August 23, 2013

Dear Sir or Madam:

With this cover letter, I announce my intention to change the Urban Studies Program by adding POLI 333 (Suburbia: People, Place, and Politics) as an optional class for the core of the major. Currently, students can select POLI 305 (Urbanization and Urban Geography). With the proposed change, they will be able to take either POLI 333 or 305. Please find attached the following documents:

- Signature form
- Change / delete program form
- Program of study worksheet with corrections noted
- Acknowledgement from the Political Science Department

Thank you for your attention to this matter. Please do not hesitate to contact me with any questions: KeenanK@cofc.edu or (843) 953-5679.

Sincerely,

Kevin Keenan
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

- CHANGE/DELETE PROGRAM FORM

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature] Date: 8/23/13

2. Signature of Academic Dean:

   [Signature] Date: 8/23/13

3. Signature of Provost:

   [Signature] Date: 8/25/13

4. Signature of Business Affairs (only for course fees):

   [Signature] Date: ________________ □ fee approved on __________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature] Date: ________________

6. Signature of Budget Committee Chair (only for new programs):

   [Signature] Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature] Date: ________________

8. Signature of Faculty Senate Secretary:

   [Signature] Date: ________________

Date Approved by Faculty Senate: ________________
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website.
• Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Kevin Keenan
Phone: 953-5679
Email: KeenanK@cofc.edu

School: HSS
Department or Program: Urban Studies Program

Name and Acronym of Major: URST

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☒ Change Request (fill out all sections)
☐ Add an existing course to requirements or electives
☐ Add a new course to requirements or electives (attach completed course form for each)
☐ Delete courses from requirements or electives
☐ Add or modify concentration*
☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
☐ Terminate degree
☐ Terminate major
☐ Terminate concentration
☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 41+
Number of Proposed Credit Hours (for changed program): 41+
Catalog Year in which changes will take effect: FALL 2014

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, corequisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.

Page 1 of 6
Urban Studies Major Requirements

Degree: Bachelor of Arts

Credit Hours: 41+

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

URST 201* Introduction to Urban Studies (3) PR: None
ECON 307 Urban Economics (3) PR: Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission
HIST 211 American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
POLI 305 Urbanization and Urban Geography (3) PR: None
OR
POLI 333 Suburbia: People, Place, and Politics (3) PR: None

SOCY 351 Urban Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102
URST 400 Practicum (2) PR: Instructor permission

Notes: *This should be one of the first courses taken in this major.

Choose one course from the following:

DSCI 232 Business Statistics (3) PR: MATH 104 or 250
POLI 205 Doing Research in Politics (3) PR: None
PSYC 211 Psychological Statistics (3) PR: PSYC 103
SOCY 272 Making Sense of Sociological Data (3) PR: SOCY 101 or HONS 167 or SOCY 102

Select one of the following two concentration areas (Urban Policy and Social Problems or Urban Planning and Administration):

Urban Policy and Social Problems Concentration

Select three courses totaling 9 credit hours with no more than two from any one field from the following:

HIST 307 History of the United States: Cold War America, 1945-present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see

This form was last updated on 6/6/2013 and replaces all others.
http://registrar.cofc.edu/general-edu).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>PR Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 155</td>
<td>Environmental Ethics (3)</td>
<td>None</td>
</tr>
<tr>
<td>POLI 211</td>
<td>Introduction to Public Policy (3)</td>
<td>None</td>
</tr>
<tr>
<td>POLI 322</td>
<td>Urban Government and Politics (3)</td>
<td>POLI 101 or instructor permission</td>
</tr>
<tr>
<td>SOCY 102</td>
<td>Contemporary Social Issues (3)</td>
<td>None</td>
</tr>
</tbody>
</table>

Select four courses totaling 12 credit hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>PR Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 304</td>
<td>Labor Economics (3)</td>
<td>Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission. DSCI 232 is recommended.</td>
</tr>
<tr>
<td>ECON 318</td>
<td>Macroeconomic Analysis (3)</td>
<td>Junior standing; ECON 200, 201, MATH 120</td>
</tr>
<tr>
<td>ECON 325</td>
<td>Economics for Development (3)</td>
<td>Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission</td>
</tr>
<tr>
<td>HIST 212</td>
<td>American Labor History (3)</td>
<td>One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
</tr>
<tr>
<td>HIST 217</td>
<td>African American History Since 1865 (3)</td>
<td>One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
</tr>
<tr>
<td>HIST 225</td>
<td>History of the South Since 1865 (3)</td>
<td>One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
</tr>
<tr>
<td>POLI 210</td>
<td>Introduction to Public Administration (3)</td>
<td>None</td>
</tr>
<tr>
<td>POLI 306</td>
<td>Urban Policy (3)</td>
<td>None</td>
</tr>
<tr>
<td>POLI 327</td>
<td>Political Parties (3)</td>
<td>POLI 101 or instructor permission</td>
</tr>
<tr>
<td>PSYC 307</td>
<td>Abnormal Psychology (3)</td>
<td>PSYC 103</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>Social Psychology (3)</td>
<td>PSYC 103</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Industrial Psychology (3)</td>
<td>PSYC 103</td>
</tr>
<tr>
<td>PSYC 329</td>
<td>Environmental Psychology (3)</td>
<td>PSYC 103</td>
</tr>
<tr>
<td>PSYC 334</td>
<td>Psychology of Stress (3)</td>
<td>PSYC 103</td>
</tr>
<tr>
<td>PSYC 358</td>
<td>Nonverbal Communication (formerly PSYC 340) (3)</td>
<td>PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission</td>
</tr>
<tr>
<td>SOCY 331</td>
<td>Society and the Individual (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 332</td>
<td>Collective Behavior (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 341</td>
<td>Criminology (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 342</td>
<td>Juvenile Delinquency (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 344</td>
<td>Social Gerontology (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 358</td>
<td>Living in an Organizational World (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 362</td>
<td>Social and Culture Change (3)</td>
<td>SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 366</td>
<td>Race and Ethnic Relations (3)</td>
<td>SOCY 102 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>URST 398</td>
<td>Special Topics in Humanities (3)</td>
<td>None</td>
</tr>
<tr>
<td>URST 399</td>
<td>Special Topics in Social Sciences (3)</td>
<td>None</td>
</tr>
<tr>
<td>URST 401</td>
<td>Independent Study (3)</td>
<td>Instructor and faculty advisor permission is required</td>
</tr>
</tbody>
</table>
before registration. A student may take no more than 6 credit hours of independent study.

URST 499 Bachelor's Essay (6) PR: A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

Urban Planning and Administration Concentration

Select three courses totaling 9 credit hours from the following:

ACCT 203 Financial Accounting (3) PR: Sophomore standing
HTMT 210 Principles and Practices in Hospitality and Tourism (3) PR: None
PHIL 155 Environmental Ethics (3) PR: None
POLI 210 Introduction to Public Administration (3) PR: None
URST 310 Urban Planning (3) PR: None
OR
URST 320 Town and Country Planning (3) PR: None

Select four courses totaling 12 credit hours from the following:

ACCT 204 Managerial Accounting (3) PR: ACCT 203; sophomore standing
ARTH 105 Introduction to Architecture (3) PR: None
ARTH 299 History of 20th Century Architecture (3) PR: Instructor permission or 6 hours of ARTH or ARTH 299
BIOL 204 Man and the Environment (3) PR: None
ECON 304 Labor and Economics (3) PR: Junior standing; ECON 200, 201; MATH 105 or 120, or instructor permission. DSCI 232 is recommended.
ECON 318 Macroeconomic Analysis (3) PR: Junior standing; ECON 200, 201 and MATH 105 or 120
HPCP 315 Urban Design Studio (3) PR: URST 310 or instructor permission
HPCP 299 Preservation Planning Studio (3) PR: HPCP 199 or instructor permission
MGMT 307 Human Resource Management (3) PR: MGMT 301, junior standing
POLI 211 Introduction to Public Policy (3) PR: None
POLI 307 Environmental Policy (3) PR: None
PSYC 329 Environmental Psychology (3) PR: PSYC 103
SOCY 352 Population and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 358 Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102
URST 398 Special Topics in Humanities (3) PR: None
URST 399 Special Topics in Social Sciences (3) PR: None
URST 401 Independent Study (3) PR: Instructor and faculty advisor permission is required before registration. A student may take no more than 6 credit hours of independent study.
URST 499 Bachelor's Essay (6) PR: A project proposal must be submitted in writing and approved by the faculty prior to registration.
approved by the faculty prior to registration for the course.

Notes:

- Students should plan their courses of study with their faculty advisor to assure that pre-requisites are satisfied early enough in their program so as not to interfere with enrollment.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

Currently, students can take POLI 305 “Urbanization and Urban Geography” as part of their core requirement. They can only take courses with an urban focus. However, the Political Science Department offers a course on suburbia (POLI 333 “Suburbia: People, Place, and Politics”). Suburbs are very closely linked to the development of Metropolitan Regions. Further, as many Americans live in the suburbs as live in cities. Allowing the students to take either POLI 305 or POLI 333 will give them a more representative menu of knowledge from which to select their courses when deciding how to study American settlement patterns. Further, adding this option to the core will also facilitate students moving through the major at an appropriate pace (as they’ll have an increased chance of knocking out a core course).

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify the major theoretical traditions and approaches to scholarship and practice in Urban Studies (URST 201).</td>
<td>All declared majors in URST 201 will be assessed using their final projects.</td>
</tr>
<tr>
<td>2. Explain the urban economic formations, structures, and processes that shape cities and contrast the operation of these processes within different contexts (ECON 307).</td>
<td>This class is offered in the Spring of 2014; syllabus and assignments are not available.</td>
</tr>
<tr>
<td>3. Explain urban social formations, structures, and processes that exist within cities (SOCY 351).</td>
<td>All declared majors in SOCY 351 will be assessed using their final projects.</td>
</tr>
<tr>
<td>4. Outline and Critique western urban development (HIST 211 and POLI 305).</td>
<td>These classes are offered in the Spring of 2013; syllabi and assignments are not available.</td>
</tr>
</tbody>
</table>

Per Kevin Keenan, this should read POLI 305 or POLI 333 (see attached correspondence) and replaces all others.

See attached syllabus

Page 5 of 6
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

The impact of adding this course to the core of the URST major will be minimal. The course is currently taught in the Political Science Department, and there is usually room in it. Adding it to the URST major, however, will help these students have more options for completing their major, and thus it will increase the likelihood that they will complete it on time.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no new costs associated with adding POLI 333 as a core class in the URST major. POLI 333 is an existing course offering in the Political Science Department.

I. CHECKLIST

- [x] I have completed all relevant parts of the form.
- [ ] I have attached a cover letter that describes my request and lists all the documents I am submitting.
- [ ] I have attached a Course Form for each newly-created or modified course.
- [x] (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.
- [x] I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.
- [ ] I have submitted one Signature Form that lists all of the different forms I am submitting.
Urban Studies Major with Concentration in Urban Planning and Administration Requirements
Catalog Year: 2013-14
Degree: Bachelor of Arts
Credit Hours: 41+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

- [ ] URST 201* Introduction to Urban Studies (3) PR: None
- [ ] ECON 307 Urban Economics (3) PR: Junior standing; ECON 200, 201; MATH 105 or 120; or instructor permission
- [ ] HIST 211 American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
- [ ] POLI 305 Urbanization and Urban Geography (3) PR: None
- [ ] SOCY 351 Urban Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102
- [ ] URST 400 Practicum (2) PR: Instructor permission

Notes: *This should be one of the first courses taken in this major.

Choose one course from the following:

- [ ] DSCI 232 Business Statistics (3) PR: MATH 104 or 250
- [ ] POLI 205 Doing Research in Politics (3) PR: None
- [ ] PSYC 211 Psychological Statistics (3) PR: PSYC 103
- [ ] SOCY 272 Making Sense of Sociological Data (3) PR: SOCY 101 or HONS 167 or SOCY 102

Select one of the following two concentration areas (Urban Policy and Social Problems or Urban Planning and Administration):

Urban Planning and Administration Concentration

Select three courses totaling 9 credit hours from the following:

- [ ] ACCT 203 Financial Accounting (3) PR: Sophomore standing
- [ ] HTMT 210 Principles and Practices in Hospitality and Tourism (3) PR: None
- [ ] PHIL 155 Environmental Ethics (3) PR: None
- [ ] POLI 210 Introduction to Public Administration (3) PR: None
- [ ] URST 310 Urban Planning (3) PR: None
- [ ] URST 320 Town and Country Planning (3) PR: None

Select four courses totaling 12 credit hours from the following:

- [ ] ACCT 204 Managerial Accounting (3) PR: ACCT 203; sophomore standing
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 105</td>
<td>Introduction to Architecture (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>ARTH 395</td>
<td>History of 20th Century Architecture (3)</td>
<td>PR: Instructor permission or 6 hours of ARTH or ARTH 299</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Man and the Environment (3)</td>
<td>PR: None</td>
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<td>ECON 304</td>
<td>Labor Economics (3)</td>
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<td>PR: URST 310 or instructor permission</td>
</tr>
<tr>
<td>HPCP 299</td>
<td>Preservation Planning Studio (3)</td>
<td>PR: HPCP 199 or instructor permission</td>
</tr>
<tr>
<td>MGMT 307</td>
<td>Human Resource Management (3)</td>
<td>PR: MGMT 301, junior standing</td>
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<tr>
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<td>POLI 307</td>
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<td>PR: None</td>
</tr>
<tr>
<td>PSYC 329</td>
<td>Environmental Psychology (3)</td>
<td>PR: PSYC 103</td>
</tr>
<tr>
<td>SOCY 352</td>
<td>Population and Society (3)</td>
<td>PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<tr>
<td>SOCY 358</td>
<td>Living In an Organizational World (3)</td>
<td>PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>URST 398</td>
<td>Special Topics in Humanities (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>URST 399</td>
<td>Special Topics in Social Sciences (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>URST 401</td>
<td>Independent Study (3)</td>
<td>PR: Instructor and faculty advisor permission is required before registration. A student may take no more than 6 credit hours of independent study.</td>
</tr>
<tr>
<td>URST 499</td>
<td>Bachelor's Essay (6)</td>
<td>PR: A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.</td>
</tr>
</tbody>
</table>

Notes:

- Students should plan their courses of study with their faculty advisor to assure that pre-requisites are satisfied early enough in their program so as not to interfere with enrollment.
Urban Studies Major with Concentration in Urban Policy and Social Problems Requirements
Catalog Year: 2013-14
Degree: Bachelor of Arts
Credit Hours: 41+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

**Required Courses**

- **URST 201** Introduction to Urban Studies  (3) **PR: None**
- **ECON 307** Urban Economics (3) **PR: Junior standing; ECON 200, 201; MATH 105 or 120; or instructor permission**
- **HIST 211** American Urban History (3) **PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).**
- **POLI 305** Urbanization and Urban Geography (3) **PR: None**
- **SOCY 351** Urban Sociology (3) **PR: SOCY 101 or HONS 167 or SOCY 102**
- **URST 400** Practicum (2) **PR: Instructor permission**

**Notes:** *This should be one of the first courses taken in this major.*

Choose one course from the following:

- **DSCI 232** Business Statistics (3) **PR: MATH 104 or 250**
- **POLI 205** Doing Research In Politics (3) **PR: POLI 150**
- **PSYC 211** Psychological Statistics (3) **PR: PSYC 103**
- **SOCY 272** Making Sense of Sociological Data (3) **PR: SOCY 101 or HONS 167 or SOCY 102**

Select one of the following two concentration areas (Urban Policy and Social Problems or Urban Planning and Administration):

**Urban Policy and Social Problems Concentration**

Select three courses totaling 9 credit hours with no more than two from any one field from the following:

- **HIST 307** History of the United States, Cold War America, 1945-present (3) **PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).**
- **PHIL 155** Environmental Ethics (3) **PR: None**
- **POLI 211** Introduction to Public Policy (3) **PR: POLI 101**
- **POLI 322** Urban Government and Politics (3) **PR: POLI 101**
- **SOCY 102** Contemporary Social Issues (3) **PR: None**

Select four courses totaling 12 credit hours from the following:

- **ECON 304** Labor Economics (3) **PR: Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission. DSCI 232 is recommended.**
Macroeconomic Analysis (3) PR: Junior standing; ECON 200, 201; MATH 120; or instructor permission

ECON 325 Economics for Development (3) PR: Junior standing; ECON 200, 201; MATH 105 or 120; or instructor permission

HIST 212 American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 217 African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 225 History of the South Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

POLI 210 Introduction to Public Administration (3) PR: POLI 101

POLI 306 Urban Policy (3) PR: POLI 101

POLI 327 Political Parties (3) PR: None

PSYC 221 Abnormal Psychology (formerly PSYC 307) (3) PR: PSYC 103

PSYC 223 Social Psychology (formerly PSYC 310) (3) PR: PSYC 103

PSYC 321 Industrial Psychology (3) PR: PSYC 103

PSYC 329 Environmental Psychology (3) PR: PSYC 103

PSYC 334 Psychology of Stress (3) PR: PSYC 103

PSYC 358 Nonverbal Communication (formerly PSYC 340) (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission

SOCY 331 Society and the Individual (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 332 Collective Behavior (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 341 Criminology (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 342 Juvenile Delinquency (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 344 Social Gerontology (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 358 Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 362 Social and Culture Change (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 366 Race and Ethnic Relations (3) PR: SOCY 101 or HONS 167 or SOCY 102

URST 398 Special Topics in Humanities (3) PR: None

URST 399 Special Topics in Social Sciences (3) PR: None

URST 401 Independent Study (3) PR: Instructor and faculty advisor permission is required before registration. A student may take no more than 6 credit hours of independent study.

URST 499 Bachelor's Essay (6) PR: A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

Notes:

* Students should plan their courses of study with their faculty advisor to assure that pre-requisites are satisfied early enough in their program so as not to interfere with enrollment.
Hi Kevin – I am fully supportive of POLI 333 counting towards the core of the URST major. Please let me know if you need any additional information.

Gibbs

Hi Gibbs,

Currently, our POLI 305 class that I teach counts also counts towards the core of the URST major. I would like to have my POLI 333 class, which is Suburbia: People, Place, and Politics – also count. I need an acknowledgement that the department is aware of this change.

There will be minimal impact on the Department – it may even get us a few more double majors!

Kevin Keenan, Ph.D.
Assistant Professor
Director, Graduate Urban and Regional Planning Certificate Program
Director, Undergraduate Urban Studies Program
25 Coming Street, Room 101
Charleston, SC 29424

Phone: (843) 953-5679
Suburbia: People, Place, and Politics
POLI 333

Fall 2012
Tuesdays and Thursdays, 9:25 to 10:40 a.m.
Maybank Hall, Room 207

Kevin Keenan, Ph.D.
Office: 26 Coming Street, Room 101
Phone: (843) 953-5679
Email: KeenanK@cofc.edu
Office hours: T: 1:00 p.m. to 3:00 p.m.; R: 1:00 p.m. to 3:00 p.m. & By appointment

Course Description

The purpose of this course is to examine in some detail the most common residential setting in the United States: the suburb. As many scholars argue, to subsume suburbs under some presumed more interesting, important, and central “city” is problematic if suburbs represent the most prevalent form of American residence. Recognizing and building upon understandings of American cities, this course examines the history, contemporary life and politics of American metropolitan areas, focusing on suburbs but not losing sight of the broader metropolitan—and urban—context. Students in this course will review histories of US suburbs in order to understand not simply their origins but also the debates about the forces driving suburbanization in America. We will examine twentieth-century accounts of suburban life, taking into account differences by gender, race, and ethnicity. Finally, we will examine the politics of suburbs: from governance to contemporary culture and questions of environmental sustainability.

Objectives

Students successfully completing Suburbanization: People, Place, and Politics will be able to do three things: (1) outline the historical development of suburbia in the United States and explain the role of government policy and American culture in this process; (2) connect the historical development of suburbs to contemporary conditions, illustrating both recurring patterns as well as points of divergence; and (3) articulate an informed argument about what the future of suburbia may look like.
Course Philosophy

The most important outcome of this course is the learning that students achieve. The course is designed as an introduction to the theories of suburbanization for upper-level undergraduate students. The course is scaled to learning at two levels, and writing and discussion are the primary method by which students will communicate their learning within these levels. At its basic-level, the course introduces students to foundational and factual knowledge about suburbs (e.g., historical development). At a more advanced level, it asks students to think conceptually about the role suburbs have played in the American imagination, both as a utopian ideal and a problematic reality. The course challenges students to recognize how the suburbs have been shaped by the choices people make about where they live and work, but that suburbia itself has also shaped those choices. The course requires that students comprehend how the foundational knowledge and theoretical frameworks interrelate to form a useful body of knowledge.

Course Texts

There are three required books for this course, and additional required readings are available on the course OAKS site, sorted by class session.

The following required books are available in the campus bookstore:


Course Overview

23, 28 August – What is suburbia?
30 August – Suburbia as Cultural Expression
4 September – The Role of Public Policy
6 September – The role of Technology and Industry
11 September – Family
13 September – Gender
18 September – Class
****NOTE: Short paper #1 is due at the start of the next class (20 September).

20 September – Race and the Construction of Suburbia
25 September – Diverse Suburbia
27 September; 2, 4 October – Cultural Richness or Bland Wasteland (?)
9 October – Field Trip, GROUP 1 (Students in Group 2 do not have class today)
11 October – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

****NOTE: Short paper #2 is due at the start of the next class (18 October).

18 October – Job centers and retail/commercial use
23 October – Contemporary Politics of Suburbia
25, 30 October; 1 November – Government
6 November – NO CLASS; Remember to vote!!!!
8, 13, 15, and 20 November – Environment and Sustainability
22 November – NO CLASS; Thanksgiving Break
27 November – Field Trip, GROUP 1 (Students in Group 2 do not have class today)
29 November – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

****NOTE: Short paper #3 is due on Friday, 30 November in my mailbox, located in the POLS Main Office at 114 Wentworth Street, Room 202. The paper is due by noon.

Assignments & Evaluation

Short Paper #1 – What do you understand to be the historical purpose of the American suburb? What roles have private and public policy played in the historical development of the suburbs? This question asks you to synthesize the opening readings and distill an argument about the purpose of suburbs. In this argument, it is expected that you will consider how the policies of private industry and government, morality, culture, and the human desire for meaning have shaped the suburb. Your answer should not be less than two pages or more than five pages. Short paper #1 counts towards 20% of your grade. You will be evaluated on organization, grammar, spelling, and presentation (e.g., appropriate margins, spacing, and fonts) in addition to appropriately and coherently
addressing the assignment. See Rubric #1: “Evaluating short paper #1” for the specific guidelines that I will use to evaluate your work.

NOTE: Short paper #1 is due on Thursday, 20 September at the start of class. There are no exceptions. If you fail to turn in your short paper #1 on Thursday, 20 September at the start of class, you will lose 6 points (out of 100) for each day late.

Short Paper #2 — Is suburbia diverse? If it is, explain whether or not this diversity is problematic and how it came about. If it’s not, explain why you think that’s the case. This question is asking you to build on your previous review of the history of suburbia, explaining whether or not you see contemporary suburbia as diverse and connected to past trends. You must argue whether you see fundamental connections between diversity as a suburban characteristic (or the lack thereof) and the history of suburbs—that is, how has history shaped the present, or hasn’t it? If you don’t see any connections, why do you think that’s the case? It is expected that you will also argue a position regarding whether or not diversity in suburbia is ‘good’ or ‘bad.’ Your answer should not be less than two pages or more than five pages. Short paper #2 counts towards 20% of your grade. See Rubric #2: “Evaluating short paper #2” for the specific guidelines that I will use to evaluate your work.

NOTE: Short paper #2 is due on Thursday, 18 October at the start of class. There are no exceptions. If you fail to turn in your short paper #2 on Thursday, 18 October at the start of class, you will lose 6 points (out of 100) for each day late.

Short Paper #3 — Is there a future for the American suburb? What does it look like, if yes and why? If you think that there is no future for the suburb—in effect an argument that everyone will live and work in the city—what reasons do you offer for that conclusion? This question is asking you to articulate an informed vision for the future of suburbia based in the literature we have read and your own interpretations and synthesis of that literature. Your answer should not be less than two pages or more than five pages. Short paper #3 counts towards 20% of your grade. See Rubric #3: “Evaluating short paper #3” for the specific guidelines that I will use to evaluate your work.

NOTE: Short paper #3 is due on Friday, 30 November by noon in my faculty mailbox located in the Political Science Department. There are no exceptions. If you fail to turn in your short paper #3 on Friday, 30 November by noon, you will lose 6 points (out of 100) for each day late.

Concept / Media presentations and discussion — To connect course material with the world beyond the classroom, another component of the course is finding and discussing news or other real-world items that illustrate concepts, ideas, or issues from the assigned reading. Each class session, one student will be asked to define a concept from the reading, find a media source that illustrates that concept, and explain the concept to the
class and how the media piece illustrates it. You are required to submit a short, one paragraph definition of the concept and one paragraph explanation for how the media source illustrates the concept. This should be submitted to me via email (send to KeenanK@cofc.edu) by noon the day before your presentation. You are also required to generate two to three discussion questions based both on your media source and concept, but also on the other content assigned for that day. Include these discussion questions on page 2 of your emailed document. We will address your questions in class.

The concept / media presentations count towards **20% of your grade**. See Rubric #4: “Evaluating Concept and Media Presentations” for the specific guidelines that I will use to evaluate your work.

SPECIAL NOTE: Failure to conduct your presentation on the date scheduled will result in a zero for that presentation. No make-ups will be issued.

**In-class participation** – The in-class participation grade will be determined by your attendance at each class, your engagement during the class discussions, and your responses to questions and other students’ comments. Sleeping or putting one’s head down during the course will adversely affect the grade. Lateness—both at the beginning of the course and after the break—as well as early departures, will adversely affect the grade. The participation grade will also be determined by your willingness to speak up and share thoughts, questions, and concerns during the course. In class participation counts as **20% of your grade**. See Rubric #5: “Evaluating Students’ In-class participation” for the specific guidelines that I will use to evaluate your participation.

Your final grade for the course will be calculated using the following undergraduate grade distribution (percentage of total score of all assignments).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.5 – 100%</td>
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<tr>
<td>A</td>
<td>92.5 – 97.4</td>
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<tr>
<td>A-</td>
<td>90 – 92.4</td>
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<tr>
<td>B+</td>
<td>87.5 – 89.9</td>
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<tr>
<td>B</td>
<td>82.5 – 87.4</td>
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<tr>
<td>B-</td>
<td>80 – 82.4</td>
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<tr>
<td>C+</td>
<td>77.5 – 79.9</td>
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<td>C</td>
<td>70 – 77.4</td>
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<td>C-</td>
<td>60 – 69.9</td>
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<td>F</td>
<td>0.0 – 59.9</td>
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**General Policies and Procedures**

- **Statement on Academic Integrity**: The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

  Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following
document, available online:
http://studentaffairs.cofc.edu/general_info/honor_system/index.html.

- **Student Email**: Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.

- **Faculty Email**: The professor uses KeenanK@cofc.edu and will check it at least once per day during the week. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.

- **Cell phones and pagers** may be left on, but they must be turned to silent mode.

- **Texting in class** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking facebook** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Special needs or concerns**: Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: http://spinner.cofc.edu/~cds.

- **Mutual respect for differing questions and ideas**: The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other members of the College and members of society with mutual respect and appreciation.
Course Schedule and Assigned Readings

All selections are presented in the order in which you should read them.

Readings from Nicolaides and Wiese, The Suburb Reader indicated by “N&W.”

Part 1: History and Meanings of Suburbia (Place)

23 August (Thursday) – What is suburbia?

☐ Teaford Preface, pgs. ix-xvi
☐ Teaford Chapter 1 “Creating Suburbia” pgs. 1 – 41.

28 August (Tuesday) – What is suburbia? (Continued)

☐ Mumford “Suburbia and Beyond” available on OAKS

30 August (Thursday) – Suburbia as Cultural Expression

☐ N&W ~ Document 1-1 Ralph Waldo Emerson Expresses A Romantic Vision of Nature, 1836 pg. 15
☐ N&W ~ Document 1-2 A Suburban Perspective on New York City, 1854 pg. 16
☐ N&W ~ Document 1-3 British Horticulturalist J.C. Loudon Lays the Foundation for a Suburban Ideal pg. 16
4 September (Tuesday) – History of Suburbia: The Role of Public Policy

- N&W ~ Document 8-6 White House Panel of Experts Depicts the Ideal Home, 1932

6 September (Thursday) – History of Suburbia: The role of Technology and Industry

- N&W ~ Essay 3-1 “The First Suburbs: Residential Communities on the Boston Periphery, 1815-1860” pg. 85
- N&W ~ Document 7-5 “The Los Angeles Chamber of Commerce Sells Suburbia to Industrialists, 1927” pg. 203

11 September (Tuesday) – Family

- N&W ~ Essay 3-2 “Moralism and the Model Home” pg. 92
- N&W ~ Document 2-4 “A Doctor Explains the Virtues of Suburbia for children, 1910” pg. 51
- N&W ~ Document 10-2 Whyte describes the “Organization Man” in Suburbia, pg. 295

13 September (Thursday) – Gender

- N&W ~ Document 2-1 Beecher Outlines the Proper Role for Women pg. 47
- N&W ~ Essay 2-2 Marsh “Suburban Men and Masculine Domesticity, 1870 to 1910” pg. 63
- N&W ~ Document 1-5 Friedan “The Feminine Mystique” pg. 300
- N&W ~ Document 10-6 “The Trapped Suburban Mother” pg. 303
18 September (Tuesday) – Class


☐ N&W ~ Document 6-4 Suburban Life Profiles Kenilworth, an Exclusive Suburb of Chicago, 1907 pg. 172

☐ N&W ~ Document 6-5 Sears, Roebuck and Co. Advertises Suburban Home Ownership, 1926 pg. 175

NOTE: Short paper #1 is due at the start of the next class (20 September).

Part 2: Diversity and Exclusion in the Suburbs (People)

20 September (Thursday) – Race and the Construction of Suburbia

☐ Essay 11-1 Lipsitz “The Possessive Investment in Whiteness” pg. 341

☐ Document 11-7 Atlanta Housing Council Proposes “Negro Expansion Areas,” 1947 pg. 333

☐ Document 11-8 Whites React to Fears of Black Encroachment in West Atlanta, 1950s pg. 336


☐ N&W ~ Essay 7-2 Wiese “Places of Their Own: African American Suburbanization in the Twentieth Century” pg. 216

25 September (Tuesday) — Diverse Suburbia

☐ Teaford, Chapter 2 “Diverse Suburbia”

☐ N&W ~ Document 7-6 Mary Helen Ponce Recollects Life in a Mexican-American Suburb, 1993 pg. 203

☐ N&W ~ Essay 14-1 Fong “The first Suburban Chinatown: The Remaking of Monterey Park, California” pg. 427
27 September (Thursday) – Cultural Richness or Bland Wasteland (?)
- Gans Chapter 2 “The Levittowners – And Why They Came” pgs. 22-43.
  Available on Blackboard.
- N&W ~ Document 14-5 Caldwell Links Teen Alienation to the Environment of
  New Surbia, 1999 pg. 419
- N&W ~ Document 14-4 Donna Gaines Surveys Suburbia’s “Teenage Wasteland,”
  1991, pg. 416
- N&W ~ Document 14-3 A Report Documents Ethnic Diversity in Atlanta’s
  Suburbs, 1999 pg. 415

2 October (Tuesday) – Cultural Richness or Bland Wasteland (?) Continued
- Waldie Holy Land – Pages 1 to 90.

4 October (Thursday)
- Waldie Holy Land – Pages 91 to 185.

9 October (Tuesday) – Field Trip, GROUP 1 (Students in Group 2 do not have class
  today)

11 October (Thursday) – Field Trip, GROUP 2 (Students in Group 1 do not have class
  today)

NOTE: Short paper #2 is due at the start of the next class (18 October).

Part 3: Contemporary Issues and the Future (Politics)

18 October (Thursday) – Job centers and retail/commercial use
- N&W ~ Essay 12-1 Muller “The Outer City” pgs. 362 – 67
- Teaford Chapter 3 “Commercial Suburbia” pgs. 87 – 122
23 October (Tuesday) – Contemporary Politics of Suburbia

- N&W ~ Essay 12-1 “The Outer City: The Geographical Consequences of the Urbanization of the Suburbs.” Pg. 352
- N&W ~ Document 12-5 Jonathan Kozol Describes Inequality in Urban and Suburban Schools, 1991 pg. 358
- N&W ~ Essay 13-3 “Suburban Strategies: The Volatile Center in Postwar American Politics”

25 October (Thursday) – Government Part 1

- Teaford Chapter 4 “Governing Suburbia” pgs. 123 to 159

30 October (Tuesday) – Government Part 2

- Teaford Chapter 5 “Housing Suburbia” pg. 159 to 186

1 November (Thursday) – Government Part 3

- Teaford Chapter 6 “Planning Suburbia” pgs. 187 to 216

6 November NO CLASS – Remember to vote!!!!

8 November (Thursday) – Environment and Sustainability

- N&W ~ Document 16-3 Hayden “What is Sprawl?” pg. 477
- N&W ~ Document 16-4 Inner-Suburb Mayor Proposes “Sprawl Warning” pg. 477

13 November (Tuesday)

- N&W ~ 16-10 Urban Scholar Robert Bruegman Critiques the “Antisprawl” Movement, 2000
15 November (Thursday)

20 November (Tuesday) – Suburbs and the Future
- Hayden Chapter 11 “The Importance of Older Suburbs.” Available on OAKS.

22 November (Thursday) – NO CLASS; Thanksgiving Break

27 November (Tuesday) – Field Trip, GROUP 1 (Students in Group 2 do not have class today)

29 November (Thursday) – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

NOTE: Short paper #3 is due on Friday, 30 November in my mailbox, located in the POLS Main Office at 114 Wentworth Street, Room 202. The paper is due by noon.
Hi Dan,

Thanks for asking about this. I’m actually glad your committee is being so thorough! It’s nice to know that my form is actually being read and looked over carefully.

I didn’t change that objective because it’s the existing objective for the program, and currently POLI 333 is not approved as an option. It wasn’t clear to me that we should list what we want as a future objective, or the ones that we have now. I didn’t want to seem presumptuous that my request would be granted, so I left the existing objective. And yes, that objective would work for POLI 333 and we would assess on that in the future. So, I’m fine however you want to note that.

Thank you again!

Best wishes, Kevin

Hi Kevin:

A committee member has raised a question about your proposal to incorporate POLI 333 into the URST major. The question concerns the Student Learning Outcomes and Assessment on the Change/Delete Program Form. The committee member asks the following:

...[D]id they intentionally leave POLI 333 out of outcome 4? Isn’t the purpose of their proposal that students have the option to take 333 instead of 305?

I presume that this is just an oversight and that POLI 333 should be there as an alternative to POLI 305, but I wanted to check to be sure. Let me know either way and I’ll make the appropriate notation on the proposal. My apologies if this seems trivial and obvious, but I’ve found that some apparently trivial issues really aren’t.

Regards,

Dan

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Daniel Greenberg, PhD
Assistant Professor, Department of Psychology
College of Charleston
Office location: 57 Coming St., Rm. 203

Mailing address: 66 George St., Charleston, SC 29424

Email: greenberdl@cofc.edu

Phone: (843) 953-5825

Fax: (843) 953-7151
Rubric #1: Evaluating Short Paper #1

The assignment for paper #1 asks you to answer the following question: What do you understand to be the historical purpose of the American suburb? What roles have private and public policy played in the historical development of the suburbs?

The expectation that I have is that, as upper-level undergraduate and graduate students, you have mastered the fundamentals of writing coherent and logical arguments in a formal paper. You are expected to evidence a deep reading and understanding of the relevant course texts.

Global concerns

- The paper is no longer than 5 pages.
- The student has chosen a title that communicates the main point of the paper.
- There is an engaging, interesting, and appropriate introduction that draws the reader in.
- There is a clearly defined thesis statement that states the author’s position vis-à-vis the question and the arguments that he or she will use to support that position in the order in which they will be covered.
- The student has clearly identified a historical purpose of the suburb as he or she understands it. It is generally recommended to focus on the articulation of one purpose, though you may focus on several if you feel you can do so adequately in a 5 page maximum paper.
  - This purpose is accurately supported by course texts.
- The student has identified at least 3 public and private policies that have affected the historical development of the suburbs. Ideally, these policies should relate to what you understand to be the historical purpose of suburbia.
  - These policies are accurately supported by course texts.
- The student considers the role of morality, culture, and the human desire for meaning in defining the purpose of suburbia.
- It is evident that the student has read most, if not all, of the material assigned. The student’s arguments exhibit depth sufficient enough to avoid the perception that the student is relying on the summaries.
- The student’s argument is logical and coherent.

Local concerns

- The student uses 12 point, Times New Roman font.
- There are no grammar errors in the paper.
- There are no typos in the paper.
- The paper looks professional.
- The student references correctly.
- The student has included a bibliography.
Rubric #2: Evaluating Short Paper #2

The assignment for paper #1 asks you to answer the following question: Is suburbia diverse?

This paper is designed to build off of your first paper, though it is not required that you do so. In your first paper, you were asked to think about the historical purpose of the suburb and how policy and culture shaped that purpose. You now have a foundation for thinking about the contemporary questions of race and diversity. This paper is asking you to connect some aspect of the history of the suburb (which you’ve already spent some time thinking about) with diversity questions.

Content concerns

- The paper is no longer than 5 pages. If you surpass 5 pages, you will lose 5 points.
- The student has chosen a title that communicates the main point of the paper. (5)
- There is an engaging, interesting, and appropriate introduction that draws the reader in. (5)
- There is a clearly defined thesis statement that states the author’s position vis-à-vis the question. **The thesis is bold faced.** (15)
- The thesis is followed by a “map to the paper” that spells out the arguments that the student will use to support that position in the order in which those arguments will be covered. **The “map to the paper” is bold faced.** (15)
- The student explains whether or not he or she believes that suburbs are diverse. (15)
- The student has explained whether or not the diversity of suburbia (or lack thereof) is connected to past trends, conditions, and issues (i.e., the historical purpose). (15)
- The student has taken and explained a position regarding whether or not diversity in suburbia is necessarily a good or bad thing. **In this portion of your paper, I would like to see you reference 1 thing that you learned in another course that you’ve taken at the College that helps you make your argument. Flag this portion of your paper with italics and full references.** (15)
- It is evident that the student has read most, if not all, of the material assigned. The student’s arguments exhibit depth sufficient to the upper-level undergraduate level. **I expect to see at least 10, if not more, appropriate references to course texts.**

Mechanical concerns (15)

- The student uses 12 point, Times New Roman font. Use normal margins.
- There are no grammar errors in the paper.
- There are no typos in the paper.
- The paper looks professional.
- The student references correctly.
- The student has included a bibliography.
Rubric #3: Evaluating Short Paper #3

The assignment for paper #3 asks you to answer the following question: Is there a future for the American suburb? What does it look like, if yes and why? If you think that there is no future for the suburb—in effect an argument that everyone will live and work in the city—what reasons do you offer for that conclusion?

Because this is a speculative paper—that is, you cannot accurately predict the future—you have much more freedom to explore your creative ideas than in the last two papers. However, it is expected that your creative arguments will seem possible, if not likely, and that you will support those arguments with reference to course texts. Papers that receive a grade of “A” will be creative and thought provoking, pushing the course texts in new directions and opening up new lines of inquiry. You have tremendous freedom and encouragement to be creative—I hope you will use it!

Content concerns

- The paper is no longer than 5 pages. If you surpass 5 pages, you will lose 5 points.
- The student has chosen a title that communicates the main point of the paper. (5)
- There is an engaging, interesting, and appropriate introduction that draws the reader in. (5)
- There is a clearly defined thesis statement that states the author’s position vis-à-vis the question. **The thesis is bold faced.** (15)
- The thesis is followed by a “map to the paper” that spells out the arguments that the student will use to support that position in the order in which they will be covered. **The “map to the paper” is bold faced.** (15)
- The student has clearly identified a future for the suburb as he or she understands it, keeping in mind that it is possible to argue suburbs will no longer exist in the future. It is generally recommended to focus on the articulation of one future, though you may focus on several alternative scenarios if you feel you can do so adequately in a 5 page maximum paper. (15)
  - This future is accurately supported by course texts, but importantly the student has done additional research and brings in referenced texts from other courses.
- The student has identified and explained at least 1 way that government may shape this future. (15)
  - These policies are accurately supported by course texts.
- The student considers the role of the environment and sustainability in defining the purpose of suburbia, but also returns to and discusses the opening concepts of morality, culture, and the human desire for meaning. (15)
- It is evident that the student has read most, if not all, of the material assigned. The student’s arguments exhibit depth sufficient to the upper-level undergraduate level.
- The student’s argument is logical and coherent.
**Mechanical concerns (15)**

- The student uses 12 point, Times New Roman font. Use normal margins.
- There are no grammar errors in the paper.
- There are no typos in the paper.
- The paper looks professional.
- The student references correctly.
- The student has included a bibliography.