and LA 577 (an approved course with an official course number) with a limit of 60 students.

## Overview

There is tremendous need for students across campus to have a course that examines the relationships among the built environment, sustainability, and human health. I propose to develop such a course. It will be directed toward upper-division-undergraduate and graduate students and will engage the literature regarding each of the four ECI Domains (with an emphasis on Policy and Social and Economic Well-Being).

This course seems appropriate for either ECI or SSC designation. *Landscapes, Sustainability & Health* will engage students with a broad-range of readings and exercises that will help provide them with the analytical skills, knowledge, and where-with-all to address the challenges of producing sustainable, healthy places. Thus, it includes the environmental change aspect that ECI values and the sustainability focus that SSC seeks to promote. The course will involve a daylong field trip to the Chicagoland area and will use our campus as a vehicle for examining these issues.

## Goals

At the end of this course, students will be able to:

- Describe relationships among the built environment, sustainability, and human health in light of a) policy, social and economic well-being; b) food systems and food security; c) energy and natural resources; and d) biodiversity and ecosystem health.
- Provide multiple examples of hopeful possibilities or solutions that promote sustainability and human health.
- Using examples from the campus environment, make proposals for specific, concrete changes that will promote both environmental sustainability and human health.
- Summarize and state the thesis or argument of all the readings we cover.
- Make an argument for a change in federal, state, or local policy that will promote or advance sustainability and human health.
- Make an argument regarding how the information presented in this course connects with the traditions and trajectory of their particular academic discipline.
- Write with clarity about the issues that we cover in class.

## Course Sequence

The class is organized into five sections (please see Table 1 below). We'll begin by examining the challenges we face and the necessity of framing our solutions in positive, hopeful ways. Next, we'll examine Ecological, Economic, and Equity issues as they relate to sustainability. We'll then explore a set of potential solutions and end the course with a series of presentations related to specific policy changes that the Obama administration might promote as a way of enhancing sustainability.

<b>Jan 18 to Jan 25: 3 classes</b>	<b>Jan 27 to Feb 22: 8 classes</b>	<b>Feb 24 to Mar 29: 8 classes</b>	<b>Mar 31 to Apr 21: 7 classes</b>	<b>Apr 26 to May 3: 3 classes</b>
Challenges regarding, landscapes, sustainability, & health	Landscapes, sustainability, & psychological health	Landscapes, sustainability, & physical health	Hope & Potential Solutions	Public Policy

Table 1. The course is divided into five sections that build on each other. A set of readings and in-class exercises will help deliver the learning goals of the course.

There will be five written assignments due over the course of the semester including a course *portfolio and final paper* due in May. Detailed instructions for each assignment will be available on the class website.

### Development Timeline

Below is the timeline for the development of this course.

<b>Action</b>	<b>Completed by</b>
Identify course goals, objectives, & outcome analysis	8 March 2010
Complete content & topic analysis	29 May 2010
Complete module lesson plans	7 June
Develop module content, identify each reading and in-class assignment	30 June
Develop written exercise statements and evaluation forms	10 July
Prepare course syllabus	21 July
Develop course website and upload all course documents to the site	1 August
Pre-test and copy-edit the website	3 August
Launch the course	15 January 2011
Evaluate and revise each module after the written assignments have been graded	22 Feb, 29 March, 21 April, and 4 May, 2011
Conduct course assessment with students	3 May 2011

### Course Budget

Hourly graduate student to help develop the course over the summer. 10 hours per week for 8 weeks at \$15 per hour.	1,200
Graduate Teaching Assistant for the spring semester	3,420
Field trip to Chicago	225
<b>Total expense</b>	<b>\$4,845</b>

# William C. Sullivan

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## EDUCATION

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**Ph.D.** Natural Resources, 1991, University of Michigan, Ann Arbor  
**Master of Landscape Architecture**, 1985, Kansas State University, Manhattan  
**Master of Science**, Horticulture, 1982, University of Illinois, Urbana-Champaign  
**Bachelor of Science**, Ornamental Horticulture, 1980, University of Illinois, Urbana-Champaign

## COURSES I'VE TAUGHT

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### *University of Illinois*

Small Site Planning and Design  
Small Site Design and Construction  
Integrated Ecosystem Management  
Environmental Issues Today  
Behavioral Factors in Design  
Environmental Sustainability: A Global Perspective  
Readings in Psychology (taught at Danville Correctional Center, a State of Illinois prison)  
Landscapes and Human Health (also taught at the Danville Correctional Center)

### *University of Michigan*

The Logic of Data Analysis: Measurement and Design  
Research Methods in Behavior and Environment (Teaching Assistant)  
Introduction to Environmental Studies (Teaching Assistant)  
Natural Resources: Ecological Issues (Teaching Assistant)

### *Kansas State University*

Drawing and Visual Perception  
Graphics I  
Graphics II  
Environmental Design Studio I  
Environmental Design Studio II  
Accelerated Environmental Design Studio

## INSTRUCTIONAL HONORS AND RECOGNITIONS

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- College Faculty Award for *Teaching Excellence*, College of Agriculture, Consumer, & Environmental Sciences, UIUC, 2000.
- University of Illinois *Incomplete List of Excellent Instructors* 19 times 1993 to 2009.
- *John Clyde and Henrietta Downer Spittler Teaching Award*, College of Agriculture, Consumer, & Environmental Sciences, University of Illinois, 1999.
- *Teaching Academy*, College of Agriculture, Consumer, & Environmental Sciences, University of Illinois, 1998-2000; 2000 - 2003.
- *Outstanding Faculty Advisor*, awarded from Minorities in Agriculture, Natural Resources & Related Sciences (MANRRS), University of Illinois, 1995.

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10 March 2010

Dr. Wesley Jarrell, Director  
Environmental Change Institute  
University of Illinois at Urbana-Champaign  
[eci@illinois.edu](mailto:eci@illinois.edu)  
Re: Course Development & Enhancement Proposal

Dear Dr. Jarrell:

This letter is written in support of Professor Bill Sullivan's course development proposal to the ECI for a new shared resource course—Landscape Architecture 377/577: *Landscapes, Sustainability, and Human Health*. Shared resource courses are available to both undergraduate and graduate students.

This proposal grows from Professor Sullivan's research, his leadership on the Institute of Medicine's Roundtable on *Environmental Health Sciences, Research, and Medicine*, and a vertical design workshop he is currently teaching and developing in our department: LA 336/48 *Landscapes and Human Health*. It is our intention to make these new courses regular offerings in Landscape Architecture. To that end, I will work with Professor Sullivan and our courses and curriculum committee(s) to make these courses part of our official course listing.

Because LA 377/577 will be open to students from across campus, and due to the currency of the topics, we expect it to be well attended, attracting in the range of 30 students in the first year alone and growing to 60 after that. This course will buttress instruction in Landscape Architecture for students pursuing our graduate concentrations in social and cultural factors, as well as for all those students in general education, professional studies, or research degrees in related fields.

Yours very sincerely,

A handwritten signature in black ink, appearing to read 'M. Elen Deming'.

M. Elen Deming, D.Des., ASLA  
Professor and Head, Department of Landscape Architecture