

FALL 2022 | URBST 200-002
METHODS IN URBAN RESEARCH^{1,2}

Kiely Hall 312 | Mondays & Wednesday | 3:10-4:25

Course website: <https://urbst200f22lilli.commonsc.cuny.edu/>

Adjunct Instructor: Erin Lilli, M/MS.Arch | Email: elilli@gradcenter.cuny.edu

Office Hours: By appointment (in-person or via zoom)

WELCOME TO METHODS IN URBAN RESEARCH!

COURSE DESCRIPTION

This course will introduce students to a variety of qualitative and quantitative research methods for contextualizing, interpreting, mapping and presenting available information. Along the way we will develop critical skills in reading and interpreting social science research in both academic (textbooks, professional journals, lectures, etc.) and public contexts (popular media, government reports and documents). Based on both quantitative and qualitative research findings, students will prepare a cogent neighborhood profile and presentation.

Students will complete a series of assignments that will be the basis for a baseline study of a New York City neighborhood (as defined by the US Census) of their choosing. Students will select one neighborhood as their unit of study for all course assignments, then synthesize their quantitative and qualitative research findings in a neighborhood narrative or profile that includes neighborhood background and physical observations, demographic composition, other neighborhood characteristics, and key institutional and neighborhood stakeholders.

These place-based narratives or profiles are essential for community organizing and participatory planning, and city planning and policy-making. The skills and data sources introduced in this class are also applicable to developing baseline studies or profiles of other geographical levels such as census tracts, counties, cities, and regions.

COURSE OBJECTIVES

Over the course of the semester, students will:

- be introduced to the process for constructing a research question
- gain basic skills in conducting data analysis, ethnographic fieldwork, and interviews;
- learn to access, analyze, and present publicly available quantitative data from the US Census and American Community Survey, and municipal and public data resources;
- develop competency in Excel to conduct basic empirical analysis and construct data tables and charts; and use PowerPoint to present their findings; and
- achieve competency in: public data access, software (e.g. Excel, PowerPoint), interview techniques, and written and oral presentations of research findings upon successful completion of the course.

¹ This syllabus is based on the course originally developed by Dr. Scott Larson and taught by Dr. Dwayne Baker.

² This syllabus is a living document and subject to change; however, the basic grading structure and assignments will be preserved. Over the course of the semester, we may decide to focus on certain issues over others and issues may arise that require our immediate attention and discussion. Don't worry – you'll be notified 😊

REQUIRED MATERIALS

This is an Open Education Resource course and many of the readings will be Open Access (OA)—as such there are no required textbooks for this class. All OA readings will be posted (as PDF links or web links) on the course website (<https://urbst200f22lilli.commons.gc.cuny.edu/>) and non-OA readings will be posted to Blackboard. Students must also be familiar and up-to-date with Blackboard. This especially means linking Blackboard to an active/regularly checked email account.

Access to a computer is necessary for this course. We will also utilize Microsoft office products such as Word, Excel, and PowerPoint. As a CUNY student, you can download Microsoft products free of charge. See information here:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/office-pro-plus/>.

Additionally, we will download free and open-source GIS software (QGIS). Thus, you must have a device capable of using such software.

COURSE FORMAT

This is an in-person class that meets for approximately 2.5 per week. Students are expected to spend at least the same amount of time “outside of class” to fully grasp the topics, concepts, and readings discussed in class.

COURSE REQUIREMENTS AND POLICIES

Email Policy: I will be available by email (elilli@gradcenter.cuny.edu). Questions or issues concerning grades, assignments, or general course information should be submitted through email. In responding to emails, please allow me roughly 24 hours (not counting weekends) for a response. This time will allow me to have enough time to adequately address your issue – or for you to resolve it on your own.

When emailing, please put the class name followed by a short description of the issue in the subject line. For example: “URBST200: Assignment #1”. This will create a reference that we can easily pull back up and, most importantly, it lets me know that the email is class related and, therefore, requires my complete attention.

I will correspond with you via email throughout the semester. **IMPORTANT:** Please make sure you are using an email you frequently check (ideally your QC email) and make sure that email is associated with Blackboard. Please do not ignore my messages because they may contain important information about due dates or schedule changes. I welcome your emails—feel free to contact me at any time with questions, comments, or concerns about the course.

It is a good idea to get into the habit of corresponding in a courteous manner. Please be sure to do so in your emails. Writing a proper email with the proper salutation (Hello/Dear), subject/details, and especially grammar – is a skill. As with any skill, it takes work and practice to perfect. Use this opportunity to perfect your skill of email correspondence. It is also especially important if you are reaching out to community members for interviews. Feel free to refer to me as Erin or Ms. Lilli—whichever you are more comfortable with.

Academic Dishonesty and Plagiarism: Plagiarism is a serious academic offense. The work you do in this course is assumed to be your own. If you reproduce someone else’s work—by using their exact words, rephrasing their words, summarizing their words, or borrowing their idea—you must fully cite your source. This means that you should not take the words or ideas of another person and submit them without acknowledging the original author(s).

According to the [Queens College Academic Integrity Policy](#); “Plagiarism is the act of presenting another person's ideas, research or writings as your own”. Below are some of the examples:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

This is not a writing intensive class, but writing will be required. If in doubt about how or when to cite, or if you feel you might be plagiarizing, please refer to [Avoiding Plagiarism](#) or simply ask me- I’m here to help. If you find yourself even remotely tempted to purposefully plagiarize, remember that it is incredibly obvious when you use somebody else’s words (seriously, a real human being, me, reads your papers and I can tell when it’s not your voice I’m reading).

If I suspect you are plagiarizing your work, I will review the work with you so we can correct it. If problems persist and/or are egregious I may report the incident on the *Queens College Academic Integrity Violation Form*.

Accessibility:

It is important that this course be accessible to all students. In order to receive disability-related (physical, emotional, etc.) academic accommodations students must first be registered with [The Office of Special Services for Students with Disabilities](#) | Ph#: 718-997-5870 | Email: QC.SPSV@qc.cuny.edu

Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Center for Student Accessibility Services. If you have already registered with The Office of Special Services for Students with Disabilities, please provide your instructor with the course accommodation form so we may discuss your specific accommodation(s).

Here are some other student services you may find helpful:

[Counseling Services](#) | Email: CounselingServices@qc.cuny.edu | Ph#: 718-997-5420 | Crisis Text Line: Text CUNY to 741741

[IT Services](#) | Email: support@qc.cuny.edu | Ph#: 718-997-4444

[Blackboard Help](#) | or reach out to IT Services

[QC Help Desk](#)

I will do my best to help as much as I can or connect you with the right person/people/department.

Communicating Challenges

I understand life can be complicated and messy and extenuating circumstances arise. Please utilize the campus counseling services for help and/or communicate to me any concerns you have with your success in this class—as early as possible, be proactive!

If you find that you are struggling with the course material, please contact me. We can set up an office hour to work it out. Bottom line, I want you to do well in this class and have a positive, meaningful experience!

Course Website: The syllabus, course schedule, assignments, resources, and announcements are located on the publicly available site: <https://urbst200f22lilli.commons.gc.cuny.edu/>. I will also post any class announcements to Blackboard as well. Course materials (i.e. readings, videos, lectures) will be embedded as links in the Course Schedule. Any digital research tools, Census sites, tutorial videos, and class activities can be found under the Resources tab. Readings that are not Open Access (non-OA) will be noted as such as posted to Blackboard.

Blackboard: Blackboard will ONLY be used to upload assignments, post grades, send announcements, and house non-OA readings. It is YOUR responsibility to make sure you can access Blackboard and that it uses your correct email—one that you frequently check (see [link](#) for how to change/verify email on BB). Information on how to log on to Blackboard is available [here](#) via QC Helpdesk. Please direct your technical questions about Blackboard access to the IT Service (support@qc.cuny.edu or 718-997-4444). Any class announcements posted to Blackboard will be received by you through the email you have associated with Blackboard.

EVALUATION

You can earn points based on your performance on 8 assignments plus being a Discussion Lead one week. These assignments, their due dates, and the total points you can earn, and their percentage of the total grade are as follows:

Assignment	Due Date	Points Available	Percentage of Total
Discussion Lead	Assigned Week	5	5%
1. Research Questions and Methods	20 September	10	10%
2. Neighborhood Profile Outline	11 October	10	10%
3. Neighborhood Observation and Reflection	18 October	10	10%
4. Demographic Composition and Change	25 October	10	10%
5. Neighborhood Economic and Housing Composition and Change	1 November	10	10%
6. Neighborhood Map	22 November	10	10%
7. Interview Protocol	29 November	10	10%

- All assignments and rubrics will be available on the Course Website.
- As noted by the Due Date, all assignments are due by the Tuesday before class (except for Final Presentations as indicated in course schedule and Assignment #8 Final which is due on the last day we meet).
 - There are three reasons for having the assignments due the day before class: (1) it allows students not to wait until the last minute to complete assignments; (2), it also allows students to complete the assignment and review new material prior to class; and (3) it allows me time before class to review the assignments and offer any general feedback to the class before moving on to new topics.
- Students must submit assignments by 11:59PM (end of day) on their due date to their proper place in Blackboard.
 - Submitting everything through Blackboard provides us with a space to easily pull back up previous assignments and use the gradebook feature.
 - All assignments must be submitted as a Word document, unless otherwise noted. This allows me to easily provide you any necessary feedback directly on the assignment. Please do not post links to google docs for your assignments.

GRADING

Final grading will be calculated by summing the points you have accumulated throughout the course and then divided by the total number of points available (which is 100). For instance, if you earned 88 points out of 100 available points, to calculate your final grade percentage earned, you divide the points earned from the points available – so $88 \div 100$ (or $88/100$ or 88 divided by 100), which comes to 88%. According to Queens College’s grading system for undergraduate students, 88% is a B+. Grades will not be rounded – for instance, if earning 88%, this will be a B+ and not an A or A-. (A grade of D is the lowest passing grade.).

Grade Percentage Earned	Corresponding Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
0-59	F

Receiving Proper Credit

It is important that you receive the proper credit for the work that you complete and turn in. You receiving proper credit involves two things:

1. that I provide you with the necessary and understandable guidelines to complete the assignments. If for any reason you do not fully understand assignment guidelines, please contact me as soon as possible so I can clarify anything or assist you in properly completing assignments. This involves contacting me to meet for office hours, emailing me directly, or asking questions during our class meetings. This also involves notifying me as soon as possible of any issues (refer back to the email policy – allow me up to 24 hours for a response).
2. you receiving proper credit also involves you completing all work according to the instructions and on-time. You cannot receive credit for work you do not turn in. Again, please inform me of any issues you are having as soon as possible.

COURSE SCHEDULE, READINGS, MATERIALS, ACTIVITIES, AND ASSIGNMENTS (subject to modification)

The course is designed around three tenets to facilitate learning: Studying, Action, and Reflection. These tenets are reflected in the course assignments (as listed above), the readings, and activities. For instance, Studying corresponds primarily to the readings—as assigned and to be completed before coming to class—and any lectures given. Action corresponds to the activities or assignments we complete during class and with the assignments. Reflection corresponds to our class discussions as well as the assignments.

Students are to read all readings, review the listed material, and watch any videos under “Read”, “Read & Watch”, or “Review” for the scheduled class prior to the class date. For instance, readings under 31 August’s class (the Williams and De Vaus readings) must be read before our 31 August class. Again, the readings, review materials and videos serve as the basis for our class discussions and activities. All readings, materials, and videos are available on the Course Website (<https://urbst200f22lilli.commons.gc.cuny.edu/>) in “Course Schedule”. If they are not Open Access materials, they will be noted as such and posted to Blackboard.

Make sure to read everything with “Read” in front of it in its entirety (or as noted). These items contain valuable information needed for you to successfully engage with each class. If “Review” is in front of an item, make sure to look over it before coming to class. This way you can get an idea of what the class activity will be.

SEMESTER SCHEDULE ON NEXT PAGE...

Week	Date	Topic	Read, Review and Watch (due before coming to class) Activities (conducted during class)	Assignments & Discussion Leaders
WEEK 1	29 August	Introduction to Course	<u>Activity:</u> <ul style="list-style-type: none"> ○ Syllabus Review (please read carefully and bring any questions you have to the next class) ○ Walkthrough Course Website ○ Review Blackboard (ONLY for uploading assignments, grades, and non-Open Access materials) 	
	31 August	Research Design	<u>Lecture:</u> What is a Research Design? <u>Read:</u> <ul style="list-style-type: none"> ○ Read: Williams, Carrie. "Research methods." <i>Journal of Business & Economics Research (JBER)</i> 5, no. 3 (2007). ○ De Vaus, David. Research design in social research. Sage, 2001 (p. 8 - 10) 	
WEEK 2	(NO CLASS 5 September) 7 September	Research Questions	<u>Read & Watch:</u> <ul style="list-style-type: none"> ○ Scribbr: Developing Strong Research Questions: https://www.scribbr.com/research-process/research-questions/ Youtube link of video: https://www.youtube.com/watch?v=71-GucBaM8U <u>Read:</u> <ul style="list-style-type: none"> ○ Lipowski, Earlene E. "Developing great research questions." <i>American Journal of Health-System Pharmacy</i> 65, no. 17 (2008): 1667-1670. <u>Activity:</u> <ul style="list-style-type: none"> ○ How to ask Research Questions: Develop a list of research questions to ask ○ Selecting your neighborhood: https://popfactfinder.planning.nyc.gov ○ @ 4:00 Guest Speaker: Max Thorn, Instruction Librarian: Introduce QC Library Services 	Discussion Lead: Zixi
	12 September	Research Methods: Quantitative vs.	<u>Lecture:</u> Introduction to Qualitative & Quantitative Research & Methods	

WEEK 3		Qualitative Research/Methods	<u>Read & Watch:</u> <ul style="list-style-type: none"> o Qualitative vs. Quantitative Research <u>Read:</u> <ul style="list-style-type: none"> o Virginia Tech: Research Methods Guide: https://guides.lib.vt.edu/researchmethods/design-method 	
	14 September		<u>Read:</u> <ul style="list-style-type: none"> o <u>[Only pages 65-67; 71-75 Data, Measures & Approach]</u> Sutton, S. (2020). Gentrification and the Increasing Significance of Racial Transition in New York City 1970–2010. <i>Urban Affairs Review</i>, 56(1). o <u>[Only Abstract, Introduction and Methods]</u> Hyra, D. (2015). The back-to-the-city movement: Neighbourhood redevelopment and processes of political and cultural displacement. <i>Urban Studies</i>, 52(10), 1753–1773. o <u>[Only pages 6-7 (stop at Gentrification Research to Date); Methodology for Atlanta Case Study, and pp. 10-11]</u> Doan, Petra L. and Harrison Higgins (2011). The Demise of Queer Space? Resurgent Gentrification and the Assimilation of LGBT Neighborhoods. <i>Journal of Planning Education and Research</i>. 31(1) 6–25. <u>Activities:</u> <ul style="list-style-type: none"> o Determining what is quantitative or qualitative research o Matching research questions with research methods 	Discussion Lead: Michael
WEEK 4	19 September DUE DATE!	Community Studies	<u>Lecture:</u> Community Groups and Representation <u>Activity:</u> <ul style="list-style-type: none"> o Work on Assignment 1 	<u>DUE: 20 September 2022:</u> Assignment 1: Research Questions and Methods
	21 September		<u>Read:</u> <ul style="list-style-type: none"> o Understanding and Describing the Community: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main; 	Discussion Lead: Mikayla

			<ul style="list-style-type: none"> ○ [Focus on the Abstract, Introduction, Conclusion, and then read the inner workings of the paper] Miyares, Ines M. "From exclusionary covenant to ethnic hyperdiversity in Jackson Heights, Queens." <i>Geographical Review</i> 94, no. 4 (2004): 462-483. <p><u>Activity:</u></p> <ul style="list-style-type: none"> ○ Walkthrough Understanding and Describing the Community <ul style="list-style-type: none"> ○ Think about what communities are in your profile neighborhood ○ How has this document been helpful in helping you think about your profile? 	
WEEK 5	(NO CLASS 26 September) 28 September	Neighborhood Profile/Overview	<p><u>Read:</u></p> <ul style="list-style-type: none"> ○ Center for Urban Transportation Research. 2000. "Chapter 4: Developing a Community Profile." In <i>Community Impact Assessment: A Handbook for Transportation Professionals</i>. CUTR, University of South Florida. https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf; <p><u>Review the following websites to get an understanding of what a Neighborhood Profile looks like:</u></p> <ul style="list-style-type: none"> ○ NYU Furman Center, New York Neighborhood Data Profiles: https://furmancenter.org/neighborhoods; ○ Buffalo Neighborhoods: https://data.buffalony.gov/stories/s/Neighborhood-Profile/a235-4wxj/ ○ NYC Community District Profiles: https://communityprofiles.planning.nyc.gov/; ○ Libertyville Comprehensive Plan: https://www.libertyville.com/DocumentCenter/View/146/03-Chapter_3_Community_Profile_Plan_Elements ○ Realist: User Guide: https://prd.realist.com/help/feature-guide/neighborhood-profile <p><u>Activity:</u></p> <ul style="list-style-type: none"> ○ Introduce Final Neighborhood Profile Assignment ○ Develop an Outline of a Neighborhood Profile 	Discussion Lead: Travis

<p>WEEK 6</p>	<p>3 October (NO CLASS 5 October)</p>	<p>Observational Research: Direct & Participant Observations</p>	<p><u>Lecture:</u> Observational Methods</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> ○ Jhangiani, Rajiv S., I. A. Chiang, and Paul C. Price. 2017. "6.5: Observational Research." <i>Methods in Psychology</i>. BC Campus, 2015. https://opentext.wsu.edu/carriecuttler/chapter/observational-research/ ○ USC Libraries, Research Guides, https://libguides.usc.edu/writingguide/fieldnotes <p><u>Review:</u></p> <ul style="list-style-type: none"> ○ Gehl Institute, Social Space Survey, https://gehl.institute.org/wp-content/uploads/2017/08/SOCIAL-SPACE-SURVEY.pdf 	<p>Discussion Lead: Chinua</p>
<p>WEEK 7</p>	<p>(NO CLASS 10 October) DUE DATE! 12 October</p>	<p>Observational Research: Direct & Participant Observations (continued)</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> ○ [Only pages 3-10] Low, Simpson & Scheld, 2019. The Toolkit for the Ethnographic Study of Space (TESS). <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Discuss differences between Gehl and TESS ○ Virtual Observational Walkthrough (Use TESS): Helsinki, Finland: https://www.youtube.com/watch?v=xv06DuU-5qk; Tokyo, Japan: https://www.youtube.com/watch?v=Et7O5-CzJZg; ○ Review Field Notes <p>For Reference: Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. <i>Writing ethnographic fieldnotes</i>. University of Chicago Press. (Chapter 2)</p> <p>For Reference: Garcia-Ramon, Maria Dolores, Anna Ortiz, and Maria Prats. "Urban planning, gender and the use of public space in a peripheral neighbourhood of Barcelona." <i>Cities</i> 21, no. 3 (2004): 215-223</p> <p>For Reference: Paquet, Catherine, Margaret Cargo, Yan Kestens, and Mark Daniel. "Reliability of an instrument for direct observation of</p>	<p>Discussion Lead: Carlos</p> <p><u>DUE: 11 October 2022:</u> Assignment 2: Neighborhood Profile Outline</p>

			urban neighbourhoods." Landscape and Urban Planning 97, no. 3 (2010): 194-201	
WEEK 8	17 October DUE DATE!	Data Sources: U.S. Census, American Community Survey (ACS), NYC OpenData	<u>Read:</u> <ul style="list-style-type: none"> Petteway, R. 2018. The Real Limits of Census Tracts, and Other Boundaries. <i>Shelterforce</i>. <u>Read & Watch:</u> <ul style="list-style-type: none"> Why We Conduct the Decennial Census: https://www.census.gov/programs-surveys/decennial-census/about/why.html <u>Watch:</u> <ul style="list-style-type: none"> Microsoft Excel Tutorial: A Basic Introduction: https://www.youtube.com/watch?v=rJbf-2XXsuY <p>In-Class Activity: Choosing your data-sets</p>	Discussion Lead: Jasmine DUE: 18 October 2022: Assignment 3: Neighborhood Observation and Reflection
	Meet in Rosenthal 227 for class 19 October		<p>⇒ FOR THIS CLASS SESSION WE WILL MEET IN RO227 (in the Library)</p> <p><u>Guest Lecture & Activity:</u> Max Thorn, QC Library</p> <ul style="list-style-type: none"> Review Census, ACS, and NYC OpenData for data collection & walkthrough of downloading data 	
WEEK 9	24 October	Neighborhood Demographic Composition and Change	<p><u>Lecture:</u> Theories of Neighborhood Change and Gentrification</p> <p><u>Review:</u></p> <ul style="list-style-type: none"> Cohen, Mychal, and Kathryn LS Pettit. 2019. "Guide to measuring neighborhood change to understand and prevent displacement." Washington, DC: National Neighborhood Indicators Partnership (NNIP). Guide to Measuring Neighborhood Change to Understand and Prevent Displacement Full Report Urban Institute. 	
	26 October		<p><u>Read:</u> [Tip: the Newman & Wyly article is critiquing Freeman & Braconi]</p> <ul style="list-style-type: none"> [you can ignore logistic regression data tables] Freeman, L., & Braconi, F. (2004). Gentrification and Displacement New 	Discussion Lead: Christian

			<p>York City in the 1990s. <i>Journal of the American Planning Association</i>, 70(1), 39–52. https://doi.org/10.1080/01944360408976337</p> <ul style="list-style-type: none"> ○ [Only pages 23-31 and Conclusion] Newman, K., & Wyly, E. K. (2006). The right to stay put, revisited: Gentrification and resistance to displacement in New York City. <i>Urban Studies</i>, 43(1), 23–57. <p><u>Activity:</u></p> <ul style="list-style-type: none"> ○ Downloading & Cleaning Neighborhood Demographic Composition Data 	
WEEK 10	31 October DUE DATE!	Neighborhood Economy & Housing Data	<p><u>Lecture:</u> Economic Data in Political Context: Examples from Social Science Research</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> ○ “The Market Is Incapable of Creating Affordable Housing”: An Interview with Dan Threet. <i>Jacobin</i>. https://jacobin.com/2021/08/market-affordable-housing-minimum-wage-housing-wage-evictions-rent-affordability-nlihc-out-of-reach-report. ○ [Only read Preface, Skim: Introduction with focus on “Conceptual Framework” and “Structure of NAICS”] U.S. Census, North American Industry Classification System, 2022 https://www.census.gov/naics/reference_files_tools/2022_NAICS_Manual.pdf or found here: https://www.census.gov/naics/ <p><u>Read & Watch:</u></p> <ul style="list-style-type: none"> ○ NY State Labor Data Overview: https://dol.ny.gov/labor-data (What is the Unemployment Rate) 	Discussion Lead: Katia <u>DUE: 1 November 2022:</u> Assignment 4: Demographic Composition and Change
	2 November		<p><u>Review:</u></p> <ul style="list-style-type: none"> ○ NYC Neighborhood Economic Profiles: https://comptroller.nyc.gov/wp-content/uploads/documents/NYC_Neighborhood_Economic_Profiles_2017.pdf <p><u>Activities:</u> Downloading & Cleaning Economic and Housing Data</p>	

WEEK 11	7 November DUE DATE!	Spatial Data Preparation and Mapping Spatial Data in QGIS	<p><u>Lecture:</u> Overview of Mapping using QGIS</p> <p><u>Watch:</u></p> <ul style="list-style-type: none"> ○ Demo 1 – What is GIS, and why use QGIS, https://www.youtube.com/watch?v=8oEnJvLzDnQ ○ [just watch first 15-20 minutes to give you a sense of the program] An Absolute Beginner's Guide to QGIS 3 https://www.youtube.com/watch?v=NHolzMgaqwE&ab_channel=GeoDeltaLabs <p>Reference: Huisman, Otto, and R. A. De By. 2019. "Principles of geographic information systems." ITC Educational Textbook Series 1. https://webapps.itc.utwente.nl/librarywww/papers_2009/general/principlesgis.pdf</p> <p>Reference: Donnelly, Frank. 2016. "Introduction to GIS Using Open Source Software, 7th ed." "Introduction to GIS Using Open Source Software, 7th ed" by Frank Donnelly (cuny.edu)</p>	DUE: 8 November 2022: Assignment 5: Neighborhood Economic and Housing Composition and Change
	9 November – Class meets in RO227		<p>Class meets in RO227</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Finding & Preparing Spatial Data for QGIS ○ Downloading QGIS ○ In-class work-day 	
WEEK 12	14 November	Working with Spatial Data	<p><u>Lecture:</u> Introduction to Spatial Data & GIS</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Delmelle, E.C. "GIScience and neighborhood change: Toward an understanding of processes of change." <i>Transaction in GIS</i>, 26 (2021): 567-84. https://onlinelibrary.wiley.com/doi/epdf/10.1111/tgis.12871 <p><u>Review:</u></p> <ul style="list-style-type: none"> ○ The disappearance of San Francisco's middle-class neighborhoods, 1990-2010, https://nickconwayblog.wordpress.com/2016/11/13/the- 	Discussion Lead: Aron

			disappearance-of-san-franciscos-middle-class-neighborhoods-1990-2010/	
	16 November		<u>Activity:</u> <ul style="list-style-type: none"> Workday QGIS (using data from 11/9) 	
WEEK 13	21 November DUE DATE!	Interviews	<u>Lecture:</u> Conducting Interviews <u>Read:</u> <ul style="list-style-type: none"> Virginia Tech, Research Methods Guide: Interview Research, https://guides.lib.vt.edu/researchmethods/interviews Jacob, S.A. & S.P. Furgerson. "Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research." <i>TQR</i> 17, no. 42 (2012): 1-10. http://www.nova.edu/ssss/QR/QR17/jacob.pdf 	DUE: 22 November 2022: Assignment 6: Neighborhood Map
	23 November		<u>Read:</u> <ul style="list-style-type: none"> Atkinson, R. (2015). Losing One's Place: Narratives of Neighbourhood Change, Market Injustice and Symbolic Displacement. [Read and/or listen to just the first 20 minutes] Johnson, Albert, Oral history interview conducted by Svetlana Kitto, October 06, 2017, Voices of Crown Heights oral histories, 2016.027.1.25; Brooklyn Historical Society. https://oralhistory.brooklynhistory.org/interviews/johnson-albert-20171006/ <u>Activities:</u> <ul style="list-style-type: none"> Watch: How to Conduct a Research Interview: https://www.youtube.com/watch?v=Y-AHrli3MM8 Watch: What Is Oral History 2020 with the Oral History Archive at Columbia by Kimberly Springer: https://www.youtube.com/watch?v=QhVeFV3pAsQ&ab_channel=KimberlySpringer Review: Final Presentation Guidelines 	Discussion Lead: Henry

WEEK 14	28 November DUE DATE!	In-Class Review, Troubleshoot, and Work Week	<u>Read:</u> <ul style="list-style-type: none"> ○ 8 Tips for an Awesome PowerPoint Presentation: https://mashable.com/archive/best-microsoft-powerpoints ○ 6 Dos and Don'ts for Next-Level Slides: https://ideas.ted.com/6-dos-and-donts-for-next-level-slides-from-a-ted-presentation-expert/ ○ Reread Assignment #8: Final Neighborhood Profile <u>Activities:</u> <ul style="list-style-type: none"> ○ Rereview Assignment #8 ○ Troubleshooting ○ Work on Final Project and Presentation 	<u>DUE: 29 November 2022: Assignment 7: Interview Protocol</u>
	30 November		<u>Activities:</u> <ul style="list-style-type: none"> ○ Work on Final Project and Presentation 	
WEEK 15	5 December	Final Presentations	<u>Activity:</u> <ul style="list-style-type: none"> ○ In-class Presentations 	
	7 December		<u>Activity:</u> <ul style="list-style-type: none"> ○ In-class Presentations 	
WEEK 16	12 December DUE DATE!	Assignment #8 DUE @ 11:59p	<p align="center"><u>NO CLASS – Assignment #8 (Final/Profile) due at 11:59p</u></p> <p align="center"><u>I will be on campus and available to meet if you need any help.</u></p>	<u>DUE: 12 December 2022: Assignment 8: Final Neighborhood Profile</u>