



Individualized Study Plan
Joshua Cowgill
UW CEP 2013

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Dear Reader,

After a variety of introductory classes, waning motivation and interest, and scattered and fleeting knowledge, my freshman year at the University of Washington came to an end. I couldn't afford to spend another year like this, so I decided to spend it travelling. My hope was to synthesize what I learned, and see if time would sift through my interests and help me find gold. I started with a bicycle tour to San Francisco with my best friend, and picked up Nickel, a political science major with a minor in conspiracy theory from Arkansas. Pedaling for 8 hours a day offered a lot of time for thought. I saw how many different ways people achieved happiness which helped me internalize a lot of thought into a new value system.

When we arrived in San Francisco, we were lucky enough to be quartered by a group of Italian vagabonds working as waiters until they had enough coin to pack up and travel the world. Wash, rinse, and repeat. They quickly convinced us to sell our bikes and fly to India. Soon after, I found myself in the desert riding a camel, and it was there when I realized I wanted to pursue business. After months of digesting, I recognized through the veil of stress that the experience of running a painting business under Student Edge Painting was incredible. I hired my own painters, marketed the business to the Magnolia community, encouraged confidence in potential clients, booked jobs and managed the painting process by encouraging my workers with incentives, providing the necessary supplies and equipment, and generally overseeing the process.

About a month later, I met with a peer studying abroad in Auroville, an intentional community on the east coast of India, and talked about Community, Environment and Planning. She explained how she was pursuing the major and the possibilities it created. I didn't know exactly how, but I knew that I wanted to go back to UW and apply for CEP and focus on business.

Initially I wanted to pursue entrepreneurship, but I am now interested in advocating positive environmental change in communities through marketing. I am currently developing a method to turn my interests into an education. I will study current sustainability issues and solutions, social media and environmental marketing, leadership, and communities to figure out how to best engage them and incite change. I will also apply for marketing internships with organizations or businesses that fit with my beliefs and passions. CEP pushes me to define and analyze what interests me, and what I think will best

further my education. But I am not figuring out everything on my own. I have a whole cohort of peers to support me and offer ideas, and an awesome program manager that maintains a blog laden with opportunities. I am also talking with other counselors for advice on classes that fit with my interests. Working on my own will not provide me the best education, so I am constantly speaking with students, faculty, and family to get new ideas on how to develop my education.

After the education from CEP and the experience from internships, I hope to pursue a career in my desired field. With the ability to think critically, reason analytically, solve problems, and communicate clearly paired with knowledge in marketing, I plan on tackling interviews and getting a career I will enjoy. Outside of the workforce, I know I will remember the experience and bonds from CEP, and will recreate as much as I can.

Thank you for reading,

Joshua Cowgill

Fall 2011

- **CEP 301: Idea of Community**
 - Community is an integral piece of my education. In this class we studied different philosopher's views on the ideal community. Seeing different perspectives of how a community can function will help me when I begin interacting with communities outside of school. Facilitating cooperation instead of competition is a wonderful idea I have incorporated into my own philosophy and will promote when cultivating communities.

- **QMETH 201: Business Statistics**
 - This is a more elementary class that satisfies prerequisites for future classes. But, after taking this class, I know how to compile information from surveys to find standard deviations, correlations, errors, and other useful statistical information for marketing.

- **POL S 384: Global Environmental Politics**
 - This class focused on major environmental problems and different approaches on how to fix them. The broad approaches were top down vs. bottom up.
 - International organizations provide ineffective or weak policies that won't fix the problem, only mildly dampen the effects. But bottom up organizations are more effective because they are passionate about the environment and that inspires a fix that will truly solve the problem.
 - This class guided me towards working with community organizations to make change from the bottom.
 - These organizations can also provide a functioning example of sustainable development that larger organizations can use.

Winter 2012

- **CEP 302: Environmental Response**
 - This class directly correlated with my educational goals. Studying community-based environmental response focused on adaptation developed skills necessary to engage specific communities in order to cultivate sustainable behaviors.
 - It also aided in my ability to read and understand scientific writing pertaining to the environment.
 - Reading the Intergovernmental Panel on Climate Change's (IPCC) 4th annual report was also beneficial because it is a text that everyone should read before entering an environmentally focused position because it fosters a basic understanding of the world's climate.
- **MKTG 301: Marketing Concepts (METHOD)**
 - Introductory course in marketing to learn basics and allow me to take upper level marketing classes more focused on my educational plans.
 - The class provided fundamental marketing language and will allow me to specialize into Sustainable Marketing, Social Media Marketing as well as others.
- **PB AF 403: Professional Leadership (METHOD)**
 - I read case studies to learn what leadership styles best fit for particular situations and their pros and cons.
 - I now recognize and can implement these leadership styles and skills in my interactions with groups and organizations.
 - I want to be a leader within an organization not only on projects and teams, but in motivation and spirit also.
 - This also helped build communication skills for job settings with practice in speaking and memo writing.

Spring 2012:

- **CEP 303: Social Structures and Processes**
 - I learned and practiced several community organizing and development strategies that I will use in the near future.
 - The most important lesson I learned from this class was to engage and listen to the community you are helping.
 - Strategies included: community meeting facilitation, outreach to different community groups, and non-interactive observations of the community.

- **MKTG 335: Principles of Selling (METHOD)**
 - I became more comfortable with my business-to-business selling skills. I learned how to construct and present a needs-based sales presentation with the aim to connect businesses or organizations.
 - This is very helpful for future consulting and marketing for non-profits.
 - I also refined my public speaking by removing particular words, and taking pauses instead of saying “um”.
 - I practiced this through one 3 minute memorized presentation, and the 12 minute sales presentation

- **ENVIR 480: Sustainability Studio (METHOD)**
 - I worked in a small group dealing directly with sustainable change on campus.
 - We piloted an energy reduction campaign in the Residence Halls and laid the framework for a larger one next year.
 - This challenged my leadership and problem solving skills.
 - Our group was mostly self-directed, so choosing a topic and how to implement it was a difficult decision that took into consideration the amount of work we could do in one quarter, as well as the impact it would have for UW Sustainability.
 - Self-direction also made individual motivation an element to the project that needed attention. Through distribution of work and team motivation, the project was a success.

Fall 2012:

- **CEP 460: Planning in Context**
 - This class was a practical application of knowledge and skills gained from classes, including urban planning skills from CEP 303, environmental science and communication knowledge, and leadership.
 - Envisioned the product (Green Landscaping Guide for Snoqualmie Ridge Homeowners), and the steps needed to finish it. In that process, we practiced project planning and used leadership skills to ensure we followed the timeline.
 - Used efficient team communication models to effectively work collaboratively as well as independently to deliver a project we were proud of.

- **MKTG 455: Entrepreneurial Marketing (METHOD)**
 - I learned Guerilla Marketing tactics, as well as community marketing tactics to creatively market a company or product with a small budget.
 - Developed a marketing plan for a small Seattle company named “GroBox”
 - Identified target market, and how to reach those particular markets through primary and secondary research.
 - Worked in a team to share skills and interests to effectively tailor the plan for the particular business taking into consideration, size, company age, workload of employees, and long-term company goals.

- **DANCE 234: World Dance and Culture (GEN ED)**
 - Completing the last few VLPA credits to finish my General Education credits.
 - Great way to learn about Guinean (West Africa) culture. Dances took the form of storytelling, celebrating, and/or passing down tradition.

Winter 2013:

- **CEP 461: Ethics and Identity**
 - With this class, I examined my beliefs and actions through the lenses of philosophers spanning ages. It exposed flaws and weaknesses in both, and encouraged growth and critical thought about how I conduct my life and view my problems.
 - It provided a lens to understand values based paradigms ingrained in me from society, culture, family, and school. With this new understanding, I was able to be an active observer in my own decisions, and truly question why and how I came to decide something.

- **CEP 446: Internship**
 - I have been working at the Environmental Stewardship & Sustainability Office since January as the EcoRep Coordinator
 - As the EcoRep Coordinator, I am designing, implementing, and institutionalizing the EcoRep program for UW.
 - It is designed to encourage sustainable behaviors in students, faculty, and staff through peer-to-peer communication, motivation and education.
 - It has been implemented the Greek Community through the use of a Green Greek Certification (house audit survey used in conjunction with a competition).
 - Greek Community chosen because it is a very close living community.
 - I am also working towards institutionalizing the program by making ties with the community, businesses, non-profits, and faculty and staff.
 - I am incorporating marketing and leadership skills as wells as theory on community to make sustainable change, and get the experience necessary for a career in a similar field.

- **MKTG 445: Multicultural Marketing and Business Development (METHOD)**
 - This is a case based class, where I will get the experience of providing consulting services to small business in economically-distressed communities with the aid of industry professionals
 - This will be a very helpful and practical application of the marketing classes I took so far. If possible, I can focus on an environmental organization.
 - I will also gain skills in business consulting, a skill I am interested in pursuing.

Spring 2013:

- **CEP 462: Community and Environment**
 - The class facilitated meeting deadlines and goals for my senior project.
 - I worked with my “accountability group” to both push myself and my group members to produce a better senior project.
 - This was also a very reflective process, helping me synthesize my university experience and aided in how to communicate how I grew and what I learned from CEP and beyond.
- **COM 418: Communications and the Environment (METHOD)**
 - Learned how the environment is communicated through a plethora of mediums like the media, journalism, art, politicians, environmentalists, and more.
 - Created a blog connecting what I learned throughout the class with environmental risk communication and music.
 - I chose this class to help with my senior project.
- **MUSIC 117: Elementary Music Theory (GEN ED)**
 - Completing my last 2 credits of VLPA’s in order to graduate
 - Helping me understand what I am playing when I practice guitar, and how to compose music.



Academic Plan for:		Student #:		Last Revised					
Joshua Manuel Cowgill		0825911		04/27/2013					
CEP Requirements		Academic Year: 2011-12							
Methods	25 credits of upper-division coursework	AUTUMN		WINTER		SPRING		SUMMER	
Diversity	5 Credits at any level	Course	Credit	Course	Credit	Course	Credit	Course	Credit
Core	30 Credits	CEP 300	1	CEP 302	5	CEP 303	5		
Internshi	120-150 hour internship with CEP 446	CEP 301	5	PB AF 403	4	CEP 300	1		
Retreat	4, 1-credit CEP 300 Fall and Spring	POL S 384	5	MKTG 301	4	MKTG 335	4		
		QMETH 201	4	GEN ST 391	1	ENVR 480	5		
Restrictions/Rules									
Only 15 credit overlap for double majors		Quarter total: 15		Quarter total: 14		Quarter total: 15		Quarter total: 0	
Minors have to be 60% different than a major									
Can miss one core course for study abroad									
		Academic Year: 2012-13							
		AUTUMN		WINTER		SPRING		SUMMER	
		Course	Credit	Course	Credit	Course	Credit	Course	Credit
KEY		CEP 460	5	CEP 461	5	CEP 462	5		
Methods Credits		CEP 490	2	CEP 400	1	COM 418	5		
Diversity		MKTG 455	4	CEP 446	5	MUSIC 117	2		
Required Minor Credits		CEP 400	1	MKTG 445	4	CEP 300	1		
Requirements for 2nd major		DANCE 234	3			CEP 400	1		
Remaining General Education Reqs		Quarter total:	15	Quarter total:	15	Quarter total:	14	Quarter total:	0
		Previous Courses							
		Grade/Year	Course	Credit					
Anthropology of Rock and Roll		1st year/2008	ANTH 269	5			Total Credits		93

Internship Goals

In an internship, I look to synthesize my studies and be able to practice them in a work setting. This past winter, I secured an internship with the Environmental Stewardship & Sustainability Office as the EcoRep Coordinator. The title coordinator is a bit misleading because it implies there is a functioning program when in reality there is not. My task is to design, implement, and institutionalize the EcoRep program for UW. About sixty schools, private and public, around the US and Canada have adopted a program similar to this. It is designed to encourage sustainable behaviors in students, faculty, and staff through peer-to-peer communication, motivation and education. A key to designing all of this is finding out how it will function in such a large institution. I decided to start implementation in UW Residence Halls and the Greek Community because they are both very close living communities. Currently, I am creating foundational practices that will be used each year by the communities, and can be built upon in different years. For the Greek Community, it is a Green Greek Certification, or an informal sustainable house audit, and for the residence halls it is an energy, waste and water reduction campaign/competition between halls. Another very important aspect is institutionalizing the program by making ties with the community, businesses, non-profits, and faculty and staff to ensure that the program is lasting.

To do all of this, I am applying learned marketing and leadership skills as well as theories about community to make sustainable change, and get the experience necessary for a career in a similar field. In the designing process, I learned not only how to structure a program and tailor it for a specific need, but also how to explain it to people. Through Principles of Selling (MKTG 335), I learned how to deliver a sales presentation that included having a sales proposal to use as visual and written guide to help deliver and explain the presentation. For EcoReps, I drafted and revised the EcoRep Proof of Concept, a ten page document explaining the program, and functioning very similarly to a sales proposal. I presented it to different staff members when pitching an idea that needed support, and it was always well received. In the coming year, I will be implementing the program. My goals are to maintain an active and engaging social media presence, recruit members by any means (tabling, the Carlson Center, talking with specific groups, etc.), and ensure that the EcoReps program will continue on through the year after.

Extracurricular

Finding time outside of work and school is very difficult. Most of the time I do find, I spend cultivating friendships and enjoying the space to relax and reflect. Occasionally, I find myself motivated enough to dedicate that time to an extracurricular. Currently, I am working with fellow students on a divestment campaign, pushing the University of Washington to divest from fossil fuel in their portfolios. We successfully do this, we are speaking with financial analysts the UW employs to understand what their needs fulfill this demand. In response, we are gathering support from faculty, student groups, Greek chapters, and the general student body and highlighting the companies to divest from. This will be a long process that will continue after I graduate, but from our work we hope to garner enough support to keep the momentum. If the UW does divest, this sends a message to fossil fuel companies and well as supporters, that the age of relying on dirty energy is ending, and we need renewables in order to sustain our fragile ecosystem.

Senior Project: 'Melting Faces, not the Planet'

Melting Faces, not the Planet is an out of the ordinary fusion of theatre and rock 'n' roll that follows a young man's journey through love, friendship, disappointment, hope and... *climate change*? The story follows Trey, a recent high school graduate starting university expecting grandeur, freedom, and ease. But as he enters his first class, Environment 101: the Human Revolt and Death of Mother Nature, he finds something else: a crisis. "The world as we know it, is coming to an end" so says Professor Prophet, and there is nothing anyone can do. After class, he speaks with a few classmates to debunk the naysaying professor, and discovers the different ways his classmates are approaching the issue. Olive advocates for behavioral change, but predicts a systemic collapse. If we prepare, she thinks we will have the knowledge and strength in our communities to rebuild a better world. River on the other hand, believes it is of no fault of the individual; instead the system is to blame. Through political advocacy and protest, he hopes we might be able to make the change before it's too late. As the story progresses, the Trey experiences each community his new friends are a part of and discovers their strengths, as well as weaknesses. As he learns from each, he begins to understand that both communities, although they represent different ideas, coalesce to create something stronger. They represent a change, a shift. Progress towards a future. They see and know what is happening and what will happen, and in their own ways, are doing their best to stop the inevitable.

Oh, but don't forget about love. Here is where CiCi comes in. A sultry and mysterious girl, that everyone knows is up to no good, except of course Trey who is completely oblivious and enamored with her. As his "love" grows for her, she pulls further away, until he figures it out. You know, who she really is... this CiCi character. But wait! There's more! But you'll have to see the show.

Climate change is a complex scientific issue with information disseminated from a variety of sources, including the scientific community, politicians, and the media. The resulting convoluted messaging leads to public skepticism and disengagement from the issue. In response to this disengagement, 'Melting Faces, not the Planet' is designed to reconnect people emotionally with this very serious problem. To create this musical, I studied risk communication and entertainment-education methodology to identify the practices that effectively communicate climate risks, educate, and ultimately, entertain audiences. I also attended meetings with student drama organizations, like the Undergraduate Theatre Society, and the Swimming Ophelia Ensemble, to gather a production team of fellow students. Using this alternative approach, I hope the musical will engage new audiences, provoke critical thought about climate change, and inspire ordinary people to become personal and public advocates for a better future.