Request Form for General Education Certification:
Social Science Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Kevin Keenan (course is taught by Eleni Glekas)
Course Number: URST 313
Course Name: Sustainable Urbanism
This Course is currently Listed in the Undergraduate Catalog  Yes ___  No x
(If your answer is “No”, please explain the status with the curriculum committee)

I have submitted the request to the Curriculum Committee. The course content has been offered under URST 399 (special topics), and I am hoping to transition it to URST 313 as a standing course. The URST 399 special topics counts towards general education in the social sciences.

Department of faculty member(s): Urban Studies Program

Course Description:

Today’s cities are growing at an unparalleled rate in the face of environmental changes that we have never seen. This course explores the concept of sustainable urbanism and looks at real world examples of best (and sometimes worst) practices in light of the many environmental challenges facing urban areas.

I. Explain how the proposed course satisfies each of the following Approval Criteria for Social Science:
   1. Have as its primary purpose to provide explanations for human behavior, social interaction, and/or social institutions.

Urban Studies is a program that, at its foundational level, seeks to explain urbanism as a way of life. Urbanism involves both the act of building cities, and the ways that people then create identities and particular forms of living in these places once they are built. The process and the outcomes of city building are the foundational aspects of urban studies. This particular class seeks to understand how humans currently engage in the process of city building, and how this is informed by existing ideas about economy and nature (i.e., institutions). The course proposes alternative ways of
thinking about human settlement, culture, and institutions in ways that may further a sustainable future.

2. By providing a survey of a particular social science discipline or by demonstrating ways in which the (more narrowly focused) material being covered in the course connects to other areas in the social sciences more generally, a course must:

   a. Expose students to empirical evidence and the varieties of social scientific methods of inquiry.

      Sustainability now draws from multiple social science disciplines. The case studies that are used to teach students about different approaches are supported with a variety of different types of evidence, nearly all of which is from the social sciences. Through these case studies, the students are exposed to the different forms of empirical evidence as well as the different approaches to scientific inquiry.

   b. Examine the impact the social sciences have on society.

      The goal of this class is to understand the cutting edge research being conducted on how humans build cities, and how we might do this in ways that foster sustainability (e.g., more compact, walkable cities that result in less care use). No longer is sustainability confined to a single discipline, but rather it incorporates insights from nearly every social science discipline. As such, the students in this class receive a broad exposure to the impact of the social sciences on society, particularly through case studies of successful applications.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the social science learning outcome, using the evidence and grading rubric for the respective outcome

I am providing the signature assignment that was used for gen ed assessment in URST 399 “Sustainable Urbanism” taught in the fall 2014 semester by the same instructor. This is the same class that is being moved into a regular course, and it will be taught by the same instructor for the foreseeable future.

Student Learning Outcome 1: Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. (List SLO 1 on syllabus.)

Evidence: Written assignment or essay on exam (embedded assignment). Students must use a disciplinary social science concept(s), model(s) or theory(ies) to explain a hypothetical or case study example of human behavior or social life. Students must first provide a synopsis of the
theory, model or concept, and then explain how these describe, provide an interpretation of, or predict human behavior, social interactions or social institutions. (Written assignment or essay on exam (embedded assignment)).

**Standard** At least 80% of students score 3 or 4 on each dimension of rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
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<tbody>
<tr>
<td>Identify or justify relevant theories/models/concepts</td>
<td>Unable to identify or justify</td>
<td>Incomplete identification or justification, lacks specificity, minor inaccuracies</td>
<td>Accurately summarizes at least one relevant concept, model or theory. Offers some insights</td>
<td>Accurately identifies or justifies core concept(s)/model(s)/theory(ies) and synthesizes other relevant concept(s)/model(s)/theory(ies)</td>
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<tr>
<td>Describe relevant theories/models/concepts</td>
<td>Inaccurate or absence of description provided</td>
<td>Satisfactory understanding, but lacked detail, specificity and accuracy</td>
<td>Accurate, complete description</td>
<td>Clear, coherent, sophisticated, multifaceted description that demonstrates insight and/or mastery of material</td>
</tr>
<tr>
<td>Apply relevant theories/models/concepts</td>
<td>Incorrect or no application, failure to distinguish between fact and opinion</td>
<td>Inconsistently applies theories, models and/or concepts</td>
<td>Some connections between theory/models/concepts but little depth of analysis</td>
<td>Multiple logical connections, original analysis, subtlety of thought</td>
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</table>
III. SYLLABUS REQUIREMENT
Syllabi **should** include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.
Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
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<tbody>
<tr>
<td>• Students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.</td>
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</table>

This outcome will be assessed on the **SHORT ESSAY #3 (you must specify which one!!!)**

**LATER IN THE SYLLABUS....it should show the weight in the grade**

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion 10%
- Quizzes 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home) 15%
- Midterm Exam 20%
- Comparative Analysis Paper (6-8 pgs.) 20%
- Final Exam 25%

The appropriate text appears on the syllabus for the proposed URST 313 (see attached).
Sustainable Urbanism
URST 399

Fall 2014
Wednesdays, 5:30-8:15pm
Maybank Hall, Room 111

Instructor: Eleni Gekas
Email: glekapolis@gmail.com
Phone: 703.304.8929
Office hours: By appointment

Course Description

Sustainability, resiliency, green urbanism...we hear these terms all the time, but what do they really mean? What is sustainability, and what does it mean in the context of urban planning? Today's cities are growing at an unparalleled rate in the face of environmental changes that we have never seen. Extreme weather patterns, sea level rise, long-term drought...how does this affect the way we plan for our future?

In this course, we will explore not just the concept of sustainable urbanism but look at real world examples of best (and sometimes worst) practices. This course will be broken out into three sections: major concepts, focus areas and case studies.

Objectives

This syllabus is your road map for the semester. Please print it out and have it with you each week to note any changes or special instructions.

Students successfully completing this class should be able to:
- Have a working knowledge of all the "systems within systems" that make a sustainable city and a firm grasp of the latest trends and ideas in urban planning
- Develop their own concepts and theories of what makes a city sustainable
- Apply critical thinking and problem solving skills to the variety of issues that face urban areas of varying sizes
The ability to communicate ideas effectively through writing, presentation and public speaking

Social Science General Education Student Learning Outcome
This course counts for credit towards the general education curriculum in the social sciences. As such, students are expected to meet the following objective:

- Students apply social science components, models or theories to explain human behavior, social interactions or social institutions.

This outcome will be addressed in one of your last sustainability journal entries.

Course Structure
Each class will begin promptly at 5:30 with a 15 minute break halfway through class. Please leave cell phones off during class, there will be time to check email, voicemail, etc during the break.

Course Texts and Relevant Sources

TEXTS: (These books will also be on reserve at the library for the duration of the semester)


*E-book also available:* Vital Source – 9780471777519 -


REFERENCE TEXTS:

American Planning Association, *Planning and Urban Design Standards*: This is a reference book that will be on reserve at the library throughout the semester. There will be some readings taken from this text, they will be provided for you on the OAKS site.

Reading and writing skills are paramount to this course. I would prefer if you used the Chicago Manual of Style, 16th Ed for bibliographic references. For general grammar and syntax, please refer to Strunk and White's *Elements of Style*.

OAKS: There will also be additional articles and media posted on the class OAKS site. All readings not found in *Sustainable Urbanism or Hidden Potential of*
Sustainable Neighborhoods will be found there under the topic listed in each week's lecture. Be sure to check OAKS each week.

WEBSTIES: (Also listed in OAKS)
American Planning Association: www.apa.org
Urban Land Institute: www.uli.org
United States Green Building Council: www.usgbc.org
Congress for the New Urbanism: www.cnu.org
Planetizen: www.planetizen.org

Assignments & Evaluation

There will be a variety of written assignments, class discussions and presentations throughout the semester. I have outlined each below. Please note the all written assignments should be double spaced, 12 point font on pages with standard margins. Grammar, composition and syntax are just as important as content. Please take the time to read over your assignments and check your work for grammatical errors.

All assignments are to be handed in as hard copies on the dates specified. I will not accept electronic copies.

Weekly Course Participation: 30%

Each week we will cover a different topic relating to the course theme. In order to actively participate in these discussions, you will have had to read all relevant readings, etc for the week. Sometimes the discussion will use material from previous lectures, so it is important to stay up to date on all readings and assignments.

Although there will be lectures and/or guest speakers in each class, I expect you, the students, to lead the discussion. This course is not designed as a lecture class, but more of a discussion seminar. During the first class we will go through the syllabus and examine the lecture topics. Each student will pick a course topic that they like and "lead" the class discussion. There will be 2-3 student leaders per lecture (excluding in class work sessions and final presentation time). Students will come up with a couple discussion questions based on the week's readings.

Sustainability Journal: 30%

Each week research an article or trend topic on sustainability in the built environment and write a two page summary and opinion of it. This is a project you should each be working on your own throughout the semester and will be handed in during the last week of class.
Your journal should have a theme. For example, if you are interested in theory, real estate development, community development, etc, you can tailor the articles and topics you choose each week to fit that chosen theme. Themes should be chosen by the second week of class, and please clear them with me first. The entry for the first week of class should be a personal essay on your interest in urban sustainability.

Your journal should also include a summary of a public meeting you attended at some point throughout the semester. The public approval process is a big part of urban planning, architecture and development. The City of Charleston and City of North Charleston have regular meeting throughout the week on zoning, planning, architectural review and general council hearings. I will provide links to the schedule of each different commission at the beginning of the semester. Be sure to include the agenda of the meeting you attended along with the time, date and place in your sustainability journal.

This journal is also designed to test your writing and research abilities in addition to the course topic. Writing and communication are an essential part of urban planning and development, so it is important that we focus on these skills early on and improve them throughout the semester.

- There will be one journal entry towards the end of the semester where you must identify a concept from the class, define that concept, and apply it to understanding an issue related to sustainability that is occurring in the City of Charleston or in the Lowcountry. This particular entry will be used to assess your mastery of the social science learning outcome, and it will count towards your overall grade on this assignment.

FORMAT: Each entry should be formatted to the specifications listed above with the date for that week's entry on the top of the page. If you are referencing a newspaper article or website please attach it. Anything larger than a few pages should have a proper bibliographical reference. This also includes videos, websites, and other media that is not easily printable.

**Final Assignment: 40%**

Your final assignment will be a group project. As a group, choose a neighborhood scale development project and present it to the class. It does not have to be in Charleston but should be a project that is complete and has a lot of information available. This assignment should not be just a summary of the project, but delve into the details. How “sustainable” is it? What can be improved? How many elements of sustainable urbanism that we covered in class are present? The products for this assignment should be:

1. Presentation: Powerpoint, 30 minutes in length
2. Summary book: Basically, your presentation in a readable format. This should be a written, well laid out and thorough document that is a compilation of your research as a group. The summary book should also include photos, maps, diagrams, drawings...any and all documentation material in addition to a bibliography.

Groups will be assigned during Week 3. This is something you should be working on throughout the semester. There will also be in class working sessions where I will be available in class to assist with questions, etc.
Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92.9</td>
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<tr>
<td>B+</td>
<td>87.5 - 89.9</td>
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<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>72.5 - 77.4</td>
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<tr>
<td>C-</td>
<td>70 - 72.4</td>
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<tr>
<td>D+</td>
<td>67.5 - 69.9</td>
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<td>D</td>
<td>62.5 - 67.4</td>
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<tr>
<td>D-</td>
<td>60 - 62.4</td>
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<tr>
<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/honor-system/](http://studentaffairs.cofc.edu/honor-system/).

- **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 glekopolis@gmail.com as a primary email and will check it at least once per day. 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. Please do not answer phones in class, wait until the break to check voicemails and make calls.

- **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](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

Note: This schedule is subject to change due to availability of guest speakers and other events throughout the semester. Reading assignments will be added/subtracted as needed. I will provide notice before changing anything.

Part 1: Introduction: What is Sustainability?

Week 1, 8/20 Intro: What is Sustainability?
TOPIC: Syllabus overview, student introductions, course introduction

Week 2, 8/27 Defining Sustainable Urbanism
TOPIC: Climate change, environmental threats and the places we live, and how cities are adapting to these challenges. Delve deeper into the meaning of "sustainable urbanism." Investigate all the "systems within systems" that make up the places we live.

Assignment Due:
- Sustainable Urbanism Chapters 1 & 2
- The Politics of Climate Adaptation TED Talk by Vicki Arroyo

Week 3, 9/3 Urban Design I
TOPIC: Define sustainability in the context of urban design. Overview of major trends in urban planning and their evolution over time.

Assignment Due:
- Sustainable Urbanism Chapter 5
- Chapter 1 of Hidden Potential of Sustainable Neighborhoods
- Article: Sustainable Urbanism and Beyond
- Article: Scientific American, Can Suburbs Be Designed Without a Car?
- Readings from Planning and Urban Design Standards, pp 68-96.
- Two page essay: What sustainable urbanism means to you.
- IN-CLASS: Break out into groups for final projects.

Part 2: Elements of Sustainable Urbanism
Week 4, 9/10 Urban Design II  
TOPIC: Density and urban form in the context of sustainability.  
Guest Speaker, Bryan Cordell on the Charleston Upper Peninsula Initiative

Assignment Due:
- *Sustainable Urbanism* Chapter 7
- Toward a New Urbanism: Retrofitting Suburbia and Urban Sprawl by Ellen Dunham Jones and Ghastly Tragedy of the Suburbs by James Howard Kunstler TED Talks
- Article: *Outside the Box*
- IN-CLASS: Submit proposed development sites

Week 5, 9/17 High Performance Buildings and Energy Systems  
TOPIC: Renewable energy, LEED and other green rating systems  
Guest Speaker: Marcy Whitfield, SCE&G

- Assignment Due: *Sustainable Urbanism* Chapter 9
- Readings from USGBC on LEED rating system

Week 6, 9/24 Open Space/Biophilia  
TOPIC: Guest Speaker, Julie Hensley, Director of Planning, CCPRC  
In-class documentary: *Olmstead and America's Urban Parks*

Assignments Due:
- Chapter 8, *Sustainable Urbanism*
- High Line TED Talk

Week 7, 10/1 Community and Culture  
TOPIC: Historic Preservation, culture and the sustainable community  
TENTATIVE: Historic Charleston Foundation speaker

Assignments Due:
- Readings from NTHP Preservation Green Lab  
  - The Greenest Building
- LEED ND and Historic Preservation: USGBC

Week 8, 10/8 Transportation  
TOPIC: Urban transportation, in-class working session on final presentations

ASSIGNMENT DUE:
- Chapter 6 of *Sustainable Urbanism*
- Janette Sadik-Khan TED Talk
- Chapter 5 of *Resilient Cities*
- Article: *Evaluating Plan Alternatives for Transportation System Sustainability*
Week 9, 10/15 Case Study 1

TOpic:
- Malmo, Sweden. In-depth investigation of Malmo and the development of Western Harbor
- Frieburg, Germany. Vauban and the re-use of a former military base.

Assignments Due:
- Chapters 2 and 5 of Hidden Potential of Sustainable Neighborhoods and readings from Western Harbor master plan

Week 10, 10/22 Case Study 2 Noisette

TENTATIVE GUEST SPEAKER JEFF BAXTER/JEFFREY REID ON NOISETTE

Week 11, 10/29 Case Study 3 TBD

Week 12, 11/5 Communicating Sustainability and Behavior Change

TOpic: How do we communicate the sometimes controversial message of the sustainable city to the public?

ASSIGNMENT DUE:
- Chapter 3 & 4 of Sustainable Urbanism
- Podcast: Bruce Mau
- Article: Promoting Sustainable Behavior
- Skim Fostering Sustainable Behavior (e-book)

Week 13, 11/12 Summary Discussion

TOpic: What have we learned and where do we go from here: the future of sustainable urbanism.

Assignments Due:
- Chapters 7 & 8 of Hidden Potential of Sustainable Neighborhoods
- Biomimicry TED Talk

Week 14, 11/19

In-class working session

Week 15 11/26

THANKSGIVING BREAK NO CLASS

Week 16 12/3

FINAL PRESENTATIONS
Assignments Due: Project books for ALL groups

WEEK 17 12/10

FINAL PRESENTATIONS
Assignments Due: Sustainability Journals for ALL students
Format for final journal entry

Important note: This assignment is worth 2% of your overall grade in the course.

Please choose one concept that you have learned about over the course of this semester. A concept is simply a clearly specified idea or topic that you have learned. Name this concept at the start of your journal entry, and please underline it. Define this concept in at least one paragraph. (Explain what the concept means.) You must offer a complete and clear definition traceable to course content.

Then, in a second paragraph, apply this concept to understand something occurring in the real world related to sustainability and urban planning. You may choose any example you wish, but be clear in how the concept helps you understand something about the example.

IMPORTANT – This part of your journal must be the LAST entry so that your instructor can detach it and submit it to the College-wide assessment committee for the Social Sciences. If it is not the last entry, you will lose points on your overall grade for this assignment.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

_________________________ Date: 1-19-15

2. Signature of Academic Dean:

_________________________ Date: 1/19/15

3. Signature of Provost:

_________________________ Date: 3/26/15

4. Signature of Committee on General Education Chair:

_________________________ Date: 3/26-15

5. Signature of Faculty Senate Secretary:

_________________________ Date: 

Date Approved by Faculty Senate: _____________________