

**UEP 410**  
**Advanced Seminar in Urban and Environmental Policy**  
Fall 2023

Wednesdays, 1:00 – 4:00 p.m. in person  
UEPI Conference Room (1882 Campus Road)

Zoom link (when necessary):

<https://occidental.zoom.us/j/87960793156?pwd=ZVZUc0tyNEIxRUI1V25zZGd4U0IDZz09>

Meeting ID: 879 6079 3156

Passcode: 072123

Professor Karla Peña [penak@oxy.edu](mailto:penak@oxy.edu)

*Office hours: Tuesdays, 12:00-1:30 pm PST, Wednesdays, 10:30 - 12:00 p.m. PST or by appointment.*

Professor Seva Rodnyansky [srodnyansky@oxy.edu](mailto:srodnyansky@oxy.edu)

*Office hours: generally Mondays 12-2 PT, Thursdays 9am-11am PST or by appointment. [Sign up here](#)*

## **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 course has the following objectives and learning outcomes:

- Identify a research topic and formulate research question(s).
- Interpret and distinguish scholarly debates in a literature review.
- Evaluate and develop a research methodology.
- Design a research project, which includes a background, literature review, research questions, and methodology.
- Produce a research proposal for the project.
- Prepare a research timeline to completion for the academic year

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 an eBook through the Occidental College 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. 6<sup>th</sup> edition (older editions are fine too). Oxford University Press. ISBN: 9780190614249.
- **Case Study:** Yin., R. (2014). Case Study Research: Design and Methods. 5<sup>th</sup> 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. 4<sup>th</sup> 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://davidalpiaz.github.io/appliedstats/>

## Grading Criteria

UEP 410 course is a seminar class and also a collaborative learning project. The UEP comps project has traditionally been an individual capstone research project. This year, some of the learning and work may occur in groups, subject to instructor agreement. These include pre-agreed group comps, pre-assigned group literature reviews, peer groups / peer editing, 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.
- Group participation: peer review, group portions of comps, etc. in a timely and well-done manner

### Timely submission of quality DRAFT versions of the following (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 December 8 by 11:59 p.m. PST

The final paper will be the first portion of your senior comps. We expect that it will be ~20-30 pages double-spaced (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 following sections should be included in your final draft:

- Introduction (3 - 5 pages)
- Background (3 - 7 pages)
- Literature Review (5 - 10 pages)
- Methods & Data (4 - 8 pages)
- Bibliography

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 will evaluate 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 unless noted otherwise.** 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 unless noted otherwise:
Summer Assignment (Preliminary Research Proposal) <b>due in class</b>	Wed, August 30
Background Draft due	Wed, September 13

Methods Section Draft due	Wed, September 27
Annotated Bibliography due (10-15 key literature sources with 2-3 sentences summarizing each source)	Wed, October 11
Literature Review Draft due	Wed, October 18
First Full Draft due: revised Introduction, Background, Literature Review, and Methods sections	Wed, November 8 <b>Upload to Moodle</b> (Handed back with comments by Nov 22)
Winter Break / Spring workplan Draft due	Wed, November 15
Final First Semester Paper Due	Fri, December 8 <b>Upload to Moodle</b>

### **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

Wed, August 30	<p>Course introduction and senior comprehensive projects <i>How do you refine your topic and research question?</i></p> <p><b>Reading:</b> Booth, et al. (2016) <i>The Craft of Research</i>, Prologue, Chapter 1- 4, pgs. 1 – 64</p> <p><b>Assignment due:</b> Summer assignment</p>
Wed, September 6	<p>Background and Context for your project <i>What is a background and why is it necessary?</i> (Group Work)</p> <p><b>Reading:</b> Booth et al. (2016) <i>The Craft of Research</i>, Chapter 6: Engaging Sources, pgs. 85-104</p>
Wed, September 13	<p>Research Design and Methods Overview <i>How does my method help answer my research question?</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Booth et al. (2016) <i>The Craft of Research</i>, Chapter 5: Problems and Sources. pgs. 65-84</li> <li>● Fowler, J. (1995) <i>Improving Survey Questions: Design and Evaluation</i>. Chapter 1 Questions as Measures: An Overview, pgs.1-39</li> </ul> <p><b>Assignment Due:</b> Background draft</p>
Wed, September 20	No class. 1:1 with faculty
Wed, September 27	<p>Annotated Bibliography and the Literature Review <i>What is a literature review and why are they necessary?</i> (Group work)</p> <p><b>Reading:</b> Galvan, J. (2014) <i>Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences</i>. Chapter 1 Writing Reviews of Academic Literature: An Overview Saegert &amp; Benitez. (2005) “Housing Cooperatives”</p> <p><b>Assignment Due:</b> Methods draft</p>

Wed, October 4	Bibliography and Citation Management <i>Guest Speaker, Jacob Sargent from CDLA / ITS</i>
Wed, October 11	No class. 1:1 with faculty.  <b>Assignment Due:</b> Annotated Bibliography
Wed, October 18	Working with Human Subjects and Institutional Review Boards (IRB) <ul style="list-style-type: none"> <li>• Guest Speaker: TBD</li> <li>• Draft IRB work in class, if relevant</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Jacob, S. and Paige Furgerson (2012) "Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research"</li> <li>• Leech, B. (2002) "Asking Questions: Techniques for Semistructured Interviews"</li> </ul> <b>Assignment Due:</b> Literature Review draft
Wed, October 25	No class. 1:1 with faculty.
Wed, November 1	Quick check in class and IRB feedback  <b>Assignment Due:</b> Draft IRB forms (if needed)
Wed, November 8	No class. 1:1 with faculty.  <b>Assignment Due:</b> First Full draft
Wed, November 15	Review work plan and plan for Final First draft  <b>Assignment Due:</b> Winter break / spring work plan
Wed, November 22	No class – Thanksgiving Break
Wed, November 29	Quick check in & 1:1 with faculty. Last class meeting.
Friday, December 8	<b>Assignment Due:</b> Final First Semester Paper

## **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.

### *Statement of the Shared Academic Integrity Commitment*

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; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment 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.

**[Link to Student Handbook](#) (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment).**



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

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

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:

- Oxy's 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)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

### **Language on Special Accommodations/Learning Differences**

([Link to Disability Services](#))

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto: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/student-life/resources-support/orsl/academic-accommodations>

## 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.

## Links to Student Academic Support Resources

- The College has a wide range of [Student Academic Support Resources](#).
- Students who need support with their time management/organizational skills, online learning strategies, and other study skills, can schedule a 1:1 meeting with our Academic Success Coach. If interested, please email to [academiccoaching@oxy.edu](mailto:academiccoaching@oxy.edu) to schedule an appointment. In your email, please share what you'd like to work on, and an academic success coach will schedule an appointment with you within a few days.
- The Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#). We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact Samantha Hilton [hiltons@oxy.edu](mailto:hiltons@oxy.edu) for more information).
- Peer Tutors are available to assist students on discipline-specific peer tutoring for coursework, and content review and study skills support in a variety of academic departments. Information and schedules for drop-in tutoring in [languages](#) and in [all other subjects](#) can be found on their respective websites linked here.

- The Writing Center offers opportunities to work on all forms of writing for any class and other writing tasks such as personal statements, proposals, fellowships, senior comprehensives, and more. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. We are located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to drop-in or sign up for appointments. Please contact the Writing Center Director Prof. Prebel (jprebel@oxy.edu) for more information on Writing Center resources

### **Laptop Lending Program**

Occasionally students may need a short-term or semester-long loan of a laptop to complete their coursework. Students may request a loaner laptop via this form: <https://oxy.freshservice.com/support/catalog/items/108> and check it out via the Library Information Desk at the Academic Commons. The laptops are Dell PCs and set up with access to the virtual computer lab software (e.g., SPSS, STATA, Matlab etc.).

### **Equity & Justice in an Inclusive Learning Environment**

Drawing from the Shared Academic Integrity Commitment and the Office of Student Conduct, Oxy's commitment to academic integrity is fundamental to being an educational community. It represents our commitment to respectfully engage with each other and with ourselves. This is especially important when we discuss relevant topics and issues that are unfamiliar and/or at times, uncomfortable. In these situations, it is essential to guarantee the open and thoughtful intellectual exchanges that provide the foundation for teaching, learning, research, and knowledge production, and as such it reflects the high value we place in the processes and products of education at Oxy. With that in mind, classroom exchanges must be grounded in the values of trust, honesty, and respect. Ad hominem attacks are considered a violation of the Code of Student Conduct.

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.

### **Discrimination, Harassment, and Retaliation policy**

We strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), we seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

### **Land Acknowledgement**

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

### **Lived name policy**

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom to display their lived name and pronouns. These can be set at <https://occidental.zoom.us/profile>.

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](mailto:icc@oxy.edu), or reach out directly to Chris Arguedas, at [carguedas@oxy.edu](mailto:carguedas@oxy.edu).

### **Recordings**

Online classes may be recorded by your instructor. This means that the audio-visual and chat portions of each class may be recorded and then stored on the College's servers. Recordings will be made available through Moodle (or another secure platform), but only for the express and sole use of those registered in the course. The recorded material will be removed at the end of the semester. No other recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

### **Covid-19**

The most recent guidance on COVID-related policies can be found here: <https://www.oxy.edu/back-oxy>

### **Importance of Not Coming to Class When Ill**

Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with

Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow all applicable College policies, and wear a high-quality mask when around other individuals for 10 days.

### **Mental Health Implications of Missing Class**

Your mental health and emotional well-being impacts learning and academic success. Symptoms like depression, anxiety, and trauma may cause loss of motivation, difficulty concentrating, and other issues that make learning difficult. Emmons Counseling staff are committed to supporting the mental health needs of our students. Emmons counseling services are available M-F from 9a-4p and include individual and group therapy, drop-in chats, case management, and referral consultations. Walk-ins are available M-F from 2-4p. All of these services are offered in person and via teletherapy. Students can also utilize 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.