

UEP 410
Advanced Seminar in
Urban and Environmental Policy
Fall 2018

Mondays
3p-5:55p
UEP Conference Room

Professor Bhavna Shamasunder

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Office Hours: T, Th 1-2:30p or by appointment

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Office hours: Tues./Wed. 2:00 - 3:30 or by appointment

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.

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. You should also keep your research methods textbook handy for reference.

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 December 7 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 if you have one; your methodology, and any instruments or data sets you will be using for your data analysis and collection; and your work plan and timeline for the 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.

Research objectives/Assignments Overview	Completion by:
Preliminary Research Proposals due	Tuesday, September 4
Peer-Review due to your partner	Monday, September 10
Revised Research Proposal due in class	Monday, September 17
Literature review draft due	Monday, October 1
Peer-Review comments on Lit Review due to your group; professors also provide comments. Draft Methods due	Due by Mon. October 8. (Note: This is Fall Break; no class)
Peer-Review your group partner's methods section ; Professors also provide feedback by 10/15. Draft Human Subjects Application Due	Due Mon October 15th

Revised Literature Review and Methods Sections due with incorporated comments	Monday, October 22
Last day to turn in Final Human Subjects applications due (to us and to HSRRC)	Friday, October 30
Full Draft of Intro, Literature Review, and Methods.	Friday, November 16th (2 hard copies to UEP and one posted to Moodle by 5:00)
Winter Break Work Plan	Monday, December 3rd in class.
Final first semester paper (Intro, Literature Review, Methods; any data sets/data collection instruments)	Friday, December 7 (2 hard copies to UEP and one posted to moodle by 5pm)

Class Topics and Readings by Week

Date	Topic and Readings	Content/Assignments
Tuesday, Sept. 4th	Comps Overview and Course Introduction	Preliminary research proposal due in class (lunch hour)

Sept 10

Intro
Topic discussion
Beginning your Literature
Review and
Methods Review

At the start of class, hand in your revised research topic/questions; 2 sets of peer-review comments; and your original submission stapled together.

Literature Review Exercise:

Each group will identify and read a relevant literature review and will post on Moodle by Sept. 20

For this exercise we will create groups based on your topics. Each group should identify and post a literature review on Moodle by Sept 20th.

Groups will answer following questions for their selected literature review: What are the main themes? What are the main questions the review is working to answer? What is the gap in knowledge the review identifies?

Everyone should read the literature reviews posted on Moodle by class on 9/24 to orient yourselves to literature reviews and prepare yourselves for class discussion.

Sept 17	Library Resources <i>Guest: Andrew LaFave, Academic Commons</i>	Download and install Zotero free at zotero.com . Bring your laptop with you); if you do not have a laptop, check one out of the library. 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.
Sept 24	Literature Review discussion	Please read and prepare to discuss your literature reviews. You must read all of them in advance of class.
Oct. 1	Methods	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..)
Oct 8	FALL BREAK NO CLASS	
Oct 15	Human subjects	Guest speaker: Susan Molik, HSRRC Bring two copies of your completed draft IRB form to class
Oct 22	Peer Review on revised IRB forms/ Student meetings with professors	Lit Review and Methods due.

Oct 29	NO CLASS Individual/group meetings with Professors	Final Human Subjects applications signed and submitted to HSRRC.
Nov 5	Beginning Data Collection	Presentations and mock data collection practice.
Nov. 12	No Class, Work on Full Draft (Intro through Methods)	Intro, Lit Review & Methods Draft due Nov 16
Nov. 19	NO CLASS: Thanksgiving Holiday	
Nov. 26	No Class, One-on-one meetings	
Dec. 3	Full Class Check In and Work Plans due in Class	
Fri, Dec. 7		Turn in final paper, draft with other people's feedback.

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>