Senior Sequence
Urban Studies & Planning
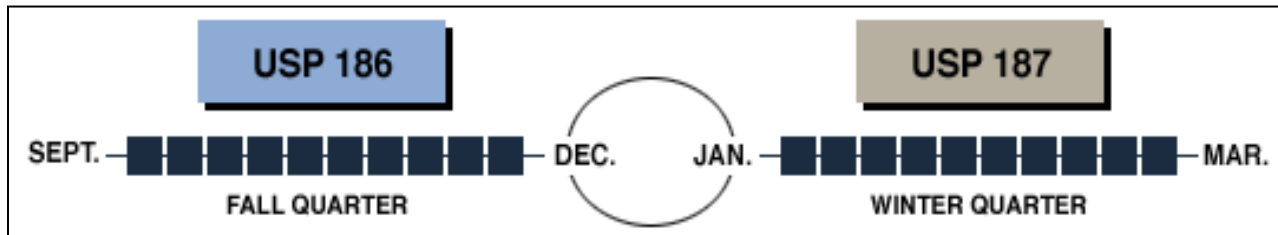

USP 186 — SEPT. — FALL QUARTER — DEC.

USP 187 — JAN. — WINTER QUARTER — MAR.

FALL 2022 Assignments
- Literature Review
- Research Proposal
- Research Communication (Story) & Data Management Plan
- Internship Learning Agreement
- Participation (Senior Sequence Gallery, Peer Reviews, Class and Section Activities)

WINTER 2023 Assignments
➤ Preliminary Finding, Strengthening your Argument and Claim for Significance
➤ First Draft of your SRP and Poster, Strengthening your Research Design and Data Analysis
➤ Final Copy of your SRP (Week 8)
➤ Poster + StoryMap with Video
➤ Class Participation (ABT Research Story, Peer Reviews, Class Exercises)
➤ Internship

Professor Keith Pezzoli, Ph.D.	**Carolyn Chase**
kpezzoli@ucsd.edu	cdc@earthdayweb.org
Office Hrs.: Mondays, 9am-11am	Office Hrs.: 8:30-9:30am on Weds via Zoom, other
In-person RWAC 332	times by request. Contact Carolyn via email, in class,
Please select a time on **Calendly**	or in section to schedule an appointment.

Class Schedule: Weekly Agendas, Assignments, Readings (Click for Google Doc)

Lecture USP 186 Fall 2022, Tu/Th 9:30am-10:50am, Climate Action Lab A&HB 116
Section A01. 10:00a-10:50a. RWAC 0104; Section A02. 11:00a-11:50a. RWAC 0104

USP 186 Course Resources

- Canvas Website: https://canvas.ucsd.edu/courses/41229
- PodCast Recordings: https://podcast.ucsd.edu/watch/fa22/usp186_a00
- SRP Gallery: Student Research Portfolios (coming soon)

USP 186 will be held synchronously (in person). In-person attendance is expected. But we are flexible in cases where that is not possible. We fully understand how health-related, caretaking and/or other factors might make it difficult or impossible for some students to attend all classes. For instance, a student may have to quarantine themselves after getting exposed to someone infected with SARS-CoV-2. To accommodate those students who must for good reason miss an in-person class, asynchronous recordings of each class meeting, when possible, will be available via Zoom.

COVID-19 and Campus Safety

Public health is a collective effort. The entire campus community is expected to follow campus safety requirements to help prevent infection. All campus members and visitors should have a mask with them at all times while on campus. The campus recommends the use of N-95, KN-95, or KF-94 masks. A face covering/face mask DOES NOT include a scarf, ski mask, balaclava, bandana, gaiter, turtleneck, collar, plastic face shield, or a single layer of fabric. Read the full masking policy online.

General guidelines for indoor settings:
Regardless of vaccination status, all persons must wear a face mask when indoors in classrooms or other instructional settings, in clinical healthcare settings, and on UCSD-operated public transit, unless an exception applies in your situation (see exemptions here). No drink or food is to be consumed at an indoor meeting.

Each classroom will be supplied with sanitation wipes to be used by students and faculty to self-clean occupied space (seat, desk, podium) upon entering the room. There are many resources available to help maintain mental and emotional wellness during the pandemic. Please see https://returntolearn.ucsd.edu/resources/wellness/index.html

USP 186 COURSE DESCRIPTION

During the Senior Sequence (USP 186 & 187) students learn how to: (1) critically review and harvest research literature, (2) devise theoretically-informed research questions and investigative strategies, (3) write a scholarly research proposal, (4) conduct an independent study while honoring UC San Diego's principles of integrity (in scholarship and research), and (5) analyze, interpret, record and effectively share research findings.

During the first part of the Sequence (USP 186) students conceptualize and begin work on their "Senior Research Project" (SRP). This includes crafting a literature review, research proposal and data management plan. Students write a 25-page thesis during the second part of the sequence (USP 187). Students share highlights of their completed SRP in multiple forms including a TED-like story (oral presentation), a poster, and an online ARCGIS Storymap. The students' six-month, fall/winter SRP journey culminates in a widely attended annual Urban Expo (open to the public, mid-March).

A ten-week 100-hour internship requirement is another crucial component of the Senior Sequence. The internship gives students an opportunity to: (1) usefully access a real-world setting related to their research project and/or career interests, and (2) benefit from professional mentoring while gaining life navigation and workforce skills.

A high level summary of what we will cover during the first ten weeks is noted below. A much more detailed schedule is available at this link.

Weeks 1-2: Opportunities, Questions and Ethics in Planning Research; Writing a literature review

Weeks 3-4: Research Design and the "spatial turn" in the Social Sciences, GIS and Mapping

Weeks 5-6: Clarifying Your Object of Study, Theory of Change, and the Aims of Your Proposal

Weeks 7-8: Collecting and Analyzing Data (Strategies, Timing); Engaging Sensitive Concerns Ethically

Weeks 9-10: Proposal Commitment, Envisioning Your 2023 Senior Research Project and Beneficiaries

SENIOR SEQUENCE LEARNING OBJECTIVES

By the end of the Senior Sequence students will be able to:	
Conceptual	● Articulate an original research question, argument or hypothesis informed by scholarly discourse (peer-reviewed literature). ● Develop a theory of change as a guide for research
Philosophical	● Thoughtfully embrace ethics, justice, and the philosophy of science in the context of designing and conducting research with integrity. ● Explain how academic research involves conceptual framing, culture, and asymmetrical power relationships among the people and social entities/institutions involved.
Methodological	● Gauge advantages/disadvantages of different research designs and types of evidence when deciding to investigate a particular hypothesis or question. ● Design research that is reliable, valid, and statistically or analytically generalizable.
Analytical	● Unpack a whole into its component parts; examine a complex object, its elements, and interdependencies. ● Analyze data using qualitative, quantitative, and/or mixed methods.
Communicative	● Present an evidence-based position or argument using some combination of print, graphics, poster, video, a TED-like talk, and/or online media. ● Participate inclusively, respectfully, and effectively in group discussions.
Writing	● Produce a clearly written thesis and other written products (e.g., policy brief, letter to the editor) that can benefit non-academic audiences.

USP 186 COURSE REQUIREMENTS

Each student must complete a set of written and oral assignments, plus internship tasks. While scholarly outputs of the Senior Sequence are important, the internship experience is also very important. Each

student must secure and begin their internship placement no later than week 5 of Fall quarter. The internship must be completed (including reporting requirements) no later than week 10 of USP 187, Winter quarter.

Meeting Deadlines/Grading

Please upload into our Canvas web portal all the written assignments on the day they are due. The AIP Learning Agreement must be filed online using the AIP database (http://aipinternlink.ucsd.edu). Please turn your work in on time. Doing so is crucial for success given the building block nature of the assignments. Unexcused late assignments will lose 10% of their value per every day late, including Saturday and Sunday (e.g., turning in your lit review 3 days late would lower your total possible score for that assignment from 30pts (A) to 21pts (C). You need a course grade overall of C- or better in both USP 186 and USP 187 in order for these two required classes (i.e., Senior Sequence) to count toward your BA in Urban Studies and Planning.

USP 186 FALL 2023 REQUIRED ASSIGNMENTS

Assignment/Tasks	Due Date	% Grade Value
A1: Literature Review	Week 4: Tues., Oct., 18	30
A2: Research Proposal	Week 7: Thurs., Nov., 10	30
A3: Research Communication Story and Data Management Plan	Week 10: Thurs., Dec., 1	30
Class and Section participation, Peer review tasks, Internship	All quarter	10
Total Points		**100**

Class and Section Participation Grading Details (10% total)

Class and Section Participation (2pts)
It is important that you attend as many classes and sections as you possibly can in person. If for some reason you find it impossible to attend in person, please let us know. Communicate. COVID-19 is still a significant concern; it continues to create disruptions that complicate life. We want you to be successful in meeting the Senior Sequence Learning Objectives. If you do miss a class, you can view it as a Zoom recording archived for watching asynchronously.

Internship Learning Agreement (5pts). This is a required form (contract) between you and your internship placement supervisor. Details to be provided in class.

Peer Review of fellow students Lit review and research proposal (2%)
There will be two times during the quarter where you will be instructed to do a peer review of another student's work in the class. The intent is to generate additional comments and suggestions—beyond what you will get from the professor and TA—aimed at helping you strengthen your written work (your literature review and proposal).

Senior Sequence Class of 2022-2023 Gallery (1pts). Complete a LimeSurvey and update your SRP Portfolio throughout the quarter. Details to be provided in class.

Point Scale for Grading (eGrades grading scheme)

Name	Range	Name	Range
A+	100 % to 97.0%	C+	<80.0 % to 77.0%
A	<97.0 % to 94.0%	C	<77.0 % to 74.0%
A-	<94.0 % to 90.0%	C-	<74.0 % to 70.0%
B+	<90.0 % to 87.0%	D	<70.0 % to 60.0%
B	<87.0 % to 84.0%	F	<60.0 % to 0.0%
B-	<84.0 % to 80.0%		

EXTRA CREDIT
The course syllabus lists a number of discussion questions specific to each of the required readings. Present a short answer to one of these questions during one of our class sessions and you will earn 1% extra credit (i.e., your total possible grade in USP 186 would then be 101%). You can do this up to a maximum of 2 times, potentially earning 2 points of Extra Credit. To help us keep track of this we will ask you to record the date and answer you provided (can be just a few sentences) and upload that into a form we will provide.

Plagiarism

To learn more about plagiarism and avoid it, see these links:
 https://ucsd.libguides.com/c.php?g=947211&p=6829151
UC San Diego Library Guide https://guides.library.ucsc.edu/citesources/plagiarism
Tips on how to cite published work properly Citation guide/notes

Overall Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments, as each one builds on the previous one.	Respond to emails within one working day, and provide timely feedback on assignments/submissions.

Contribute to the learning environment with [fairness, cooperation, and professionalism](#)	Establish a learning environment with fairness, cooperation, and professionalism
Treat your classmates, instructional assistant and myself [honestly and ethically](#)	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

*This table comes from UC San Diego's [Teaching and Learning Commons](#)

SECURING AN INTERNSHIP PLACEMENT

Select an internship placement that relates to your Research Project
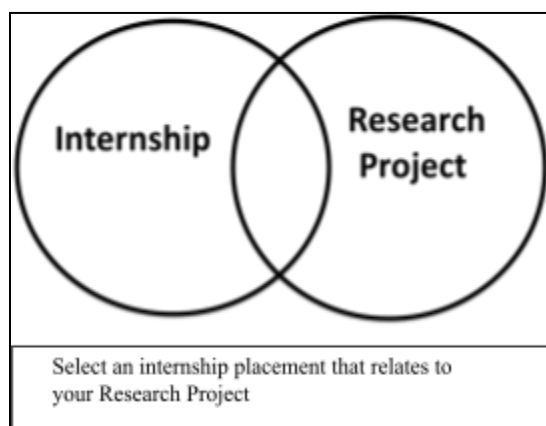
Professor Pezzoli, Tricia Taylor-Oliveira (Academic Internship Director for the Teaching and Learning Commons), and Jennifer Eller (USP Industry Liaison Coordinator) studiously identified placements that will be especially attractive to students majoring in Urban Studies and Planning. The internship requirement in USP 186 and 187 includes completing a total of 100 hours at a placement of your choosing. Key steps in the process include: (1) secure and begin an internship, (2) inform USP via this [Google form,](#) and (3) submit a Learning Agreement documenting your placement details in AIP's database (http://aipinternlink.ucsd.edu).

The Learning Agreement will be routed to your Internship Supervisor for approval. Upload a PDF of your approved Learning Agreement to our USP 186 Canvas website. Internship opportunities are listed on the USP Internship Blog https://uspucsd.wordpress.com/internship-opportunities/

A additional listing of internships can ve found on the USP Department's web site at https://usp.ucsd.edu/careers-and-internships/internships/index.html . For additional support in finding an internship or questions related to the Learning Agreement, contact Tricia Taylor Oliveira at AIP (ttaylor@ucsd.edu), Professor Pezzoli (kpezzoli@ucsd.edu), and/or Jennifer Eller (jmeller@ucsd.edu). We can also assist you with creating and revising your resume and cover letter as well as interview preparation and brainstorming internship options.

More details about securing an internship/submitting a Learning Agreement can be found at
https://docs.google.com/document/d/1hN1056_Y2JbY_n8V1gIvRsaBzLnREkhtqkNgyuONJmI/edit?usp=sharing

READINGS

*E-books are marked with an asterisk. E-Books are made available free of charge by the Geisel Library or the Professor. All the readings listed below (required and recommended) are for USP 186 and 187.

Required Readings

Belcher, W. L. 2019. *Writing your journal article in twelve weeks : a guide to academic publishing success*. Chicago ; London, The University of Chicago Press.

Farthing, Stuart M. 2016. *Research Design in Urban Planning: A Student's Guide.* Los Angeles, CA: Sage.

O'Keefe, S. and Career Leadership Collective (Fort Collins Colorado) (2021). *Launch your career : how any student can create relationships with professionals and land the jobs and internships they want*. Oakland, Berrett-Koehler Publishers, Inc.

*Galvan, Jose. L. and Melissa Galvan. 2017. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences.* 7th ed. NY, NY: Routledge, Taylor & Francis Group.

*Pezzoli, Keith and William Oswald. 2020. Draft Open Access Book. *Designing Urban and Bioregional Research: A Guide to including Land Ethics, Justice and Community Science.*

*Silva, Elisabete A. et al. eds. 2016. *The Routledge Handbook of Planning Research Methods* New York, NY: Routledge.

Other Readings on our Canvas Website and Google Shared Drive:
- Resources folder on our CANVAS class website
- A Top Ten List of 21st Century Challenges Needing Research and Action

Additional Readings (not required)

*Barton, H., et al. 2015. *The Routledge handbook of planning for health and well-being:shaping a sustainable and healthy future*. London; New York, Routledge, Taylor & Francis Group.

Gallo, Carmine. 2014. *Talk like TED: the 9 public speaking secrets of the world's top minds*. NY, NY: St. Martin's Griffin.

Marshall, Catherine, Gretchen B. Rossman, and Gerardo L. Blanco. 2022. *Designing qualitative research*. Seventh edition. ed. Thousand Oaks, California: SAGE Publications, Inc.

*Pinker, S. 2014. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century.* East Rutherford, UNITED STATES, Penguin Publishing Group.

Turabian, K. L., et al. 2018. *A manual for writers of research papers, theses, and dissertations: Chicago Style for students and researchers*. Chicago, The University of Chicago Press.

Yin, R. K. (2018). Case study research and applications: design and methods. Los Angeles, SAGE.

Managing Academic Literature and Citing References Properly

It is imperative if you have not done so already, to establish a process for capturing, organizing, and storing the academic literature you'll be using in your research. UCSD provides students access to a terrific online version of EndNote. EndNote is "a web-based tool that can help manage your citations and properly format the references in papers and other documents," see http://ucsd.libguides.com/c.php?g=91009&p=585146.

EndNote Web provides can pull in references from **catalogs** (i.e., Roger or Melvyl) or from **databases** (e.g., JStor, Web of Science); it works with MS Word and other word processors to properly insert references and format your bibliography. For citing references, we recommend using the Chicago Manual of Style 17th edition, Author-Date format: https://www.chicagomanualofstyle.org/home.html

Student Resources for Support and Learning

The Writing Hub provides excellent student support.

- The Writing Hub supports all writers on campus—every writer, any project—and promotes writing as a tool for learning. Undergraduate and graduate students can make one-on-one appointments with writing mentors or visit our weekday drop-in hours in the Teaching + Learning Commons @ Geisel. We also offer writing workshops and dissertation writing retreats during the academic year. Visit the Writing Hub.

Library Help
Urban Studies and Planning Expert: Kelly L. Smith
858-534-6712, k5smith@ucsd.edu

Urban Studies and Planning Library Guide:
(library's guide for USP students)

USP 186/187: Senior Sequence : (Library resources for the USP Senior Sequence, arranged by Area of Concentration)

GIS Library Resources, Amy Work Librarian (library guide)
Amy Work: (Link to email and to Schedule an appointment)

Ask a Librarian (library web site)

Library Help: Course Reserves, Connecting from Off-Campus and Research Support
(library help web site)

Learning Resources
Writing and Critical Expression
https://commons.ucsd.edu/students/writing/
Supplemental Instruction
https://commons.ucsd.edu/students/supplemental-instruction/
Tutoring
https://commons.ucsd.edu/students/math-chemistry-tutoring/

Support for Well-being and Inclusion

Basic Needs at UCSD *Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact:* foodpantry@.ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632 **Counseling and Psychological Services** *Confidential counseling and consultations for psychiatric service and mental health programming* **Triton Concern Line** *Report students of concern:* (858) 246-1111 **Office for Students with Disabilities (OSD**) *Supports students with disabilities and accessibility across campus*	**Community and Resource Centers** **Office of Equity, Diversity, and Inclusion** *As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus* (858).822-.3542 | diversity@ucsd.edu **Get Involved** *Student organizations, clubs, service opportunities, and many other ways to connect with others on campus* **Undocumented Student Services** *Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Office for Students with Disabilities (OSD)

858.534.4382 | osd@ucsd.edu | https://disabilities.ucsd.edu/

Inclusion
In the Senior Sequence we support diversity of thought, perspective, experience, and identities. We strongly encourage all students to participate in discussion and contribute to the field from their perspective. Please feel free to provide anonymous feedback too. All input is welcome.

> **Office of Equity, Diversity, and Inclusion**
> 858.822.3542 | diversity@ucsd.edu | https://diversity.ucsd.edu/
>
> **Student life: Diversity**
> https://students.ucsd.edu/student-life/diversity/

Policy on University of California Diversity Statement
https://regents.universityofcalifornia.edu/governance/policies/4400.html

Basic Needs
Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and s place to live, and believes this may affect their performance in this course, is encouraged to contact: foodpantry@.ucsd.edu | basicneeds@ucsd.edu | (858)246-2632

Technical Support
For help with accounts, network, and technical issues:
https://acms.ucsd.edu/contact/index.html

For help connecting to electronic library resources such as eReserves and e-journals:
https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:
https://blink.ucsd.edu/technology/file-sharing/zoom/

UC San Diego Academic Policies

Academic Integrity: All students, TAs and Professors must uphold the values and standards outlined in UCSD's Policy on Integrity of Scholarship. The Policy emphasizes that: "Integrity of scholarship, otherwise referred to as academic integrity, is essential for an academic community, including UC San Diego. Academic integrity is built on a foundation of honest, responsible, fair and trustworthy scholarly activity.[i] Without it, the degrees we confer, the research we conduct, and our reputation all diminish in value.

See UC SAN DIEGO POLICY ON INTEGRITY OF SCHOLARSHIP (pdf)

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other form of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying, or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu. (Source: Bertram Gallant, T. (2017). Teaching for integrity. UC San Diego Academic Integrity Office.)

Collaboration Policy: You are encouraged to discuss assignments with others. And we encourage you to collaborate with one another in tracking down literature and data sources; especially those of you tackling similar topics where your sources and literature may share common ground. However, to ensure

fair evaluations, you are not authorized to use the text developed by another or copy the work completed by others in the past or present.

Plagiarism: Any copying or paraphrasing of another's words or ideas without citation is plagiarism and a violation of the UCSD standards of academic integrity. You are expected to produce your own independent work, using your own words, tables and graphics, etc. Of course, there may be instances where you'll want to incorporate work created by others (e.g., a map, pithy statement by a published scholar). Just be sure to consistently use a respectable standard for proper citation and attribution of credit where credit is due. Respectable standards include, for instance, MLA, Chicago, and APA. Purdue University's Online Writing Lab has a guide for how to use each of these three standards: https://owl.purdue.edu/owl/purdue_owl.html.

A finding of plagiarism will result in an "F" grade on the assignment, and possibly additional sanctions. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. We want you to "excel with integrity." Learn more about UC San Diego's *Excel with Integrity* program.

UCSD Student Conduct Code
https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf

Principles of Community
https://ucsd.edu/about/principles.html

Discrimination and Harassment
The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, ophd@ucsd.edu, or reportbias.ucsd.edu.

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options.

A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

USP 186 FALL 2022 SCHEDULE   Tu/Th 9:30a-10:50a, RWAC 0116 (Climate Action Lab)

Day1, Thurs., 9/22	**Senior Sequence Overview, Learning Objectives, Purpose**
	Keith Pezzoli (Professor), Carolyn Chase (TA), Student and Staff Introductions
	    ○ Jennifer Eller, Industry Liaison Coordinator
	    ○ Erica Kirk, Undergraduate Student Service Coordinator
	    ○ Tricia Taylor, Director, Academic Internship Program

	Weeks 1-2: Research Opportunities, Questions and Ethics in Planning; Writing a literature review
	Learning Objectives: ● Identify unique features of research in planning as compared to research in other fields. ● Critically review published research (literature) with an understanding of peer review and other aspects of scholarly publication. ● Articulate a research question, argument or hypothesis informed by scholarly discourse (peer-reviewed academic literature) and an awareness of diversity, justice and equity concerns.

W1. Tues., 9/27	**AGENDA: Devising your research project's "object of study" and questions**
	
	● Purpose/types of research questions (descriptive, explanatory);
	● Inspirational Community-University Partnership; Research ethics, equity and justice.
	● Guest Presentation by Paul Watson, President and CEO of the Global Action Research Center, aka Global ARC. Flipping Science: Developing Community Science through Community-University Partnerships (Ideas and Opportunities for Senior Research Projects). Good overview of Global ARC's Ocean View Growing Ground.
	
	TASKS/ASSIGNMENTS
	1. Watch video: Doing Civically-Engaged Research, What it is, Who does it, Why?
	2. Watch video: Presentation of the Ocean View Growing Grounds Climate Justice Learning Hub in San Diego CA. (OVGG Presentation)
	3. Get started choosing/devising your research topic (see sources below for ideas, concepts, approaches)
	    a. Seven Steps to Selecting a Topic
	    b. UC San Diego, MIT, NSF, RWJF Research Thrusts
	    c. NSF Sustainable Urban Systems Convergence Research Report
	    d. Top Ten List of 21st Century Challenges Needing Research
	    e. Conceptual Themes from USP 2 (see categorical list)
	    f. Concepts and Theories (ways to frame your research)
	    g. Browse the "Manifestos, Calls for Research" at this link

	h. Internship Opportunities (try and pick a placement that relates to your research interests) READINGS: Silva, et al. 2014. The Craft of 'Doing Research' in Spatial and Regional Planning (p. xxvi) 1. What are the main defining characteristics of doing planning research? 2. What was the radical critique of planning in the 1970s that gave rise to calls for action research seeking deep social change and justice. 3. Farthing, Stuart M. 2016. *Research design in urban planning : a student's guide*. text. Los Angeles: SAGE (2016, Ch. 3) ○ What type of discipline is planning? ○ What types of knowledge claims are found in planning policy debates? ○ What are research questions and how do they relate to knowledge claims? ○ How can I recognise research questions in published research? ○ How can I create helpful questions from my initial ideas?
W1. Thurs., 9/29	**AGENDA: Locating peer-reviewed research, data and other sources** ● A#1 Literature Review assignment explained. Go to instructions here. ● Guest Presentation by Kelly Smith, Subject Specialist for US Government Information, Urban Studies & Planning, and Environmental Policy (UC San Diego Geisel Library). Kelly created a USP guide special for us, see: https://ucsd.libguides.com/usp TASKS/ASSIGNMENTS (1) Review the Lit Rev Assignment Instructions. Also see the RUBRIC we will use for grading this assignment. (2) Prepare to bring a draft of your Literature Review to class on Thur., Oct. 13 for a peer-review workshop exercise. Upload your final version of the Literature Review (to be graded) before 11:59pm on Friday, Oct. 18, 2022. (3) Arrange to do an interview with a domain expert to help you get your mind around the range of published work that is relevant to your inquiry (this is not a required assignment, but it is highly recommended) READINGS Examples of Literature Reviews 1. This folder contains good examples of Student Literature Review from previous years. 2. Pezzoli (1997) Transdisciplinary Review of Sustainable Dev Literature.pdf is a broad comprehensive Lit Rev of Sustainability as a theory and practice just as it began to become mainstream in the late 1980s and 1990s. It is long. Your review will be much shorter. But this Lit Review uses call out boxes, tables, and diagrams that you might find useful ---consider including one or more such devices in your Lit Review as a way to improve readability and strengthen one or more of your key findings. How to write a literature review 3. Farthing (2016, Ch4) A Justification for Your Research Question ○ What is a literature review?

	○ How does a literature review seek to persuade readers of the academic benefits of answering a research question? 4. [Galvan -Galvan (2017, Part I) Managing_the_Literature_Search)](#) 　　○ In the section titled "Writing a Literature Review Chapter for a Thesis or Dissertation" the authors say you should establish two main goals, what are they? 5. [Galvan-Galvan (2017, Chs. 12-13), Preparing lit review and references.](#) 　　○ One of the author's lit review guidelines says you should "check the structure of your review for parallelism." Explain what they mean. (p. 138) 　　○ What is the title of your literature review? Did you find useful any of what the authors say about how to "Write a concise and descriptive title for the review"? (p. 143) 3. Galvan-Galvan (2017), [Chap. 5-6-analysis of articles_analyze quantitative lit](#) 　　○ What are some of the ways you can conduct a "Deep Analysis" of the published works you are reviewing? 　　○ How might you best distinguish between an assertion and evidence? 　　○ What are the distinct "measures" (e.g., reliability) you should pay attention to? 4. Galvan -Galvan (2017) [Part_III_chs9-11Writing_the_First_Draft_of_Your_Literature_Review).pdf](#) 　　○ Follow the authors advice and create a topic outline that traces your argument; did doing so prove helpful to you? 　　○ The authors suggest how to describe theories relevant to your literature review's main narrative (argument, question, etc.), did you find that section helpful? 5. Belcher, W. L. 2019. *Writing your journal article in twelve weeks : a guide to academic publishing success*. Chicago ; London, The University of Chicago Press. 　　○ The Belcher (2019) book is required reading for USP 186 and 187. We will use Belcher's book more heavily during USP 187. For now, check out the section the author spells out [How to Read Peer-Reviewed Journal Articles](#).
W2. Tues., 10/4	<mark>AGENDA</mark>: **Why place matters, doing community-engaged research** ● Review the content of the Pezzoli-Oswald book (Chaps. 1-4) ● Later in the quarter we will have a Guest presentation by [Bill Oswald](#) -Associate Executive Director For Research and Evaluation, Global ARC TASKS/ASSIGNMENTS ● Please come to class with a draft title for your Literature Review ● While it is not required, consider including some form of community engagement in your research. Drawing on the **wisdom** in Nelson Mandela's statement that "Where you stand depends on where you sit," Think about what authors mean by this statement? What does this suggest concerning the sources of knowledge you might want to include in your study? READINGS 1. [Pezzoli-Oswald (2020, Chs.1-4) Doing Civically Engaged Research](#). 　　o Chapter 1: Introduction – Understanding the Context. What is Civically Engaged Research? Why might it be increasingly important?

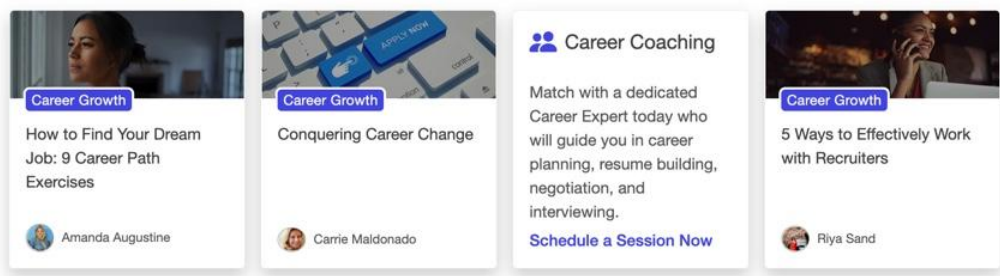|	

	o Chapter 2: <u>Why Place Matters</u>. In what ways does placematte? What is Authentic Demand?
	    o Chapter 3: <u>Rooted Community Development</u>. The authors cite Chester Hartman (2002), a long time champion of progressive community-based research and planning for affordable housing and community development. What aspects does Hartman are are crucial to successful progressive agendas?
	    o Chapter 4: S<u>ources of Knowledge in Civically Engaged Research</u>. What are some examples of the types and sources of knowledge covered in this chapter?

W2. Thurs., 10/6	<mark><u>AGENDA:</u></mark> **Taking into account the climate emergency, climate action research and planning** ● The meaning of Intersectional research, convergence research and community science; and how these developments in scientific inquiry impacts how climate change research gets funded and applied. <u>TASKS/ASSIGNMENTS</u> ● For ideas on research topics, and interesting organizations, check out this Team-based research proposal to address the climate emergency in our San Diego-Tijuana transborder bioregion (short version for reviewers, long version for in-house use). ([13 page version](#)) ([38 page version](#)) ● For a UC San Diego campus report focused on the climate emergency, see this [Academic Senate Task Force Report](#). ● Check out TreeWatch San Diego, a new project of San Diego EarthWorks, recently launched to help residents of San Diego protect the healthy, mature trees in their neighborhoods. The broader goal is to inspire and mobilize residents who will help protect the urban forest and do what it takes to stop its current decline. This includes putting pressure on the City of San Diego to make its Climate Action Plan more equitable. Climate equity can be increased by planting trees where the rising number of extreme heat days (exacerbated by the urban heat island effect) is impacting disadvantaged communities especially hard). ● Read HELP WANTED: Speak for the Trees, By CAROLYN CHASE http://www.earthdayweb.org/HelpWanted.html <u>READINGS</u> 1. Check out this bibliography focused on climate change ([link](#)) 2. Check out this literature focused on green equity ([link](#)). 3. Amorim-Maia, Ana T., Isabelle Anguelovski, Eric Chu, and James Connolly. 2022. "Intersectional climate justice: A conceptual pathway for bridging adaptation planning, transformative action, and social equity." *Urban Climate* 41: 101053. https://doi.org/https://doi.org/10.1016/j.uclim.2021.101053. 4. Cilliers, Elizelle Juanee, Wim Timmermans, Hildegard Rohr, and Hasse Goosen. 2022. "Scaling Up of Nature-Based Solutions to Guide Climate Adaptation Planning: Evidence From Two Case Studies." *Frontiers in Sustainable Cities* 4. https://doi.org/10.3389/frsc.2022.624046. Fitzgerald, Joan. 2022. "Transitioning From

Urban Climate Action to Climate Equity." *Journal of the American Planning Association*: 1-16. https://doi.org/10.1080/01944363.2021.2013301.

5. Goh, Kian. 2020. "Planning the Green New Deal: Climate Justice and the Politics of Sites and Scales." *Journal of the American Planning Association* 86 (2): 188-195. https://doi.org/10.1080/01944363.2019.1688671

6. Hamin, Elisabeth M., Yaser Abunnasr, and Robert L. Ryan. 2019. *Planning for climate change : a reader in green infrastructure and sustainable design for resilient cities*. New York, NY: Routledge. Geisel Floor6, Books ; HT166 .P528 2019

7. Janowiak, Maria K.; et al. 2021. *Climate adaptation actions for urban forests and human health.* Gen. Tech. Rep. NRS-203. Madison, WI: U.S. Department of Agriculture, Forest Service, Northern Research Station. https://doi.org/10.2737/NRS-GTR-203

Weeks 3-4: Research Design and the "spatial turn" in the Social Sciences, GIS and Mapping

Learning objectives:
- *Identify spatial justice as a feature of urban and bioregional research*
- *Demonstrate the ability to choose methods appropriate to research aims and objectives.*
- *Explain how research involves conceptual framing, culture & power relationships among the people and social entities/institutions involved.*
- *Understand the limitations of particular research designs and methods*

W3. Tues., 10/11	**AGENDA**: Working with spatial data, the spatial turn in the social sciences • **Guest Presentation, Amy Work**, GIS Librarian. Power of GIS in communicating information, Data resources, Different GIS platforms (in addition to GIS desktop versions). Getting access to ARC GIS as a UCSD. Brief intro to StoryMaps as a form of research communication (you will create a StoryMap about your Senior Research Project next quarter (in USP 187 Winter 2023, so more on StoryMaps later). StoryMaps examples: http://ucsdonline.maps.arcgis.com • SEE ppt presented by Amy Work here: https://drive.google.com/file/d/1f6W0j0zsSWlpFQGGG0gTecTjjP-cjJ96/view?usp=sharing TASKS/ASSIGNMENTS Think about the way in which space may factor into your research. For instance, if part of your research story includes some particular locality, region, district, alleyway, street, dense urban core, sprawled suburban settlement, park, zipcode, etc., how did that space become meaningful, in what ways, to who, how? The physicality of space takes on meaning through a complex interaction of socio-cultural, economic, ecological, political, racial and other factors. READINGS 1. Farthing, Stuart M. 2016. *Research design in urban planning : a student's guide*. text. Los Angeles: SAGE. (Ch2) Post Positivism and Planning Research. o What is Farthing's critique of "Positivism" as an approach to planning research? [Note: Farthing critiques 5 key ideas of the popular, taken-for-granted, view of research on pp. 17-22]. 2. Silva, et al., (2015, Sections 3.6, 4.2, 4.3)

	o Stefanie Duhr (sec. 3.6) spells out "Methodological considerations for the analysis of spatial policy Maps." Describe any one of them.
	o Robert Haining (sec. 4.2) explains what it means to "think spatially." What does he say about "geography as place" or the importance of understanding how "places do not exist in isolation; rather they exist within a spatial context."
	3. The United Nations New Urban Agenda
	   o What is the New Urban Agenda?
	   o Does the emphasis placed on understanding and improving the relationships among urban and rural people make sense? How might this factor into the fate of democracy in the US?
	4. Bioregional Theory Part 1: Defining the Spatial Turn in Planning
	   Bioregional Theory Part 2: What are the Principles and Challenges?
	5. Acierno A. (2021) A Multi-scalar Design Proposal: S-RGB (Safe—Regenerative Green Blue) Design for Contemporary City. In: Yunitsyna A., Hysa A., Manahasa E., Naselli F., Manahasa O.D., Dervishi S. (eds) Current Challenges in Architecture and Urbanism

W3. Thurs., 10/13	**AGENDA: Making an argument and claim for significance**
	
	● Getting a handle on good research communication.
	● Equipping yourself with clear talking points
	
	TASKS/ASSIGNMENTS
	Peer Review of a Lit Review Due 10/13
	Swap your literature review (in class) with one of your student peers. Discuss the critically constructive comments and suggestions you prepared to improve the Lit Review. The Lit review to be graded is due on Oct 18. You can use the Lit Rev Rubric to do the evaluation.
	
	READINGS
	1. Belcher, Wendy Laura. 2019. *Writing your journal article in twelve weeks : a guide to academic publishing success*. Second edition ed.*Chicago guides to writing, editing, and publishing*. Chicago: The University of Chicago Press. Making a Clear and Compelling Argument , Making a Claim for Significance.
	   ○ What is an evidence-based research argument? How is it different from a topic?
	   ○ Belcher makes the claim that a clearly stated "argument" is a crucial element of a good scholarly publication. Belcher's definition of an argument in the context has five features, what are they?
	   ○ What is a claim of significance?
	   ○ Belcher lists 10 types of claims for significance. List and define the one you anticipate making in your research.
	2. Marshall, Catherine, Gretchen B. Rossman, and Gerardo L. Blanco. 2022. *Designing qualitative research*. Seventh edition. ed. Thousand Oaks, California: SAGE Publications, Inc. Copy of Rossman et al Developing an Argument

W4. Tues., 10/18
 	
A#1 Due: LitRev
	Agenda: Research Designs Part 1: Case studies
	
	● Examining urban infill; Ecological urbanism and architecture;
	● Intervention Research (analysis/assessment of sites, plans and policies).
	● Guest Presentation by Denise de Alcantara Pereira, Ph.D. Professor from the Federal Rural University of Rio de Janeiro - UFRRJ
	
	TASKS/ASSIGNMENTS
	
	READINGS
	    1. Kanaani, Mitra, ed. 2023. The Routledge companion to ecological design thinking : healthful ecotopian visions for architecture and urbanism. New York: Routledge
	        ○ Forward, by Keith Pezzoli.
	        ○ 2.2 Dimensions of Urban Infill for Cities in the Global South: The Case of Rio de Janeiro, Brazil. By Denise de Alcantara and Vicente del Rio
	    2. Yin, Robert K. 2018. Case study research and applications: design and methods. Chapter 1. Getting Started How to Know Whether and When to Use the Case Study as a Research Method
	    3. Yin, Robert K. 2018. Case study research and applications: design and methods. Chapter 2 Designing Case Studies Identifying Your Case(s) and Establishing the Logic of Your Case Study.
	    4. Farthing, S. M. (2016). *Research design in urban planning : a student's guide*. Los Angeles: SAGE. [Chap. 10: Cross-national Comparative Research in Urban Planning]

W4. Thurs., 10/20	**AGENDA: Research Designs Part 2: Qualitative/Quantitative/Mixed Methods** (Case Studies, Surveys, Participatory Action Research, Content Analysis, Ethnography, Mapping and Visualization, Field Studies, Evaluation.
	
	TASKS/ASSIGNMENTS
	● **A#2 Proposal assignment explained.**
	● Toit's chapter in the Routledge Handbook of Planning Research Methods (2016, Ch. 2.2) does a good job spelling out the major types of research design used in planning studies. See which design strikes you as most suitable for the kind of research question you are pondering.
	READINGS
	    1. Toit, du Jacques. 2016. "Research Design." In *The Routledge handbook of planning research methods*, edited by Elisabete A. Silva, Patsy Healey, Neil Harris and Pieter Van den Broeck, 61-73. New York, NY: Routledge.
	    2. Farthing, Stuart M. 2016. *Research design in urban planning : a student's guide*. text. Los Angeles: SAGE (2016, Chs 4-6)
	
	    Chapter 4: What practical and academic justifications exist for a research question?
	    ○ How does literature seek to persuade readers of the academic benefits of answering a research question?
	    Chapter 5: What is the scope of my research?
	    ○ What are data sources? What data sources should I use?
	    ○ How can I select ('sample') the cases to study? What is the significance of representativeness in a sample?

	Chapter 6: Explanatory Questions ○ What are the starting points for answering a 'why' question? ○ What are the different ways that you can explain why something happened? What criticisms are made of causal analysis in planning? ○ How can you establish the existence of a causal relationship? What wider claims can you make about this on the basis on your research? ○ How can you select the cases for study? ○ What are case studies?

Weeks 5-6:   Clarifying Your Object of Study, Theory of Change, and the Aims of Your Proposal

<u>Learning objectives</u>
- *Explaining the concept of Placemaking*
- *Understanding and making scholarly, evidence-based arguments*
- *Compose and state the significance of a research hypothesis, question, problem, or argument in the form of a compelling story, making use of art and multimedia.*

W5. Tues., 10/25	**AGENDA: Research in planning, design and placemaking focused on the San Diego-Tijuana transborder city-region as an object of study**
	
	<u>Guest Presentation</u> by Professor Lawrence A. Herzog, Ph.D., Design Scholar in Residence, UC San Diego Design Lab; Lecturer, Department of Urban Studies & Planning.
	
	<u>TASKS/ASSIGNMENTS</u>
	Check out Professor Herzog's WHOSE CITY Podcast: https://designlab.ucsd.edu/podcasts/
	The podcast explores the latest urban and environmental planning and design issues facing 21st century cities. Post-pandemic shifts in urban living, the digital revolution, social media, smart vehicles, and new technologies are altering the way city dwellers move around, inhabit, work and think about their urban lifestyles. Climate change, escalating housing costs, shortages of land, homelessness, urban sprawl, air pollution, and scarcity of natural resources challenge our futures. Tune into the podcast to learn about these issues in the globalizing cross-border region of California-Baja California.
	
	<u>READINGS</u>
	1. Pezzoli, Keith, Justine Kozo, Karen Ferran, and et al. 2016. "<u>One Bioregion/One Health: An Integrative Narrative for Transboundary Planning Along the U.S.-Mexico Border</u> (REPRINTED from Global Society 28 (4): 419-440), In *International Boundaries in a Global Era: Cross-border space, place and society in the twenty-first century*, edited by Lawrence A. Herzog and Keith J. Hayward. New York, NY: Routledge.
	2. Silva et al., (<u>2015, 3.4) Planning for Place.</u>
	   ○ What is an ethnographic research approach to planning practice (i.e., what are the three of the most established ethnographic methods from cultural anthropology and human geography)?
	   ○ "After a short review of planning problems that call for the use of ethnography, this chapter describes three of the most established ethnographic methods from cultural anthropology and human geography: participant observation,

	semi-structured interviews, and participatory mapping. Two examples from the author's own work as a planner and researcher in the western US are used to illustrate their application to three planning problems: (1) finding an documenting the values and concerns of stakeholders; (2) evaluating the feasibility appropriateness of alternative courses of action; and (3) facilitating collaborative spatial planning through understanding various cultural landscapes. "(p. 169)
W5. Thurs., 10/27	<mark>AGENDA</mark>: **Articulating a Theory of Change (TOC) to deepen research imagination and strategy** TASKS/ASSIGNMENT Do a TOC to help sharpen your understanding of your Senior Research Project's object of study, and the context within which it is embedded. 　　　"Theory of change is a rigorous yet participatory process whereby groups and stakeholders in a planning process articulate their long-term goals and identify the conditions they believe have to unfold for those goals to be met. These conditions are modeled as desired outcomes, arranged graphically in a causal framework. A theory of change describes the types of interventions (a single program or coordinated initiative) that bring about the outcomes depicted in the outcomes framework map. Each intervention is tied to an outcome in the causal framework, revealing the often complex web of activity required to bring about change. The framework provides a working model against which to test hypotheses and assumptions about what actions will best produce the outcomes in the model." Source READINGS 　1. Silva et al. (2015, Ch. 3.9) Imagination as a method for generating knowledge about possible urban futures 　　o　"All cities have historical reference points – whether social, spatial, political, or economic – that live in the imagination of their citizens and that must be tapped through the visioning process"　…What are one of the analytical principles that the authors argue can serve as guides for visioning exercises? 　2. A good sample of Theory of Change literature is listed below: 　　○　Article explaining Theory of Change.pdf 　　○　Taplin and Clark (2012) Theory of Change Basics -a Primer.pdf 　　○　San Diego Housing Federation Theory of Change.pdf 　　○　Uses of theory of change-NCVO Knowhow.pdf 　　○　Rolfe 2019 Combining Theories of Change and Realist Evaluation.pdf 　　○　Change theory and theory of change -what's the difference.pdf 　　○　How to build a theory of change NCVO Knowhow.pdf 　　○　Breuer 2016_Article_UsingTheoryOfChangeToDesignPublic HealthEvaluation.pdf 　　○　San Diego Housing Federation Theory of Change.pdf ● 　What is a Theory of Change? ● 　Did any of these TOC readings help you sharpen your research focus?

	Professor Bill Oswald Powerpoint presentation Theory of Change Lecture.ppt

W6. Tues., 11/1	**AGENDA: Linking your research and career trajectory**
	
	Guest Presentation by Tricia Taylor-Oliveira, Director of the Academic Internship Program ttaylor@ucsd.edu, (858) 534-7892. From the T&LC website:
	
	    Tricia Taylor-Oliveira is Director of the Academic Internship Program (AIP)...[she] advises students seeking opportunities to connect their studies with real-world experience. Having benefited from her own internship experiences, she enjoys empowering students to take ownership of their own development and experience the personal, professional and academic value of engaging in hands-on learning (source).
	
	TASKS/ASSIGNMENTS
	   ● Check out the Association of Collegiate Schools of Planning website focused on Career planning and growth: https://jobs.acsp.org/career-advice/career-growth/
	
	   ● Consider taking advantage of T&LC "Writing Support for Undergraduates." The Writing Hub is now offering face to face AND online/remote services. You can make an appointment at this link : https://writinghub.ucsd.edu/for-undergrads/index.html
	
	READINGS
	   1. O'Keefe, Sean, and Career Leadership Collective (Fort Collins Colorado). 2021. *Launch your career : how any student can create relationships with professionals and land the jobs and internships they want*. First Edition. ed. Oakland: Berrett-Koehler Publishers, Inc
	   2. Bolles, Richard Nelson, and Katharine Brooks. 2021. What color is your parachute? : your guide to a lifetime of meaningful work and career success. 50th anniversary edition. Berkeley , California: Ten Speed Press.

W6. Thurs., 11/3	**AGENDA:** Proposal Evaluation Workshop TASKS/ASSIGNMENTS Peer review of a partner's Research Proposal READINGS

	1. Silva et al. Maguire, M. "[Survey Methods: How Planning Practitioners Use Them, and the Implications for Planning Education](#)." Journal of Planning Education and Research
	2. Silva et al.([2016, 4.7-4.11](#)) ([2016, Chs. 3.1, 3.2](#)) Working within a qualitative tradition.
	3. Silva et.al ([2016, Section titled Methodology-in-Action, p. 399-517](#)).pdf This section of the book is very good, choose one of the chapters below that you find relevant to your research and create a question/answer that you would like to share. Focus on the data challenge of doing this kind of action-oriented research methodology. ○ 5.1 Methodology in action: the relationship between research and practice 401 ○ 5.3 Enabling transdisciplinary research on social cohesion in the city: Social Polis,41 ○ 5.4 Researching for policy relevance: critical reflections on government-sponsored research 426 ○ 5.8 Cost-benefit analysis in participatory planning: a critical perspective 479 ○ 5.9 The strategic use of the charrette process for applied research 492 ○ 5.10 Engaging and educating young people in sustainable development: communicating research findings and planning practice in an active learning environment

Weeks 7-8:   Collecting and Analyzing Data (Strategies, Timing); Engaging Sensitive Concerns Ethically

Learning objectives
- *Thoughtfully call into view ethics, justice, and the philosophy of science in the context of designing and conducting research.*
- *Present an evidence-based position or argument, including a TED-like oral presentation*

W7. Tues., 11/8	AGENDA**: Panel of USP faculty researchers doing problem-solving, solutions-oriented, intersectional research addressing homelessness and climate change** PANEL **Mirle Rabinowitz Bussell,** Ph.D., Director of Field Research; Associate Director, Bioregional Center for Sustainability Science, Planning and Design. Founding Co-Director, [Homelessness Hub](#) **Leslie R Lewis, PhD,** MPH (She/her) Continuing Lecturer, Urban Studies & Planning Program Director of Urban Health & Equity Initiatives, [Bioregional Center for Sustainability Science, Planning and Design;](#) 2019-2020 UC San Diego [Changemaker Faculty Fellow](#) [Environmental Leadership Program Senior Fellow](#) Director, Climate Action Scholars Program @[The Climate Lab](#) Founding Co-Director, [Life Course Scholars Program](#) Founding Co-Director, [Homelessness Hub](#)

	READINGS
	1. Brownill, Sue, and Andy Inch. 2019. "Framing People and Planning: 50 Years of Debate." *Built Environment* 45 (1): 7-25. https://doi.org/10.2148/benv.45.1.7
	2. Rabinowitz Bussell, Mirle, Leslie R.Lewis, Kelsey Lindner, Keith Pezzoli, William T. Oswald and Paul Watson. 2021. "A Bridge to Civic Empowerment: A Rooted University Approach to creating equitable university –community partnerships and just power relations." In *Learning from Arnstein's ladder : from citizen participation to public engagement*, edited by Mickey Lauria and Carissa Slotterback, 271-288. New York, NY: Routledge.
	3. Rabinowitz Bussell, Mirle, James Bliesner, and Keith Pezzoli. 2017. "UC pursues rooted research with a nonprofit, links the many benefits of community gardens." *California Agriculture* 71: 139-147. https://doi.org/10.3733/ca.2017a0029.
	4. Silva et al. (2015, Ch. 2.3) Planning Research Ethics. ○ Why be concerned about research ethics (and when should we be concerned)?
	5. Farthing (2016, Chap. 9,Ethics of Research) ○ What kind of ethical considerations should be part of research design? ○ What are the ethical arguments which arise in seeking to frame research close to the needs of practice? ○ How close should the relationship between academic researchers and practice be? ○ What issues will you need to consider in seeking ethical approval for your project?
W7. Thurs., 11/10 **A#2 Due: Proposal**	**AGENDA: Next steps: Collecting and Analyzing Data** **A#3 Story+Data Plan assignment explained.** TASKS/ASSIGNMENTS READINGS 1. Farthing (2016, Chap. 7) ○ What methods of data generation are available to answer your research question? ○ What range of considerations do you need to take into account in making decisions on the methods to use? 2. Farthing (2016, Chap. 8) Data Analysis ○ What types of claims are made in response to research questions? ○ What is data analysis? How do earlier decisions affect analysis? ○ What types of data are there? 3. Toit (2016, Ch. 2.2) in his chapter in the Routledge Handbook of Planning Research Methods writes about sources of data: [here I provided an excerpt]. Read the chapter, including the excerpt below and tell us if your data is mostly primary data, secondary data or some hybrid of the two "Sources of data can be **primary**, **secondary** or **hybrid**. Primary data are newly collected data, typically in raw format, which are then analysed to address a specific research question. Secondary data have already been collected and presented in a particular format, which is usually more cost-effective, but there are likely to be limits in terms of reanalysing the data to address a different research question. However, *given the enormous advances over the*

	last dec:{==last decades in accessing and manipulating digitally available information (the most typical example being the Internet), researchers ought to make much more use of secondary data sources.==} Certain databases, such as census databases, can be seen as primary or secondary in the sense that the data are in semi-raw format, but have already been collected and captured" (p. 66).
W8. Tues., 11/15	**AGENDA: Creating a research timeline and data collection/analysis plan. The art of conducting interviews, surveys** **TASKS/ASSIGNMENTS** View powerpoint slides re Interviewing (click here) READINGS 1. Maguire, Meadhbh. 2021. "Survey Methods: How Planning Practitioners Use Them, and the Implications for Planning Education." *Journal of Planning Education and Research*. https://journals.sagepub.com/doi/10.1177/0739456X211043272 2. Interview folder (link)

W8. Thurs., 11/17	**AGENDA: Research Communication: Change the story, change the future**
	
	● The power of storytelling; Talking like TED;
	● The And-But-Therefore approach to research storytelling
	
	TASKS/ASSIGNMENTS
	
	Practice doing a 3 minute ABT TED-like story
	
	READINGS
	1. Korton (2015) Change the Story, Change the Future, Prologue + ch1 Our Story Probleme. Power of Story in planning and research.
	2. Change the Story, Change the Future folder. Read especially the Prologue and Ch. 1 Introduction.
	3. Gallo, Carmine. 2014. Talk like TED : the 9 public speaking secrets of the world's top minds. NY, NY: St. Martin's Griffin. Audio copy of book read by the author.
	4. PRESENTATION: Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds https://www.youtube.com/watch?v=ZNOQDp8v_wc
	    ○ "TED talks have redefined the elements of a successful presentation and become the gold standard for public speaking around the world. TED and associated Tedx conferences are held in more than 130 countries and are being viewed at a rate of 1.5 million times a day. These are presentations that set the world on fire, and the techniques that top TED speakers use are the same ones that will make any presentation more dynamic, fire up any team, and give anyone the confidence to overcome their fear of public speaking."
	    ○ QUESTION: Pick anyone of the 9 public speaking tips, then answer (1) what is it? and (2) why did you pick this particular tip as the one to share in class?

Weeks 9-10: Proposal Commitment, Envisioning Your 2023 Senior Research Project and Beneficiaries	
Learning objectives *Develop skills in qualitative and quantitative data analysis and presentation* *Design research that is reliable, valid, and generalizable.* *Unpack a whole into its component parts; examine a complex object, its elements and interdependencies.* *Analyze data using qualitative, quantitative, and/or mixed methods.*	
W9. Tues., 11/22	**Agenda: Presenting evidence-based research in diverse forums** Interview and Survey Methods TASKS/ASSIGNMENTS Try pitching your research project to a friend or some receptive other who may be interested. READINGS Here are some good resources put out by MIT re how to do a good survey https://ir.mit.edu/survey-guidelines https://couhes.mit.edu/guidelines/surveysquestionnairesinterviews https://tll.mit.edu/research-evaluation/determine-approach/ Here is an article on our course syllabus as recommended reading Silva et al. Maguire, M. "Survey Methods: How Planning Practitioners Use Them, and the Implications for Planning Education." Journal of Planning Education and Research Also see Sen Seq student project for 2012 that used a survey research design. This is from the folder we've shown a few times in class (examples of research designs used by students, including surveys). Other resources: Preparing and Fielding High-Quality Surveys - Urban Institute Practical Strategies for Successfully Implementing Neighborhood and School Climate Surveys in Promise Neighborhoods Community-Engaged Surveys: From Research Design to … by E Harrison · 2021 — In this toolkit, you will learn how to implement community-engaged methods in **survey research**, with examples of projects from across the **Urban** Institute. Survey methodologies of urban land uses: An oddment of the …by IA Pissourios · 2019 · The primary objective of this article is to review the evolution of urban land-use survey methodologies during the last century, with a special focus on the methodologies concerning field surveys that are conducted for urban planning purposes.

W9. Thurs., 11/24	THANKSGIVING HOLIDAY, NO CLASS

W10. Tues., 11/29	**AGENDA: Transitioning from a proposal mindset to one of managing, analyzing and interpreting data needed to complete your Senior Research Project**
	
	● Troubleshoot A#3 Due: Story+Data Plan (questions, concerns, progress)
	
	Student Presentations
	1. A good sample of Theory of Change literature is listed below:
	    a. Article explaining Theory of Change.pdf
	    b. Taplin and Clark (2012) Theory of Change Basics -a Primer.pdf
	    c. San Diego Housing Federation Theory of Change.pdf
	    d. Uses of theory of change-NCVO Knowhow.pdf
	    e. Rolfe 2019 Combining Theories of Change and Realist Evaluation.pdf
	    f. Change theory and theory of change -what's the difference.pdf
	    g. How to build a theory of change NCVO Knowhow.pdf
	    h. Breuer 2016_Article_UsingTheoryOfChangeToDesignPublic HealthEvaluation.pdf
	    i. San Diego Housing Federation Theory of Change.pdf
	● What is a Theory of Change?
	
	2. Storytelling, a model of and a model for planning, Author(s): Merlijn van Hulst, Source: Planning Theory, August 2012, Vol. 11, No. 3 (August 2012), pp. 299-318 https://www.jstor.org/stable/26004273 (also here)
	3. Lowery, B., Dagevos, J., Chuenpagdee, R., & Vodden, K. Storytelling for sustainable development in rural communities: An alternative approach. Sustainable Development. doi:https://doi.org/10.1002/sd.2124

W10. Thurs., 12/1 **A#3 Due: Story+Data Plan**	**AGENDA: Committing to your topic; Preparations for next quarter (USP 187); Stressors, Time, Resources and Politics** ● Best practices using tables, figures and maps to get your story told effectively Workshop, Student Presentations