

COURSE SYLLABUS
Human Ecology/Social Impact Analysis
RS/SOC 401/601 – Section 1 (3 Hours), Spring 2018
TR 9:30 am - 10:45 am Riggs Hall 219

Instructor: **Dr. K. L. Robinson**
130-E Brackett Hall
864-656-1449
E-mail: krbnsn@clemsn.edu

Office Hours: TW 3:30 – 4:30pm or by appointment

Required Texts:

Burdge, Rabel J. 2004. *A Community Guide to Social Impact Assessment: Revised Edition*. Middleton, Wisconsin: Social Ecology Press. ISBN 0-941042-17-0.

Burdge, Rabel J. 2004. *The Concepts, Process and Methods of Social Impact Assessment: Rabel J. Burdge and Colleagues*. Middleton, Wisconsin: Social Ecology Press. ISBN 0-941042-35-9.

Recommended Text:

Taylor, C. Nicholas, C. Hobson Bryan, and Colin G. Goodrich. 2008. *Social Assessment: Theory, Process and Techniques*. Middleton, Wisconsin: Social Ecology Press. ISBN 0-941042-36-7.

Supplemental readings will be provided. All textbooks on order at the Campus Bookstore, or may purchase on-line at The International Association of Society and Natural Resources (IASNR) Bookstore,
https://secureg.mauconsulting.ca/iasnr/index.php?L1=left_home.php&L2=body_bookorder.php.

Course Description: The course will focus on the ecology of human societies and the social impact of development on communities and regions. The ecology of human societies is about connections between ecological and human social, cultural, and organizational processes. It is a very broad and general subject that crosses numerous scientific disciplines. It therefore has to be approached in a broad and general way, with an emphasis on theoretical ideas. Together, readings and lectures will provide you with a “big picture” of what human ecology and social impact assessment are about from an interdisciplinary point of view. This learning process will help us generate a new appreciation for the complex world in which we live.

Course Objectives: The objectives of this course is to facilitate student learning, to contribute to student’s willingness to explore ideas contrary to one’s own beliefs, knowledge of when information and data are relevant to an issue, and how to find relevant information. Moreover, this course will help students to accomplish the *General Education* competencies, including, among others, written and oral communication

skills; reasoning, critical thinking, and problem-solving; mathematical, scientific, and technological literacy (i.e., understanding the role of science and technology in society); and social and cross-cultural awareness. Specifically, the course will enable students to: 1) integrate and synthesize human ecology in terms of current major themes of interest; 2) construct and evaluate sound arguments that trace continuities between the human ecological and sociological point of view; 3) to acquire a body of knowledge regarding the findings and methodologies of Social Impact Assessment (SIA), 4) to evaluate and critique SIA case studies, 5) to understand how public involvement fits in and can be used as an evaluation component of development projects, and 6) to complete an original SIA while working in a team setting and under time constraints.

These objectives contribute to overall course goals:

(1) Developing *critical thinking skills*. The class discussions, readings, writing assignments and exams are designed to encourage you to develop and use higher-order thinking skills, including analytical, synthetic and applied thinking.

(2) Understanding the *social structures and processes* that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. C. Wright Mills called this using your "sociological imagination;" activities in this course are designed to encourage you to use *your* sociological imagination.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student or team member in this course.

Course Format: The course will include traditional lecture for the purposes of orientation and theoretical analysis of the subject. A portion of the class will use the seminar and discussion format. The course will also involve analyzing several case studies. You are expected to do all of the assigned readings and attend all class sessions. The course outline below lists the reading assignments for each class meeting; you should do the assigned reading BEFORE the class meeting for which it is assigned. Each student is expected to participate in discussions covering readings assigned for class and to actively engage with the instructor and classmates. Assigned reading and class discussion have the objective of developing students' communication, conceptual, and analytical skills.

Electronic Devices: Please turn off your cell phones before class. If you expect an urgent phone call you may leave it on silent/vibrate and leave the classroom when/if the urgent call arrives.

Late Assignments: Students are expected to turn in assignments on or before the due date. Unless an excused absence is provided, five (5) points per day will be deducted for

late assignments.

Make-up Exams: Arrangements to take a make-up exam must be made prior to the scheduled examination date. Only medical, death-related, or other serious circumstances suffice as reasons to reschedule an exam. No credit is received for missed exams. There will be no make-up exams for pop quizzes.

Title IX Policy: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The policy is located at <http://www.clemson.edu/campus-life/campus-services/access/non-discrimination-policy.html>. Alesia Smith serves as Clemson's Title IX Coordinator and may be reached at knightl@clemson.edu or (864) 656-3181.

Student Disabilities Services Policy: If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Specifically, students with disabilities requesting accommodations should make an appointment with Ms. Margaret M. Camp, M.Ed. (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Please refer to the Student Disability Services – Student Guide on the Clemson University website for additional information:

http://www.clemson.edu/sds/student_guide.html

Academic Integrity:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘seminary of higher learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Now, a word about plagiarism: Cheating includes plagiarism which refers to *using the work, ideas, or knowledge of other people as your own*. With the rise of the Internet

there have been a growing number of plagiarism cases. For questions on how to avoid plagiarism, go to <http://www.lib.clemson.edu/Plagiarism/index.htm> .

If you have any questions about what constitutes cheating or plagiarism please do not hesitate to ask.

Testing and Grading

Your grade in this course is based upon a combination of two exams (Scantron cards will be provided), writing assignments, a social impact analysis (team project), and a participation score. These activities will carry the following point values:

Exam 1	100 points
Exam 2 (during finals week)	100 points
Writing Assignments	100 points
Social Impact Analysis	100 points
<u>Class Participation</u>	<u>50 points</u>
Total:	450 points

Note: Graduate Student Product Contract (additional 50 points)

Graduate Student Total: 500 points

Grades will be assigned based upon the total number of points you have accrued at the end of the semester. Below is the *approximate* range of points that equates to each letter grade.

403 or higher	A
358-402	B
313-357	C
268-312	D
267 or below	F

In the calculation of interim and final grades, scores of 0.5 or higher are rounded up. I will not consider any requests for adjustments to your final grade at the end of the semester.

The final grade in this course is based on the following areas of performance:

Incompletes are given at the discretion of the professor. No incompletes will be given unless fully documented by medical excuse or other documented extenuating circumstances.

All students taking the course for credit must complete the following assignments:

- (1) Scheduled Exams 1 and 2

You will take two in-class exams during the semester. Exams consist of short answer and essay questions (multiple choice, true-false, fill-in-the-blank, matching terms, etc.). The first exam covers the course material presented since the beginning of the semester, including readings, lectures, films, and discussions; subsequent exam cover material since the previous exam. Each exam is worth 100 points.

(2) Writing Assignments

You will prepare and submit several writing assignments on assigned topics pertaining to the videos, class activities, and/or readings. In the case of papers, the papers should be typed, 10 or 12 point font, 1 inch margins, and double spaced. Only the two highest grades will count; the lowest grade will be dropped at the end of the semester. For out-of-class assignments, students are expected to do their own work. Each writing assignment is worth 50 points.

(3) Social Impact Analysis and Final Report

Each student, working in teams, will participate in an impact analysis of an industry, organization, development on a local community, county, or region of South Carolina. You will work within a group to complete a project involving hands-on experience doing a SIA. The class will examine prospective development projects in the recently-designated SC Promise Zone which is located in the Low Country, and encompasses portions of Allendale, Bamberg, Barnwell, Colleton, Hampton and Jasper counties. The area is home to 90,000 residents, 28.12% of whom live in poverty. The 2012 Median Income for the Promise Zone counties is \$32,705, or 25% less than South Carolina's Median Household Income and 45% less than the United States' Median Household Income. The impact analysis should consider social, economic, ecological, environmental, cultural, and institutional impacts on the local setting. The paper should be typed, double-spaced. Projects can be negotiated with the instructor, but keep in mind that ideal projects allow you to access critical secondary information, entail social and economic impacts, and are sufficiently local to foster multiple site visits.

Firsthand information may be obtained from persons knowledgeable about the project and its impact assessment via telephone interviews and field visits. Supplemental information may be obtained from the library as well as journals, books, and other scientific literature in the appropriate subject area.

Each team will use a portion of one class meeting to make a presentation (approximately 30 minutes in length) to classmates and invited guests. Peer evaluation of team members will be one component of the project and final report.

Selected Previous Projects

Fred Meyer Development Proposal, Bellingham, WA

Patrick Square: A Social Impact Assessment*

The Cliffs at Keowee Springs Development Project*

The Mill Shops at Pelzer: Social Impact Analysis*

The Silver Reef Casino, Lummi Nation, Whatcom County, WA

Village at Berkley Development Project*

*Clemson area project.

(6) Participation (50 points)

You are expected to engage in classroom discussions, reflecting on the topic and readings. The quality of contributions to class discussions is more important than the quantity of contributions. Participation in class discussions is not graded based on whether it is “right” or “wrong;” rather, you are expected to engage the material critically, and demonstrate an understanding and ability to apply the course material in productive ways. Engagement includes attendance, class participation, constructive class discussion, and performance on class projects and assignments. It is the responsibility of the student to obtain assignments, instructions, and lecture material presented during classes that he or she has not attended. Although the classroom format includes lecture, both the student and instructor benefit from spontaneous class discussion and exchange of ideas. Engaged students demonstrate qualities such as motivation, extra effort, interest in the course material, improvement over the course of the semester and leadership. Lack of engagement is manifested by frequent absences, talking with others or dozing off in class, lack of interest in the course material, lack of preparation, and lack of participation in course activities. Again, peer evaluation of team members will be one component of your participation on the project and final report.

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Key Dates during the Semester (Spring 2018)

January 10	Classes begin
January 15	Martin Luther King Jr. holiday
January 24	Last day for students to drop without record
March 16	Last day to drop without final grades
March 19 – 23	Spring Break
April 30 – May 4	Final Exams
May 10 - 11	Graduation (Please let me know if you are a graduation candidate.)

Tentative Schedule of Topics and Readings*

Date	Topic	Assignment
First Day		Introduction

Jan 11	Introduction, Review Syllabus, Class Activities	<ul style="list-style-type: none"> Review course objectives and outline of sessions; list learning objectives, and distribute student information sheet.
Week 1 Jan 16, 18	Human Ecology Overview	<ul style="list-style-type: none"> Introduce and distribute in-class service learning survey. McKenzie, R. D. 1982. "The Scope of Human Ecology." <i>Urban Patterns: Studies in Human Ecology</i>. (rev. ed.), ed. George Theodorson. Pp. 28-34. Univ. Park: PA State Univ. Press. Meadows, D., J. Randers, and D. Meadows, 2004. Chapter 1 Overshoot, pp. 1 -16 in <i>Limits to Growth: The 30-Year Update</i>. White River Junction, VT: Chelsea Green Publishing Company. Open discussion
Week 2 Jan 23, 25	Service Learning and Human Subjects Research Training	<ul style="list-style-type: none"> Introduce SIA projects, form teams, select team captains (preferably one undergraduate and one graduate student), and set up workgroup discussion boards. Review and discuss article on research subject Henrietta Lacks (to be posted on CANVAS) Complete and submit online Human Subjects research training certification. To view tutorial, click on http://media.clemson.edu/research/compliance/orc/tutorials/CITI_registration.swf
Week 3 Jan 30, Feb 1	What is Social Impact Assessment?	<ul style="list-style-type: none"> Discuss Rzayeva, Sara, David L. Brown, and Laszlo Kulcsar. 2005. "An Overview of Social Impact Assessment." Unpublished. Ithaca, NY: Cornell University, Department of Development Sociology. Review and discuss impacts, region of influence, stakeholders, methods and measures highlighted in Burdge, <i>Concepts</i> Chapter 6 entitled "The SIA Scoping Document: New Uses for Old Military Bases, pp. 69-79. Writing Assignment #1. Describe your

		<p>personal worldview of our “ecological footprint” as it pertains to the competing demands of economic development (humanity’s demands) vs. the environment (the globe’s capacity). Additional information to be provided.</p>
<p>Week 4 Feb 6, 8</p>	<p>SCOPING</p>	<ul style="list-style-type: none"> • References: Guide, Chapters 4 – 6 • Class Activity: We will have an in class scoping exercise. Each team to complete selected Scoping Activities (e.g., Activity 5.4, 6.2, etc. in Guide, pp. 33-60. • Each team to begin developing a list of prospective stakeholders and questions for them. To be shared with the class. • In addition to the references, read and be able to discuss the scoping sections of the Case Studies in SIA, Concepts, Chapters 15-16. • Taylor et al, Chapter 4: The Social Assessment Process (to be posted on Canvas) • Writing Assignment #1 due
<p>Week 5 Feb 13, 15</p>	<p>OBTAINING INFORMATION TO MEASURE SIA VARIABLES</p>	<ul style="list-style-type: none"> • Q&A and review for Exam #1 (covers materials through Scoping) • Guest speaker (not yet confirmed) to further discuss opportunities for development in the SC Promise Zone. • Reference: Taylor et al, Chapter 6: Secondary Data and surveys (to be posted on Canvas) and Taylor et al., Chapter 8: Community-based and consultative techniques, especially sections on Concept of Community and Consultative Methods (to be posted on Canvas) • Will share previous SIAs for examples of type and sources of baseline and secondary data used. • Writing Assignment #2: Review and critique a completed SIA. For example, but not limited to, Lummi Casino Group. Fall 2001. The Silver Reef Casino SIA. Bellingham, WA:

		<p>Western Washington University, Huxley College of the Environment.</p> <ul style="list-style-type: none"> I will make several available for your review.
<p>Week 6 – 9</p> <p>Feb 20, 22 Feb 27, Mar 1 Mar 6, 8 Mar 13, 15</p>	<p>OBTAINING INFORMATION TO MEASURE SIA VARIABLES (cont'd.)</p> <ul style="list-style-type: none"> Population Impacts Community/Institutional Arrangements Communities in transition Individual and family level impacts 	<p>Week 6: Exam #1</p> <ul style="list-style-type: none"> References: Guide, Chapters 7 – 10 Class Activity: We will have team data exercises. Each team will begin to complete relevant impact assessment activities. Discuss selected SIA variables which focus on population impacts and how the proposed action will alter the major individual, organizational, institutional, social class and power structure relationships within the community, and how to measure the impacts on family structure and day-to-day activity of individuals. In addition to the references, supplemental readings (e.g., previous SIA critiques) will be provided and posted on Canvas. Guest speaker (not yet confirmed) to discuss development from a stakeholder's perspective. <p>Week 7: Team Workday Week 8: Continue Information to Measure SIA Variabls Week 9: Writing Assignment #2 due</p>
<p>Week 10 Mar 19 - 23</p>	<p>No class Spring Break</p>	<ul style="list-style-type: none"> Have an enjoyable and safe break!
<p>Week 11 Mar 27, 29</p>	<p>Community Infrastructure Needs</p> <p>Citizen participation and involvement</p>	<ul style="list-style-type: none"> References: Guide, Chapters 11 and Taylor et al., Chapter 8: Community-based and consultative techniques, especially sections on Concept of Community and Consultative Methods (to be posted on CANVAS) Class Activity: We will have team data exercises. Each team will begin to complete relevant impact assessment activities. Discuss selected SIA variables which focus on service needs of communities in the Zone, land ownership patterns,

		<p>and property values, etc.</p> <ul style="list-style-type: none"> • In addition to the references, read and be able to discuss the scoping sections of SIA and Public Involvement, Concepts, Chapters 17, 19. • Additional supplemental reading will be provided. • Writing Assignment #3: Search and find an example of another community that has been successful in implementing your team's proposed activity (or similar), and interview a stakeholder or review community meeting/public hearing transcript to identify and discuss the key issues such as anticipated impacts, costs, sources of funding, and other concerns of the stakeholder(s). Your interview or transcript review should include a discussion of the anticipated benefits or adverse consequences for the community/stakeholder, and suggested mitigation strategies. This assignment is intended to contribute to your team's overall effort as each team is responsible for interviewing at least three stakeholders, representing various interests.
Week 12 Apr 3, 5	Assessment of Impacts	<ul style="list-style-type: none"> • References: Taylor et al, Chapter 7: The Assessment of Impacts on the Regional and Local Economy (to be posted on Canvas) • Taylor et al, Chapter 4: Projection and Estimation of Effects section
Week 13 Apr 10, 12	PUTTING IT ALL TOGETHER	<ul style="list-style-type: none"> • References: Guide, Chapters 12 • Class Activity: Finalize evaluation and assessment of your team's selected impact variables as in chapter. • Open Discussion <p>Writing Assignment #3 Due</p>
Week 14 Apr 17, 19	Team presentations	<ul style="list-style-type: none"> • Additional information to be provided. • Reminder: Course evaluations, team self/peer evaluations

Week 15 Apr 24, 26	Last week of classes Wrap Up and review for Exam #2	<ul style="list-style-type: none"> • In-class service learning survey (post) • Reminder: Course evaluations, team self/peer evaluations (may set aside class time to complete)
Week 16 Apr 30 – May 4	***Final Exam Week***	

*SUBJECT TO CHANGE

Final Note: The above schedule, policies, procedures, and assignments in this course are *subject to change* in the event of extenuating circumstances or by mutual agreement.

**R/SOC 4010/6010 Human Ecology/Social Impact Analysis
Spring 2018**

Student Information Sheet

Name: _____

Hometown and State (Where did you grow up?): _____

Major at Clemson: _____

Year (e.g., 1st semester Junior): _____

Campus or Local Mailing Address: _____

Phone Number: _____ E-mail: _____

Advisor: _____

Please list other Social Science, Development, or City and Regional Planning Courses you have completed or are now taking?

Present and/or previous job experience:

List extensive domestic or foreign travel (continue on back if necessary):
