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Fall 2021

Wednesdays
1:30 – 4:25 p.m.

Professor Martha Matsuoka matsuoka@oxy.edu

Office hours: Tuesday 1-2:30; Wednesday 9-10:30; Sign up [link here](#).

Professor Mijin Cha mcha@oxy.edu

*Office hours: Tuesday, 11:30am-1pm, Wednesday, 11:30am-1pm. Sign up here:
<https://calendly.com/mcha-1/office-hours>*

Professor Seva Rodnyansky srodnyansky@oxy.edu

*Office hours: Wednesday during class time (130-230pm), Wednesday 10:15am - 12pm,
Friday 1230pm - 230pm. Sign-up [link here](#).*

Teaching Assistant Will Baltrus wbaltrus@oxy.edu

Office hours: TBD

Course Description: The advanced seminar in Urban & Environmental Policy (UEP 410) is a capstone course that focuses on advanced research methods related to your senior comprehensive project for completion of the Urban and Environmental Policy major.

- deciding whether or not you will work with a client and who constitutes your audience
- identifying and developing methods to answer your research question(s). Methods can include (but are not limited to) surveys, interviews, original analysis of existing datasets, spatial analysis, case study, mixed methods...
- having a plan for gathering, sourcing, or finding data that matches your methods to answer your research question(s)
- conducting and writing an in-depth literature review
- researching and writing up the background to your topic
- completing the human subjects review process for your project, if required
- getting started on collecting or analyzing your data

The current syllabus will be posted on Moodle.

before the class for which it is assigned.

. Please read all readings
. Written documents should be either in
Microsoft Word format (for easier tracked changes) or PDF for more final documents.

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Booth, W.C., Colomb, G.G., and Williams, J.M., Bizup, J., FitzGerald, W.T. (2016) The Craft of Research Fifth Edition (other editions ok too). University of Chicago Press.

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Participation for this course includes engagement and timeliness. In this course, we as your instructors aim to see your second and third drafts rather than a first draft. We expect writing turned in to us to have gone through a few rounds of revision on which we will base both your progress and your grade.

Final grades will be assigned based on the following:

Participation (20%)

Class attendance and one-on-one meetings with assigned professor.

Each student will be assigned a primary faculty person. Participation includes scheduled check-ins (during class time and/or office hours and/or by email) with your faculty, and coming prepared for these check-ins.

Peer group participation: peer review & discussion of methods and literature review sections

Timely submission of quality DRAFT versions of the following to Moodle (20%)

Summer Assignment

Background

Methods*** (including Human Subjects Approvals, if relevant)

Annotated Bibliography

Literature Review***

Full Draft***

*** these DRAFT sections should be handed in, with marked-up comments from peer review. Be sure to leave adequate time for peers to peer review.

Final paper (60%) Due by Sunday, Dec. 5th by 11:59 p.m. PST

The final paper will be the first portion of your senior comps. We expect that it will be 15-20 pages (while it can be longer, the focus should be on content and quality, rather than length). Your final paper this semester will include your research question and sub-questions; any hypotheses; a structured literature review; a background section; your methodology; any instruments or data sets you will be using for your data analysis and collection; and your work plan and timeline for the Winter Break and Spring semester.

The quality of your final paper (as well as ultimately your successful comps project) depends on meeting several hard deadlines during the fall semester outlined below. In addition, we be evaluating your paper based on content, organization and quality of writing.

Grading rubric:

3-100; - 0- 3; + - 0; A: 9 3- 8A: 90-98 B87 -98, B8 3- 7B-8 0- 3, 77 7 7:
 6 6 6 - 0; 3- ; F 70- 3. 7 : :

. Written documents should be either in Microsoft Word format (for easier tracked changes) or PDF for more final documents.

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Summer Assignment (Preliminary Research Proposal) due in class	Wednesday, September 1
Background Draft due	Wednesday, September 15
Methods Section Draft due	Wednesday, September 29
Annotated Bibliography due (10-15 key literature sources with 2-3 sentences summarizing each source)	Wednesday, October 6
Literature Review Draft due	Wednesday, October 20
First Full Draft due: revised Introduction, Background, Literature Review, and Methods sections	Wednesday, November 3
Winter Break / Spring workplan Draft due	Wednesday, November 10
Final First Semester Paper Due	Monday, December 6

Late Assignment Policy

Timely submission of assignments (including drafts) will keep you on track for the comps project this semester. With the increased amount of digital communication and responsibilities for staff and faculty this semester, timely submission is even more crucial. Late assignments derail faculty’s ability to provide necessary comments on your drafts.

Late assignments should be posted to Moodle. They will be marked down one letter grade (e.g., from B to B-).

We understand that things come up and especially this semester. If there is a health or medical issue, family emergency, or a similar situation, we recognize that these type of life issues can sometimes arise unexpectedly. If you are unable to turn the assignment in on time or attend a synchronous class, please communicate to your primary faculty member to work out a plan. Similarly, if you must miss a synchronous class due to reasons of faith or conscience, please communicate with your primary faculty as early in the semester as possible.

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What type of data is
appropriate for my
method(s)

Do I need to learn a new
skill or software to
implement my method(s)?

If I need to contact people
(as my data), how do I find
them?

Wed.
9/29

Questions:
Techniques for
Semistructured
Interviews”

Wed. Meet with Professors as
10/13 necessary, during class time

Wed. Meet with Professors as
10/20 necessary, during class time

Classroom Responsibilities

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

Classroom Community and Online Learning

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

As a student participating in an online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

Academic Integrity

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

The [Center for Digital Liberal Arts \(CDLA\)](#) offers [library research consultations](#) and [discipline-specific peer tutoring for coursework](#) and [language learning](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools.

The [Intercultural Community Center \(ICC\)](#) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, [intersectional p](#)

Abbreviated statements for individual and group assignments