

# Senior Sequence

## Urban Studies & Planning

# USP 186

Fall 2016/ T & Th 6:00-7:20pm, Center 222

<http://senior-sequence.net>

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OH: Weds. 9-11am & by appointment, MCC 205

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### Course Description

In the Senior Sequence (USP 186 & 187) students learn how to: (1) critically review and harvest research literature, (2) devise theoretical informed research questions and investigative strategies, (3) write a scholarly research proposal, (4) execute proposed research ethically with civic and global-mindfulness, and (5) analyze, interpret, write, and share research findings while honoring UCSD's principles of integrity of scholarship and integrity of research. USP 186 concentrates on points 1-3. During USP 187 students produce their Senior Research Project, a 25 page scholarly thesis. Students share highlights of their Senior Research Project in a poster board presentation at Urban Studies and Planning's annual Urban Expo in mid-March and in a brief video. In addition to learning research design, methods, and science communication, students gain the ability to critically examine ethical and professional aspects of scholarly research that is civically engaged.

### Six Skills We Develop in the Senior Sequence

<i>Conceptual</i>	Creating examined conceptualizations of select objects of study—i.e., theory-building
<i>Philosophical</i>	Becoming critically self-aware of your normative perspectives (calling into view ethics and the philosophy of social science)
<i>Methodological</i>	Designing/applying investigative strategies through scholarship of engagement
<i>Analytical</i>	Unpacking a whole into its component parts; examining a complex object, its elements and interdependencies
<i>Communicative</i>	Building, supporting, and presenting an evidence-based position or argument (through print and multimedia); participating effectively in group discussions; listening to learn
<i>Writing</i>	Producing a clearly written research proposal, well-documented thesis, and scientific poster.

### Course Requirements

Each student must complete a series of written and online assignments. While the scholarly outputs of the Senior Sequence are important: a research proposal, senior thesis, scientific poster, and video, the internship experience is equally important. Each student must select and begin an internship placement and fully participate in class activities. During the fall quarter, you are expected to do approximately 50

hours of service learning as an intern (10 hours per week from week five to week ten). During the winter, you will be expected to complete an additional 50 hours (10 hours per week from week one to week five). Students can start their internship earlier than week five of the fall quarter, but not later.

UCSD's Academic Internship Program (AIP) has a list of placements. If you don't find a suitable placement in their database, we will do our best to create one for you. You are also most welcome to create a placement yourself by following a certain protocol that AIP has established. AIP identified many placements that will be especially attractive for students majoring in Urban Studies and Planning. Please go to this link to learn more: <http://goo.gl/S6xRnQ>. Once you have secured an internship, create a Learning Agreement indicating your placement details in AIP's InternLink database (<http://aipinternlink.ucsd.edu>), and obtain your internship supervisor's signature. For additional support in finding an internship or questions related to the Learning Agreement, contact Tricia Taylor Oliveira at AIP ([ttaylor@ucsd.edu](mailto:ttaylor@ucsd.edu), 858-534-7892, Literature Building 210).

### **Assignments and Grading**

<b>Assignment/Tasks</b>	<b>Due Date</b>	<b>% Grade Value (x/100)</b>
<b>Section Participation</b> (This grade is determined by your performance in section and one-on-one attendance.)	All quarter	15
<b>Class Participation</b> (This grade is determined by a strong presence in class, i.e., making almost all the class meetings, bringing hard copies of your literature review and research design drafts, visiting a faculty mentor twice, plus helping make class discussions and exercises lively.)	All quarter – attendance Faculty mentor visits 10/18 - Literature Review draft 11/8 - Research Design draft	5
Complete 2 CITI Courses (you get a certificate). 1. Basic Course in the Responsible Conduct of Research 2. Refresher Course in the Responsible Conduct of Research		0 (recommended)
Literature Review	10/20	20
Research Proposal	11/10	30
Data-Collection Plan	12/1	20
Oral Presentation	Weeks 8, 9, 10	5
File online your Internship Learning Agreement	On or before 11/1	5
<b>Total Points</b>		<b>100</b>

**NOTE:** The three major written assignments (Lit Review, Proposal, Data-Collection Plan) must be turned in to your TA at the beginning of class on their respective due dates. The AIP Learning Agreement must be filed online using the AIP database (<http://aipinternlink.ucsd.edu>). Late work loses up to 10% of its value per every day late, including Saturday and Sundays. **Extra credit:** *only available for students at risk of failing the course (must get approval from your TA and Professor in advance).*

### **LEARNING OBJECTIVES**

**1. Research Skills:** Learn how to design and carry out meaningful research that involves civic engagement and science communication. Gain scientific and technical skills you need to conceptualize and conduct scholarly investigations with integrity. Learn how to create and work with theories; analyze complex issues and interrelationships; produce a clearly written research proposal, well-documented thesis, scientific

poster and video.

**2. Spatial Awareness:** Learn about space and spatial justice as concepts in planning (i.e., how space is produced in the form of built environments and landscapes). Why is it, for instance, that certain parts of cities are “food deserts” where people lack access to a healthy food supply? Spatial awareness is conceptual and skill-based. Students will learn the basics of making a map and doing spatial analysis using Google Earth, GIS, and other 3D visualization tools.

### **3. Value of diversity and power**

- Understand that knowledge comes from many sources and that the dominant, empiricist approach is only one - and it cannot help us fully understand our world by itself.
- Appreciate how the knowledge people gain experientially is equally as important as knowledge we draw from science. Like science, however, this knowledge must be mined – people must reflect and assess their experiences in order to bring that knowledge to the surface.
- Avoid lopsided thinking that places too great an emphasis on one dimension. The socio-ecological and economic problems we face as a society are both technical and political. Having the technical solution is not nearly enough without addressing the political forces – that means understanding power – who has it and how do they use it.

**4. Become Good at Science Communication:** Develop the communication skills you need to create, justify, and present an evidence-based position or argument through oral presentations, print, multimedia and graphics. Learn how to write and express yourself clearly in the context of proposing, doing and sharing research. Effective science communication requires skillful use of conceptual frameworks and narratives (story telling). Learn how to produce a scholarly research project and then share the highlights of that project in the form of a scientific poster and video designed to reach diverse audiences.

**Plagiarism and Academic Integrity:** Presenting the ideas of another person as if they are one’s own is a serious academic offense. If you have any questions about the proper method to cite quotations, phrases, ideas, or any other material - whether from published academic work, a newspaper column, a magazine article, an internet website, a classmate, etc. - please speak with the professor or one of the TAs. You also need to pay close attention to university standards on academic integrity. It is your responsibility to know these guidelines. <http://www.ucsd.edu/current-students/academics/academic-integrity/index.html>. Please be advised, we may use Turnitin through the TED class web site as a way to discourage plagiarism.

### **RESEARCH MODULES**

The most common research strategies utilized in this course are: 1) Case Study, 2) Ethnography, and 3) Quantitative. You will select your strategy based on the type of research question you ask. Exploratory questions are best answered by flexible (qualitative) strategies, such as a case study or ethnography, while a fixed (quantitative) design is appropriate for descriptive questions. The type of research you would like to conduct also informs your strategy. For example, evaluations (of a program, for example) focused on outcomes are best answered by a fixed design, while those focused on processes should use a flexible design. Those interested in action research should choose a flexible design. (Unsure of what these terms mean? Read Robson pg. 60-61, 74-77.)

Some of the readings for this course are categorized by research strategy (this is noted on the syllabus). Many of you will find that a multi-strategy approach best fits your study. Read accordingly, but efficiently. Skim the assigned reading and then reread the sections pertinent to your research design. Below are brief descriptions of the most commonly used research strategies:

**Case Study:** A case study is the “development of a detailed, intensive knowledge about a single `case`, or of a small number of related `cases`” (Robson pg. 79). If you choose this strategy, you will collect information about a case or multiple cases (i.e., a comparative case study) utilizing tools such as interviews, direct or participatory observation, content analysis, and document analysis. Though case study research often produces qualitative data, it can also produce quantitative data. For example, you could quantify content analysis data. For those utilizing a case study, both Robson and Yin are assigned. Focus your attention on Yin and refer to Robson for additional help and resources.

**Ethnography:** An ethnographic study “seeks to capture, interpret and explain how a group, organization or community live, experience and make sense of their lives and their world” (Robson pg. 79). This strategy often involves the use of participatory observation, that is the researcher is immersed in the community or organization. If you choose this strategy, you will likely find yourself engaging with the thing or people that interests you. Therefore, it is essential to understand how your presence affects the group, and thus, your outcome of interest (a.k.a. your dependent variable). Those that utilize this strategy will find Pezzoli and Oswald’s works on civically-engaged research especially helpful.

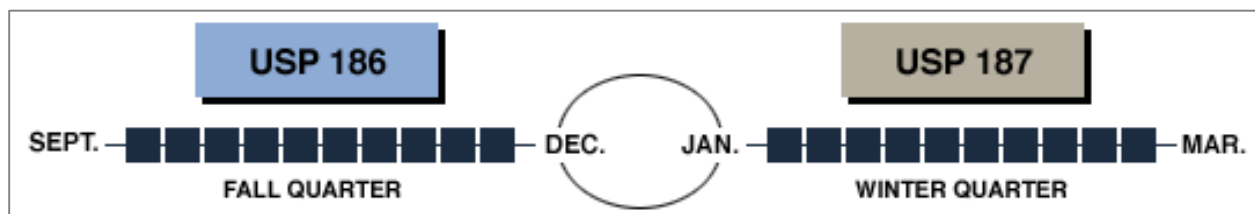
**Quantitative:** With a quantitative strategy, the researcher assesses the effect that a particular change has on an outcome (in statistics speak, “the effect of X on Y” or “the effect of the independent variable on the dependent variable”). Most often, this is non-experimental, that is, you do not control the change. You study its effects by examining data before and after the change, and looking for differences. This is often accomplished using secondary statistics, that is, data that someone else has already collected. Some of you might collect your own data using surveys or interviews and quantify the information collected. Those utilizing this strategy should focus on Robson, but utilize Yin to justify their case(s) selection.

**READINGS Fall 2016/ Winter 2017 (Required)**

Pezzoli, K. and William T. Oswald. Civically Engaged Research: How to Make It Happen in the Real World. Book manuscript in progress.  
Robson, Colin. Real World Research : A Resource for Users of Social Research Methods in Applied Settings. 3rd ed. Chichester, West Sussex ; Hoboken, N.J.: Wiley-Blackwell, 2011.  
Yin, Robert K. Case Study Research: Design and Methods. Applied Social Research Methods. 5th ed. LosAngeles, Calif.: Sage Publications, 2013.

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SCHEDULE FOR USP 186 FALL TERM 2016



Week	Class	Topic	Readings
0	Thursday, 9/22	<p>Topic:</p> <ul style="list-style-type: none"> <li>The Course</li> <li>Frameworks of research (tree tops vs. grassroots and units of analyses)</li> </ul> <p>Exercise: Group photo</p> <p>Learning Objective: <i>To distinguish between frameworks of research and which level of research fits with your mindset</i></p>	
1	Tuesday, 9/27	<p>Topic:</p> <ul style="list-style-type: none"> <li>Introduction to conducting research (theory development, hypotheses testing, and ethics)</li> <li>Discuss CITI training</li> </ul> <p><b>Guests: Tricia &amp; Prof. Bussell (internship requirements)</b></p> <p>Learning Objective: <i>To begin thinking of a 20 week project</i></p>	<p>Robson</p> <ul style="list-style-type: none"> <li>Chapters 1 and 2: these chapters provide an overview of scientific research and various research design strategies.</li> </ul>
	Section, Wednesday, 9/28	<p>Topic:</p> <ul style="list-style-type: none"> <li>Choosing and researching your affinity group</li> </ul>	<p>Pezzoli &amp; Oswald</p> <ul style="list-style-type: none"> <li>Part I: Place Matters</li> </ul>
	Thursday, 9/29	<p>Topic:</p> <ul style="list-style-type: none"> <li>Exploring a research topic (discuss mentors)</li> </ul> <p><b>Guest: Kelly Smith, the USP librarian</b></p> <p>Exercise: In small groups, discuss which affinity group appeals to you and which research framework fits your mindset. Are you interested in studying a problem from an institutional level or the community level? What might you like your object of study to be (individuals, groups, a program, etc.)?</p> <p>Learning Objective: <i>To be able to find university resources available for research</i></p>	
2	Tuesday, 10/4	<p>Topic:</p> <ul style="list-style-type: none"> <li>Criteria for a good research question</li> <li>Discuss criteria for Estrada Grant (due 11/17)</li> </ul> <p>Exercise: Read over examples of research questions and discuss pros and cons</p> <p>Learning Objective: <i>To identify whether a research question is appropriate for this class</i></p>	<p>Robson</p> <ul style="list-style-type: none"> <li>Chapter 3: learn how to research existing literature and develop a research question.</li> <li>Chapter 9: the ethical and political considerations of research.</li> </ul>
	Section, Wednesday, 10/5	<p>Topic:</p> <ul style="list-style-type: none"> <li>Crafting a Research Question</li> </ul>	<p>Pezzoli &amp; Oswald</p>

	Thursday, 10/6	<p>Topic:</p> <ul style="list-style-type: none"> <li>Literature Review</li> </ul> <p><b>Guests: Faculty Affinity Group Mentors</b></p> <p>Learning Objectives: <i>To understand the expectations for the literature review assignment and to distinguish between the essential parts of a literature review</i></p>	<ul style="list-style-type: none"> <li>Chapter 4: sources of knowledge in civically-engaged research</li> </ul>
3	Tuesday, 10/11	<p>Topic:</p> <ul style="list-style-type: none"> <li>Standards of Good Research (reliability, validity, generalizability)</li> <li>Assessing the strengths of and weaknesses of different research strategies</li> </ul> <p>Learning Objective: <i>Learn the criteria for assessing the strengths and weaknesses of existing research and potential research designs</i></p>	<p>Robson</p> <ul style="list-style-type: none"> <li>Chapter 4: discusses general design issues.</li> <li>Chapter 7: learn about multi-strategy design.</li> </ul> <p>Pezzoli &amp; Oswald</p> <ul style="list-style-type: none"> <li>Chapters 5 and 6: the scientific method</li> </ul>
	Section, Wednesday, 10/12	Writing a Literature Review	
	Thursday, 10/13	<p>Topic:</p> <ul style="list-style-type: none"> <li>Overview of Methodological Options / Research Modules</li> </ul> <p>Learning Objective: <i>To distinguish between research strategies and methods, and learn where to find resources</i></p>	
4	Tuesday, 10/18	<p>Workshop: peer review of literature review</p> <p><b>Due:</b> bring a <u>hard copy</u> of your literature review draft to class</p>	<p>Robson</p> <ul style="list-style-type: none"> <li>Chapter 5, 6, and 8: skim these chapters and determine which research strategy is right for you</li> <li>Chapter 15: overview of writing a research proposal</li> </ul> <p>Yin</p> <ul style="list-style-type: none"> <li>Chapter 1: learn if a case study is right for you</li> <li>Chapter 2: choosing your case(s)</li> </ul>
	Section, Wednesday, 10/19	Survey of Research Methods	
	Thursday, 10/20	<p>Topic:</p> <ul style="list-style-type: none"> <li>Writing a Research Proposal</li> </ul> <p>Learning Objectives: <i>Learn what you need for a full research proposal</i></p> <p><b>Assignment Due:</b> Literature Review (bring a hard copy to class)</p>	
5	No Classes, 10/25 - 10/27	<p>One-on-One Meetings (discuss literature review and which research module the student wants to use)</p> <p>Due: Submit your AIP Learning Learning Agreement with internship placement details and supervisor signature.</p>	<p>Robson</p> <ul style="list-style-type: none"> <li>Quantitative Module: Chapter 5 (pages 81 – 93 and 123 – 129)</li> </ul>

		(Create in InternLink: <a href="http://aipinternlink.ucsd.edu">http://aipinternlink.ucsd.edu</a> . Indicate Prof. Pezzoli as your faculty advisor in the form).	<p>covers survey and correlational studies</p> <ul style="list-style-type: none"> <li>• Case Study and Ethnography Module: Chapter 6</li> <li>• Chapter 8: Read if you are evaluating/assessing a program. Includes a section on action research that is required reading for researchers that are collaborating with those/the thing being researched</li> </ul>
6	Tuesday, 11/1	<p>Topic:</p> <ul style="list-style-type: none"> <li>• Qualitative Research Tactics (Methods of Data Collection)</li> </ul> <p>Learning Objective: <i>To identify 3 ways to obtain and use qualitative data</i></p>	<p>Robson</p> <ul style="list-style-type: none"> <li>• Quantitative Module: Chapters 10 and 12 cover surveys, questionnaires, and tests and scales. (Chapter 12 useful, more broadly, for those utilizing a metric)</li> <li>• Case Study and Ethnography Modules: Chapters 11 and 13 cover interview, focus groups, and observational methods</li> <li>• Select Students: Chapter 14 (discusses measures, content analysis, secondary data analysis, and internet-based research)</li> </ul>
	Section, Wednesday, 11/2	TBD (TA's discretion)	
	Thursday, 11/3	<p>Topic: Special Presentation by Inbok Rhee</p> <ul style="list-style-type: none"> <li>• Quantitative Research Tactics</li> </ul> <p>Learning Objective: <i>To identify 3 ways to obtain and use quantitative data</i></p>	
7	Tuesday, 11/8	<p>Workshop: peer review of research designs</p> <p><b>Due:</b> bring a <u>hard copy</u> of your research design draft to class</p> <p>Learning Objectives: <i>To identify 3 strengths and 3 things to improve upon on research design</i></p>	<p>Yin</p> <ul style="list-style-type: none"> <li>• Case Study Module: Chapters 3 and 4. (All students should read "Six Sources of Evidence," pages 101-114.)</li> </ul>
	Thursday, 11/10	<p>Topic:</p> <ul style="list-style-type: none"> <li>• Creating a data collection plan</li> </ul> <p>Learning Objectives: <i>To transition from research proposal to data collection plan</i></p> <p><b>Assignment Due:</b> Research Proposal (bring a hard copy to class)</p>	

<b>8</b>	Tuesday 11/15	Guest presentation by Dr. William Oswald: authentic demand, community knowledge, place matters, civic infrastructure for strengthening community voice in planning and decision making). For video presentations on these concepts see: <a href="https://www.youtube.com/user/CivicEngagement1">https://www.youtube.com/user/CivicEngagement1</a>	Robson <ul style="list-style-type: none"> <li>Part IV: This section discusses the practicalities of carrying out research</li> </ul>
	Thurs: No class 11/17	One-on-One Meetings (discuss proposal and how to do the data collection plan). <b>SEE LIST</b>	
	Friday 11/18	One-on-One Meetings (discuss proposal and how to do the data collection plan). <b>SEE LIST</b>	
<b>9</b>	11/22 11/24 (no class)	Student presentations Thanksgiving Break	
<b>10</b>	Tuesday, 11/29	Topic: <ul style="list-style-type: none"> <li>Planning for Winter Break/Quarter</li> <li>Oral Presentations (each student presents a 3-minute overview of their project)</li> </ul>	
	Thursday, 12/1	Topic: <ul style="list-style-type: none"> <li>Oral Presentations (each student presents a 3-minute overview of their project)</li> </ul> <b>Assignment Due</b> - Data Collection Plan (bring a hard copy to class)	
<b>Finals Week</b>	Dec 3-10		
<b>Winter Break</b>			

## USP 187 WINTER 2017: ASSIGNMENTS

Assignment/Tasks	Due Date	% Grade Value (x/100)
Working with TA (5) Online research portfolio (5) In-class presentation (5) Internship (10)	All Quarter	25
SRP Draft	Week 5	20
Final SRP	Week 8	30
Poster (upload to online profile)	Week 9	5
3-4 minute Video	Week 9	10
Urban Expo (display poster)	Week 10	10
<b>Total Points</b>		<b>100</b>



USP 187 WINTER 2017: SCHEDULE. Thursdays 5:00pm-7:50pm

Week	Class	Topic	Readings
1	Thurs., Jan 12	<p>Topic:</p> <ul style="list-style-type: none"> <li>● Producing your SRP</li> <li>● Creating your research profile</li> </ul> <p>Exercise: Log into senior sequence website and enter your affinity group and final version of research question into profile</p> <p><b>Guest: Doug, Website Designer</b></p> <p>Learning Objective: <i>To have a completed barebones online presence</i></p>	<p>Pezzoli &amp; Oswald</p> <ul style="list-style-type: none"> <li>● Chapters 7 and 8: Power, perspective, and the democratization of research</li> </ul>
2	Thurs., Jan 19	<p>Topic:</p> <ul style="list-style-type: none"> <li>● Science Communication Part I – The Analysis and Interpretation of Quantitative and Qualitative Data</li> </ul> <p>Learning Objective: <i>To understand how to present your data in a meaningful way</i></p>	<p>Robson</p> <ul style="list-style-type: none"> <li>● Quantitative Module: Chapter 16</li> <li>● Case Study and Ethnography Modules: Chapter 17</li> </ul> <p>Yin</p> <ul style="list-style-type: none"> <li>● Case Study Module: Chapter 5</li> </ul> <p>Pezzoli &amp; Oswald</p> <ul style="list-style-type: none"> <li>● Chapter 9</li> </ul>
3	No Classes, 1/23 - 1/27	One-on-One Meetings (discuss status of data collection and what the SRP will look like)	
4	Thurs., Feb. 2	<p>Topic:</p> <ul style="list-style-type: none"> <li>● Science Communication Part II – Sharing your results with academic and non-academic audiences</li> <li>● Expectations for the poster, video, and oral presentations</li> </ul> <p>Learning Objective: <i>To distinguish between written, visual, and non-academic forms of presenting data/findings</i></p>	<p>Robson:</p> <ul style="list-style-type: none"> <li>● Chapter 18: reporting and disseminating data</li> </ul> <p>Yin</p> <ul style="list-style-type: none"> <li>● Case Study Module: Chapter 6</li> </ul> <p>Pezzoli &amp; Oswald</p> <ul style="list-style-type: none"> <li>● Chapter 10</li> </ul>
5	Thurs., Feb. 9	<p>Workshop: Creating your poster (Prof. Pezzoli will display sample posters)</p> <p>Guest: <b>GIS guest</b></p>	

		<p><b>Assignment Due:</b> SRP Draft (bring hard copy to class)</p> <p>Learning Objective: <i>To identify characteristics of well and poorly designed posters</i></p>	
<b>6</b>	No Classes, 2/13 - 2/17	One-on-One Meetings (discuss SRP Draft)	
<b>7</b>	Thurs., Feb/23	<p>Workshop: Creating your video / Crafting your oral presentation</p> <p>Guest: <b>Video guest</b></p> <p>Learning Objectives: <i>To identify characteristics of well and poorly designed videos</i></p>	
<b>8</b>	Thurs. March 2	<p>Oral Presentations (each student presents a 3-minute summary of their project)</p> <p><b>Assignment Due:</b> Final SRP (bring hard copy to class and TURN IN YOUR SRP DRAFT WITH YOUR FINAL SRP)</p>	
<b>9</b>	Thurs., March 9	<p>Oral Presentations (each student presents a 3-minute summary of their project)</p> <p><b>Assignment Due:</b> Upload Poster and Video to online research profile by 11:59pm</p>	
<b>10</b>	Thurs., March 16	<p>Urban Expo</p> <p><b>Assignment Due:</b> Poster displayed by complete all fields of your online research profile</p>	