

**UEP 410**  
**Advanced Seminar in**  
**Urban and Environmental Policy**  
Fall 2019

Wednesdays  
1:00 – 4:00 p.m.  
UEP Conference Room

Professor Martha Matsuoka

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*Office hours:* Tuesday/Thursday 1:30 - 3:00 or by appointment

UEP #201

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*Office Hours:* 9:30 – 11am Wednesday and 3-4:30pm Thursday, or by appointment

UEP #203

The advanced seminar in Urban & Environmental Policy (UEP 410) is a capstone course that focuses on advanced research methods related to your senior comprehensive project for completion of the Urban and Environmental Policy major. Your work on the senior project during the UEP 410 fall semester lays the groundwork and is crucial for an overall strong comps project.

It is especially important that you identify a subject you feel passionate about. A topic that has your intellectual and emotional investment will result in a meaningful and valuable process. This level of engagement over the course of an academic year can be enormously rewarding and can provide real world skills and a sense of commitment that will stay with you after you graduate from Oxy.

This semester you will make significant progress on your comps project by:

- identifying a research topic
- developing research questions
- identifying and developing methods to answer your research question(s)
- developing a research plan
- deciding whether or not you will work with a client and who constitutes your audience

- conducting an in-depth literature review
- completing the human subjects review process for your project
- completing your literature review and preliminary writing of any background research (e.g. for case studies)
- getting started on your primary research

Class topics, discussions, and assignments will include examination of social science research methodology and applications, particularly in the fields of urban and environmental policy, urban planning and social change. You are expected to have already taken (or be concurrently enrolled in) a research methods course. We will *not* be doing an overview of methods in this course with the expectation that you have this background already. Rather, we will focus on deepening your understanding of research methods applications as you discern which research methods are appropriate to pursue for your particular topic.

NOTE: If you plan on doing any video work, you must have completed or be currently enrolled in the documentary film or other relevant courses in the Media Arts and Culture department.

Class times are scheduled and structured to support your individual research projects. At the same time, the goal of the course is to create a learning community where students work together as peer reviewers and research colleagues. Students are expected to complete all assignments on time and participate fully in class and in your small group discussions.

This Syllabus is subject to change throughout the semester. Students will be notified if the syllabus changes.

### **Course Materials**

We will post readings and course materials to Moodle and/or hand them out in class. Please read all readings before the class for which it is assigned.

#### **Required Text:**

Booth, W.C., Colomb, G.G., and Williams, J.M., Bizup, J., FitzGerald, W.T. (2016) The Craft of Research Fifth Edition. University of Chicago Press. **This is available as**

**eBook through Occidental Library**

<https://ebookcentral.proquest.com/lib/oxy/reader.action?docID=4785166>

(Older print editions are ok too.)

Optional Research Methods Textbooks. These texts can be checked out from the UEP Department, see Sylvia Chico.

- Israel, B.A., Eng, E., Schulz, A.J., Parker, E.A. (2005) Methods in Community-based Participatory Research for Health. First Edition (other editions as ok too). Jossey-Bass.
- Yin., R. (2014). Case Study Research: Design and Methods. 5<sup>th</sup> edition (there are others too). SAGE.

### **Grading Criteria**

Final grades will be assigned based on the following:

**Participation** (40%)

UEP 410 course is a seminar class and also a collaborative learning project. While your comps project is an individual capstone research project, much of the learning will be done with others in the class, including peer review of research and research progress. The success of the class and your project will rely on your participation in class and your commitment to the peer-review process to support your colleagues and revising your own work. In this course, we as your instructors aim to see your second and third drafts rather than a first draft. We expect writing turned in to us to have gone through a few rounds of revision on which we will base both your progress and your grade.

**Final paper** (60%) Due by December 6 by 5:00 p.m.

The final paper will be the first portion of your senior comps. We expect that it will be 15-20 pages. It will include your research question and sub-questions; a structured literature review; a background section; your methodology; any instruments or data sets you will be using for your data analysis and collection; and your work plan and timeline for the Winter Break and Spring semester.

The quality of your paper (as well as ultimately your successful comps project) depends on meeting several hard deadlines during the fall semester outlined below.

<b>Research objectives/Assignments Overview</b>	<b>Completion by:</b>
Preliminary Research Proposals due in class	Wednesday, August 28
Background Draft due	Wednesday, September 4
Methods Section Draft due to Peers	Wednesday, September 11

<p>Group Literature Review exercise due</p> <p>Groups will answer following questions for their selected literature review: What are the main themes in the literature? What are the main questions your review is working to answer? What is the gap in knowledge the review identifies? How does your research help fill the gap?</p>	<p>Wednesday, September 11</p>
<p>Revised Research Proposal due in class</p>	<p>Wednesday, September 18</p>
<p>Literature Review Individual Draft due to Peers</p>	<p>Wednesday, September 25</p>
<p>Human Subjects / IRB Application Draft Due</p>	<p>Wednesday, October 2</p>
<p>Peer-Review comments on Literature Review and on Methods due to Authors &amp; to Professors on Moodle</p>	<p>Wednesday, October 9</p>
<p>Last day to turn in Final Human Subjects applications due (to Professors &amp; to HSRRC)</p>	<p>Wednesday, October 16</p>
<p>Full Draft of Intro, Literature Review, and Methods due</p>	<p><b>Friday, November 15th (2 hard copies to UEP &amp; 1 posted to Moodle by 5pm)</b></p>
<p>Winter Break Work Plan due</p>	<p>Wednesday, November 20</p>
<p>Final first semester paper (Intro, Literature Review, Methods; any data sets/data collection instruments)</p>	<p><b>Friday, December 6 (2 hard copies to UEP &amp; 1 posted to Moodle by 5pm)</b></p>

## Class Topics and Readings by Week

Date	Topic & In Class Work	Assignments Due this Day	Readings Due this Day
Wed. 8/28	<p>Comps Overview and Course Introduction</p> <p>Elements of the Comp:</p> <ul style="list-style-type: none"> <li>- Intro</li> <li>- Topic discussion</li> <li>- Literature Review and</li> <li>- Methods Review</li> <li>- Timeline and Workflow</li> </ul> <p>Oral Peer Review in Class in Small Groups</p>	Preliminary Research Proposals due in class	
Wed. 9/4	<p>Research Design and Methods</p> <p>Prepare for Literature Review Exercise in Groups:</p> <ul style="list-style-type: none"> <li>• Identify a literature review topically relevant for your group</li> <li>• Post on Moodle</li> </ul>	Background Draft due; Hard copy in class and post to Moodle.	Identifying a Topic: Booth, et al. The Craft of Research, pgs. 1 – 64
Wed. 9/11	<p>Methods and Literature Reviews, Part II</p> <p>How to write a Literature Review?</p> <p>Citing sources</p>	<p>- Methods Section Draft due to Peers</p> <p>- Literature Review group exercise due</p>	<p>Galvan. "Writing Literature Reviews"</p> <p>"What is a Literature Review?"</p> <p>Saegert &amp; Benitez. (2005) "Housing Cooperatives"</p>

<p>Wed. 9/18</p>	<p>Library Resources <i>Guest: Andrew LaFave, Academic Commons</i></p> <p><b>-Bring your laptop with you;</b> if you do not have a laptop, check one out of the library. -Download and install Zotero free at zotero.com. - You should already have started a scan of the literature on your topic. Please bring a set of articles that you can use to ensure that you are using Zotero properly with the Word program. Note: Zotero integration does not work with google docs.</p>	<p>Revised Research Proposal due. Hard copy in class and post to Moodle.</p>	<p>Using Sources: Booth et al., Chapter 5: Problems and Sources. Pgs. 65-84</p> <p>Research approaches: Booth et al., Chapter 6: Engaging Sources, pgs. 85-104</p>
<p>Wed. 9/25</p>	<ul style="list-style-type: none"> <li>- Literature Review and Methods Discussion</li> <li>- Introduce Human Subjects / IRB assignments</li> <li>- We will provide an example of a human subjects form for you to follow. For IRB, you will need the filled form as well as any supplementary instruments (surveys, etc.)</li> </ul>	<p>Literature Review Individual Draft due to Peers</p>	<ul style="list-style-type: none"> <li>- Jacob &amp; Furgerson (2012) "Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research"</li> <li>- Leech "Asking Questions: Techniques for Semistructured Interviews"</li> </ul>
<p>Wed. 10/2</p>	<p>Working with Human Subjects and Institutional Review Boards (IRB)</p> <p>Guest speaker: Janet Morris, HSRRRC</p> <p>Draft IRB work in class</p>	<p>Human Subjects / IRB Application Draft Due Bring your draft to class as reference; post to Moodle</p>	<p>Fowler "Questions and Measures" pp. 1-39</p>

Wed. 10/9	NO CLASS	Peer-Review comments on Literature Review and on Methods due to Authors & to Professors due on Moodle	
Wed. 10/16	In-Class Work Time & Time to meet with Professors	Final Human Subjects / IRB applications signed and submitted to Professors and to HSRRC. Post final draft (with or without signatures) to Moodle.	Making a Case and Supporting it: Booth, et al. Chapters 7-11: pgs 105-172
Wed. 10/23	NO CLASS		
Wed. 10/30	<ul style="list-style-type: none"> <li>- Data collection overview</li> <li>- Presentations and mock data collection practice</li> <li>- Winter Break Planning in Class</li> </ul>		<ul style="list-style-type: none"> <li>- Developing a Workplan: Booth, et al. pgs. 173-202</li> <li>- "Elevator Pitch"</li> </ul>
Wed. 11/6	<p>NO CLASS</p> <ul style="list-style-type: none"> <li>- Work on Revised Full Draft (Intro through Methods)</li> <li>- Meet with Professors</li> </ul>		
Wed. 11/13	<p>NO CLASS</p> <ul style="list-style-type: none"> <li>- Work on Revised Full Draft (Intro through Methods)</li> <li>- Meet with Professors</li> </ul>	<b>Full Draft of Intro, Literature Review, &amp; Methods Due FRIDAY NOV 15. Post to Moodle by 5:00pm.</b>	
Wed., 11/20	Last day of formal class. Final Class Check-in and Winter Break Plan	Winter Break Work Plan due. Post to Moodle.	
Wed. 11/27	<b>NO CLASS: Thanksgiving Holiday</b>		
Fri, Dec. 6	NO CLASS	Final papers due. Post on Moodle and turn in <b>two hard copies</b> to UEP.	

## **Course/Campus Policies and Support Services**

### ***Classroom Responsibilities***

Teachers and students share the responsibility of learning and teaching. We see our responsibilities as creating the space and stimulating enthusiasm for learning, coming prepared to class, creating the goals and structure for a course, introducing concepts and ideas, and facilitating the sharing of knowledge amongst the students and between the professors and the students. Students are responsible for attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material in class.

### ***Classroom Community***

The comps class is designed to facilitate a co-learning community of students as researchers. Students are responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors; faculty are responsible for ensuring that discussions in the classroom are inclusive and productive.

### ***Academic Integrity***

Occidental College assumes that students and faculty accept and respect the principle of academic honesty. Academic misconduct, including cheating and plagiarism, is not tolerated. The policies for cheating, plagiarism, and academic misconduct are outlined in the Student Handbook available online [here](#).

### ***Support Services***

The college provides a set of resources to students to support them in learning. The [Writing Center](#) provides writing assistance to students to develop ideas, draft, and revise papers.

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>

The Emmons Wellness Center also provides important support services and can help you address issues of stress, medical and mental health, and overall well-being. For more information, see their website at <http://www.oxy.edu/emmons-wellness-center>