

UEP 410
Advanced Seminar in Urban and Environmental Policy
Fall 2021

Wednesdays
1:30 – 4:25 p.m.

Professor Martha Matsuoka matsuoka@oxy.edu

Office hours: Tuesday 1-2:30; Wednesday 9-10:30; Sign up [link here](#).

Professor Mijin Cha mcha@oxy.edu

Office hours: Tuesday, 11:30am-1pm, Wednesday, 11:30am-1pm. Sign up here:
<https://calendly.com/mcha-1/office-hours>

Professor Seva Rodnyansky srodnyansky@oxy.edu

Office hours: Wednesday during class time (130-230pm), Wednesday 10:15am - 12pm, Friday 1230pm - 230pm. Sign-up [link here](#).

Teaching Assistant Will Baltrus wbaltrus@oxy.edu

Office hours: TBD

Course Description: 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, which will be completed in UEP 411 spring semester.

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 question(s)
- developing a research plan for this and next semester

- deciding whether or not you will work with a client and who constitutes your audience
- identifying and developing methods to answer your research question(s). Methods can include (but are not limited to) surveys, interviews, original analysis of existing datasets, spatial analysis, case study, mixed methods...
- having a plan for gathering, sourcing, or finding data that matches your methods to answer your research question(s)
- conducting and writing an in-depth literature review
- researching and writing up the background to your topic
- completing the human subjects review process for your project, if required
- getting started on collecting or analyzing your data

Class readings, 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 a lengthy overview of methods in this course with the expectation that you have this background already from UEP 305 or other relevant methods course. 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. Given that we are in a remote semester, we encourage you to be proactive regarding library resources and plan accordingly for the time required at the library to process and send you any necessary materials, such as books and journal articles.

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.

Credit Hour Policy

UEP 410 is a 4-unit course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time) on average.

Course Materials

- The current syllabus will be posted on Moodle.
- **Readings and course materials will be posted to Moodle.** Please read all readings before the class for which it is assigned.
- **You will turn in all assignments on Moodle.** Written documents should be either in Microsoft Word format (for easier tracked changes) or PDF for more final documents.

Recommended Readings:

Booth, W.C., Colomb, G.G., and Williams, J.M., Bizup, J., FitzGerald, W.T. (2016) The Craft of Research Fifth Edition (other editions ok too). University of Chicago Press. **This is available as eBook through Occidental Library for read or download**

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

Optional Research Methods Textbooks. Some of these may be available online in part or in whole through Oxy library or other libraries.

- **General Research Design:** Singleton, R.A. and Straits, B.C. (2017) Approaches to Social Research. 6th edition (older editions are fine too). Oxford University Press. ISBN: 9780190614249.
- **Case Study:** Yin., R. (2014). Case Study Research: Design and Methods. 5th edition (there are others too). SAGE.
- **Qualitative:** Creswell, John W., and Cheryl N. Poth. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. 4th edition. Los Angeles: SAGE Publications, Inc, 2017.
- **Quantitative:**
 - Moore, Notz, and Flinger. Statistics in Practice. Any edition. W.H. Freeman. 2014.
 - Wooldridge, J. Introductory Econometrics a Modern Approach. 4th Edition or later.
 - Online Statistics Education: A Multimedia Course of Study (<http://onlinestatbook.com/>). Project Leader: David M. Lane, Rice University.
 - Applied Statistics with R. <http://davidalpiatz.github.io/appliedstats/>

Grading Criteria

UEP 410 course is a seminar class and also a collaborative learning project. While your comps project is an individual capstone research project, some of the learning will be done with others in the class. Students will be divided into peer groups based on subject, method, etc. Peer groups will interact through peer review of research, mutual support, and updating on research progress, via email, chat, or video, etc.

Participation for this course includes engagement and timeliness. 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 grades will be assigned based on the following:

Participation (20%)

- Class attendance and one-on-one meetings with assigned professor.
- Each student will be assigned a primary faculty person. Participation includes scheduled check-ins (during class time and/or office hours and/or by email) with your faculty, and coming prepared for these check-ins.
- Peer group participation: peer review & discussion of methods and literature review sections

Timely submission of quality DRAFT versions of the following to Moodle (20%)

- Summer Assignment
- Background
- Methods*** (including Human Subjects Approvals, if relevant)
- Annotated Bibliography
- Literature Review***
- Full Draft***

*** these DRAFT sections should be handed in, with marked-up comments from peer review. Be sure to leave adequate time for peers to peer review.

□ Final paper (60%) Due by Sunday, Dec. 5th by 11:59 p.m. PST

The final paper will be the first portion of your senior comps. We expect that it will be 15-20 pages (while it can be longer, the focus should be on content and quality, rather than length). Your final paper this semester will include your research question and sub-questions; any hypotheses; 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 final paper (as well as ultimately your successful comps project) depends on meeting several hard deadlines during the fall semester outlined below. In addition, we be evaluating your paper based on content, organization and quality of writing.

Grading rubric:

A: 93-100; A-: 90-93; B+: 87-90; B: 83-87; B-: 80-83; C+: 77-80; C: 73-77; C-: 70-73; D+: 67-70; D: 63-67; F: 0-63.

You will turn in all assignments on Moodle. Written documents should be either in Microsoft Word format (for easier tracked changes) or PDF for more final documents.

All assignments are due by 11:59pm PST on the day they are due.

List of Assignments and Deadlines

Research Objective Assignments Overview	Upload to Moodle by 11:59 pm PST on:
Summer Assignment (Preliminary Research Proposal) due in class	Wednesday, September 1
Background Draft due	Wednesday, September 15
Methods Section Draft due	Wednesday, September 29
Annotated Bibliography due (10-15 key literature sources with 2-3 sentences summarizing each source)	Wednesday, October 6
Literature Review Draft due	Wednesday, October 20
First Full Draft due: revised Introduction, Background, Literature Review, and Methods sections	Wednesday, November 3
Winter Break / Spring workplan Draft due	Wednesday, November 10
Final First Semester Paper Due	Monday, December 6

Late Assignment Policy

Timely submission of assignments (including drafts) will keep you on track for the comps project this semester. With the increased amount of digital communication and responsibilities for staff and faculty this semester, timely submission is even more crucial. Late assignments derail faculty's ability to provide necessary comments on your drafts.

Late assignments should be posted to Moodle. They will be marked down one letter grade (e.g., from B to B-).

We understand that things come up and especially this semester. If there is a health or medical issue, family emergency, or a similar situation, we recognize that these type of life issues can sometimes arise unexpectedly. If you are unable to turn the assignment in on time or attend a synchronous class, please communicate to your primary faculty member to work out a plan. Similarly, if you must miss a synchronous class due to reasons of faith or conscience, please communicate with your primary faculty as early in the semester as possible.

Class Topics and Readings by Week

Date	Topic & In Class Work	Assignments Due this Day	Relevant Readings
Wed. 9/1	<ul style="list-style-type: none"> ▪ Course introduction ▪ Comps overview ▪ Defining your topic, refining your research question (Zoom Breakout) 	Summer Assignment	Identifying a Topic: Booth, et al. The Craft of Research, pgs. 1 – 64
Wed. 9/8	Background section: <ul style="list-style-type: none"> ▪ Why do you need one? ▪ What to put in one? 		Research approaches: Booth et al., Chapter 6: Engaging Sources, pgs. 85-104
Wed. 9/15	Research Design and Methods high level review Meet with Professors as necessary, during class time	Background section Draft	
Wed. 9/22	What is data for my project? Where to find it / how to get it? Guest Speaker: Lily Eluvathingal from CDLA / Oxy Library Workshop exercise: <ul style="list-style-type: none"> ▪ How does my method(s) help answer my research question? 		Using Sources: Booth et al., Chapter 5: Problems and Sources. Pgs. 65-84 Fowler "Questions & Measures" p.1-39

	<ul style="list-style-type: none"> ▪ What type of data is appropriate for my method(s) ▪ Do I need to learn a new skill or software to implement my method(s)? ▪ If I need to contact people (as my data), how do I find them? 		
Wed. 9/29	<p>How to write a Literature Review?</p> <p>Citing sources</p> <p>Finding Relevant Literature & How to use Zotero</p> <p><i>Guest: Jacob Sargent, CDLA / Oxy Library</i></p>	Methods section Draft	<p>Galvan. "Writing Literature Reviews"</p> <p>"What is a Literature Review?"</p> <p>Example: Saegert & Benitez. (2005) "Housing Cooperatives"</p>
Wed. 10/6	<p>Working with Human Subjects and Institutional Review Boards (IRB)</p> <p>Guest Speaker: TBD</p> <p>Draft IRB work in class, if relevant</p> <p>Meet with Professors as necessary, during class time</p>	Annotated Bibliography Due	<p>- Jacob & Furgerson (2012) "Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research"</p> <p>- Leech "Asking</p>

			Questions: Techniques for Semistructured Interviews”
Wed. 10/13	Meet with Professors as necessary, during class time		
Wed. 10/20	Meet with Professors as necessary, during class time	Literature Review Draft due	Making a Case and Supporting it: Booth, et al. Chapters 7-11: pgs 105-172
Wed. 10/27	Meet with Professors as necessary, during class time		
Wed. 11/3	NO CLASS	First Full Draft due: Introduction, Background, Literature Review, Methods	- Developing a Workplan: Booth, et al. pgs. 173-202 - “Elevator Pitch”
Wed. 11/10	Group check-in & workshop on workplans Meet with Professors as necessary, during class time	Winter Break / Spring workplan Draft due	
Wed. 11/17	Last day of formal class. - Final Class Check-in		
Wed. 11/24	NO CLASS: Thanksgiving Holiday		
Wed. 12/1	NO CLASS	Final Semester Paper due on Moodle by Monday, Dec. 6	

Course/College 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 and Online Learning

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.

As a student participating in an online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

Academic Integrity

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

The policies for cheating, plagiarism, and academic misconduct are outlined in the Student Handbook available online [here](#) and the policies on academic ethics [here](#).

Title IX and Role of Faculty member as Mandatory Reporter ([Link](#) to Title IX)

In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Marianne Frapwell, Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Language on Special Accommodations/Learning Differences ([Link to Disability Services](#))

No matter the mode of course instruction, approved academic accommodations remain in effect. Students with documented disabilities and learning differences 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 has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience ([Link to the policy in Catalog](#))

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students

to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website:

<https://www.oxy.edu/office-religious-spiritual-life>

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>

Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we learn and live through a global pandemic. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur. Emmons Counseling staff are committed to supporting the mental health needs of all of our students, regardless of where you're located.

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. Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students residing in California. All students residing outside of California will have access to ongoing telecounseling through a national telecounseling service. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

If you'd like to take advantage of the [College's Academic Coaching](#) resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

The [Center for Digital Liberal Arts \(CDLA\)](#) offers [library research consultations](#) and [discipline-specific peer tutoring for coursework](#) and [language learning](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools.

The [Intercultural Community Center \(ICC\)](#) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact icc@oxy.edu, or reach out directly to Chris Arguedas, at carguedas@oxy.edu.

Family Involvement

As many of you are learning from home this semester, you may have family around who are willing and able to provide you with support. While general support is necessary and welcomed by many, in order to protect your academic growth and ensure the integrity of this course, this statement serves as a reminder that your work must be your own. While office hours are always available for students, they will not be available for parents/guardians/family members. As always, if your parent/guardian has concerns, they are welcome to [contact the Dean of Students office](#).

Equity & Justice in an Inclusive Learning Environment.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity & justice work is to dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let me know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

COVID-Specific Policy on Masks. Students are expected to wear masks at all times during all indoor classroom activities. Students should not eat or drink in class; please step outside if you need to remove your mask for even a brief period of time.

Abbreviated statements for individual and group assignments