

# Senior Sequence

## Urban Studies & Planning

USP 186

Fall 2011 / TuTh 3:30-4:50pm, CSB 001

<http://seniorsequence.net>

<p><b>Professor Keith Pezzoli, Ph.D.,</b>          email: <a href="mailto:kpezzoli@ucsd.edu">kpezzoli@ucsd.edu</a>          OH: Tu/Th 2:15-3:15pm, SSB 361</p>	<p><b>Hans Hassell, Ph. D. Candidate (Political Science)</b>          email: <a href="mailto:hhassell@ucsd.edu">hhassell@ucsd.edu</a>          OH: TBD</p>
<p><b>TA Lydia Lundgren, Ph.D. Candidate (Political Science)</b>          email: <a href="mailto:lydialundgren@gmail.com">lydialundgren@gmail.com</a>          OH: 11am-12pm and by appointment, SSB 323</p>	<p><b>TA Matt Childers, Ph. D. Candidate (Political Science)</b>          email: <a href="mailto:mchilders@ucsd.edu">mchilders@ucsd.edu</a>          OH: TBD</p>

### Course description

This course introduces you to the practice of social research including the challenges of writing a scholarly research proposal. USP 186 is the first course in the fall-winter Senior Sequence. The major objective of the Senior Sequence is to build your capacity to: (1) critically review research, (2) formulate interesting research questions of your own, (3) design an original research project and investigative strategy, (4) conduct research individually and as part of a research team, and (5) analyze, interpret, write-up, and communicate research findings. USP 186's capstone requirement is a research proposal. The proposal outlines/justifies your plan to complete a Senior Research Project (SRP) during the winter quarter. By the end of the two-quarter Senior Sequence you will have completed your SRP along with 100 hours of service learning at an internship placement of your choosing. Prerequisites: USP major and upper-division standing.

### Six skills we aim to develop in the Senior Sequence

<i>Conceptual</i>	Creating examined conceptualizations of select objects of study—i.e., theory-building
<i>Philosophical</i>	Becoming critically self-aware of your normative perspectives (calling into view ethics and the philosophy of social science)
<i>Methodological</i>	Applying investigative strategies to address scholarly questions
<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); working effectively as a member of a research team
<i>Writing</i>	Producing a clearly written research proposal, well-documented thesis, and scientific poster

### Course Requirements

Each student must complete an integrated suite of written, web-based, and multimedia assignments. Each student must also select and begin an internship placement and fully participate in class activities. During the fall quarter, you are expected to do approximately 50 hours of service as an intern (10 hours per week from week five to week ten). During the winter, you will be expected to complete an additional 50 hours (10 hours per week from week one to week five). Students can start their internship earlier than week five of the fall quarter, but not later. Keith Pezzoli and Valorie Bruce will help you secure a good placement.

### Assignments and Grading

All assignments that say “**Turn in**” on the schedule below must be given to your TA at the beginning of class in CSB 001 on the due date. All other assignments (web, internship, and Expo tasks) are also due on time. Late work loses 10% of its value per every day late, including Saturday and Sundays. Use staples (no paperclips) to bind your papers.

Date	Week	Assignments	% value
9/22/11		Welcome, Orientation Internship Task: Begin to secure a placement	
9/27/11	Week 1	Register to class web site; begin on-line research portfolio (select AOC). Using your worksheets (i.e., selecting a topic/seven steps; scoping exercise with question/problem statement, flow chart) prepare for the first assignment, and for meetings with the professor and TAs.	
10/4/11	Week 2	<i>GIS and Library Resources</i> (in-classworkshop) One-on-one meetings/ group meetings with TAs and Professor. Begin optional <a href="#">GIS tutorial</a>	
10/18/11	Week 4	<b>Turn in</b> first draft of proposal. Upload draft to your online portfolio (arrange to have someone in class read/evaluate your draft). Update your research portfolio (proposal abstract, key terms, significance, spatial dimension)	25
10/25/11	Week 5	Upload evaluation of a fellow student's draft proposal	
10/27/11	Week 5	Internship Task: Fill out on-line form ("My Internship") including name/description of placement, contact info, duties. Upload scanned copy of Internship Contract.	
11/03/11	Week 6	<b>Turn in</b> final copy of proposal. Upload final copy of proposal	30
11/17/11	Week 8	<b>Turn in</b> Transition Plan including beefed up research design (you do not have to upload this file)	20
11/22/11	Week 9	Internship Task: Update your Progress Report due in class (This form should be turned in after you complete 50 hours – No later than 12/5/11)	
12/1/11	Week 10	<b>Turn in</b> Status of data collection; Beginning analysis	20
		<i>Class participation (including completion of all internship and web tasks – turn in timesheet/checklist to get this credit)</i>	5
		<i>Up to 5% extra credit (at the discretion of the TAs)</i>	5
			<b>105</b>

### 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 before submitting work. Purdue has a good web site to help students understand and avoid plagiarism ([click here](#)). 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>

### Required Readings

*We will use the same books for 186 and 187. All books are on reserve at the Geisel Library*

Green, Gary P. and Anna Haines. 2012. *Asset building and community development*. Thousand Oaks: Sage Publications.

Marshall, Catherine and Gretchen B. Rossman. 2011. *Designing qualitative research*. Los Angeles: Sage.

Robson, C. 2011. *Real World Research*: John Wiley & Sons.

Turabian, Kate L. 2007. *A manual for writers of research papers, theses, and dissertations : Chicago style for students and researchers*. Chicago: University of Chicago Press.

### Recommended Reading

Hale, Charles R. 2008. *Engaging contradictions : theory, politics, and methods of activist scholarship*. Berkeley: University of California Press. (recommended, not required)

**Schedule** (see the calendar on our class web site): <http://www.seniorsequence.net/index.php/calendar/>