

UEP 410
Advanced Seminar in
Urban and Environmental Policy
Fall 2019

Wednesdays
1:00 - 4:00 p.m.
UEP Conference Room

Professor Martha Matsuoka

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Office hours: Tuesday/Thursday 1:30 - 3:00 or by appointment

UEP #201

Professor Seva Rodnyansky

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Office Ho

Optional Research Methods Textbooks. These texts can be checked out from the UEP Department, see Sylvia Chico.

Israel, B.A., Eng, E., Schulz, A.J., Parker, E.A. (2005) Methods in Community-based Participatory Research for Health. First Edition (other editions as ok too). Jossey-Bass.

Yin., R. (2014). Case Study Research: Design and Methods. 5th edition (there are others too). SAGE.

Grading Criteria

Final grades will be assigned based on the following:

Participation (40%)

UEP 410 course is a seminar class and also a collaborative learning project. While your comps project is an individual capstone research project, much of the learning will be done with others in the class, including peer review of research and research progress. The success of the class and your project will rely on your participation in class and your commitment to the peer-review process to support your colleagues and revising your own work. In this course, we as your instructors aim to see your second and third drafts rather than a first draft. We expect writing turned in to us to have gone through a few rounds of revision on which we will base both your progress and your grade.

Final paper (60%) Due by December 6 by 5:00 p.m.

The final paper will be the first portion of your senior comps. We expect that it will be 15-20 pages. It will include your research question and sub-questions; a structured literature review; a background section; your methodology; any instruments or data sets you will be using for your data analysis and collection; and your work plan and timeline for the Winter Break and Spring semester.

The quality of your paper (as well as ultimately your successful comps project) depends on meeting several hard deadlines during the fall semester outlined below.

Research objectives/Assignments Overview	
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Group Literature Review exercise due

Class Topics and Readings by Week

Date	Topic & In Class Work	Assignments Due this Day	Readings Due this Day
Wed. 8/28	<p>Comps Overview and Course Introduction</p> <p>Elements of the Comp:</p> <ul style="list-style-type: none">- Intro- Topic discussion- Literature Review and- Methods Review- Timeline and Workflow <p>Oral Peer Review in Class in Small Groups</p>	Preliminary Research Proposals due in class	
Wed. 9/4	<p>Research Design and Methods</p> <p>Prepare for Literature Review Exercise in Groups:</p> <ul style="list-style-type: none">• Identify a literature review topically relevant for your group• Post on Moodle		

Wed.
9/18

Library Resources
*Guest: Andrew LaFave,
Academic Commons*

- Bring your laptop with you**; if you do not have a laptop, check one out of the library.
- Download and install Zotero free at zotero.com.
- You should already have started a scan of the literature on your topic. Please bring a set of articles that you can use to ensure that you are using Zotero properly with the Word program. Note: Zotero integration does not work with google docs.

Revised Research
Proposal due.
Hard copy in class and
post to Moodle.

Using Sources:
Booth et al.,
Chapter 5:
Problems and
Sources. Pgs. 65-
84

Research
approaches: Booth
et al., Chapter 6:
Engaging Sources,
pgs. 85-104

Wed.
9/25

- Literature Review and
Methods Discussion
- Introduce Human Subjects /
IRB assignments
- We will provide an example of
a human subjects form for you
to follow. For IRB, you will
need the filled form as well as
any supplementary
instruments (surveys, etc.)

Literature Review
Individual Draft due to

Wed. 10/9	NO CLASS	Peer-Review comments on Literature Review and on Methods due to Authors & to Professors due on Moodle	
Wed. 10/16	In-Class Work Time & Time to meet with Professors	Final Human Subjects / IRB applications signed and submitted to Professors and to HSRRC. Post final draft (with or without signatures) to Moodle.	Making a Case and Supporting it: Booth, et al. Chapters 7-11: pgs 105-172
Wed. 10/23	NO CLASS		
Wed. 10/30	<ul style="list-style-type: none"> - Data collection overview - Presentations and mock data collection practice - Winter Break Planning in Class 		<ul style="list-style-type: none"> - Developing a Workplan: Booth, et al. pgs. 173-202 -
Wed. 11/6	NO CLASS <ul style="list-style-type: none"> - Work on Revised Full Draft (Intro through Methods) - Meet with Professors 		
Wed. 11/13	NO CLASS <ul style="list-style-type: none"> - Work on Revised Full Draft (Intro through Methods) - Meet with Professors 	Full Draft of Intro, Literature Review, & Methods Due FRIDAY NOV 15. Post to Moodle by 5:00pm.	

Wed.,
11/2pm

Course/Campus Policies and Support Services

Classroom Responsibilities

Teachers and students share the responsibility of learning and teaching. We see our responsibilities as creating the space and stimulating enthusiasm for learning, coming prepared to class, creating the goals and structure for a course, introducing concepts and ideas, and facilitating the sharing of knowledge amongst the students and between the professors and the students. Students are responsible for attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material in class.

Classroom Community

The comps class is designed to facilitate a co-learning community of students as researchers. Students are responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors; faculty are responsible for ensuring that discussions in the classroom are inclusive and productive.

Academic Integrity

Occidental College assumes that students and faculty accept and respect the principle of academic honesty. Academic misconduct, including cheating and plagiarism, is not tolerated. The policies for cheating, plagiarism, and academic misconduct are outlined in the Student Handbook available online [here](#).

Support Services

The college provides a set of resources to students to support them in learning. The [Writing Center](#) provides writing assistance to students to develop ideas, draft, and revise papers.

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259