Motion to Approve for General Education Status: Social Science

1. URST 320 Town and County Planning
2. URST 360 Land Use Law
3. URST 399 Special Topics
Request Form for General Education Certification:
Social Science Requirement: (Except FYSM, please include a syllabus)

Faculty Member(s): Barry Stiefel

Course Number: URST 320

Course Name: Town and Country Planning

This Course is currently Listed in the Undergraduate Catalog  Yes x  No___
(If your answer is “No”, please explain the status with the curriculum committee)

Department of faculty member(s):
Urban Studies and Historic Preservation and Community Planning

Course Description:

To survey the field of planning in less populated areas, including towns and rural areas; as well as study cultural and landscapes, economic development, preservation, the history of mechanisms of planning, special/current topics in planning, small town design, and planning theory. Some comparisons will be made to planning in cities and suburbia.

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.

This course provides a direct review of several social institutions that deal with town and country planning and the effective management of regions outside of cities. These include, most notably, local, county, and state planning offices, and non-profit advocacy groups that focus on planning-related issues, as well as the apparatuses of
zoning. These entities are social institutions, and their work directly impacts the ways that people interact within rural spaces and small towns. For example, town and country planners often seek to manage a rural countryside that may have a few small, but growing pockets of development for amenity seekers as well as people who use the landscape for economic purposes (e.g., farmers). This course provides explanations for human behavior, social interaction, and social institutions in ways similar to URST 310 Urban Planning, but the context is different.

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.

   In this class, students are exposed to a wide range of empirical studies – from economic development to traffic studies – that use different types of data. Students learn about both the different methods that underpin social scientific research by reading these papers, but also a particular method of creating and preserving beautiful, functional places (such as rural areas). The planner’s method is one that is fundamentally social, as it involves engaging the community in both visioning and execution.

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

   Students in this class learn that principles and values guide planners and in turn affect the ways in which a society manages its natural landscapes, and that the outcome of regional and town form and the structures therein are then connected to what is possible in those regions and towns (with regard to interaction, economy, politics etc.). The link between understanding social outcomes for different groups, and the reasons (theories, empirical facts) for these outcomes, helps students and practitioners understand the ways to build beautiful and functional regions and towns. At its core, students of planning are drawing on the results of the social sciences (e.g., crime analyses, gender studies, sociology) to identify regional and town problems, and build and shape environments that correct them.
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

**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>
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<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>
</tr>
<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, multi-faceted 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>
</tr>
</tbody>
</table>

The following assignment will be assessed to evidence achievement of the Social Science SLO:

25% **Research Paper Related to Rural Planning:** Each individual will conduct a research paper on a topic related to rural planning of their choice. Your topic selection must be approved by the Professor before commencing on your work. The paper must be 8-10 pages in length. Suggestions include:

- Thematic Analysis Paper — An explanation of a major movement, approach, or substantive theory in planning/ruralism with an emphasis on this movement/approach/theory’s influence on planning and/or on rural thought. Possibilities include but are not limited to: Utopian communities, environmental justice, threats of sprawl and urban
growth, town square design, New Ruralism (in contrast to New Urbanism), Feminist planning, Transportation Planning, Preservation Planning, Sustainability, Natural Resources Planning, etc.

- Biographical Analysis Paper – A biography of a major figure in regional/ruralism with an emphasis on this person’s influence on planning as a discipline and practice and/or on urban thought. Possibilities include but are not limited to: Thomas Jefferson, Raymond Unwin, Randall Arendt, Henry David Thoreau, John Muir, Benton MacKaye, and Frederick Law Olmsted.

- An original idea of your own as appropriate for this class.
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>
</tr>
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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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</tbody>
</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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

The text was added to the syllabus for URST 320.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

_____________________________  Date: 11/22/13

2. Signature of Academic Dean:

_____________________________  Date: 12/18/13

3. Signature of Provost:

_____________________________  Date: 12/19/13

4. Signature of Committee on General Education Chair:

_____________________________  Date: ____________

5. Signature of Faculty Senate Secretary:

_____________________________  Date: ____________

Date Approved by Faculty Senate: ________________
Town and Country Planning, URST 320-001

Fall 2013

Date/Time: Tuesdays and Thursdays, 10:50am – 12:05pm
Location: Room 404, Bell Building
Professor: Dr. Barry Stiefel
Email: stiefelb@cofc.edu
Office Hours: Tuesdays, 3:15 - 4:15pm, Wednesdays, 9:30 - 10:30 am, Thursdays, 3:15 - 4:15pm, or by appointment
Office Location: 12 Bull Street, second floor

Course Description and Content:

To survey the field of planning in less populated areas, including towns and rural areas, as well as study cultural and natural landscapes, economic development, preservation, the history and mechanisms of planning, special/current topics in planning, and planning theory. N.B.: this is not a design class.

Class Texts:

All books can be found at University Books Of Charleston or ordered online at Amazon.com, Borders.com, etc. Also, try checking your local library and/or Inter Library Loan (this is the cheapest option). Worldcat.org is a great place to check to see what local libraries have the books that you need as well as to conduct research for your assignments.

Required:

3. *Contemporary Urban Planning*, by John M. Levy, 7th ed. or later (Chapter numbers match the 7th edition)
4. Miscellaneous websites and articles provided by me online on OAKS. *These items are denoted with italics.*

General Education Student Learning Outcomes:

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

This outcome will be assessed on the Research Paper Related to Urban Planning.
Assignments & Grading:

15% Class Participation & Daily Reading Notes: Each individual in the course will be expected to prepare for, attend, and participate in class. Attendance and class preparation will be graded based on the (almost) daily submission of reading notes from the assigned readings at the beginning of each class. These notes are to be a minimum of 1/2 page in length and must conclude with at least two questions that you have about the material. These notes will be important for you to have during class and throughout the semester as a reference, so it is recommended that you submit a duplicate copy to me. The notes may be handwritten or typed.

15% Attend Planning Commission Meeting: Each individual in the course will be expected to attend one Planning Commission Meeting with a local government and write a 2-3 page paper on their observations of what took place at the meeting. This assignment is due the last day of regular classes; however, it is recommended that you complete this assignment before. Be sure to attach the meeting’s agenda and any other handouts provided at the meeting so that I can follow what took place with your report. Planning Commission Meetings can last for several hours. For this assignment you will only be expected to be in attendance for a minimum of 45 minutes (if the meeting runs longer). The following is a list of local municipal Planning Commission meetings; however, you may attend the meetings of a different municipality if you wish. Be sure to double-check the time and place of each meeting before attending for they are subject to change.

| City of Charleston 75 Calhoun St. | Town of Mt. Pleasant Municipal Complex | North Charleston 4900 LaCross Rd. | Charleston County 4045 Bridge View Dr. |

*** See the Professor if you have a conflict with your schedule for attending any of the meetings. Often these meetings are televised on a local public access station.***

20% History of a Rural Region Research Midterm Paper: Students shall select a rural region to research and write a 6-8 page paper about its development from its initial human settlement to the present. The paper should incorporate some of the themes covered in this class, as well as discuss the type(s) of cultural landscapes and land-use. For older regions, be sure to discuss what significant attributes to the region once existed in the past but are no longer extant in the present. Within the paper (not included as part of the page count) should be images and maps of the region, both past and present, which illustrate how the region has changed and developed over time in an appendix. This paper will be presented to the class and will be submitted to the Professor electronically by email. Check class schedule below for assignment due date.

25% Research Paper Related to Rural Planning: Each individual will conduct a research paper on a topic related to rural planning of their choice. Your topic selection must be approved by the Professor before commencing on your work. The paper must be 8-10 pages in length. Suggestions include:
• Thematic Analysis Paper – An explanation of a major movement, approach, or substantive theory in planning/ruralism with an emphasis on this movement/approach/theory’s influence on planning and/or on rural thought. Possibilities include but are not limited to: Utopian communities, environmental justice, threats of sprawl and urban growth, town square design, New Ruralism (in contrast to New Urbanism), Feminist planning, Transportation Planning, Preservation Planning, Sustainability, Natural Resources Planning, etc.

• Biographical Analysis Paper – A biography of a major figure in regional/ruralism with an emphasis on this person’s influence on planning as a discipline and practice and/or on urban thought. Possibilities include but are not limited to: Thomas Jefferson, Raymond Unwin, Randall Arendt, Henry David Thoreau, John Muir, Benton MacKay, and Frederick Law Olmsted.

• An original idea of your own as appropriate for this class.

If students prefer, they may form groups of 2-3 people to work on a group Research Paper. The group must inform the Professor of their decision, who the members are for their group, and the topic. If choosing this option, the paper must be 16-18 or 24-26 pages in length, depending on group size. Only one member of each group needs to submit the paper but every member of the group must submit a description (1-2 paragraphs) of their involvement with the group, their contribution to the paper, and evaluate their other group members. Check the class schedule below for due date, after which you will make a presentation to the class. Papers will be submitted to the Professor by email.

25% Final Exam: Bring 1-2 Blue Books to the final exam session. Expect essay questions from a list. The final exam will be cumulative and will involve all of the books read for this class.

All papers are to be double-spaced using a legible font (i.e. Times, Helvetica, Arial, etc.) at 12-points, have the standard one-inch margins on 8x11 inch paper (pictures and drawings in an appendix may be on 8x14 or 11x17). Proper citations must be used when appropriate in either Footnotes or Endnotes – the style is your discretion but must be standardized (i.e. Chicago, MLA, APA, etc.). Cover page, Table of Contents, Bibliography, Appendices are encouraged but are not counted as part of the page count for paper assignments.

<table>
<thead>
<tr>
<th>Grade Distribution</th>
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<tbody>
<tr>
<td>+100-95%</td>
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<tr>
<td>94-90%</td>
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<td>89-87%</td>
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<tr>
<td>86-84%</td>
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<td>83-80%</td>
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<td>79-77%</td>
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<td>76-74%</td>
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<td>Grade</td>
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<tr>
<td>73-70%</td>
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<tr>
<td>69-67%</td>
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<tr>
<td>66-64%</td>
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<tr>
<td>63-60%</td>
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<td>&lt;59%</td>
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Please ask if you have questions or comments during the semester. The Professor also reserves the right to make changes to the syllabus during the semester due to unforeseen circumstances.

**Make Up Work Policies:**

Given the nature of this course, the expectation is that students will be able to meet all deadlines for completing all reading and writing assignments. In turn, only extraordinary or emergency circumstances will merit consideration for a deadline extension and will have to be evaluated by the Professor on a case-by-case basis. Also, please contact the Professor as soon as possible to explain any anticipated or missed deadlines.

**Honor Code:**

All academic assignments in this course are conducted under the provisions of the College of Charleston Honor Code. In particular, while students will collaborate during group discussions of the material and their work, when it comes to assembling their initial problem set/exercise/essay responses and taking module exams, students are expected to work independently. Blatant plagiarism and/or cheating are grounds for failure within the class and will be reported to the College of Charleston for appropriate disciplinary proceedings. For students that have questions as to what plagiarism exactly entails (for those of you that like to push the envelope) please feel free to look up the definitions at http://www.plagiarism.org/.

**Fall 2013 Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Event</th>
<th>Assignment(s) Due</th>
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</thead>
<tbody>
<tr>
<td>August 20</td>
<td>Introduction</td>
<td>Review Syllabus (In Class)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Discuss “What is Rural Planning”</td>
<td></td>
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<tr>
<td>22</td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Introduction</td>
<td>Read: Chapter 1 by Thornbeck, and Introduction and Chapter 1 by Thomas, Lowe, Fulkerson, and Smith</td>
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<tr>
<td>27</td>
<td>The History of Planning</td>
<td>Hand In: Daily Notes</td>
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<tr>
<td>Tuesday</td>
<td></td>
<td>Read: Chapters 3 &amp; 4 by Levy, Selling Which South</td>
</tr>
<tr>
<td>29</td>
<td>The Legal Basis of Planning &amp; Planning and Politics</td>
<td>Hand In: Daily Notes</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>Read: Chapters 5-6 by Levy, SOUTH CAROLINA PLANNING ENABLING ACT OF 1994</td>
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<tr>
<td>29</td>
<td></td>
<td>Count of Charleston Planning Department</td>
</tr>
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<td><a href="http://www.charlestoncounty.org/departments/Planning">http://www.charlestoncounty.org/departments/Planning</a> Department</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>September 3</td>
<td>Comprehensive Planning and Land-Use</td>
<td><strong>Read:</strong> Chapters 8-9 by Levy, <em>Purchasing South Carolina Farmers' Development Rights</em></td>
</tr>
<tr>
<td>Thursday 5</td>
<td>Rosh Hashanah</td>
<td></td>
</tr>
<tr>
<td>Tuesday 10</td>
<td>Rural Development and Growth Management</td>
<td><strong>Read:</strong> <em>Development by Design, This is Smart Growth, Rural Green Building, Hanalei Bridge: A Catalyst for Rural Preservation</em></td>
</tr>
<tr>
<td>Thursday 12</td>
<td>Professor at Conference</td>
<td></td>
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<tr>
<td>Tuesday 17</td>
<td>Farmland and Natural Area Planning</td>
<td><strong>Read:</strong> <em>Successful Whole Farm Planning, Promoting Agriculture in Your Community, Is a Rural Stewardship Plan right for me?</em>, <em>Emerging Principles for Using Information Education in Wilderness Management</em></td>
</tr>
<tr>
<td>Thursday 19</td>
<td>Midterm Paper &amp; Presentations</td>
<td><strong>Hand In:</strong> <em>History of a Rural Region Research</em></td>
</tr>
<tr>
<td>19 ***</td>
<td>Presentation cont.</td>
<td><strong>Read:</strong> <em>The South and the Movement Against Chain Stores</em></td>
</tr>
<tr>
<td>Tuesday 24</td>
<td>Presentation cont.</td>
<td></td>
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<tr>
<td>Thursday 26</td>
<td>Presentation cont.</td>
<td><strong>Read:</strong> <em>The Aestheticization of the Politics of Landscape Preservation</em></td>
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<tr>
<td>26 ***</td>
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<tr>
<td>October 1</td>
<td>Rural Heritage</td>
<td><strong>Read:</strong> Chapter 2 by Thornbeck, <em>Secretary Standards for Preservation Planning, Chapter 3.4 Cultural Resources Element from Charleston County Plan</em></td>
</tr>
<tr>
<td>Tuesday 1</td>
<td>Rural Character</td>
<td><strong>Read:</strong> Chapter 3 by Thornbeck, <em>Preserving Rural Character</em></td>
</tr>
<tr>
<td>Tuesday 8</td>
<td>Research Foundation and Environmental Planning</td>
<td><strong>Read:</strong> Chapter 5 by Thornbeck, <em>Environmental Planning for Small Communities</em></td>
</tr>
<tr>
<td>Thursday 10</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>Tuesday 15</td>
<td>Rural Design Strategies</td>
<td><strong>Read:</strong> Chapter 6 by Thornbeck, <em>Rural Area Design Guide, Rural by Design</em></td>
</tr>
<tr>
<td>Thursday 17</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Read</td>
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</tbody>
</table>
| Tuesday 22      | Rural Transportation Planning              | **Read:** *Planning for Transportation in Rural Areas; SCDOT*  
http://www.scdot.org/doing/publications_Multimodal.aspx  
**Hand In:** Daily Notes                                   |                              |
| Thursday 24     | Rural Public Health                        | **Read:** *Bridging the Health Divide; Public Health Preparedness*  
http://www.scdhec.gov/administration/ophp/  
**Hand In:** Daily Notes                                   |                              |
| Tuesday 29      | Interdisciplinary Connections              | **Read:** Chapter 7 by Thornbeck, *Finding Exurbia*                                           | **Hand In:** Daily Notes     |
|                  | Urban/Rural Boundaries                     |                                                                                               |                              |
| Thursday 31     | Rural Futures                              | **Read:** Chapter 8 and Epilogue by Thornbeck, *Vermont’s Changing Rural Landscape*           | **Hand In:** Daily Notes     |
| November        | Rural Theory and Planning Theory           | **Read:** Chapter 19 by Levy, and Part I by Thomas, Lowe, Fulkerson, and Smith                |                              |
| Tuesday 5       |                                            |                                                                                               |                              |
| Thursday 7      | Rural Theory                               | **Read:** Part II by Thomas, Lowe, Fulkerson, and Smith                                       | **Hand In:** Daily Notes     |
| Tuesday 12      | Rural Theory                               | **Read:** Part III and Chapter 8 by Thomas, Lowe, Fulkerson, and Smith                         | **Hand In:** Daily Notes     |
| Thursday 14     | **Papers and Presentations due**           | **Hand-in:** Planning-related Research Paper by email & Presentation in-class                  |                              |
| Tuesday 19      | Presentations continued                    | Presentations                                                                                 |                              |
|                  |                                            | **Read:** *A Short Introduction to Micro-Regional Planning*                                    |                              |
| Thursday 21     | Presentations continued                    | Presentations                                                                                 | **Hand In:** Daily Notes     |
|                  |                                            | **Read:** *Environmental Justice*                                                             |                              |
| Tuesday 26      | Review Day                                 | Review Materials from the Semester – All is fair game!                                        | **Hand In:** Planning Commission Meeting Assignment Due |
| Thursday 28     | Thanksgiving Break                         | No Class                                                                                      |                              |
| December        |                                            | No Class                                                                                      |                              |
| Tuesday 3       | Study Day                                  | No Class                                                                                      |                              |
| Thursday 5      | Study Day                                  | No Class                                                                                      |                              |
| Tuesday 10      | **Final Exam, 8:00-11:00am**               | **Final Exam – Bring Blue Book**                                                             |                              |
Request Form for General Education Certification:
Social Science Requirement: (Except FYSM, please include a syllabus)

Faculty Member(s): Melinda Lucka

Course Number: URST 360

Course Name: Land Use Law

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)

This course has historically been offered as a special topics class. I have requested that the Curriculum Committee transition this course to a permanent offering, titled URST 360 Land Use Law. This course should appear in the catalogue in Fall of 2014.

Department of faculty member(s): Urban Studies

Course Description:

Land Use Law introduces the foundational legal framework that enables the practice of urban planning. In this course, students will learn about the history and background of zoning and land use controls, enabling legislation for counties and municipalities, the development process, the mechanism for enforcement of ordinances, and appeals.

1. 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.

   This course meets each of the articulated objectives in the following ways:
   a. Zoning affects the types of activities and human behaviors (e.g., playing in a park, or on a large front lawn) that can occur in any specific area. That
is, the land use law shapes what can be built, the types of homes present, and therefore the activities that are conducted.

b. Zoning affects who is near each other, and therefore how they interact. For example, restrictive covenants can prevent different groups from co-locating and thus interacting. Historically, blacks were restricted from buying certain properties by this method. Catholics and Jews were initially excluded in Levittown etc.

c. The apparatus of planning, including zoning, is established by law which is a social institution.

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.

      The evidence that the students are exposed to in this course is literally the landscape and its uses that surrounds them. The impact of land use law on society is communicated to students by pointing out how our society changes in response to the laws that underpin it. There are linkages to many other social science disciplines achieved in this way, including geography, political science, environmental studies, and urban studies. As illustrated in the structure of the course in the syllabus, the law affects each of these areas. As students learn about things such as tree and buffer protection, they are introduced to methods of inquiry and issues of concern in another discipline (in this case, environmental studies).

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

      Land use law is informed by an understanding of the needs of human society. This understanding comes from the work of social scientists. For example, in the opening portion of the syllabus, you will note the review of ideas like the police power of the state, ideas of neighborhood, governance, and environmentalism. Each of these topics is directly traceable to a social science discipline. This course makes it very clear to the student that predominant understandings of societal concerns are translated into laws that then reinforce societal patterns or possibly change them.
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

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

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This outcome will be assessed in the Final Project or Exam, which is worth 25% of the student's overall grade. If the students choose a final examination, there will be one essay examination that specifically asks students to apply a social science concept to understand land use law as a social institution.
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:

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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 text was added to the syllabus for URST 360.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   ___________________________  Date: 12/3/13
   Kevin Keenan

2. Signature of Academic Dean:

   ___________________________  Date: 12/6/13
   [signature]

3. Signature of Provost:

   ___________________________  Date: 12/9/13
   [signature]

4. Signature of Committee on General Education Chair:

   ___________________________  Date: ______________

5. Signature of Faculty Senate Secretary:

   ___________________________  Date: ______________

Date Approved by Faculty Senate: _____________________
LAND USE LAW/URST URST 360
FALL 2013/TUESDAYS 4-6:45pm Maybank 111
MELINDA A. LUCKA, ATTORNEY AT LAW
PHONE: (843) 830-0718 FAX: 577-5135 LuckaM@CofC.edu

Course Description

Land Use Law introduces the foundational legal framework that enables the practice of urban planning. In this course, students will learn about the history and background of zoning and land use controls, enabling legislation for counties and municipalities, the development process, the mechanism for enforcement of ordinances, and appeals.

Course Objectives

1. Students successfully completing URST 360 should be able to explain why land use controls exist, how they are implemented in U.S. contexts, and what the interface is between local government, state, and federal land use controls, as well as the relationship between public and private land use controls.

2. Students successfully completing URST 360 should be able to identify and define the key processes, principles, and legal precedents governing the development process in the U.S.

3. Students successfully completing URST 360 should be able to apply land use development concepts to understanding contemporary development events and issues in the Lowcountry and many other areas in the United States.

General Education Student Learning Outcomes:

This course fulfills one of the College of Charleston’s general education requirements in the Social Sciences. As such, students successfully completing this course will achieve the following social science learning outcome.

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

This outcome will be assessed in the Final Project or Exam, which is worth 25% of your overall grade. If the students choose a final examination, there will be one essay examination that specifically asks students to apply a social science concept to understand social institutions.

Course Schedule

1. History and background of zoning and land use controls [1-10]
   b. Purpose and function of police powers
   c. Goal of zoning laws to maintain character of residential neighborhoods while allowing commercial and mixed use growth to develop
II. Enabling legislation for counties and municipalities: Title 6-29, SC Code of Laws
   a. Local government regulations, controlled by underlying state law [5-8, 71-72]
   b. 1994 S.C. Comprehensive Planning Enabling Act

III. What is regulated?
   a. Subdivision of land/exactions [107-129]
   b. Zoning of uses:
      1. Classifications [67-71]
      2. Specific building requirements
      3. 1st amendment: Signs, Adult Uses [162-172]
      4. Historic districts; landmark protection [299-318]
      5. Tree and buffer protection [292-294]
      6. Freshwater/saltwater wetlands
         a. DHEC (OCRM) - Beachfront Management
         b. Corps of Engineers
         c. Local environmental protection [267-292]
         d. Brownfields [251-253]
      7. Miscellaneous use restrictions

IV. The development process
   a. Master Plan / Comprehensive Plan [53-61]
   b. Administrative permits
   c. Conditional Use Permits [86-88]
   d. Variances [80-86]
   e. Zoning changes/amendments [88-92]
   f. Smart Growth: Clustering, Planned developments, floating zones [214-233]
   g. Neighborhood input
   h. Zoning boards and Local government councils

V. Appealing Commission and Council decisions
   a. Planning Board decisions only appealable for subdivision decisions
   b. Board of Zoning Appeals: mediation and appeals to Circuit Courts
   c. Judicial Standard of Review [331-341]

VI. Non-conforming lots and non-conforming uses [93-99]
   a. Vested rights
   b. Existence prior to zoning laws
   c. Generally no expansion of non-conforming uses
   d. Amortization of certain non-conforming uses

VII. Eminent domain v. Police power [149-179]
   a. Public Use Doctrine
   b. Dedication of rights-of-way/easements/exactions
   c. Moratorium [200-203]
   d. Condemnations [236-242]
   e. Fifth Amendment issues: Regulatory Takings/Due process [130-161]
VIII. Contract/Conditional zoning [92-93; Inverness v. Bedford/Reinholt]

IX. Private covenants and conservation easements [34-37]
   a. Supersede zoning if they are more restrictive
   b. Disputes/ violations

X. Violations and enforcement of land use regulations
   a. Warnings
   b. Fines
   c. Options to rectify by removal, cease and desist, or requesting variances/
      zoning changes
   d. Judicial remedies

SOURCES:
Text: Land Use Law in a Nutshell 5th edition John R. Nolon, Patricia E. Salkin
Title 6-29 S.C. Code of Laws [available online]
South Carolina Subdivision and Zoning Law Update: M.A. Lucka
Land Use Articles

GRADING:
- Class participation and assignments: 1) Briefing a case (10%), 2) On a weekly basis,
  finding and discussing articles related to land use controls, locally, or from your
  hometown (25%); 3) Reading and written assignments during the semester (15%).

- Mid-term exam (25%)

- Final project or exam (class to decide (25%).

- We will attend a Board of Zoning Appeals or City council meeting that will involve
  local zoning laws as they are applied in actual development situations.
Request Form for General Education Certification:
Social Science Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Kevin Keenan
Course Number: URST 399
Course Name: Special Topics in the Social Sciences
This Course is currently Listed in the Undergraduate Catalog  Yes x No______
(If your answer is "No", please explain the status with the curriculum committee)

Department of faculty member(s): Urban Studies

Course Description:

This course is designed to study the development and process of policy making in a specialized field in urban society. Topics, which change each semester, have included sustainable development and geographic information systems.

As per Bob Mignone, I am providing SOCY 346 “Environmental Sociology” as an example of a course that has counted in the past as URST 399. Professor Auriffeille taught SOCY 346 in spring 2012, and this course counted as URST 399 Special Topics in the Social Sciences for some students. The description of that course follows:

The purpose of this course is to analyze, in both empirical and theoretical terms, the current crisis of the local, national, and global environment by looking at the cultural, political, economic, institutional, demographic, ideological, and practical dimensions that make up the fabric of all environmental questions. Areas of analysis include green consumerism and green economics, the social construction of nature, the environmental regulation process, environmental risk, and the political economy and globalization of ecological crises, among others. We will also study case histories, the history of the environmental movement and the environmental justice movement, labor and workplace issues, culture and the environment, and the future of environmental problem solving.

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.
The example provided examines how human economic systems and values affect—and very often destroy—the natural environment. The course overviews the role of consumerism, which facilitates particular kinds of behavior (such as identity construction via the home one lives in or clothes he or she buys). But, it also studies human interaction via its attention to the environmental movement and issues of social justice, which are group activities. Because the government regulates the environment through specific institutions (e.g., the EPA) and because humans fabricate cultural ideals of the environment, the course also addresses social institutions.

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.

      The course adopts a sociological perspective, introducing students to theories within sociology as well as data that support theoretical propositions and claims. Students will gain an understanding of the environment from different viewpoints, such as through cultural lenses, and political and economic theories. In each case, papers employing both quantitative and qualitative methods are used to communicate knowledge.

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

      Every society is dependent on the environment. This course introduces students to the ways in which societies use the environment to support themselves, and to either thrive or to fail (through environmental degradation, for example). The theories developed within the discipline of sociology help students understand causes of environmental decline, but also to strategize amelioration and remediation activities.

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

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>
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<th>Dimension</th>
<th>Does not meet expectations 1</th>
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<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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**Example of question that will appear on the final exam:**

Use one of the theories that we learned about during the semester to explain why a state government might want to intervene in an emergent environmental crisis, as well as how the state might actually do so (e.g., legislation). Be sure to label your theory, and explain/define it. Use an example (either real or fictional) to clarify how the intervention will work or possibly why it is doomed to fail.
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:

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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%
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- 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%

Please see the attached syllabus. The statement is provided in the sample syllabus. In all subsequent offerings, an Urban Studies Special Topics Course that counts for general education social science will include this language.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 1/22/14

2. Signature of Academic Dean:

   [Signature]
   Date: 1/22/14

3. Signature of Provost:

   [Signature]
   Date: 2/5/14

4. Signature of Committee on General Education Chair:

   [Signature]
   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]
   Date: 

Date Approved by Faculty Senate: 

SYLLABUS

ENVIRONMENTAL SOCIOLOGY        SOCY 346
URST 399 Special Topics in Social Science

Spring 2013
Times: MW 2:00-3:15, Education Center 113
Professor: Debbie Auriffellle

Office Hours: Friday 9-10:50, 2:30-3:30 or by appointment
(appointments are encouraged!)
Office: Room 202 in 88 Wentworth
Phone: 3-6513      Email: Auriffellledm@cofc.edu

Required Readings:
1) *Environmental Sociology: From Analysis to Action*, 2009, King and McCarthy.
2) Other materials made available on Oaks and distributed in class.

Optional Reading:
*An Invitation to Environmental Sociology*, 2012, Bell.

Required References:
*ASA Quick Style Guide.* This quick version of the *American Sociological Association Style Guide* is on Oaks.

General Education Student Learning Outcomes

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

This outcome will be assessed in the last question of the final examination. This particular question will be worth 2% of your overall grade in the course.

**Purpose of the Course:** The purpose of this course is to analyze, in both empirical and theoretical terms, the current crisis of the local, national, and global environment by looking at the cultural, political, economic, institutional, demographic, ideological, and practical dimensions that make up the fabric of all environmental questions. Areas of analysis include green consumerism and green economics, the social construction of nature, the environmental regulation process, environmental risk, and the political economy and globalization of ecological crises, among others. We will also study case histories, the history of the environmental movement and the environmental justice movement, labor and workplace issues, culture and the environment, and the future of environmental problem solving.

**Course Objectives:**
1) Learn about contemporary environmental issues from a sociological perspective.
2) Gain a theoretical and empirical understanding of the consequences of environmental disruptions on social systems.
3) Gain a theoretical and empirical understanding of how social systems create environmental challenges and opportunities.
4) Apply your knowledge by carrying out your own environmental sociology research project.

**Methodology:** Your knowledge and general understanding of the material will be assessed on two exams. Your ability to apply the material will be assessed in class participation and on one research project/presentation.

**Success:** Make sure that you complete the readings and homework for the days that they are due. This will prepare you for lectures, discussion and classwork. See the course outline for the days that readings are due.

**What to Bring to Class:** Make sure to bring your reading materials and reading notes to each class.

**Course Components:**

**Exams (40%)**

- The social science learning outcome will be assessed in the last question of the final exam. This particular question will be worth 2% of your overall grade in the course.

**Participation (20%)**

**Research Project (40%)**

1) **Exams:**
**Format:** There will be two exams. The exams will cover material from the required readings (even those readings not specifically discussed in class) as well as from movies, class lectures, guest lectures, and discussions.
**Dates:** To be announced.
**Make Up Exam Date and Time:** All make-up exams will be given on the Reading Day, Thursday April 25, at the end of the semester at 11:00 am. Location to be announced.
**Purpose:** These exams are designed to assess retention and comprehension of the material.

2) **Participation:**
**Format:** Students will participate in class discussion and will work alone, in pairs, and in small groups on class assignments and groupwork related to the readings, lectures, and the class project. Also, at the end of the semester students will evaluate each other’s final project presentations. These evaluations will be submitted for participation credit.
**Grading:** Students will be awarded one point for each day that they meaningfully participate in groupwork. In order to “meaningfully participate” you
must contribute to the group discussion and be prepared in terms of readings. Students who are not prepared in terms of readings may observe groupwork but may not receive a point for groupwork. Students will also receive one point for each day that they meaningfully participate in peer evaluations of presentations at the end of the semester.

**Dates for Groupwork:** Some of the groupwork is announced ahead of time. Much of the groupwork, however, will occur on unannounced dates throughout the semester.

**Make Up Groupwork and Peer Evaluations:** There is no way to make up groupwork and peer evaluations. However, students can miss up to 3 groupworks and/or peer evaluations before it impacts their grades.

**Purpose:** The purpose is to create an active educational environment in which students are encouraged to think critically about the issues and readings discussed in class.

3) **Research Project and Presentation:**

**Format:** See Research Project Instructions.

**Dates:** See the Course Outline.

**Make Up:** Points will be deducted for each day that a component of the project is late. There is no way to make up your presentation.

**Purpose:** The purpose of this assignment is to give students an opportunity to apply what they are learning and receive feedback on their progress.

**Special Needs:** I encourage students with special needs to speak to me about accommodations you might need to facilitate success in this class.

**Academic Honesty:** Students are expected to follow the Honor Code in the *Student Handbook.*