

Senior Sequence

Urban Studies & Planning

USP 187

Winter 2017 / Thurs., 5:00-7:50pm, SSB 102

<http://senior-sequence.net>

Professor Keith Pezzoli, Ph.D., kpezzoli@ucsd.edu
 OH: Tues. 9:00-11:00am & by appointment
 MCC 205 (Media Center and Communication Building)

TA: Ike Sharpless, isharple@ucsd.edu
 Ph.D., Candidate, Political Science
 OH: Weds. 1:00-3:00pm. Outside of Loft (or inside in inclement weather)

Course Description

USP 187 is an intensive research, writing and internship experience that culminates in an original Senior Research Project (SRP). Students learn about the theoretical, ethical and technical challenges of scholarly research and publication. USP 187 is the second course in the senior sequence. It has an internship and seminar component. The apprentice-style internships give students hands-on experience in a field related to their academic and/or career interests. The seminar component provides students with intellectual, technical and moral support as they complete their internship and Senior Research Project (SRP). The seminar provides a framework for students to critically examine theoretical as well as nuts-and-bolts aspects of their research and internship experience. The topics discussed include ethical issues in social science, theory building, multimedia and science communication.

Learning Objectives

- Students will be able to conceptualize and articulate a scholarly hypothesis, question or argument with reference to key scholarly literature and research.
- Students will be able to explain strengths and weaknesses of the data/evidence they collect as it relates to their chosen scholarly hypothesis, question, problem, or argument.
- Students will have the ability to discern the degree to which their research findings are reliable, valid, generalizable and replicable.
- Students will be able to speak and use multimedia (print, video, graphics, and creative visualizations) in ways that effectively communicate the highlights of their research findings for diverse audiences.
- Students will be able critically and constructively review the research of others (based on an understanding that the design and conduct of research involves conceptual framing, epistemic cultures, methodological preferences).

Integrating Theory, Skills and Ethics

<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, justice and the philosophy of social science)
<i>Methodological</i>	Designing/applying investigative strategies including civically engaged scholarship
<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, scientific poster and video

Course Requirements

The major requirement of the course is a Senior Research Project (SRP) in the form of a 25 page scholarly thesis. Students share highlights of their SRP in a poster board presentation at the Urban Studies and Planning Program's annual Urban Expo in mid-March, and in a brief video posted on their online research portfolio. The full list of course requirements includes a combination of written assignments, on-line posting to the class Web site, class participation, a poster presentation, short video, and all obligations associated with the internship and the end-of-sequence Urban Expo. Everyone must complete an internship to pass the class, regardless of your overall point score based on assignments and class participation.

Assignments and Grading

Assignment/Tasks	Due Date	% Grade Value (x/100)
First Draft of SRP	Week 5 (Feb. 9)	20
Final Copy of SRP	Week 9 (Mar. 7)	30
Poster	Week 9 (Mar. 10)	20
3 Minute Video	Week 10 (Mar. 14)	15
* Participation <ul style="list-style-type: none">On line research portfolio (5)In-class oral presentation, and participation in class, including March 16th Urban Expo (5)Internship forms (5)	All quarter	15
Total Points		100

Internship

During the fall quarter, students were expected to do roughly 50 hours of service as an intern. During the winter quarter, students are required to complete an additional 50 hours. Regardless of when you actually started your internship, a total of 100 hours of internship time must be completed prior to the end of USP 187. And by the end of USP 187 all students must have submitted the following:

- (1) Learning Agreement indicating your placement details in AIP's InternLink database at <http://aipinternlink.ucsd.edu>, PRINT your Learning Agreement and get it signed by your supervisor at your internship site. Submit the signed Learning Agreement in class.
- (2) Mid-quarter Reflection Assignment, due Friday, Week 6, Submit via InternLink at <http://aipinternlink.ucsd.edu>,
- (3) Self-Evaluation AND Program Evaluation Due Thursday, Week 10, Submit via InternLink at <http://aipinternlink.ucsd.edu>.

Students must ask their internship supervisor to complete an internship performance evaluation. The evaluation form is provided by AIP. We highly recommend that you ask your supervisor to share his/her feedback with you prior to the end of the internship. The supervisor evaluation is intended to verify that you completed your required internship hours, and provide feedback on your internship performance.

If you have not yet secured an internship placement by the start of USP 187, it is crucial you do so within the first week of the winter quarter. UCSD's Academic Internship Program (AIP) has a list of placements. 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. Bring the hard copy of your signed Learning Agreement to Tricia Taylor Oliveira at AIP (ttaylor@ucsd.edu, 858-534-7892, Teaching and Learning Commons, Geisel Library, lower level, west wing). Question about your internships can be addressed to Professor Mirle Bussell, SSB 360, mbussell@ucsd.edu.

NOTE: Late work loses up to 10% of its value per every day late. Professor and TA can assign up to 5 points for marked improvement in work over time. Extra credit: only available for students at risk of failing the course (must get approval from your TA or Professor in advance).

Required Books (Same books we used in the Fall, on reserve at the Geisel Library)

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. Los Angeles, Calif.: Sage Publications, 2013.

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 use Turnitin through the TED class web site as a way to discourage plagiarism.

SCHEDULE

Week	Topic	Readings
<p>1 Jan 12</p>	<ul style="list-style-type: none"> • Course Introduction, requirements • In class exercise: (1) Declare your Area of Concentration, type of research, and unit of analysis; and (2) update your Senior Research Project (SRP) description (an after class put it on your class web portfolio). <p>Learning Objective: Be able to position your research in a particular field or related set of fields</p>	<p>Robson: Part IV: Carrying out the project, arranging the practicalities (399-406) Part V: Dealing with the data (407-412)</p> <p>Yin: Chap 1 - 2: Case Studies</p>
<p>2 Jan 19</p>	<ul style="list-style-type: none"> • Types of Research, Theory • In class exercise: (1) Declare your research question, (2) unit of analysis, (3) temporal and spatial scale, (4) theory. • Review First Assignment: Draft of your SRP <p>Learning Objective: Be able to describe your research from a methodological and theoretical perspective</p>	<p>Yin: Chap 3 - 4: Case Studies</p>
<p>3 Jan. 26</p>	<p>One-on-one meeting in lieu of class (discuss status of data collection and what the SRP will look like). See schedule posted via google docs.</p>	

<p>4 Feb. 2</p>	<p>Science Communication Part – Sharing your results with academic and non-academic audiences Expectations for the poster, video, and oral presentations</p> <p>Learning Objective: <i>To distinguish between written, visual, and non-academic forms of presenting data/findings</i></p>	<p>Kimberly Elias, Taylor, Tricia RESEARCH PORTFOLIUM</p> <p>Robson: Chapter 18: reporting and disseminating data Yin: Case Study Module: Chapter 6</p>
<p>5 Feb. 9</p>	<p>Workshop: Creating your poster (Prof. Pezzoli will display sample posters)</p> <p>Assignment Due: SRP Draft (bring hard copy to class)</p> <p>Learning Objective: <i>To identify characteristics of well and poorly designed posters</i></p>	<p>SUE PEERSON GRAPHICS 5-630: how to do a good poster, plus discuss the use of graphics and other forms of illustration in conveying research results.</p>
<p>6 Feb. 16</p>	<p>ARVID</p> <p>One-on-One Meetings (discuss SRP Draft) in lieu of class meeting</p>	
<p>7 Feb. 23</p>	<p>Workshop: Creating your video / Crafting your oral presentation</p> <p>Learning Objectives: <i>To identify characteristics of well and poorly designed videos</i></p>	<p>Guest Presentations:</p> <p>Michael Sullivan, VIDEO expert Erik R Jepsen, UC San Diego Photographer</p>
<p>8 Mar. 2</p>	<p>Oral Presentations (each student presents a 3-minute summary of their project)</p> <p>Assignment Due: Final SRP (bring hard copy to class and TURN IN YOUR SRP DRAFT WITH YOUR FINAL SRP)</p>	
<p>9 Mar. 9</p>	<p>Oral Presentations (each student presents a 3-minute summary of their project)</p> <p>Assignment Due: Upload Poster and Video to online research profile by 11:59pm</p>	
<p>10 Mar.16</p>	<p>Urban Expo</p> <p>Assignment Due: Poster displayed by complete all fields of your online research profile</p>	

Notes from the Fall Quarter (first part of the two quarter 186-187 Senior Sequence)

TYPES OF RESEARCH DESIGN

The most common research strategies utilized in the Senior Sequence 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.) Many of you will find that a multi-strategy approach best fits your study. Below are brief descriptions of the most commonly used research strategies in the Senior Sequence:

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.

As a whole, the Senior Sequence should help you build the following cognitive and technical skills

1. Research: 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. 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. 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.