Research Issues

Spring 2019
Tuesday and Thursday, 1:00 – 2:15, Design Building 225

Professor Elisabeth Hamin Infield
324 Design Building
Office hours Monday 12 - 1 or by appointment
emhamin@umass.edu

I. COURSE DESCRIPTION

Good research and a strong literature review are the base upon which successful design projects, planning reports, academic studies, and grant proposals are built. This class provides students an opportunity to structure a research question, do a targeted literature review, identify appropriate methods, and communicate written and verbal results on a topic in planning and landscape architecture. Successful students will complete one of these by the end of the course:

a) Masters thesis proposal
b) Masters project proposal
c) Major grant application
d) A design competition draft, or
e) Doctoral proposal (very very early draft)

These will be generically called 'proposals' in the syllabus. Students who plan to pursue a three-course option should select the grant application as part of their professional development. For all students, formal and informal discussion of research ideas with the course instructor(s), the student's chosen faculty mentor, and in-course peer-reviews will enable students to test their ideas and refine their proposal. Students will also get familiar with practical questions and logistics   such as differences between Master's thesis, project, and three-course option, IRB approval, and deadlines. At the end of the course, students will give a presentation of their topic to their peers, the instructor(s), and invited faculty members.

This course is your opportunity to take initiative and to pursue work in a research area based on your own interests and goals, and to collaborate with appropriate faculty in the topic. The more extensive and engaged your preparatory work this semester (i.e., defining and refining the focus of your master's thesis, project, or three-course option), the clearer and easier the process of research and writing will be next year.

II. OBJECTIVES

1. To develop the necessary knowledge and skills to produce a successful proposal for a grant or a research or design project.
2. To gain a basic understanding of the different research approaches and methods used by designers and planners, and to be able to critically evaluate them.

3. To put together a topic focus/research question, preliminary literature review, method discussion, faculty committee, and working timetable toward your thesis/project/three course option or a grant.
4. To identify a faculty member who will serve as mentor to your work.

III. CLASS FORMAT

Class meetings will consist of discussion of readings, personal research, group activities and peer reviews. Active involvement in class discussions and projects is essential.
1. Students must complete readings and writing assignments, in full and on time, and be prepared to discuss them. To encourage this, we will use Perusall software for your annotations to class readings. Please see below.
2. Students can miss two class periods with no explanation needed. More than two misses requires a doctors' note or documentation of other university-approved absence (death in the family etc) showing a need to miss more than two classes. Undocumented absences will result in a 5 point reduction on total class grade (ie, a final course score of 95 drops to a 90). Much of the learning in course comes from class attendance and participation. If you are mildly sick, you can Zoom into class.
3. All members of the class will be able to read your writings and provide feedback on your work throughout the course, as you will do for theirs. Candor, fairness, and constructive judgment in discussion and in peer review are prerequisites for this class, as well as professional success.
4. Bibliographic style: Please use the author-date citation style following the Chicago Manual of Style. This can be seen at: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html This website generally will be considered the 'bible' for citation details, and if you access it from the UMass library you can see all the functions on that site.

Doctoral students will follow the same process, but with higher expectations, e.g., 30 sources instead of 20, methodological sources, much fuller meetings and feedback from dissertation chair, etc. You may think of in-class peer review here as your first go at teaching, practicing the art of feedback. We encourage you to use the class to write an NSF Doctoral Dissertation Improvement Grant or similar funding proposal.

IV. READINGS AND SOFTWARE

Required:
Booth, W. C., Colomb, G. G., and J. M. Williams (2016). *The Craft of Research, 4rd Edition*. Chicago: University of Chicago Press.
Nicholas Walliman (2016). *Research Methods: The Basics, 2nd Edition*. Routledge.

Recommended:
Gaber, J. and S. Gaber (2007). *Qualitative Analysis for Planning and Policy: Beyond the Numbers*. Chicago: American Planning Association.
Gehl, J. and B. Svarre (2013). *How to Study Public Life.* Washington D.C.: Island Press.

Additional readings will be made available on the course Perusall or Moodle as needed.

Perusall: (add text here)

TurnItIn: (add text here)

V. GRADING

Students will complete three major assignments, and 9 graded minor assignments plus two ungraded minor assignments. Breakdown is as follows:

Major assignments, each worth 20% of the grade and scored as 100 possible points:
1. February 12th: Literature review
2. March 19th : Research methods and goals
3. April 11th: Full proposal
4. On-going: Perusall reading annotations

Minor assignments, each worth 2% of grade unless otherwise noted and scored on a scale of 1 – 5 possible points:
- January 24   Research Interest Area, 500 words
- January 29   Bibliographic software installed, librarian consultation if needed, review of scholarworks (not graded)
- February 12   Research Topic Paper to peers
- February 14   Your Peer review comments on others' research topic papers
- February 14   2 sources of funding for your project
- February 19   Revised Research Topic Paper
- February 26   Draft proposal to peers: everything up to Methods
- February 28   Peer review comments on others' draft proposals
- April 2   Meeting with research mentor (not graded)
- April 4   Full draft proposal to Peers
- April 18 and 23   Presentation slides (worth 4% of grade)

Final grade calculations will rely upon the following scale:

94	<	A		
90	<=	A-	<	94
87	<=	B+	<	90
83	<=	B	<	87
80	<=	B-	<	83
77	<=	C+	<	80
73	<=	C	<	77
70	<=	C-	<	73
67	<=	D+	<	70
60	<=	D	<	67
		F	<	60

Learning Environment: We are all responsible for maintaining a classroom environment that is conducive to learning and discussion. In order to assure that we all have the opportunity to gain from time spent in class, we will:

  a. be on time for class: no late arrivals and no packing up early;

b. avoid disruptions during class such as private conversations, texting, speaking on cell phones, using a laptop for something other than current classroom work, and, of course, sleeping;
c. respect each other and others' points of view;
d. avoid negative language that is considered racist, sexist, or homophobic or in other ways may exclude members of our campus and classroom community.

Accommodation Policy: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological   Disabilities   Services   (PDS)   http://www.umass.edu/disab ility / inde x.htm l,   you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

Academic Honesty and Integrity: The integrity   of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic   dishonesty includes but is not limited   to cheating, fabrication, plagiarism, and facilitating dishonesty. Plagiarism is a serious issue and will not be excused in this class. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement.   It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. So, if you wish to borrow from others published or unpublished work, provide citations of where this information comes from.   The penalties for plagiarism are severe. They include warning or reprimand and grade adjustment. Other penalties may also be imposed at the Dean's discretion. Please see UMass Academic Honesty Policy for specific details: http://www.umass.edu/dean_students/cod eofcond uct/acad honesty /

Please note: This policy means that if you cut-and-paste from websites or papers without clear citation, you could be charged with intellectual dishonesty and potentially have to leave the university. You will submit papers through TurnItIn software, which checks for text match to sources including published and unpublished reports, book, and student papers internationally, and most other sources. Paraphrase and Cite, Cite, Cite! There is no problem with using others' ideas as long as you give them credit. If you do not 100% know how to do this, please review the readings provided, see me or the LARP librarian, Madeleine Charney, and we will be very happy to discuss it.

Attendance: Attendance in class is mandatory. Students are allowed two absences, no questions asked. These can be for weddings, religious holidays, mental health days, too-much-snow-to-get-out days, and of course illness. Absences beyond the two will be excused only in cases of verifiable illness beyond 2 days duration a death in the immediate family, jury duty, or military service. Classes missed (beyond the two or those with written documentation) will result in a lower grade. If you miss more than seven classes unexcused, you will fail the course. You are responsible for doing the readings on days you miss and submitting through Perusall like any other day.

JAN 22: COURSE GUIDELINES AND REQUIREMENTS

Discussion of the syllabus, Moodle, course goals and requirements.

JAN 24: FACULTY RESEARCH INTERESTS; INTRO TO TOPICS

Readings
- Subject research guides: http://guides.libra ry.umass.edu/ landscap e
- Blogs on Moodle
- LARP funding proposals available on Moodle

Guest Lecturers
Ethan Carr, Carolina Aragon, Elizabeth Brabec, Theodore Eisenman

Assignment Due on Moodle
- Research Interest Area(s) – 500 words that describe which subject(s) of research interest you most.

JAN 29: FACULTY RESEARCH INTERESTS

Guest Lecturers
Jack Ahern, Patricia McGirr, Mark Hamin, Robert Ryan

Readings
Booth, et al., Chapter 5 and 6.
- Try out Perusall, bring questions on it to class

Assignments, not on Moodle
- Install/set up a research citation management apps such as http://guides.library.umass.edu/refworksatumass
- Take a look in Scholarworks for at least 3 theses and projects in areas close to your interests
- Schedule a consultation with the LARP librarian Madeleine Charney mcharney@library.umass.edu

JAN 31: FACULTY RESEARCH INTERESTS; STARTING A BIBLIOGRAPHY

Guest Lecturers
Please come in at 12:40 for Mike Davidsohn. Darrel Ramsey-Musolf, Henry Renski, Frank Sleegers.

Assignments, not on Moodle
Begin your bibliography with 10 peer-reviewed sources plus three LARP theses/projects/proposals related to the general topic you described above. Generally, focus your bibliography (for now) on sources from the last 3 years; UMass theses and projects may be older. Put in a few sentences on what the article is about, and why you like it – in other words, briefly annotate the reference.

For students doing design projects, design precedents can be **substituted for up to 5** peer-reviewed articles, but you must do an original write up of the lessons to be learned from each precedent study. Download the files from which you draw the precedent study so that if asked you can turn them in with your papers.

- **Use** the Chicago Author-Date Style, as per https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.
- Based on those articles, identify the **core journal for your work**.
- Read the Guide to Authors for your journal. What do they look for in research?
- LARP theses and projects can be found on ScholarWorks.

FEB 5: BACK TO THE START: RESEARCH, RESEARCHERS, AND READERS

Readings:
- Booth, et al., Section I (Ch 1 & 2)
- Lenholzer. Duchhart and Van Den Brink, "The Relationship Between Research and Design", in *Research Issues in Landscape Architecture: Methods and Methodology, ed.* Van Den Brink, Bruns, Tobi and Bell (Oxford: Routledge, 2017), 54-65.

Assignment due on Moodle: Literature Review

Integrate your first week's essay, the literature you have reviewed, and the research interests of our faculty to identify a preliminary research /topic. The first paragraphs of this paper should describe your general topic area. Then provide a brief literature review. Please do not just do an annotated bibliography – really integrate the various readings. This paper is a minimum of 2,000 words plus citations, minimum of 10 sources as described above. **Important**: Indicate which faculty member you think this topic aligns with most closely. Go see them and talk about your interest.

Turnitin software will be used for this – you can test your competence in paraphrasing and avoiding plagiarism. This will be important particularly for the final paper, in which a high similarity score showing a lot of cut-and-paste or unacknowledged citations will be cause for failing the class.

FEB 7: ASKING QUESTIONS

Guest Lecture
"Thesis, Project or 3-course Option – Deadlines and Differences." Mark Hamin, MRP program director.

Readings
- Booth, et al., Part II, Ch. 3 & 4

Assignment, not on Moodle: Come to class with a preliminary research question. Create and bring a flow chart or other visual representation of what you plan to ask and do.

In-class activity: Discuss initial ideas and visual image with peers

FEB 12: FUNDING YOUR RESEARCH

Readings
- National Science Foundation. n.d. *Guide to Writing Proposals*, Arlington VA: NSF. Available on Moodle and also at https://www.nsf.gov/pubs/2004/nsf04016/nsf04016.pdf

- Hamin E et al, NSF Research Proposal for SAGE

Assignment Due on Moodle: Research Topic paper due for peer review – topic, research question, significance, hypotheses if relevant (1-2 pages, 1.15-space, plain font and formatting)

FEB 14: FUNDING YOUR DESIGN OR PLAN, WRITING A GREAT APPLICATION

Guest Lecturer: Wayne Feiden

Readings: Northampton grant applications
- MassWorks (state grant): Funded at $2.5 million for complete streets and storm-sewer relocation for housing and economic development.
- USDN Innovation Fund (foundation pass through money): Funded at $75,000 for new innovative approach to community municipal aggregation.
- Municipal Vulnerability Action Grant (state grant): Funded at $400,000 for Northampton Designs with Nature stormwater project

Assignment due on Moodle: EVERYONE find at least two potential sources of funding for your project. Review criteria and structure of proposals required – what and who does the funder want to fund? Grant writers: be particularly prepared to discuss, using the NSF guide "Section 1: Before You Write" as a guide.

FEB 19: MAKING AN ARGUMENT & INTRO TO THEORY OF RESEARCH

Readings
- Booth et al, Section III, Ch. 7 & 8 (Making Good Arguments; Making Claims)
- Wallerman Ch 1 & 2

Assignment due, not on Moodle
- Draft your argument – claim, reasons, likely evidence. Prepare a table of contents and organize the formatting for your project. Deciding your font, subheadings, etc. now will save a lot of work at the end.

  Generally, use the UMass Guidelines available here:
  https://www.umass.edu/it/support/workshops-training/format-a-thesis-or-dissertation-microsoft-word
  https://www.umass.edu/gradschool/sites/default/files/thesis_and_dissertation_guidelines.pdf
  OR
  The format for the journal you would submit this to; submit the guide to authors for that journal.
  OR
  Grant proposal students: use the format the funder suggests.

FEB 21: STARTING RESEARCH DESIGN

Guest Lecture: Henry Renski

Readings:

- Booth, et al., Part III, Ch. 9 (Reasons and Evidence)
- Wallerman Ch 3, 6, 9

Assignment, not on Moodle: be prepared to discuss your potential research design with Prof. Renski in class.

FEB 26: YOUR RESEARCH
Readings:
- Booth, et al., Part III, Ch. 10 (Acknowledgements and Responses)
- Booth, et al., Part III, Ch. 11 (Warrants)

Assignment Due on Moodle: Draft Proposal for Peer Review
- Draft Proposal due (everything prior to Methods) for peer review:
  Thesis/Project Students: Research Introduction, Literature Review (approx. 20 sources), Argument or Research Question, Proposed Table of Contents. Proposed faculty mentor. Total 8 - 12 pages plus bibliography, 1.15-space.

  Grant writers: Equivalent sections, plus include information on: who the funder is, which topic/program; what program goals, limitations, etc. you need to address in your overall final product.

  Design students: equivalent sections. Research Question becomes the problem statement that guides your design, and literature should include precedent studies.

FEB 28: PEER-REVIEW: PROPOSAL UP TO METHODS SECTION

Readings: 3 peer papers

Assignment due on Moodle: **Your comments on same.**

MAR 5: NO-CLASS: MID-TERM LARP STUDIO PRESENTATIONS

MAR 7: DATA
Readings:
- Wallerman Ch 7 & 8

MAR 12 & 14: SPRING RECESS

MAR 19: METHODS – QUALITATIVE AND CASE STUDY
Readings:
- Wallerman Ch 4 & 10
- Gaber & Gaber Ch 4

- Francis, M. (2001) "A Case Study Method for Landscape Architecture" *Landscape Journal* 20:1-01.

Review CITI training:

- https://www.umass.edu/research/comp lian ce/hum an-subje cts- irb, including links to Types of Review, CITI Training, and Students conducting Human Subjects Research under "Training, Education and Outreach".

Likely Guest/Lectures
Ethnographic and cultural studies (Brabec)
Interviews and focus groups (E Hamin)
Case study research in landscape architecture and planning (Ahern)

MAR 21: METHODS – MIXED METHODS

Readings
- Wallerman Ch. 11 & 5

Guest/Lectures
Visual Preference Surveys, Surveys (Ryan)
Analyzing Plans (Ramsey-Musolf)

MAR 26: METHODS – OBSERVATIONAL AND DESIGN

Reading:
Gehl, J. and B. Svarre Ch. 1-3
Gaber and Gaber Ch 2 & 3

Guest/Lectures:
Observations (E. Hamin or other)
Urban Design (M. DiPasquale)

Assignment due on Moodle: Research methods section for peer review.
- Review the 3-5 articles you are using that are closest to what you want to do. Focus on their method. How did they explain their method? What was their data? How did they do their analysis? How did they write up results (tables, graphs, quotes, maps, sketches, other)? Did they discuss reliability and validity?
- Write up your anticipated method, including citations to methods literature you have read in class readings as well as other relevant methods literature. Total pages will be at least 4, max 6.

MAR 28: PEER-REVIEW: METHODS

Reading: 3 peer papers

Assignment due on Moodle: comments on same.

Final Presentations: Date Sign-up

Apr 2: REVISING YOUR PROPOSAL

Readings
- Booth, et al., Part IV, Ch. 12 (Planning), Ch. 13 (Drafting), Ch. 14 (Revising)
- Wallerman Ch 12

Assignment due, not on Moodle: Make an appointment with your research mentor. Explain your proposal thus far to them, get feedback, incorporate the feedback in your proposal. Send the mentor the generic acknowledgement of meeting, which they should forward to course instructors. **Invite your research mentor to your end-of-term presentation.**

Apr 4: GETTING YOUR POINT ACROSS

Readings
- Booth, et al., Part IV, Ch. 15 (Visual Communication)
- Booth, et al., Part IV, Ch. 16 (Introductions and Conclusions; Abstract)
- Wallerman Ch. 13

Assignment due on Moodle: Draft Proposal for Peer Review including abstract, introduction, literature review, methods and conclusion (12-15 page paper, double-spaced, UMass or other approved formatting)

APR 9: PEER REVIEW: FULL DRAFT PROPOSAL

Reading: 3 peer papers

Assignment due on Moodle: Peer review comments on same

APR 11: REVISING AND PRESENTING YOUR PROPOSAL

Readings:
- Booth, et al., Part IV, Ch. 17 (Revising style: telling your story clearly)

Assignment due on Moodle: Revised **Full Proposal** addressing peer review comments, same specifications.

APR 17: (WEDNESDAY IS A TUESDAY): PREPARATION FOR PRESENTATIONS

Assignment due, not on Moodle: Bring your draft slide presentation to class for peer discussion

APR 18: PROPOSAL PRESENTATIONS

Concurrent/Speed Presentations. Remind your research mentor of the time you are presenting.

Assignment due on Moodle: Presentation slides due for those presenting today

APR 19 or 23rd: NOTE CHANGED CLASS DATE; TIME TBA PROPOSAL PRESENTATIONS

Concurrent/Speed Presentations. Invite your research mentor for the time you are presenting.

Assignment due on Moodle
* Presentation slides due for those presenting today

APR 25: NO CLASS: LARP STUDIO PRESENTATIONS

APR 30: COURSE WRAP-UP, EVALUATIONS, AND CONCLUSIONS