AADM 505 Overview of the Arts SYLLABUS

Fall 2023 (15505)
Online Asynchronous

Course Information

Credits: 3.00
Restrictions: Graduate

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Email is my preferred method of contact.

Course Description

This course examines the role of arts and culture in communities and how it is manifested, through an exploration of the ways that other social systems -- including government, education, the economy, and community -- intersect with the system of arts and culture in the United States. Together, we will examine how arts, culture, and creativity are viewed and valued in society as expressed through cultural democracy and cultural policy. This will provide us with a broad, contextualized overview of the arts, cultural, and creative sector. Students will gain a greater understanding of cultural policy, cultural democracy, arts and culture's impact, and its role within communities. Students will participate in a group project and conduct a literature review that, combined with lecture, readings, discussions, and other activities, form the teaching and learning methods of the class. In order to highlight key aspects of the arts and cultural sector, students will read and discuss a wide variety of topical articles, reports, and other required materials.

Course Goals – Student Learning Objectives

This foundational level course provides a broad overview of the arts, cultural and creative sector, and the societal and governmental systems within which they work. The course examines the impact and place that arts and culture has within society. Students will complete at least one group project, along with readings, assignments, and discussions, which will form the primary teaching/learning methods of the course.

Upon successful completion of the course, students should be able to:
1. Describe the full range of the arts, cultural and creative sector, and its role and purpose within society.
2. Define the concept of the cultural ecosystem and apply that concept to one's own cultural activities and universe.
3. Describe the historical roots of the systemic racism and inequities present in the cultural ecosystem of the United States.

4. Explain the intersections of artists' work with other social systems.
5. Describe the ongoing American debate concerning cultural policy and the role of government in support of arts and culture; distinguish between trends in American history and politics that differentiate our cultural policy system from others globally.
6. Trace the major arguments that have been made for public support for the arts; apply this by making your own case for the arts.
7. Describe the primary differences between US cultural policy and cultural policy in other countries; Identify the primary organizations relevant to international cultural policy (UNESCO and IFACCA); provide several definitions of cultural heritage.
8. Define cultural democracy. Discuss the responsibility of artists and arts entities to the communities in which they live.
9. Use research tools in the library; conduct secondary research on a topic related to cultural ecosystems.
10. Articulate your own personal mission.

Statement of Expected Learning

Drexel University's Student Learning Priorities (http://www.drexel.edu/provost/irae/assessment/outcomes/dslp/) establish educational goals across the University encompassing six core intellectual and practical skill areas as well as five experiential and applied learning areas.
The core intellectual and practical skills developed by this course include:
• Creative and critical thinking
•   Self-directed learning
•   Communication
The experiential and applied learning areas developed by this course include:
•   Professional practice
•   Leadership
•   Research, scholarship, and creative expression

Drexel University Mission

Drexel University is an urban research university that unites academics, industry and community to address society's most pressing challenges through an inclusive learning environment, immersive experiential learning, interdisciplinary research and creative activity. We prepare graduates of diverse backgrounds to become purpose-driven professionals and agents for positive change and social impact in a dynamic and complex world.

Drexel University Vision

To create, disseminate and leverage knowledge, providing solutions for our world.

Drexel University Goals

To achieve our mission and vision, Drexel is focused on six key goals.
● Build a culture of problem solving and engage with external partners to create responsible, sustainable solutions that address society's greatest challenges.
● Deliver dynamic curricula responsive to market and societal needs and graduate agile, culturally competent, empathic alumni capable of rapid adaptation to changing market

conditions.
- Grow basic and applied research that generates new knowledge and impactful solutions.
- Provide engaging, immersive learning experiences that prepare students with real career experience and an appreciation for the diversity of human experience to empower them to lead purposeful and positive lives.
- Dismantle racism in University policies and practices.
- Leverage Drexel's unique academic design to serve as a national model for reshaping the relationship of universities to external partners, creating new revenue streams and helping to address the rising cost of education.

Arts Administration (AADM) Program Outcomes

The primary program outcomes addressed by this course are:
1. Generative Thinking and Systems Analysis
2. Leadership - Policy and Community
3. Assess and Apply Research

A complete list of AADM Program Outcomes is posted to "Program Information" in the Blackboard site for this course.

Place in Curriculum

This required course should be taken by all incoming AADM students, and is offered on campus every Fall term.

Required Readings and Additional Resources

One textbook (below) is required for this course. You may purchase this book through the Drexel bookstore, or you may look for a better price for your books through other sources. You are responsible for purchasing the correct edition of each required book. Links to additional readings can be found in the Course Reserves and in the weekly course units. Please see the Course Calendar for due dates. These readings are subject to change, with notice from the instructor. Additional handouts, articles, and other materials may also be provided by the instructor as part of your weekly assignments. When possible, links to these resources will be provided on the Blackboard site for this course.

Required Text

Fundamentals of Arts Management, 6th Edition, published by Arts Extension Service, Amherst, Mass. ISBN 9780945464167

Additional Resources

Additional required readings and links to other resources will be posted to Blackboard and the Course Reserves.

Course Software

Students will make use of bibliographic software throughout the term to collect references and to take citable notes. In this course we will use Zotero. Please download and install Zotero Standalone: http://www.zotero.org and the ZotFile plugin: http://www.zotfile.com by the second week of class.

Library Resources

Access Hagerty Library online at http://www.library.drexel.edu or in person at 33rd and Market Streets. A research guide designed specifically for arts administration is located at http://libguides.library.drexel.edu/AAML/welcome. Library staff are available to assist you in your research and access to Course Reserves via online chat and phone.

Drexel Writing Center

Students can receive guidance from the Drexel Writing Center for any project with a written component. In-person or online sessions with peer and faculty reviewers are available, as well as an email response service. The Writing Center also hosts workshops for graduate and advanced undergraduate students.

Course Expectations

Expectations Regarding Class Participation

This is a highly participatory course. Students are expected to complete all readings, log in to the Blackboard Learn LMS on a daily, or near-daily basis, and participate actively in the course. Extended absences from the class (more than a few days without notice) will negatively affect a student's grade. Participation in class discussion and activity is required every week.

Expectations Regarding Your Instructor

You will receive regular feedback from your instructor during the course. You can expect your instructor to participate fully in class discussions, review drafts of your work, share the rubrics used to evaluate your assignments, and include comments on your graded work. Assignments will be graded throughout the term as they are due; reviews of draft assignments may include a suggested grade.

Student Requirements

Through a combination of readings, discussion, independent research, writing, and other assignments, students will gain an introductory understanding of the arts, cultural and creative sector, and the societal and governmental systems within which they work, which will form the basis for the remaining coursework in the Arts Administration and Museum Leadership program.

As this is primarily a discussion- and activity-driven course, the quality of your participation and contributions each week and your preparation between classes are extremely important. It is expected that all students will attend class fully prepared to discuss written assignments, readings and other material as assigned. For writing assignments, it is assumed that all students will work in a professional manner and turn in neat copy, on time. Late papers will be marked down, and messy copy will also lower your grade, even if your ideas are expressed clearly. Students are expected to attend all class sessions and actively engage in group discussions and activities. Students who miss more than three weeks of class time will receive a failing grade for the course.

Students are required to:
• Attend class consistently throughout each week of the term.
• Participate in class discussions each week of the course, demonstrating and contributing to the group's understanding of the required reading materials and assignments.
• Complete all required assignments

Failure to fully participate in and/or satisfactorily complete required assignments can result in a failing grade for the course.

This course may be changed at any time at the instructor's discretion. Changes will be communicated to students in person and/or via Blackboard.

Grading Criteria

The rubric for graded assignments (discussion board, literature review, group presentation) is detailed below. Criteria for assessment:

- **Analysis**: Identification and thoughtful inclusion of relevant information, adhering to content guidelines

- **Organization**: Formatting and structure of assignment, adhering to guidelines

- **Delivery**: Writing and/or presentation skills

Proficiency within each criterion will be assessed using a scale corresponding to these grade levels:

- **Excellent** (96/A) - Exemplifies the structure, presentation, and content of the exercise; Clearly adheres to assignment instructions, course theory, and concepts; Shows clarity of thinking and original insights

- **Proficient** (87/B+) - Presents the required information in an acceptable format; Satisfies the assignment instructions and adheres to course theory

- **Needs Improvement** (78/C+) - Fails to satisfy assignment instructions or adhere to course theory

AADM 505 Assignments Rubric

Criteria	Excellent (32 pts)	Proficient (29 pts)	Needs Improvement (26 pts)
Analysis: Identification and thoughtful inclusion of relevant information, adhering to content guidelines	Identifies and includes all necessary and relevant information, presented in a clear and concise style with appropriate amounts of detail. Communicates thoughtful consideration of multiple perspectives and resources. Contains original insights. Does not include extraneous information.	Includes most necessary and relevant information. Style could be simplified for clarity. May include extraneous information. Presents standard analysis or general understanding of content. May not represent consideration of multiple perspectives or resources.	Does not include necessary information. Style is overwrought or unclear. Does not consider multiple perspectives or resources. Does not demonstrate an analytical approach to review or presentation of content.
Organization: Formatting and structure of assignment, adhering to guidelines	Exemplifies structure according to assignment instructions and guidelines.	Offers a structure that somewhat adheres to assignment instructions and guidelines.	Fails to adhere to structural guidelines for the assignment.

| Delivery: Writing and/or presentation skills | Writing is totally free of grammar and spelling errors. Presentation is of professional quality, occurs without notes, is delivered in a clear and audible tone of voice, with minimal verbal tics. Visual aids are clear and readable. | There are some spelling or grammatical errors. Presentation occurs with notes, may be difficult to hear or understand audibly, may contain verbal tics. Visual aids may be unclear or difficult to read. | There are many spelling errors and grammatical mistakes. Presentation occurs with notes, may be difficult to hear or understand audibly, contains verbal tics. Visual aids may be unclear or difficult to read. |

Overall Grade

Your overall grade for the course will be determined by the following:
- 35% Course Contributions
- 35% Literature Review
- 30% Group Presentation

Grade Scale

A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- =80-83; C+ = 77-79; C = 74-76; C- = 70-73; F = < 70

Please see Drexel University's Graduate Student Grading Policies at
https://drexel.edu/provost/policies/grades-policy-for-graduate-students/ for additional information.

Graded Assignments and Learning Activities

Three types of assignments – discussion board; a literature review; and a group presentation -- comprise your final grade for the course. Each is described here. Students are also required to complete a brief course reflection in the final week of the term, though this assignment is not graded.

A. Course Contributions – 35% of course grade
A variety of individual assignments and in-class activities form the basis for this portion of the course grade. Additional details on in-class exercises will be provided as needed during class sessions.

1. Weekly Discussion Board entries – Three posts due per week, Weeks 1-9 (except week 8); 30% of course grade. Students will complete ongoing discussion board posts (3 per week) throughout the term. The first post should be an original response to the prompts found in the discussion board. Subsequent posts can be responses to other students' observations (but must be more substantial than just "I agree"). Please complete all assigned readings and video lectures before submitting your discussion board entries each week. Discussion board entries will respond to prompts designed to capture your thoughts and reflections on weekly assigned readings and other course materials. A link to the Discussion Board, with a prompt for each entry, can be found on the Left Navigation in Blackboard.

2. Personal Mission Statement – Draft Due October 3 at 11:59 pm; Final Due by 11:59 pm October 17 in Blackboard; 5% of course grade. Using the guidelines and resources provided in class, develop your own Personal Mission Statement. Drafts will be reviewed by the instructor and your peers, and the final version will be submitted in Blackboard. You may cut and paste text directly into Blackboard, or submit your statement in Word file type (Lastname_mission.doc).

B. Literature Review - 35% of course grade
A literature review presents what is already known (or not known) about a topic as it relates to a research question. In doing so, the literature review provides evidence of how we know these things to be true, with

credit provided to those who have previously learned and published that information. The literature review assignment will be built over the course of the term. Students will select an arts administration topic and research question of interest related to their group project subject area and its intersection with another social system (government, the economy, education, or communities). The research question will guide the discovery and analysis of existing academic resources used in the literature review.

In Weeks 2-5, students will gather a total of five academic sources each week (20 total) for the literature review and annotate them in Zotero. An annotated bibliography will then be created, followed by a topic-sentence outline, a draft of the literature review, and then the final literature review. These assignments will be conducted over the course of the term as follows:

- Scholastic Articles -- 5 articles each week due Weeks 2-5 (20 articles total) in Zotero; not graded. To understand the arts, cultural and creative sector in a variety of ways, students will form a research question and collect and annotate articles on a topic or issue related to arts administration. Students should seek articles from a wide range of sources including academic journals, and other professionally acceptable publications and research reports. By the end of the term, you will collect a total of twenty (20) articles, which must include no less than twelve (12) academic articles from a minimum of three (3) different academic journals. All articles must include a properly formatted citation (Chicago style, author-date format) and must be accompanied by an annotated bibliography entry. Your reviews of articles must be entered into your Zotero account by 11:59 PM on the dates indicated in the course schedule. Please share your Zotero library with Professor Zitcer (awz25@drexel.edu).

- Annotated Bibliography – Annotated Bibliography Due 11:59 PM October 31 in Blackboard; 5% of course grade. Use your Zotero records to create an Annotated Bibliography of the twenty articles you have collected. Consult Blackboard for additional formatting information. Submit your Annotated Bibliography in Blackboard in Word file type (Lastname_annobib.doc) and bring a copy to class to begin developing your Topic-Sentence Outline.

- Topic-Sentence Outline -- Due 11:59 PM November 14 in Blackboard; 10% of course grade. The topic-sentence outline provides an overview of your literature review. It represents the points you will make in presenting an answer to your research question, informed by the articles you have gathered. Within each section or sub-section of the outline, each point is represented by the first sentence of every paragraph in that section. Those sentences should convey the main point of each paragraph. Read together, they provide a comprehensive outline describing the flow, logic, and contents of your answer(s) to the research question posed in your literature review. Include the appropriate author-date citations for the articles referenced in your outline's contents. Submit your Topic-Sentence Outline in Blackboard in Word file type (Lastname_tso.doc).

- Literature Review – Draft Due 11:59 pm December 5 in Blackboard; Final Due 6pm December 13 (Finals Week) in Blackboard; 20% of course grade. A literature review is a discussion of previous research that relates to your topic area and research question. The literature review presents a framework, or map, of existing knowledge about your research question. It both summarizes and synthesizes existing literature. It does not report out what you have found article-by-article or author-by-author, but is instead organized thematically into sub-topics, where each sub-topic is organized and presented as three or more main points you wish to communicate to readers about each theme. Taken together, these sub-topic sections form a guide that gives readers the necessary information and context to understand what is presently known about your research question. Within each section of the

literature review, the topic sentence of each paragraph should present to the reader one of the main points of that sub-topic, followed by additional information, explanation, and relevant citations from existing literature. In other words, you are presenting what is already known (or not known) about the topic as it relates to your research question, and then providing evidence of how we know these things to be true, with credit provided to those who have previously learned and published that information.

View the Assignments tab in Blackboard for additional information, instructions, and resources on constructing a literature review. Submit the draft version of your Literature Review in Blackboard in Word file type (Lastname_lrdraft.doc). Submit the final version of your Literature Review in Blackboard in Word file type (Lastname_lrfinal.doc).

C. Cultural Ecosystems Presentation – Draft Due 11:59 pm November 8 in Blackboard; Group Presentations due December 12 11:59 pm in Blackboard; 30% of course grade. You will be assigned to a group whose task is to develop a presentation, including a visual model, describing a subset of the cultural ecosystem. See the Assignments tab in Blackboard for a complete description. Please use the VoiceThread platform for all presentations and to share the link via Blackboard.

D. Course Reflections – Due 11:59 pm December 12 in Blackboard; not graded
Write a one- to two-page reflective memo, using examples from your experiences in the course to address the following:
- Discuss your impressions of this course. Which activities, readings, and assignments appealed to you the most? Why?
- Share your current thoughts regarding your personal mission statement, career path, and goals. Were the course exercises helpful in shaping them? If so, how? If not, what else could be useful in that regard?
- Describe your understanding of, and beliefs regarding, the role of the arts in communities.

AADM 505 Course Calendar

The weekly assignments for the course consist of materials and exercises related to each class' discussion and activity topics. All readings and assignments are listed on the day in which they are due or occur in class or in Blackboard. Links to most readings are available on Blackboard, in the folder for the week in which they are due. Full descriptions of and guidelines for all assignments due are also available on Blackboard. Additional materials may be distributed in class.

AADM 505 Overview of Class Sessions & Assignment Due Dates FA23

Unit / Week	Topic	Course Contributions (35%)	Group Presentation (30%)	Literature Review (35%)	Assignment Due Dates – 11:59PM in Blackboard
0 / Sep 19	Course Orientation				
1 / Sep 26	Cultural Ecosystems	Discussion Board	Group Work time	Identify Topic and Research Question	Discussion Board (ongoing) Initial Journal
2 / Oct 4	Cultural Policy	Discussion Board Personal Mission (draft)	Group Work time	5 articles	Discussion Board (ongoing) 5 annotated articles/Zotero (Tues 10/3) Personal Mission Draft (Wed 10/4)
3 / Oct 11	Cultural Exchange	Discussion Board	Group Work time	5 articles	Discussion Board (ongoing) 5 annotated articles/Zotero (Tues 10/10)
4 / Oct 18	Creative Workforce	Discussion Board Personal Mission (final)	Group Work time	5 articles	Discussion Board (ongoing) 5 annotated articles/Zotero (Tues 10/17) Personal Mission Final (Tues 10/17)
5 / Oct 25	Creative Economy	Discussion Board	Group Work time	5 articles	Discussion Board (ongoing) 5 annotated articles/Zotero (Tues 10/24)
6 / Nov 1	Culture in Community	Discussion Board	Group Presentation Draft	Annotated Bibliography	Discussion Board (ongoing) Annotated Bibliography (Tues 10/31) Group Presentation Draft (Tues 11/8)
7 / Nov 8	Cultural Policy & Cultural Democracy	Discussion Board	Group Work time	Topic-Sentence Outline	Discussion Board (ongoing) Topic-Sentence Outline (Tues 11/14)
8 / Nov 15	Individual Meetings with Instructor		Group Work time		
9 / Nov 29	Advancing Cultural Policy	Discussion Board			Discussion Board (ongoing)
10 / Nov 22-27	(Thanksgiving Holiday)	Discussion Board		Lit Review (draft)	Lit Review draft (Tues 12/5)

11 / Dec 13	Final Presentations				Group Presentation (Tues 12/12) Course Reflections (Tues 12/12)
Finals Week	Literature Review (final)			Lit Review (final)	Lit Review final (Weds 12/13)

Academic and Other Policies

Students are expected to be familiar with and adhere to Drexel University policies.

- o Academic Integrity, Plagiarism, Dishonesty and Cheating Policy
    - Drexel University is committed to a learning environment that embraces academic honesty. Please read, understand, and follow the "Student Conduct and Community Standards" as written in the Official Student Handbook.
    - https://drexel.edu/provost/policies-calendars/policies/academic-integrity/
- o Student with Disability Statement
    - Students with disabilities requesting accommodations and services at Drexel University need to present a current Accommodation Verification Letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at http://drexel.edu/oed/disabilityResources/overview/, 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY).
    - https://drexel.edu/disability-resources/support-accommodations/student-family-resources/
- o Course Add/Drop Policy
    - https://drexel.edu/provost/policies-calendars/policies/course-add-drop/
- o Course Withdrawal Policy
    - https://drexel.edu/provost/policies-calendars/policies/course-coop-withdrawal/
- o Absence from Class
    - https://drexel.edu/provost/policies-calendars/policies/absence/
    - Note, Initial Course Participation (ICP): Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid.
- o COVID-19
    - A well-fitting, high-filtration mask provides substantial protection to the wearer, even if others around you are not masked. Masks continue to reduce the risk of transmission in crowded settings or for individuals who are at increased risk of severe illness from COVID-19.
    - As members of the Drexel community, we all play a role in supporting our collective health and safety, and we appreciate your collaboration and commitment to this. University policies are subject to change as the situation changes. More information is available on the Drexel Response to Coronavirus website.
- o Class Recording
    - Meetings of this course might be recorded. Any recordings will be available to students registered for this class. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings, or any part of the recordings, may not be reproduced, shared with those not in the class, or uploaded to other online environments.
- o Appropriate Use of Course Materials
    - It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the IT-1 policy found at: https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/

- - Briefly, this policy states that all course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the University's Code of Conduct found at: https://drexel.edu/compliance-policy-privacy/compliance/policies/cps-1/ and will be investigated as such.
- All Other University Policies: http://www.drexel.edu/provost/policies/

AADM 660-130: International Cultural Policy
Spring Quarter 2021
Hybrid Section: URBN 141

Instructor: Dr. Andrew Zitcer
E-mail: awz25@drexel.edu (email preferred)
Phone: 215-571-3703 | 267-252-5130 (cell)
Office: URBN 410A
Office Hours: By appointment

Course Description: This course looks at how culture is defined and supported throughout the world.   Through a variety of thematic approaches students will explore the elements of cultural policy including private versus public support, issues of audience and cultural heritage, censorship and repression, globalization and the hybridization of culture, and more. We will examine a broad range of art forms including collecting and presenting institutions, creative industries, festivals and web-based art forms. Examples from North and South America, Europe, Asia and Africa will provide opportunities for comparison. Students will select and study an individual country in-depth while developing expertise in issues of cultural policy.

Required Textbook
Cultural Policy
David Bell and Kate Oakley
Routledge, 2015

Recommended Textbooks
The Idea of Cultural Heritage
Derek Gillman
Cambridge University Press, 2010, 2nd edition

Understanding Cultural Policy
Rosenstein, Carole
Routledge, 2018

Additional readings will be available on the Blackboard Learn Course Materials page.

Course at a Glance

• Unit 1: Defining Culture
• Unit 2: Defining Cultural Policy
• Unit 3: Cultural Policy in the U.S.
• Unit 4: The City as Culture
• Unit 5: National Cultural Policy
• Unit 6: Cultural Equity
• Unit 7: Cultural Policy on the Global Scale
• Unit 8: Cultural Heritage Issues
• Unit 9: Censorship and Repression
• Unit 10: Whose Culture: Policy Debates in the age of neo-nationalism

Course Goals – Statement of Expected Learning

Drexel University's Student Learning Priorities[1] establish educational goals across the University encompassing six core intellectual and practical skill areas as well as five experiential and applied learning areas.

The core intellectual and practical skills developed by this course include:
- creative and critical thinking
- information literacy
- ethical reasoning
- technology use

The experiential and applied learning areas developed by this course include:
- global competence
- research, scholarship, and creative expression
- responsible citizenship

Course Goals – AADM Program Objectives

By the end of this course, all students will be able to demonstrate:
- **Generative Thinking.** Demonstrate awareness of the changing environment of the sector and use critical thinking skills to identify issues and broad-based policy solutions.
- **Leadership – Policy and Community.** Demonstrate capacity for leadership in the cultural community, having an awareness of their own leadership strengths, ethical standards, and ability to motivate and engage others.
- **Assess and Apply Research.** Identify and analyze qualitative and quantitative research and use this information effectively to make, communicate, and support management and leadership decisions.

Graded Assignments and Learning Activities

Weekly Participation	40%
Midterm Exam	20%
Country Presentation	20%
Final Project	20%

Grade Scale
A+ = 97-100; A = 94-96; A- = 90-93;
B+ = 87-89; B = 84-86; B- =80-83;
C+ = 77-79; C = 74-76; C- = 70-73;
F = below 70

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[1] For more information, see http://www.drexel.edu/provost/learningpriorities/

Assignments
More information about each assignment may be posted to BB learn:

Country Presentation: Select a country (except the United States) and research its cultural policies. <u>You must consult me first to have your selection approved!</u> Create a presentation (between 12 to 20 slides) with either text or narration to present to the class. Your presentation should seek to answer some of the following questions: How does your country define the arts? What is the country known for culturally? What kind of government agency supports arts funding and production? What does the positioning of this government agency say about the government's understanding of the importance of the arts? What kind of strings are attached to government funding and how do those impact arts production? How is participation in the arts measured and reported on? Are the arts included in economic considerations? Required: **How has COVID-19 affected cultural policy?**

Midterm Exam: Students will answer 5 questions out of a possible 7-8 choices and write 2 double spaced pages on each. Well-formed responses will directly reference class discussions, course readings, country presentations, current events, and other inputs. This is an "open book" exam.

Final Project: Pick one "hot topic" or issue in cultural policy (this can be on the urban, national or global scale) and research its history. Topics can include ones that we've touched on in class, such as censorship, mainstream vs. minority cultures, tangible vs. intangible culture, government support of the arts, etc. Analyze how and why this aspect of cultural policy might change in the future. Does this policy affect arts organizations in your community, and if so, how? Write a carefully researched, annotated, and well thought out paper describing this topic. Length requirement 8-10 pages, double-spaced.

Readings
Students must actively engage with all course materials to develop a working familiarity of the field and to begin to form their own opinions on issues raised. A variety of materials in different formats will be provided on a weekly basis, and it is expected that students read these materials in a timely manner so that they can participate actively in peer discussions. **Students will be expected to lead the class conversation by curating a website and offering questions for discussion one week out of the term**.

Note: The File Transformer provided by **Blackboard Ally** allows students to take PDF, DOC, DOCX, PPT, PPTX and HTML files and convert them into a format that works best for their situation. Available transformations are OCRed PDF, Tagged PDF, Audio, HTML, Electronic braille, ePub, and Beeline Reader. For more information and to get started processing content, go to: https://ally.ac/covid19/

March 29: Defining Culture (meeting in person)

In class readings:
Rothman, Joshua. "The Meaning of Culture," The New Yorker, (December 26, 2014),
    https://www.newyorker.com/books/joshua-rothman/meaning-culture

April 5: Defining Cultural Policy

Readings
Bell and Oakley, *Cultural Policy,* Chapter 2, p. 16-44*,* Chapter 3, pp. 45-75
Rosenstein, Carole. "What is Cultural Policy?" in *Understanding Cultural Policy*, pp 48-67.
Mulcahy, Kevin V. *Public Culture, Cultural Identity, Cultural Policy: Comparative Perspectives*.
    (Palgrave Macmillan, 2017) Foreword, vii-xxxii (pdf on BB Learn)
Kidd, Dustin. 2012. "Public Culture in America: A Review of Cultural Policy Debates." *The
        Journal of Arts Management, Law, and Society* 42 (1): 11–21.
Vuyk, Kees. 2010. "The Arts as an Instrument? Notes on the Controversy Surrounding the Value
    of Art." *International Journal of Cultural Policy* 16 (2): 173-83 (pdf on BB Learn)

April 12: Cultural Policy in the United States (meeting in person)
Guest: Jason Schupbach, Dean, Westphal College

Readings:
Redaelli, E. (2020). Understanding American cultural policy: The multi-level governance of the
    arts and humanities. Policy Studies, 41(1), 80–97.
National Endowment for the Arts. 2013. "How a Nation Engages with Art". 57.
        Washington D.C.: National Endowment for the Arts
How the United States Funds the Arts, Cowen, Tyler and NEA staff. Free download
    https://www.arts.gov/publications/how-united-states-funds-arts
Gummow, Jodie. 2014. "Culturally Impoverished: Us NEA Spends 1/40th of What Germany
    Doles out for Arts Per Capita" *AlterNet http://www.alternet.org/culture/culturally-
    impoverished-us-nea-spends-140th-what-germany-doles-out-arts-capita*
Horwitz, Andy. "Who Should Pay for the Arts in America?" *The Atlantic*, Jan. 31, 2016.
    http://www.theatlantic.com/entertainment/archive/2016/01/the-state-of-public-funding-for-
    the-arts-in-america/424056/

April 19: The City as Culture
Guest: Sarah Merritt, Pennsylvania Council on the Arts

Readings:
Bell and Oakley, *Cultural Policy,* Chapter 4, p. 76-108
National Assembly of State Arts Agencies. 2014. "Why Should Government Support the Arts?"
    Washington, DC. (pdf on Bb Learn)
Kong, Lily. 2012. "Ambitions of a Global City: Arts, Culture and Creative Economy in 'Post-
    Crisis' Singapore." *International Journal of Cultural Policy* 18 (3): 279–94.

Mid-Term exams are due before class on April 26

April 26: Cultural Equity (meeting in person)
Invited guest: Jeremy Liu, PolicyLink

PolicyLink online tool. Building a Cultural Equity Plan
    https://www.policylink.org/our-work/community/arts-culture/plan
PolicyLink report: Creating Change through Arts, Culture, and Equitable Development
    https://www.policylink.org/resources-tools/arts-culture-equitable-development
Nash, Catherine. 2005. "Equity, Diversity and Interdependence: Cultural Policy in Northern
    Ireland." *Antipode* 37 (2): 272–300. https://doi.org/10.1111/j.0066-4812.2005.00493.x.
Ashley, Amanda J., Carolyn G. Loh, Karen Bubb, and Leslie Durham. 2021. "Diversity, Equity,
    and Inclusion Practices in Arts and Cultural Planning." *Journal of Urban Affairs*, February,
    1–21. https://doi.org/10.1080/07352166.2020.1834405.
Los Angeles County Department of Arts and Culture. 2020. "Los Angeles County Adopts First of
    Its Kind Cultural Policy." LA County Department of Arts and Culture. June 23, 2020.
    https://www.lacountyarts.org/article/los-angeles-county-adopts-first-its-kind-cultural-policy.
Bedoya, Roberto. "Placemaking and the Politics of Belonging and Dis-Belonging." *GIA Reader*
    24, no. 1 (Winter 2013). http://www.giarts.org/article/placemaking-and-politics-belonging-
    and-dis-belonging.

Optional reading:
Research Agendas on Arts, Culture, and Equitable Development
https://communitydevelopment.art/node/61151

May 3: National Cultural Policy

Readings:
Bell and Oakley, *Cultural Policy,* Chapter 5, p. 109-140
Rosenstein, Carole. "Comparing Cultural Policies" in *Understanding Cultural Policy*, pp.195-
    213.
Subramanian, Samanth "How to sell a country: the booming business of nation branding" *The
    Guardian*, http://www.theguardian.com/news/2017/nov/07/nation-branding-industry-how-to-
    sell-a-country
Zhang, Weihong. 2010. "China's Cultural Future: From Soft Power to Comprehensive National
    Power." *International Journal of Cultural Policy* 16 (4): 383–402.

May 10: Cultural Policy on the Global Scale (meeting in person)
Guest: Bill Bragin, NYU Abu Dhabi – pre-recorded lecture

Readings:
Bell and Oakley, *Cultural Policy,* Chapter 6, p. 141-169
Feigenbaum, Harvey B. 2002. "Globaloney: Economic Versus Cultural Convergence Under
Conditions of Globalization." *The Journal of Arts Management, Law, and Society* 31 (4): 255–64.
Nisbett, Melissa. 2012. "New Perspectives on Instrumentalism: An Empirical Study of Cultural
    Diplomacy." *International Journal of Cultural Policy* 19 (5): 557–75.
Schneider, Cynthia P. 2009. "The Unrealized Potential of Cultural Diplomacy: 'Best Practices'
    and What Could Be, If Only…." *The Journal of Arts Management, Law, and Society* 39
    (4): 260–79.

May 17: Censorship and Repression

Readings:

Vance, Carole S. 1989. "The War on Culture." Art in America. September. 39-45.

Woddis, Jane. 2010. "Religious Protest and Its Impact on Cultural Policy." *International Journal of Cultural Policy* 17 (2): 209–24.

Link, Perry. 2017. "Beijing's Bold New Censorship." *The New York Review of Books* (blog). September 5, 2017. https://www.nybooks.com/daily/2017/09/05/beijings-bold-new-censorship/.

May 24: Cultural Heritage Issues (meeting in person)
Guest: Kate Quinn, Director, Michener Art Museum

Readings:

Aderet, Ofer. 2014. "Restoring Nazi-Looted Art to Rightful Owners Is No Simple Matter - Jewish World Features." *Haaretz.com*. January 10. http://www.haaretz.com/jewish-world/jewish-world-features/.premium-1.567915

Gillman, Derek. 2010. *The Idea of Cultural Heritage*, Cambridge University Press. Chapter 1, "Heritage and National Treasures" and Chapter 2, "Two Ways of Thinking."

Beard, Mary. 2011. "BBC - History - Ancient History in Depth: Lord Elgin - Saviour or Vandal?" February 17. http://www.bbc.co.uk/history/ancient/greeks/parthenon_debate_01.shtml

"How Is Nazi-Looted Art Returned?" 2014. *The Economist*, January 12. http://www.economist.com/blogs/economist-explains/2014/01/economist-explains

Fusco, Coco. 2021. "Deaccessioning Empire." *New York Review of Books*, February 25, 2021. https://www.nybooks.com/articles/2021/02/25/deaccessioning-empire/.

May 31: Whose Culture: Policy Debates in an age of Neo-Nationalism (Asynchronous Class - Memorial Day)

Readings:

Appiah, Kwame Anthony. 2019. *The Lies That Bind: Rethinking Identity*. Profile Books. Pp. 74-104

De Beukelaer, Christiaan (2017) "Ordinary culture in a world of strangers: toward cosmopolitan cultural policy," *The International Journal of Cultural Policy*.

Feischmidt, Margit and Pulay, Gergó "'Rocking the Nation:' The Popular Culture of Neo-Nationalism." *Nations and Nationalism*, 23: 309-326, 2017.

Inglehart, Ronald and Norris, Pipa. "Trump, Brexit and the Rise of Populism: Economic Have-Nots and Cultural Backlash." Harvard Kennedy School of Government, Faculty Research Working Paper (August 2016, RWP 16-026).

Molnár, V. (2016) Civil society, radicalism and the rediscovery of mythic nationalism. *Nations and Nationalism*, 22: 165–185.

Final Paper, due on June 7 at 11:59 pm

Drexel University Policies and Resources

Academic Honesty & Integrity Policies
Students are required to conduct their work with respect to the following academic policies of Drexel University: http://drexel.edu/studentaffairs/community_standards/studentHandbook/

Plagiarism
According to Drexel University's Code of Academic Dishonesty, plagiarism is "the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
- Using another person's ideas, opinions, or theory, even if it is completely paraphrased in one's own words without acknowledgment of the source
- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
- Copying another student's essay test answers
- Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work."

Religious Observance
Religiously observant students wishing to be absent on holidays that require missing discussion should notify their professors via email at the beginning of the term, and determine, in advance, acceptable ways of making up any work missed because of the absence.

Office of Disability Services
Students needing academic accommodations for a disability must first contact the Office of Disability Services (http://www.drexel.edu/ods) to discuss arrangements, verify the disability and establish eligibility for appropriate academic accommodations. They should then schedule an appointment with the professor to make appropriate arrangements; this must be completed during the first week of classes.

Drexel Writing Center
http://drexel.edu/engphil/about/DrexelWritingCenter/
Undergraduate and graduate students can receive guidance from the Drexel Writing Center for any project with a written component. Face-to-face or online sessions with peer and faculty reviewers are available, as well as an email response service. The Writing Center also hosts workshops for graduate and advanced undergraduate students.

Course Change Policy
The instructor of this course reserves the right to change the course during the term at his/her discretion. If changes are made, students will be informed by email and/or in class.

Notice: Appropriate Use of Course Materials
It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the policy found here: **https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/**

Briefly, this policy states that course materials, including recordings, provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the University's Code of Conduct found here: **https://drexel.edu/cpo/policies/cpo-1/** and will be investigated as such.

Instructor:	Andrew Zitcer, Associate Professor
E-mail:	andrew.zitcer@drexel.edu (preferred method of contact)
Phone:	215-571-3703
Office:	URBN 410A
Office Hours:	by appointment

Course Description

Research Design in the Arts is a capstone course in the graduate program. Its purpose is to cultivate research skills that will prepare students to successfully complete their thesis projects. This course is both reading and writing intensive in keeping with its ambitious goals and in recognition of its place towards the end of the course of graduate study.

Students will learn about quantitative and qualitative research methods, understanding how to frame research inquiries and appropriately apply various research techniques. By the end of this course students will produce a thesis proposal including an introduction to the chosen topic of study, a purpose or problem statement framing a research question, a literature review, and a research methodology and protocols, all of which form the foundation and framework of the thesis research going forward. Students will enact strategies for moving immediately forward towards successful completion of the thesis. At the end of the course, students will create a plan of weekly deliverables for the remainder of the thesis process.

Course Goals – Statement of Expected Learning

Drexel University's Student Learning Priorities establish educational goals across the University encompassing six core intellectual and practical skill areas as well as five experiential and applied learning areas.

Core intellectual and practical skills developed by this course include:

- creative and critical thinking
- information literacy
- self-directed learning
- technology use

Experiential and applied learning areas developed by this course include:

- professional practice
- research, scholarship, and creative expression

Course Goals – AADM Program Objectives

By the end of this course, all students will be able to demonstrate:

- **Generative Thinking.** Demonstrate awareness of the changing environment of the sector and use critical thinking skills to identify issues and broad-based policy solutions.
- **Depth in Disciplines.** Understand the particular requirements of managing artistic and cultural disciplines and distinguish among the needs and requirements embedded in the management and leadership of various disciplines in the profession.
- **Assess and Apply Research.** Identify and analyze qualitative and quantitative research and use this information effectively to make, communicate, and support management and leadership decisions.
- **Conduct Primary Research.** Conduct valid qualitative, quantitative, and/or mixed methods research and produce research of significant quality that adds to the knowledge base within the arts administration field.
- **Communications Expertise**. Gauge communication objectives and deliver effective written and oral proposals and presentations addressing a range of audiences and concerns relevant to the profession.

Required Texts, Readings, and Additional Resources

<u>Required Textbooks</u>
Title A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers
Authors Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams
Edition 9th (2018)
Publisher University of Chicago Press

Title Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
Author John W. Creswell, J. David Creswell
Edition 6th (2023)
Publisher Sage Publications

<u>Additional required readings will be available on the Blackboard Learn Course Materials page. Students should visit the</u> <u>website during the first week of class to be sure they have no problems obtaining the online reading materials.</u>

Additional Resources
AADM Thesis Community
Log into Blackboard Learn, click the "Community" link to the right of "Courses," click "AADM Thesis Community."

Drexel University Libraries, Arts Administration page
http://libguides.library.drexel.edu/artsadmin

Course Software
Students will make extensive use of bibliographic software throughout the term to collect references and to take citable notes. In this course we will use Zotero. If you do not already have it, please download and install Zotero Standalone: http://www.zotero.org and the ZotFile plugin: http://www.zotfile.com by the second week of class.

Graded Assignments and Learning Activities
Your work in this course will be assessed in two areas: Quality of Course Engagement, and Development of the Thesis Proposal. The assessment of Course Engagement relies upon your participation in the discussion board and related activities. The Thesis Proposal Development is assessed through five graded assignments. All are described below.

Quality of Course Engagement - 30% total
This grade is based in large part on the quality of your participation each week, including your engagement in posting and responding to others' posts on the discussion board, and your timely completion of related activities and reflections (described in Assignments, below). In your posts, I will be seeking to understand the following: Do you demonstrate knowledge of the assigned readings? Are you engaging in thoughtful discussion with your colleagues? Do you present your own ideas and reflections of the material clearly? Have you completed weekly assignments and research methods exercises?

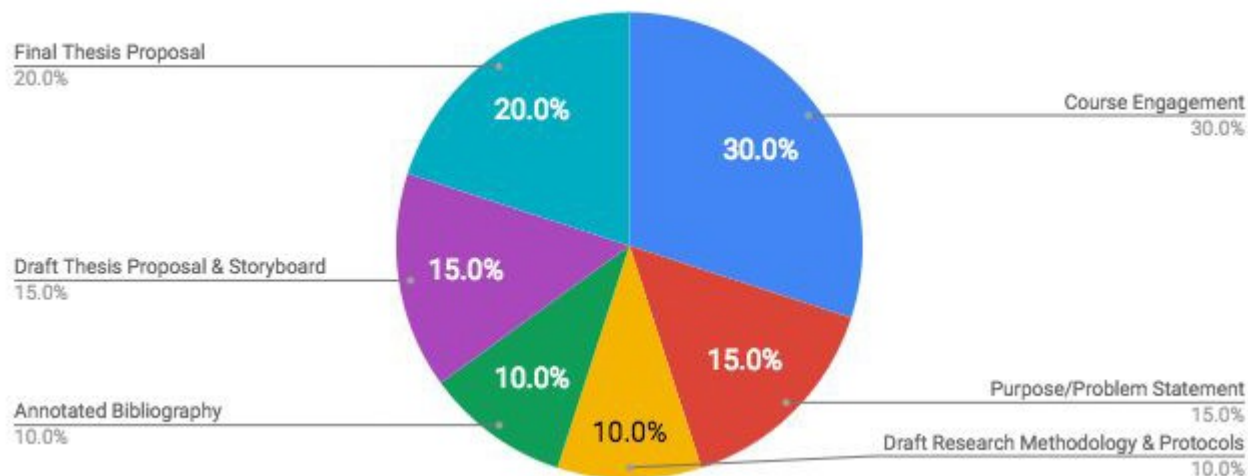*Development of the Thesis Proposal – 70% total*
This grade reflects the knowledge and rigor demonstrated as you prepare the following elements of your thesis proposal throughout the course. Each element is further described in the Assignments section of this syllabus.

- *Purpose/Problem Statement - 15%*
- *Draft Research Methodology & Protocols - 10%*

- *Annotated Bibliography - 10%*
- *Draft Thesis Proposal & Storyboard - 15%*
- *Final Thesis Proposal – 20%*
  Your final assignment for the course will consist of an introduction to your topic area, a purpose/problem statement, a bibliography, a literature review, and a research methodology and accompanying protocols that form the core of your master's thesis going forward. All components are of equal importance for this grade.

AADM 785 Graded Activities

Final Thesis Proposal 20.0%
Course Engagement 30.0%
Draft Thesis Proposal & Storyboard 15.0%
Annotated Bibliography 10.0%
Purpose/Problem Statement 15.0%
Draft Research Methodology & Protocols 10.0%

Grade Scale

A+ = 97-100	B+ = 87-89	C+ = 77-79
A = 94-96	B = 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73
		F = below 70

C range: Assignment is submitted on time and complete and fulfills the expectations of the assignment.
B range: Above, plus assignment reflects an understanding of the reading and key course concepts and is well organized, well written, edited, and proofed.
A range: All of the above, plus assignment shows clarity of thinking, original insights, very strong writing, and is professionally formatted, edited, and proofed.

Grading Policies
- Graduate students at Drexel University must maintain an overall cumulative GPA of 3.0 or higher to remain in good academic standing.

For more information on all of Drexel's policies for graduate students, including those for grading, visit https://drexel.edu/graduatecollege/forms-policies/policies-procedures-guidelines/

Assignments

Reflections on Research Methods (part of Quality of Course Engagement) - 30%

We will be using the discussion board on BB Learn to discuss and deliberate on the research design process. *This comprises 30% of your total grade for the course.*

Purpose/Problem Statement (part of Development of the Thesis Proposal) - 15%
Students will submit a proposed thesis research question and problem statement and rationale on their intended topic. The problem statement will include:
1. Your research question
2. Why this question is important to research (both in general and to the arts administration field)
3. An overview of what themes of existing literature you will explore relative to the topic and research question
4. A short discussion of your proposed research methods (including why they are appropriate for your question)
5. A paragraph or two explaining your data sources, and how they will be collected and analyzed
6. The potential limitations of the study (i.e. what you aren't studying and why), and
7. Your anticipated findings (hypothesis, or what you expect to learn)

For assistance, review Chapters 1-2 of Turabian et al. Additionally, you will include a list of subject keywords used to conduct your online searches for existing literature from academic and professional sources. This paper should be two full pages. It is due by **October 15**. It must be submitted via Blackboard Learn in Word file type (Lastname_PPS.doc; Zitcer_PPS.doc). *This assignment is worth 15% of your final grade for the course.*

Draft Research Methodology & Protocols (part of Development of the Thesis Proposal) - 10%
Your research methodology describes the process by which you will conduct original research to address your thesis question (the Purpose/Problem Statement). It should include all of the following:
- Description of what type(s) of research you will conduct and why.
- Identification of your research subjects, and any precautions you are taking to protect the confidentiality of any data and/or research subjects.
- Your research hypothesis (a description of what you expect to find, and why).
- Limitations of your research methodology.
- Appendix of tools (protocols) developed for your research (interview protocols, survey questions, etc.).

A draft of your research methodology and related protocols is due at the end of Unit 6, **by November 5.** It must be submitted via Blackboard Learn in Word file type (Lastname_RMPdraft.doc; Zitcer_RMPdraft.doc). *This assignment is worth 10% of your final grade for the course.* Your final research methodology and protocols will be included as part of your final assignment, the Thesis Proposal.

Annotated Bibliography (part of Development of the Thesis Proposal) - 10%
Students will provide a list of at least 20 scholastic sources [likely] to be used for the final thesis. Consisting of academic journal articles and other credible sources collected throughout the first half of the course, this bibliography should evaluate and summarize the research topic, and all sources must relate to at least one theme within the topic area that is relevant to the student's research question. Each entry will include the following (a total of at least seven sentences):
- Bibliographic information (Chicago style, author-date)
- Two sentences outlining the main focus/research question of the source
- A sentence detailing the methods/data used
- Two sentences providing an overview of the findings/conclusions, and
- Two or more sentences describing how this source is relevant to the thesis topic and research question, including any of your literature review themes to which it pertains, and how.

The bibliography should cover a variety of viewpoints, not just those in support of your hypothesis. After completing this bibliography, students should be more aware of the existing research in the field, why the included texts are pertinent to the success of their thesis, able to formulate a research question, and ready to design an outline of the literature review for their thesis proposal. The annotated bibliography is due at the end of Unit 6, **by November 5** and must be submitted via Blackboard Learn in Word file type (Lastname_Bib.doc; Zitcer_Bib.doc). *This assignment is worth 10% of your final grade for the course.*

Draft Thesis Proposal (part of Development of the Thesis Proposal) - 15%
A draft version of your Final Thesis Proposal (described below) is due at the end of Unit 8, **November 19 in BbLearn**. The draft should include all elements of the Final Thesis Proposal (described below), plus a storyboard outlining the evolving elements of your thesis to date. The Draft Thesis Proposal & Storyboard must be submitted via Blackboard in Word file type (Lastname_DTP.doc; Zitcer_DTP.doc). *This assignment is worth 15% of your final grade for the course.*

Following individual feedback from the instructor, students will have an opportunity to revise the draft before submission of the Final Thesis Proposal (described below).

Final Thesis Proposal (part of Development of the Thesis Proposal) – 20%

The final assignment is a Thesis Proposal. It includes the following elements, written as one complete, revised, whole research paper:
- An introduction to your topic area
- Your purpose/problem statement
- Your research question(s) and hypothesis(es)
- Your research methodology and tools (as appendices)
- Your literature review (*described in further detail below*), and
- A list of works cited (Bibliography in Chicago style, author-date)

The thesis proposal has the potential to form the first third of your final thesis paper. The final Thesis Proposal is due **by December 10 in BbLearn**. The length of the paper (not including cover page, any necessary graphs or appendices, and the bibliography) should be about 10-15 pages. The Thesis Proposal must be typed and double-spaced. A bibliography of at least 20 different sources is required. Every source listed should be cited in the proposal narrative. The paper must include properly cited sources via the Turabian (Chicago Style) author-date format. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic and nonprofit organizations, journal articles, and non-fiction books are examples of valid sources. You do not need to include your storyboard in the final thesis proposal. The Thesis Proposal must be submitted via Blackboard in Word file type (Lastname_FTP.doc; Zitcer_FTP.doc). Late papers will not be accepted. *This assignment is worth 20% of your final grade for the course*.

*Literature Review
A literature review is an analysis of previous research that relates to your topic area; it presents a framework, or map, in which your research question fits. It highlights the critical components and methodological approaches of your research idea by both summarizing and synthesizing the literature, organizing the information thematically in ways that enable readers to gain a greater understanding of existing knowledge regarding your topic area and research question. Be advised, a literature review is NOT a detailed account of all writing on your issue topic, nor is it a simple summary of articles related to your topic. Your literature review is built from your Annotated Bibliography and is part of your final assignment, the Thesis Proposal.

Weekly Assignments

Week 1: Monday, September 23 - Tuesday, October 1
What is a Thesis? Syllabus, Topics, Worldviews, Research Types, Research Questions

At the end of this unit, students will understand:
- What is included in this course and expected of students.
- The role and purpose of the thesis.
- Different types of research and how they intersect with worldviews on research.
- How to develop a research question within a topic area of interest.

Readings:
- Turabian et al., Chapters 1, "What Research Is and How Researchers Think about It," 2, "Defining a Project," and 14, "On the Spirit of Research"
- Creswell, Chapter 1: "The Selection of a Research Approach," Chapter 2: "Review of the Literature," and Chapter 4: "Writing Strategies and Ethical Considerations"
- Marshall, Catherine, and Gretchen B Rossman. 2006. Designing Qualitative Research. Thousand Oaks: Sage. Excerpt from Chapter 1

To do this week:
- Download and install Zotero Standalone: http://www.zotero.org and the ZotFile plugin: http://www.zotfile.com and create your account.
- Begin drafting research questions related to your thesis topic.

Week 2: Wednesday, October 2 - Tuesday, October 8
Scholastic Sources, Citable Notes, Research Habits; Purpose/Problem Statements

At the end of this unit, students will understand:
- How to locate and assess credible resources for the literature review and analysis within the thesis narrative.
- How to develop and Purpose/Problem Statement.
- How to develop an Introduction.
- What is expected of students in the thesis process.

Readings:
- Turabian et al., Chapters 3, "Finding Useful Sources," and 4, "Engaging Sources"
- Single, Peg Boyle. 2009. *Demystifying dissertation writing: a streamlined process from choice of topic to final text*. Sterling, Va: Stylus., Chapters 3-4.
- "Thesis Expectations" and "Drexel Graduate College Thesis Manual." AAML Thesis Community
- Creswell, Chapter 5, "The Introduction," Chapter 6, "The Purpose Statement," and Chapter 7, "Research Questions and Hypotheses"

To do this week:

- Download 2 theses from the AADM Thesis Archive (follow the link to the institutional archive found at https://researchdiscovery.drexel.edu/esploro/). Read them over and **complete a reflection** to be submitted on BB Learn before next class. Make sure you locate the seven sections of thesis structure in each document (Introduction, Literature Review, Thesis Statement, Research Methodology, Research Results, Analysis & Discussion, Conclusion).
- Draft your Purpose/Problem statement (due October 15)
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.

Week 3: Wednesday, October 9 - Tuesday, October 15
Case Studies; Storyboards; Interviews

At the end of this unit, students will understand:
- The role and purpose of case studies in research.
- Appropriate protocols for designing and conducting case study research.
- The role and purpose of interviews in research.
- Appropriate protocols for designing and conducting research interviews.

Readings:
- Flick, Uwe, editor. 2022 "Designing Case Studies." In *The SAGE Handbook of Qualitative Research Design* Thousand Oaks: Sage Publications.
- Simons, Helen. 2009. *Case Study Research in Practice*. Los Angeles; London: SAGE. Chapter 2: "Planning, Designing, Gaining Access."
- Rubin, Herbert J., and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, Calif: SAGE. Chapters 1, 4.
- Rubin, Herbert J., and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, Calif: SAGE. Chapters 5-9.

To do this week:
- Prepare your Interview Exercise questions. Develop a short interview protocol (5 questions) to conduct a mock interview with another member of class as assigned. Your partner will also interview you. Be prepared to record your interview, as you will transcribe it when you are done.
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- **Submit your Purpose/Problem Statement by October 15.**

Week 4: Wednesday, October 16 - Tuesday, October 22
Interview Exercise; Surveys

At the end of this unit, students will understand:

- The role and purpose of surveys in research.
- Appropriate protocols for designing and conducting surveys.
- How to conduct practice research interviews.

Readings:
- Creswell Chapter 8, "Quantitative Methods"
- Czaja, Ronald, and Johnny Blair. 2005. *Designing Surveys: a Guide to Decisions and Procedures*. 2nd ed. Thousand Oaks, Calif: Pine Forge Press, Chapters 3-8.
- Fink, Arlene. 2003. *How to Ask Survey Questions.* 2nd ed. Thousand Oaks, Calif: Sage Publications, Chapters 1-4.

To do this week:
- Conduct and transcribe your interview exercise. Complete 1 page interview reflection on BB Learn.
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- Compose and send your survey exercise by October 18. Develop and deploy a short survey (no more than 10 questions) for your colleagues in class to take. Use Google Forms for this exercise. Send your survey out by October 18 and close it by midnight on October 22.

Week 5: Wednesday, October 23 - Tuesday, October 29
Claims, Evidence & Warrants; Focus Groups

At the end of this unit, students will understand:
- How to construct an argument using data.
- The role and purpose of focus groups in research.
- Appropriate protocols for designing and conducting focus groups

Readings:
- Turabian Chapter 5, "Constructing Your Argument"
- Creswell, Chapter 3, "The Use of Theory"
- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. 2nd ed. Qualitative Research Methods Series v. 16. Thousand Oaks, Calif: Sage Publications.

To do this week:
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- Complete a reflection on your survey results to be posted on BB Learn before class on May 6.
- Begin drafting your Research Methodology & Protocols (due November 5, including identification of your research subjects). See Assignments section for a complete description of what to include in your methodology.

Week 6: Wednesday, October 30 - Tuesday, November 5
Annotated Bibliography; Information Visualization

At the end of this unit, students will understand:
- How to create an Annotated Bibliography.
- How to develop visuals to present information within the thesis.

Readings:
- Turabian et al., Chapters 8, "Presenting Evidence in Tables and Figures," 13, "Presenting Research in Alternative Forums," and 26, "Tables and Figures"

To do this week:
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- **Submit Draft Research Methodology & Protocols by November 5.**

Week 7: Wednesday, November 6 - Tuesday, November 12
Data Analysis and Coding

At the end of this unit, students will understand:
- How to code qualitative data for analysis.

Readings:
- Creswell, Chapter 9, "Qualitative Methods"
- Rubin, Herbert J., and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, Calif: SAGE. Chapter 10-12.

To do this week:
- Complete the coding exercise for this unit. Complete reflection paper on coding exercise and submit on BB Learn.
- **Prepare and Submit Annotated Bibliography by November 12.**
- Begin drafting Thesis Proposal (due December 10).

Week 8: Wednesday, November 13 - Tuesday, November 19
Literature Reviews and Storyboards

At the end of this unit, students will understand:
- How to draft a literature review.
- How to compose a storyboard for the thesis proposal draft.
- How to properly cite sources used in writing the thesis.

Readings:
- Turabian et al, Chapters 6, "Planning a First Draft," 7, "Drafting Your Paper," 15, "General Introduction to Citation Practices," 18, "Author-Date Style: The Basic Form," and 19, "Author-Date Style: Citing Specific Types of Sources"
- Review Creswell Chapters 2, "Review of the Literature," and 3, "The Use of Theory"

To do this week:
- **Submit Draft Thesis Proposal by November 19.**
- Send request for participation emails to your research subjects by November 19 (**Note**: *You must have instructor approval of all email text and research subjects prior to sending these messages.*).

Week 9: Wednesday, November 20 - Tuesday, November 26
(*Individual Feedback on Draft Thesis Proposals*)

At the end of this unit, students will understand:
- What editing is required for submission of the Final Thesis Proposal.
- What resources are available through the Blackboard Thesis Community.

Readings:
- Turabian et al, Chapters 9, "Revising Your Draft," 10, "Writing Your Final Introduction and Conclusion," 11, "Revising Sentences," 12, "Learning from Comments on Your Paper," and Review Part III, "Style," (Chapters 20-26).

To do this week:
- Edit your Thesis Proposal (Final due December 10)

Week 10: Wednesday, December 4 - Tuesday, December 10
Moving Forward with Your Thesis

At the end of this unit, students will understand:
- How to prepare a planning calendar for the remainder of the thesis process.

Readings: *There are no readings in this unit.*

To do this week:
- Continue editing your Thesis Proposal (final due December 10).
- Follow-up with research subjects who have agreed to participate in your study or reach out to additional research subjects as needed (with instructor approval of communications and research subjects).

Finals Period: Wednesday, December 11 - Saturday, December 14
Completed Thesis Proposals are due via Blackboard by 11:59 pm on Tuesday, December 10.

Post-Course
Upon successful completion of this course, you will be eligible to enroll in AADM 798 and move forward towards completion of your master's thesis and degree.

Drexel University Policies and Resources

Academic Honesty & Integrity Policies
Students are required to conduct their work with respect to the following academic policies of Drexel University:
http://drexel.edu/studentaffairs/community_standards/studentHandbook/

Plagiarism
According to Drexel University's Code of Academic Dishonesty, plagiarism is "the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
- Using another person's ideas, opinions, or theory, even if it is completely paraphrased in one's own words without acknowledgment of the source
- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
- Copying another student's essay test answers
- Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work."

Religious Observance
Religiously observant students wishing to be absent on holidays that require missing discussion should notify their professors via email at the beginning of the term, and determine, in advance, acceptable ways of making up any work missed because of the absence.

Office of Disability Services
Students needing academic accommodations for a disability must first contact the Office of Disability Services (http://www.drexel.edu/ods) to discuss arrangements, verify the disability and establish eligibility for appropriate academic accommodations. They should then schedule an appointment with the professor to make appropriate arrangements; this must be completed during the first week of classes.

Drexel Writing Center
http://drexel.edu/engphil/about/DrexelWritingCenter/
Undergraduate and graduate students can receive guidance from the Drexel Writing Center for any project with a written component. Face-to-face or online sessions with peer and faculty reviewers are available, as well as an email response service. The Writing Center also hosts workshops for graduate and advanced undergraduate students.

Course Change Policy
The instructor of this course reserves the right to change the course during the term at his/her discretion. If changes are made, students will be informed by email and/or via Blackboard.

Syllabus
AADM 798-900
Thesis Development
Fall 2024
Credits: 3
Restrictions: Graduate Level, Prerequisite AADM 798 Thesis Development

This syllabus is subject to revision as the term progresses.
Changes will be announced in Blackboard Learn.

Instructor:	Andrew Zitcer, PhD, Associate Professor
E-mail:	awz25@drexel.edu (preferred method of contact)
Phone:	267-252-5130
Office Hours:	By appointment via Zoom or phone.
	Schedule a meeting at via email

Students will use Drexel Learn and their Drexel.edu emails for all class communication. *For security purposes, instructors are directed to not reply to student emails that come from non-Drexel email addresses.*

COURSE DESCRIPTION

Thesis Development is an opportunity for students to conduct data collection and analysis, draft the master's thesis, revise, and ultimately submit the thesis as part of the requirements for degree completion. This course combines independent fieldwork that will vary by student with structured assignments and feedback to allow students enough structure to successfully progress with the thesis project.

PLACE IN CURRICULUM

This is a required course for AADM majors. Following successful completion of AADM 785 Research Design in the Arts, this course will be taken twice by students:
- In the first term of AADM 798, students will conduct primary research and begin to draft the thesis.
- In the second term of AADM 798, students will submit a series of drafts to the instructor until a final draft of the thesis is complete.

Students who are unable to complete the master's thesis in two terms of AADM 798 will register for 0.5 credits of AADM 799 Thesis Completion, repeating this course until a final draft is delivered and approved.

NOTE: YOU WILL NOT RECEIVE A LETTER GRADE FOR THIS CLASS.
YOU WILL RECEIVE A CR (credit) or NCR (no credit) FOR YOUR FINAL GRADE.

COURSE GOALS – STATEMENT OF EXPECTED LEARNING

Drexel University's Student Learning Priorities (for more information see http://www.drexel.edu/provost/learningpriorities/) establish educational goals across the University encompassing six core intellectual and practical skill areas as well as five experiential and applied learning areas.

The core intellectual and practical skills developed by this course include:
- creative and critical thinking
- information literacy
- self-directed learning
- technology use

The experiential and applied learning areas developed by this course include:
- professional practice
- research, scholarship, and creative expression

COURSE GOALS – AAML PROGRAM OBJECTIVES

By the end of this course, all students will be able to demonstrate:

- **Generative Thinking.** Demonstrate awareness of the changing environment of the sector and use critical thinking skills to identify issues and broad-based policy solutions.

- **Depth in Disciplines.** Understand the particular requirements of managing artistic and cultural disciplines and distinguish among the needs and requirements embedded in the management and leadership of various disciplines in the profession.

- **Assess and Apply Research.** Identify and analyze qualitative and quantitative research and use this information effectively to make, communicate, and support management and leadership decisions.

- **Conduct Primary Research.** Conduct valid qualitative, quantitative, and/or mixed methods research and produce research of significant quality that adds to the knowledge base within the arts administration field.

- **Communications Expertise**. Gauge communication objectives and deliver effective written and oral proposals and presentations addressing a range of audiences and concerns relevant to the profession.

REQUIRED TEXTS, READINGS, AND ADDITIONAL RESOURCES

Required Textbooks:

Title How to Write a Lot
Author Paul J. Silvia
Edition 2nd (2018)
Publisher American Psychological Association
ISBN 1433829738

Title A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers
Authors Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams
Edition 9th (2018)
Publisher University of Chicago Press
ISBN 022643057X; 9780226430577

Title Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
Author John W. Creswell, J. David Creswell
Edition 5th (2018)
Publisher Sage Publications

<u>Additional Resources:</u>

AAML Thesis Community
Log into Blackboard Learn, at the top of your screen click the "Community" link to the right of "Courses," click "AAML Thesis Community." Please explore all links and resources posted here.

Drexel University Thesis & Dissertation Manual
This manual contains the formatting guidelines for your thesis. It can be found online at
https://drexel.edu/graduatecollege/academics/thesis-and-dissertation/

Chicago Style Quick Guide
The AAML program uses Chicago style author-date for inline citations and Works Cited. A free online guide can be found at https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html

Purdue Online Writing Lab (a great writing resource)
https://owl.english.purdue.edu/owl/

Drexel University Libraries, Arts Administration and Museum Leadership research page
http://libguides.library.drexel.edu/AAML/welcome

COURSE SOFTWARE

Students are expected to use Zotero for their thesis bibliography. Please download and install Zotero Standalone: http://www.zotero.org and the ZotFile plugin: http://www.zotfile.com.

Zotero tutorials are available at http://libguides.library.drexel.edu/c.php?g=176782&p=6096007

GRADED ASSIGNMENTS AND LEARNING ACTIVITIES

Grade Scale: This class is Credit/No Credit. You must satisfactorily complete all of the following in order to receive credit (CR) for this class.

Students who are unable to complete the master's thesis in two terms of AADM 798 will register for 0.5 credits of AADM 799 Thesis Completion, repeating this course until a final draft is delivered and approved.

Your ability to receive credit for this course is based on your satisfactory completion of the following:

Quality of Class Participation – 20%
This assessment is based in large part on the quality of your participation each week. Are you advancing towards a completed thesis and communicating your progress to your instructor?

Interim Thesis Deliverables – 20%
This assessment is based on your completion of several interim deliverables, including a revised thesis proposal, a plan for data collection and analysis, a weekly thesis timeline, and weekly update emails to the instructor.

Completion of a Partial Thesis Draft (first term 798) -- 50%
Completion of Final Thesis (second term 798) – 50%

First-term students will complete a topic sentence outline and begin drafting their full thesis by the end of the term. Second-term students will submit a first full draft of the thesis in the second week of the term, and a completed and approved thesis by the end of the term. See the Assignments section of this syllabus for details of all assignments and drafts due.

Three Minute Thesis Presentation in Finals Period – 10%
During Finals Period, you will create a three minute visual (with just one slide) and oral presentation of your thesis-in-progress (first term of 798), or your findings from your final thesis (second term of 798) on Blackboard Learn. Visit https://threeminutethesis.uq.edu.au/about to learn more about Three Minute Thesis (3MT), and visit Drexel's 3MT site at https://drexel.edu/graduatecollege/professional-development/emerging-graduate-scholars-conference/2019-3MT/ to learn more about entering the competition after your second term of 798. Though you don't have to enter the actual 3MT competition, we are more than happy to support you if you choose to do so. Use PowerPoint to develop your single slide, record your 3-minute narration over it, then post your final presentation as an .mp4 file to the Discussion Board in Blackboard Learn.

Failure to participate in required aspects of the class (weekly update emails, final presentation, etc.) may result in an NCR grade for this course.

COURSE FORMAT

In order to facilitate student work in the field (or at the writing desk), this course will not meet on a weekly basis. Rather, students will be expected to progress on the thesis with weekly electronic check-ins with their partners as well as periodic individual check-ins with the instructor. Meetings can occur as in-person appointments, or via video-chat or phone for remote students. Whole class gatherings may be scheduled when necessary and feasible. Students should schedule in-person or remote meetings in advance. Check the frequency of your meeting schedule below according to which term of 798 you are registered for, then visit awz25@drexel.edu to schedule your meetings for the term.

First-term students should schedule 30-minute meetings in weeks 1, 3, 5, 7, and 9 of the term. The first meeting will be to review your thesis proposal and research plans. The subsequent meetings will be to check in on your refining of your thesis proposal, expansion of your literature review, your data gathering, your data analysis, and development of your topic sentence outline.

Second-term students should schedule 30-minute meetings in weeks 1, 3, 5, 7, and 9 of the term. These meetings are timed to follow the submissions of your thesis drafts throughout the quarter and will be used to discuss your instructor's and/or second reader's feedback on those drafts.

ARTS ADMINISTRATION THESIS EXPECTATIONS (*Revised: Fall 2021*)

Theses in the Arts Administration and Museum Leadership graduate program are based on original research and grounded in the literature of the field. Each thesis has several components:

- **Introduction** -- This section introduces readers to the topic area of your thesis. It includes a discussion of what is currently happening in the world regarding this topic, why this topic is currently of value, relevance, importance, and or concern to the field of arts administration and museum leadership, your own interest in and/or connection to the topic. This section will also include a description of the purpose of your research. It should consist of at least one paragraph based on the structure of the Purpose and Problem Statements found in the Creswell and Turabian textbooks used in AADM 785 Research Design in the Arts. You will also need to include the main research question and sub-questions of your thesis research in this section, along with an explanation of why these questions are important to research (both in general and to the arts administration and museum leadership field), and an overview of how and where the questions fit into the existing literature.

- **Literature Review** -- This section is a discussion of previous research that relates to your topic area and research questions. The literature review presents a framework, or map, in which your research question fits. It highlights the critical components and methodological approaches of your research idea by both summarizing and synthesizing the existing literature. It does not report out what you have found article-by-article or author-by-author, but is instead organized thematically into sub-topics, where each sub-topic is organized and presented as three or more main points you wish to communicate to your readers about each theme. Taken together, these sub-sections form the literature review, which gives your readers the necessary information and context to understand your research questions, findings, analysis and discussion, and conclusion. Within each sub-section of the literature review, the topic sentence of each paragraph should present to the reader one of the main points of that sub-topic, followed by additional information, explanation, and relevant citations from existing literature. In other words, you are presenting what is already known (or not known) about the topic *as it relates to your research questions*, and then providing evidence of how we know these things to be true, with credit provided to those who have previously learned and published that information.

- **Methodology** -- This section includes:
    - a discussion of the research methods utilized (be sure to state why they are appropriate for your research question).
    - an explanation of the data sources/research subjects, including how they were collected and analyzed.
    - **Limitations** - the potential limitations of the study (i.e. what you aren't studying and why), as well as the limitations of your chosen research methods.
    - **Anticipated Findings** – hypotheses/anticipated findings related to your research questions, please provide evidence (cite sources) to support your anticipated findings.

- **Research Findings** -- This section is a straightforward presentation of the data from your primary research. In other words, you will share what the data is, not what it means, which is what will be discussed in the next section of your thesis (the Analysis and Discussion). Depending on your topic and research methods, it may be helpful to utilize figures or graphs to present some or all of your data.

- **Analysis and Discussion** -- This section is a discussion of what your findings mean relative to your research questions. It provides an analysis of the primary research data leading to conclusions that answer your research questions and advance the field's understanding of your topic. Resources used in your literature review, or additional existing sources of literature, should also be used in this section (in conjunction with the evidence from your primary research data) to provide supplemental support for and context to your claims.

- **Conclusion** -- This section briefly summarizes what has been learned, broadening back out to your introduction of the topic. You will review your main research questions and sub-questions in light of your research findings, do consider if they support, disprove, or could neither prove nor disprove your anticipated findings. The conclusion

also provides information regarding what others can do to use or build on the findings of your thesis.

- **References** -- A complete list of the references for all literature cited in the thesis, in **Chicago/Turabian author-date format** (not footnotes or endnotes, though these may be used in certain circumstances in the main body of the thesis to provide additional, non-bibliographic information that might otherwise distract from the overall flow of the thesis narrative). All sources included in the Works Cited list must be referenced somewhere in the main body of the thesis narrative.

All theses should <u>triangulate data</u>, meaning that you employ multiple sources, whether that means multiple interviews within a single case study, or multiple methods of data gathering (census data, surveys, and focus groups) on a given set of research questions.

All theses should feature considerable <u>depth and detail</u>, meaning that they explore a given topic thoroughly as well as explaining it completely. This can be achieved through thorough and rigorous (not superficial) research into your subject.

There are a few common types of thesis. These include, but are not limited to:

- **Single case study** -- an in-depth study of a single arts organization, program, festival, city, neighborhood, etc. These must include at least 5 interviews, or more than one focus group, plus document review or observations related to the case.

- **Multiple case study** -- an in-depth study of a set of arts organizations, programs, etc. Cases can number 2-5 or so. You must include at least 2 interviews from each case, plus other modes of data collection like those outlined above.

- **Surveys of the field** -- data gathered to explore a field-wide understanding of a phenomenon, such as audience responses, a study of arts administration graduates, etc. This methodology often uses electronic surveys in combination with other methods, such as focus groups. It does not focus on a particular organization or set of organizations, but attempts to get a sense of what is going on in the field more broadly. Survey data should work to achieve as close to a representative sample of the broad population as possible, using techniques to determine appropriate sample size and margin of error.

- **Fundamental research** -- academic study of phenomena such as demographic trends, audience makeup, etc. Also known as pure, or basic, research, it is exploratory and aims to advance knowledge and to identify or explain relationships between variables. This type of research is based on an extremely extensive literature review plus expert interviews and quantitative data analysis.

Theses will vary in length and scope, but they should be at least 35 double spaced pages in length, excluding references and any appendices. Theses can incorporate quotes from both secondary sources and primary data such as interviews and focus groups, but quotes should be used judiciously and always accompanied by proper citations. Theses should include visual support for claims whenever possible, in the form of charts, graphs, tables and the like. Theses should follow the Drexel Thesis Guidelines linked in the AAML Thesis Community, including the guidelines around formatting, use of in-text citations, and use of headings and subheadings.

ASSIGNMENTS

All assignments are submitted on Blackboard Learn. Use the following tables to plan your work based on whether this is your first or second term of AADM 798.

First Term AADM 798 Course Calendar

Week	Your Research	Weekly Assignments
1 9/23/24	**Weeks 1-5:** **Data Collection.** *Advisor Reviews each student's research question and plan.* *Advisor and student consider any adjustments to be made in research plan based on what is happening during implementation of primary research in this period.* *Primary Research is conducted – interviews occur, surveys are sent and promoted, focus groups meet, etc.* *Revised Thesis Proposal to be submitted.*	Please email awz25@drexel.edu to schedule your meetings for the term. Set up 30-minute meetings -- one each in weeks 1, 3, 5, 7, and 9 of the term. **In addition to conducting your primary research, prepare the following.** **All are due Monday Sept 30, 11:59PM PST.** **Weekly Thesis Timeline:** At the start of each term of AADM 798, students will draft a weekly schedule detailing thesis-related activities from that point till thesis completion. Students will be expected to keep their timelines updated as circumstances change. **Data Collection and Analysis Plan:** In conjunction with the thesis timeline, students will hand in a data collection and analysis plan that details the methods of data analysis and sources of data (including specific interviewees, plans for focus groups, related research protocols, and other relevant details). **Read Chapters 1-5 of the Silvia text,** *How to Write a Lot*. Prepare a 1-2 page reflection paper on your takeaways from this reading and how you will apply them to your thesis work. **Revision of thesis proposal from 785:** Revise your final thesis proposal from AADM 785 Research Design in the Arts to address comments and questions put forth by that course's instructor.
2 9/30/24		**The following assignments are all due on Monday Sept 30 11:59PM PST:** ● **Weekly Thesis Timeline** ● **Data Collection and Analysis Plan** ● **Revision of Thesis Proposal** ● **Reflection: How to Write a Lot** ● **Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Students will email their instructor a weekly update on their thesis development progress.
3 10/7/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*)
4 10/14/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) **Revised Thesis Proposal Due**
5 10/21/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*)

10/28/24	**Weeks 6-9:** **Coding and Analysis of Results**. *Revised Thesis Proposal with Expanded Literature Review to be submitted. Transcribe/code interviews and focus group materials; review survey results.*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Further Revised Thesis Proposal with Expanded Literature Review Due
7 11/4/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*)
8 11/18/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) **Further Revised Thesis Proposal with Revised Expanded Literature Review Due**
9 11/25/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) **Topic-Sentence Outline:** Students will complete and submit a topic-sentence outline of the entire thesis, **due Monday Dec 2 11:59PM PST**. This outline is organized according to your information and must contain all the sections of a thesis as outlined in this syllabus. Within each section or sub-section, each point on the outline should be represented by the first sentence of every paragraph in that section. Those sentences should convey the main point of each paragraph. Read together, they provide a comprehensive outline describing the flow, logic, and contents of your entire thesis. In the Literature Review section of your outline, please be sure to include the author-date citations that are referenced in each sub-section. Include citations for other sections as appropriate, as well as indications of any visuals (graphs, figures, etc.) you plan to use.
10 12/2/24	**Week 10 - Finals Week: Writing Phase & Online Presentations.** *Drafting of thesis. Use Topic-Sentence outline to develop your draft.*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) **Topic-Sentence Outline due Monday Dec 2 11:59PM PST**. Begin drafting thesis; **Complete first draft to be submitted to your second-term 798 Advisor no later than the second Monday of your second term of 798.** You do not need to submit a full draft of your thesis to your first-term 798 Advisor, unless that person is also your second-term 798 Advisor. **Three Minute Thesis Presentations, due Monday Dec 9 11:59PM PST:** Prepare a brief presentation (3 mins), with one slide, summarizing your progress during the term. What did you accomplish, what obstacles did you encounter, what still remains to be done, and most importantly, what did you learn? What are your key findings so far? This is meant to be a reflection of what you learned from your research, not a reflection of what you may have learned about your own challenges in conducting research and writing. Please schedule an individual thesis advising appointment with your instructor to present your 3MT Presentation.
Finals Week 12/9/24		**Three Minute Thesis Presentations, due Monday, Dec 9 11:59PM PST.** Continue drafting thesis.

Second Term AADM 798 Course Calendar

Week	General Overview	Weekly Assignments
1 9/23/24	**Weeks 1-2:** **Review 1st draft.** *Advisor reads first draft (may be different person from 798/1); reviews with student.* *Meet with Advisor as needed for review of first draft.*	Please email awz25@drexel.edu to schedule your meetings for the term. Set up 30-minute meetings -- one each in weeks 1, 3, 5, 7, and 9 of the term. **Weekly Thesis Timeline: due Monday Sept 30 11:59PM PST**. At the start of each term of AADM 798, students will draft a weekly schedule detailing thesis related activities from that point till thesis completion. Students will be expected to keep their timelines updated as circumstances change. **Your timeline this term should include the processing and deadlines for all paperwork necessary to submit your completed and approved thesis to the University and to apply for graduation (if applicable).** See the Graduation Process tab in the AAML Thesis Community on BbLearn for complete information and instructions. Draft full thesis based on your topic-sentence outline. **Monday Sept 30** or earlier if possible.
2 9/30/24		**Submit Weekly Thesis Timeline by Monday Sept 30 11:59PM PST**. **Submit first full draft of your thesis by 11:59PM PST Monday Sept 30** What needs to be in your first draft: ● (*Don't need the cover pages*) ● Introduction ● Updated literature review ● Methodology (in past tense since your research is now completed) ● Citations all the way through. Citations must use Turabian author-date style. ● Results/Data – report out on findings ● Analysis and Discussion ● (*Conclusions now or in next draft*) ● Works Cited **Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Students will email their instructor a weekly update on their thesis development progress.
3 10/7/24	**Weeks 3-4:** **Revise and re-submit.** *Second draft to be submitted.*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Apply to graduate, if applicable. For information and instructions, visit https://drexel.edu/drexelcentral/graduation/information/applying-for-degree/
4 10/14/24		**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) **Submit 2nd draft of your thesis by 11:59PM PST Oct 14.** This should be a completed draft, incorporating feedback, revisions, and missing pieces from your 1st draft.
5 10/21/24	**Week 5:** **Receive feedback.** *Review 2nd draft with Advisor; prepare 3rd draft.*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Meet with Advisor as needed for review of second draft.

10/28/24	**Week 6:** **Second reader review.** *Submit 3rd draft to Advisor and to 2nd Reader*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) **Submit 3rd Draft to Advisor and 2nd Reader by 11:59PM PST Monday Oct 28** What needs to be in this draft: - Formatting including cover pages for final draft - Corrected citations and bibliography - Everything from first draft but polished; edit out things that are not needed, add information and explanations as suggested by your primary advisor - Findings are grounded in the literature; analysis of your findings is in the context of your lit review; analysis includes triangulation - Conclusion is written Feedback from your second reader will primarily look at your research and your argument – what needs to be addressed that's not in here? How does the thesis construct the information and the argument; are there holes in your argument? **Your second reader will let you know if there are problems with your writing, but will not be your copy editor. You are responsible for the final editing and proofreading of your paper before final submission is made.**
7 11/4/24	**Week 7:** **Receive feedback.** *Receive feedback from Advisor and 2nd reader.*	Meet with Advisor as needed for review of third draft and second reader's feedback.
8 11/18/24	**Weeks 8:** **Final Revisions.** *Final Submission (with Advisor approval)*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Meet with Advisor as needed for review of third draft and second reader's feedback.
9 11/25/24	**Weeks 9:** **Final Revisions.** *Final Submission (with Advisor approval)*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*)
10 12/2/24	**Week 10:** ***Final Submission (with Advisor approval)*** **Gather paperwork.** *See the Graduation Process tab in the AAML Thesis Community on BbLearn for complete information and instructions.*	**Weekly Updates via Email** (*due each Monday by 11:59 pm PST Weeks 2 - 10*) Final Thesis Submission: At the end of the second term of AADM 798, students will turn in a completed thesis that accords to the guidelines set forth by the program, and approved by the course's instructor. **<u>Your final approved thesis is due by 11:59PM PST Monday Dec 2.</u>** Gather Paperwork: **All paperwork needed for University submission and approval of your thesis, and for graduation, is the responsibility of the student.** See the Graduation Process tab in the AAML Thesis Community on BbLearn for complete information and instructions. **Three Minute Thesis (3MT) Presentations, due Monday, Dec 9 11:59PM PST:** Prepare a brief presentation (3 mins) with one PowerPoint slide. The presentation should summarize your thesis. What did you learn in your research? Visit https://threeminutethesis.uq.edu.au/about and https://threeminutethesis.uq.edu.au/resources/competition-rules to learn more. If you're interested in submitting to 3MT, visit Drexel's 3MT site at https://drexel.edu/graduatecollege/professional-development/emerging-graduate-scholars-conference/2019-3MT/ to learn more about submitting your work. Please schedule an individual thesis advising appointment with your instructor to present your 3MT Presentation.
Finals Week 12/9/24	**Online presentations**	**Three Minute Thesis Presentations due Monday, Sept 9, 11:59PM PST.**

DREXEL UNIVERSITY POLICIES AND RESOURCES

- **Students are expected to be familiar with and adhere to Drexel University policies.**
  - **Academic Integrity, Plagiarism, Dishonesty and Cheating Policy**
    - https://drexel.edu/provost/policies/academic-integrity/
  - **Student with Disability Statement**
    - https://drexel.edu/disability-resources/support-accommodations
  - **Course Add/Drop Policy**
    - http://drexel.edu/provost/policies/course-add-drop
  - **Course Withdrawal Policy**
    - http://drexel.edu/provost/policies/course-withdrawal
  - **Attendance**
    - Initial Course Participation (ICP): Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid. Weekly email check-ins will be counted as attendance in the course and marked on BB Learn.
  - **Absence from Class**
    - https://drexel.edu/provost/policies-calendars/policies/absence/
  - **Class Recording**
    - Meetings of this course might be recorded. Any recordings will be available to students registered for this class. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings, or any part of the recordings, may not be reproduced, shared with those not in the class, or uploaded to other online environments.
  - **Appropriate Use of Course Materials**
    - It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the **IT-1 policy** found at: https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/
    - Briefly, this policy states that all course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the **University's Code of Conduct** found at: https://drexel.edu/compliance-privacy-audit/compliance/policies/cpo-1/ and will be investigated as such.

Drexel Writing Center . http://drexel.edu/engphil/about/DrexelWritingCenter/
Undergraduate and graduate students can receive guidance from the Drexel Writing Center for any project with a written component. Face-to-face or online sessions with peer and faculty reviewers are available, as well as an email response service. The Writing Center also hosts workshops for graduate and advanced undergraduate students.

Course Change Policy
The instructor of this course reserves the right to change the course during the term at his/her discretion. If changes are made, students will be informed by email and/or in class.
PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE: Artificial intelligence tools such as large language models (e.g., ChatGPT) are not permitted to be used in preparing submitted work for this course. Further information on university policies regarding the use of artificial intelligence tools in the classroom is available in the Draft Drexel University Policy on Academic Integrity Pertaining to Artificial Intelligence.

AADM 746-001: Creative Placemaking
Spring Quarter 2024 | 3.0 credits

Instructor: Andrew Zitcer, Associate Professor of Arts Administration and Urban Strategy
E-mail: andrew.zitcer@drexel.edu (preferred method of contact)
Phone: 215-571-3703
Mobile: 267-252-5130
Zoom: https://drexel.zoom.us/my/andrewzitcer
Office: URBN 410A
Office Hours: By appointment

Course Description

Creative placemaking has become a major area of discussion in today's arts and creative economy. But what is creative placemaking and what can it do for communities? This course explores art practices that bear location and geography in mind, seeking to transform place through the inclusion of creative interventions. We will look at the economic and social impacts of arts, arts-led gentrification and neighborhood change, and the contemporary state of placemaking practices in our field. The course will offer us the chance to be up to date on one of the driving issues of today's arts funding landscape as well as an opportunity to design our own hypothetical placemaking initiatives.

Inclusivity statement

As your instructor, I am committed to fostering an inclusive and intellectual environment. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. To make the most of this course, we must create together a rigorous and lively forum of ideas that is welcoming to everyone.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Course Goals – Statement of Expected Learning

Drexel University's Student Learning Priorities[1] establish educational goals across the University encompassing six core intellectual and practical skill areas as well as five experiential and applied learning areas.

The core intellectual and practical skills developed by this course include:
- creative and critical thinking
- ethical reasoning
- information literacy

The experiential and applied learning areas developed by this course include:
- professional practice
- leadership
- responsible citizenship

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[1] For more information, see https://drexel.edu/institutionalresearch/assessment/outcomes/dslp/

Graded Work

Artist profile – 20% of grade
Each student will chose an artist to interview and write up a 1000 word profile that addresses the following (about one paragraph each): how they became an artist, their art form and a description of their unique work; where they are living now (city and neighborhood) and why; hours and (rough) earnings from artwork, method of making arts income, and crossover among commercial, nonprofit, and community sectors; what organizations and spaces have been important to their ability to pursue a career in the arts; ways in which the artist is engaged with or gives back to the community; and what cultural, economic, and place-based policies would make a difference. **Due Wednesday, April 24 at 11:59 pm.**

Midterm placemaking profile – 20% of grade
Each student will profile a creative placemaking project of their choosing, anywhere in the world. The profile, up to 3000 words not including maps, tables, and references, will draw on diverse sources, including secondary data that places the organization and/or space in its geographic or economic context. Interviews with stakeholders can enhance the depth of this project. **Due Wednesday, May 15 at 11:59 pm.**

Placemaking project – 30% of grade
Students will work to develop a proposal for a placemaking initiative of their own design, in a location of their choice. More information about this final project will be available on BB Learn in the early part of the quarter. **Alternate deliverable**: short answer essay exam (open book, and open notes). **Due Wednesday, June 12 at 11:59 pm.**

Class participation – 30% of grade
Attendance and participation in class make for a robust, vital set of interactions. Good participation looks like asking thoughtful questions, bringing in other resources from life or other experiences or classes into the discussion, doing research on our class guests to prepare to help interview them and more. If you have any questions about what meaningful class participation looks like, feel free to ask me.

Course materials
There is no required textbook for this class. All readings will be posted on BB Learn in the Course Materials folder.

Grade Scale

A+	100%+	Outstanding Work
A	95-99%	Very Superior Work
A-	90-94%	Superior Work
B+	88-89%	Above Good Work
B	83-87%	Good Work
B-	80-82%	Slightly Below Good Work
C+	78-79%	Slightly Above Average Work
C	73-77%	Average Work
C-	70-72%	Slightly Below Average Work
D+	68-69%	Below Average Work
D	63-67%	Below Average Work
F	00-62%	Failure. Work Unacceptable

Week 1: April 4. What is Creative Placemaking?

Introductions and check-ins; syllabus overview; how to read academic articles

Class 1 activity: **before doing the readings**, write your own definition of creative placemaking based on your prior knowledge on the class blog. Then discuss with a partner and we will have a class knowledge-building conversation.

Then jigsaw the following readings and write your new definition of creative placemaking alongside an analysis of your main takeaways from the readings on the class blog**.**

Readings:

Markusen, Ann, and Anne Gadwa. 2010. *Creative Placemaking*. White Paper. Washington, D.C.: Mayors' Institute On City Design, National Endowment for the Arts. http://www.nea.gov/pub/CreativePlacemaking-Paper.pdf.

Ashley, Amanda Johnson. 2015. "Beyond the Aesthetic: The Historical Pursuit of Local Arts Economic Development." *Journal of Planning History* 14 (1): 38–61. https://doi.org/10.1177/1538513214541616.

Frenette, Alexandre. 2017. "The Rise of Creative Placemaking: Cross-Sector Collaboration as Cultural Policy in the United States." *The Journal of Arts Management, Law, and Society* 47 (5): 333–45. https://doi.org/10.1080/10632921.2017.1391727.

Week 2: April 11. Urban History and Context

Class guests: Michael O'Bryan and Patrick Morgan, Lindy Institute

Reveal Podcast, *The red line: Racial disparities in lending*: https://revealnews.org/podcast/the-red-line-racial-disparities-in-lending/

Fullilove, Mindy Thompson. 2004. *Root Shock: How Tearing up City Neighborhoods Hurts America, and What We Can Do About It*. New York: One World/Ballantine Books. Chapters 1, 3, 5.

Stein, Samuel. 2019. "Gentrification Is a Feature, Not a Bug, of Capitalist Urban Planning." *Jacobin*. March 12, 2019. https://jacobinmag.com/2019/03/gentrification-is-a-feature-not-a-bug-of-capitalist-urban-planning.

Nicodemus, Anne Gadwa. 2013. "Artists and Gentrification: Sticky Myths, Slippery Realities." *Createquity.com*. https://createquity.com/2013/04/artists-and-gentrification-sticky-myths-slippery-realities/

Grodach, Carl, Nicole Foster, and James Murdoch. 2018. "Gentrification, Displacement and the Arts: Untangling the Relationship between Arts Industries and Place Change." *Urban Studies* 55 (4): 807–25. https://doi.org/10.1177/0042098016680169.

Week 3: April 18. Placekeeping and Belonging

Class guest: Danya Sherman, Sherman Arts Strategies and formerly ArtPlace

Bedoya, Roberto. 2012. "Creative Placemaking and the Politics of Belonging and Dis-Belonging." Blog. *Arts in a Changing America*. https://www.giarts.org/article/placemaking-and-politics-belonging-and-dis-belonging

Bedoya, Roberto. 2014. "Spatial Justice: Rasquachification, Race and the City." *Creative Time Reports* (blog). September 15, 2014. http://creativetime.org/reports/2014/09/15/spatial-justice-rasquachification-race-and-the-city/.

Lipsitz, George. 2011. "The White Spatial Imaginary" and "The Black Spatial Imaginary" in *How Racism Takes Place*. Philadelphia: Temple University Press, 25-50; 51-72.

Hunter, M. A., Pattillo, M., Robinson, Z. F., & Taylor, K.-Y. (2016). Black Placemaking: Celebration, Play, and Poetry. *Theory, Culture & Society*, 33(7-8), 31-56. https://doi-org.ezproxy2.library.drexel.edu/10.1177/0263276416635259

Ruberto, Dianna A. n.d. "Black Citizen Participation in Urban Development Policies and Creative Placemaking Practices in Wilmington, Delaware." *Journal of Urban Affairs*, 1–21. https://doi.org/10.1080/07352166.2023.2184694.

Week 4: April 25. Cultural Districts and Downtown Cultural Development

Class guest: Jamie Bennett (former ED of ArtPlace) – asynchronous class due to conference travel

Noonan, Douglas S. 2013. "How US Cultural Districts Reshape Neighbourhoods." *Cultural Trends* 22 (3–4): 203–12. https://doi.org/10.1080/09548963.2013.817652.

Redaelli, Eleonora. 2019. "Cultural Districts: Mixing the Arts and Other Business." In *Connecting Arts and Place: Cultural Policy and American Cities*. Sociology of the Arts. Cham, Switzerland: Palgrave Macmillan.

Stern, Mark J., and Susan Seifert. 2008. *From Creative Economy to Creative Society*. Philadelphia, PA: Social Impact of the Arts Project and The Reinvestment Fund. https://repository.upenn.edu/cgi/viewcontent.cgi?article=1006&context=siap_revitalization

Stern, Mark J., and Susan Seifert. 2007. "Cultivating "Natural" Cultural Districts." Philadelphia: University of Pennsylvania, Social Impact of the Arts Project.

Week 5: May 2. Public Art, Monuments and Placemaking (share out artist profiles in lieu of class guest)

Pasternak, Anne, and Tom Finkelpearl and Tom Eccles. 2008. "Thinking about the Public in Public Art." *Creative Time: The Book*. 1st ed. Princeton Architectural Press. 82-90.

Zitcer, Andrew, and Salina M. Almanzar. 2019. "Public Art, Cultural Representation, and the Just City." *Journal of Urban Affairs*, May. http://www.tandfonline.com/doi/abs/10.1080/07352166.2019.1601019.

Monument Lab National Audit. 2021. - https://monumentlab.com/audit

Graham, David A. "The Stubborn Persistence of Confederate Monuments." *The Atlantic*, April 26, 2016. https://www.theatlantic.com/politics/archive/2016/04/the-stubborn-persistence-of-confederate-monuments/479751/.

Sheridan, Mary Beth, and Luis Antonio Rojas. 2024. "Underground Anti-Monument Movement Brings Painful History to Mexico City." Washington Post. February 27, 2024. https://www.washingtonpost.com/world/2024/02/27/mexico-antimonuments-paseo-reforma/.

Week 6: May 9. The View from the Artist

Class guest: Michelle Angela Ortiz, artist

National Endowment for the Arts. *Artists and Other Cultural Workers: A Statistical Portrait.* Washington, DC. 2019. https://www.arts.gov/publications/artists-and-other-cultural-workers-statistical-portrait

Frasz, Alexis. 2023. "Opportunity Scan: Opportunities to Support Artists' Ability to Thrive." Fractured Atlas. https://heliconcollab.net/wp-content/uploads/2023/02/Fractured-Atlas-Opportunity-Scan.pdf.

McIlvain, Josh. 2014. "The Untenable Career of a Successful Philadelphia Theater Artist: Interview with Charlotte Ford." *FringeArts Blog.* https://fringearts.com/2014/05/20/the-untenable-career-of-a-successful-philadelphia-theater-artist-interview-with-charlotte-ford/

Simonet, Andrew. 2014. *Making Your Life as an Artist.* Philadelphia, PA: Artists U. http://www.artistsu.org

Week 7: May 16. How to do Creative Placemaking

Class guest: Ben Stone, National Endowment for the Arts, Director of Design and Creative Placemaking

Zitcer, Andrew. 2020. "Making Up Creative Placemaking." *Journal of Planning Education and Research* 40 (3): 278–88. https://doi.org/10.1177/0739456X18773424.

PolicyLink. *Arts, Culture, and Community Development.* https://communitydevelopment.art/ (Spend up to one hour on this site, researching projects and outcomes)

National Endowment for the Arts. *How to Do Creative Placemaking.* https://www.arts.gov/about/publications/how-do-creative-placemaking (Read introduction and 3 chapters or case studies)

LISC creative placemaking toolkit. https://www.lisc.org/our-initiatives/creative-placemaking/main/creative-placemaking-toolkit/

Week 8: May 23. Cross sector collaborations

Class guest: Johanna K. Taylor, ASU + CAIR Lab

ArtPlace America. Creative Placemaking Research resources. https://creativeplacemakingresearch.org/field-scans/ (read any two field scans and take notes)

Debold, Ryan, Zitcer, Andrew, and Pinsky Clara. 2020. *Financing Creative Placemaking* (skim report and case studies). https://drexel.edu/lindyinstitute/initiatives/creative-placemaking-financing/

Crane, Lyz. 2021. *Core Competencies: Reflections on Integrating Arts and Culture in Community Development* https://communitydevelopment.art/resources/core-competencies https://communitydevelopment.art/strategies (read any two briefs and take notes)

Week 9: May 30. Emergent Issues and Beyond Placemaking?

Class guest: Dean Jason Schupbach, Drexel (formerly NEA)

Rural America Placemaking Toolkit. 2024. https://www.ruralplacemaking.com/ (read Get Started Guide and explore site)

Sherman, Danya and Deirdra Montgomery. 2024. *Creatives Rebuild New York: Artist Employment Program Progress Report* https://www.creativesrebuildny.org/wp-content/uploads/2024/02/CRNY-Evaluation-Report_AEP.pdf

Engh, Rachel, Ben Martin, Susannah Laramee Kidd, and Anne Gadwa Nicodemus. 2021. "WE-making: How arts & culture unite people to work toward community well-being," Easton, PA: Metris Arts Consulting, 2021. https://communitydevelopment.art/resources/arts-and-culture-unite-people-conceptual-framework

Zitcer, Andrew, Julie Hawkins, and Neville Vakharia. 2017. "The Arts as Fundamental—and Fragile—in Community Life - Metropolitics." *Metropolitics*. February 22. https://metropolitics.org/The-Arts-as-Fundamental-and.html

Week 10: June 6. Creative Placemaking Evaluation and Assessment

Class guest: Jamie Hand, Creatives Rebuild NY

National Endowment for the Arts. 2021. "Our Town: A Framework for Understanding and Measuring the National Endowment for the Arts' Creative Placemaking Grants Program." Washington D.C.: National Endowment for the Arts. https://www.arts.gov/sites/default/files/NEA-Our-Town-Resource-Guide-2.5.2021.pdf

Crisman, Jonathan Jae-an. 2022. "Evaluating Values in Creative Placemaking: The Arts as Community Development in the NEA's Our Town Program." *Journal of Urban Affairs* 44 (4–5): 708–26. https://doi.org/10.1080/07352166.2021.1890607.

Finals Week: June 10. Placemaking final project presentations or exams due

University academic policies

Students are expected to be familiar with and adhere to Drexel University policies.

- **Academic Integrity, Plagiarism, Dishonesty and Cheating Policy**
    - https://drexel.edu/provost/policies-calendars/policies/academic-integrity/

- **Student with Disability Statement**
  - https://drexel.edu/disability-resources/support-accommodations/student-family-resources/
- **Course Add/Drop Policy**
  - https://drexel.edu/provost/policies-calendars/policies/course-add-drop/
- **Course Withdrawal Policy**
  - https://drexel.edu/provost/policies-calendars/policies/course-coop-withdrawal/
- **Absence from Class**
  - https://drexel.edu/provost/policies-calendars/policies/absence/
  - Note, Initial Course Participation (ICP): Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid.
- **COVID-19**
  - As members of the Drexel community, we all play a role in supporting our collective health and safety, and we appreciate your collaboration and commitment to this. University policies are subject to change as the situation changes. More information is available on the Drexel Response to Coronavirus website.
- **Class Recording**
  - Meetings of this course might be recorded. Any recordings will be available to students registered for this class. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings, or any part of the recordings, may not be reproduced, shared with those not in the class, or uploaded to other online environments.
- **Appropriate Use of Course Materials**
  - It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the **IT-1 policy** found at: https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/
  - Briefly, this policy states that all course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the **University's Code of Conduct** found at: https://drexel.edu/compliance-policy-privacy/compliance/policies/cps-1/ and will be investigated as such.

Course Change Policy
I reserve the right to change the course, including guests, readings, assignments throughout the quarter. I will notify you in class or via an Announcement in BB Learn with ample time for you to prepare.

URBS 650: Urbanism, Health and the Built Environment
Spring 2019

Navigation (jump to):

Academic Integrity, Plagiarism, and Cheating Policy

Drexel University is committed to a learning environment that embraces academic honesty. Please read, understand, and follow the "Student Conduct and Community Standards" as written in the Official Student Handbook: http://drexel.edu/provost/policies/academic_dishonesty/

- Evaluation/Grading/Attendance
- Course Schedule

Course Description and Objectives

This interdisciplinary course is intended to provide the student with a wide survey of the various urban design and public health principles, theories, regulatory controls, and contemporary urban-centric issues which govern the built environment and influence population health. This course will provide students with the knowledge and skills necessary to evaluate the built environment's impact on public health and develop urban design solutions to address public health issues such as obesity, environmental contamination, and social equity. This course is designed to advance the knowledge gained in the initial Urban Strategy overview courses and to add the critical lenses of public health and the design of urban space.

At the end of the course, students will be able to:
- Explain how the built environment impacts public health both positively and negatively
- Describe the methods used to assess the built environment and its impact on health.
- Describe the options available to promote healthy community design decisions
- Summarize the benefits of and barriers to working in an interdisciplinary environment

Program Level Outcomes

- **Problem solving**: students will undertake critical analysis and assessment of dynamic urban environments
- **Leadership skills:** students will develop capacity for ethical leadership, understand different leadership styles and methods for motivating others
- **Cross cultural perspective:** students will gain awareness and competence in cross-cultural perspectives, learning how diverse cultures impact urban life
- **Communication fluency:** students will hone their oral & written communication skills, learning how to interact with and impact a range of audiences through democratic, participatory engagement
- **Collaboration in teams:** students will learn to collaborate in multi-disciplinary teams to identify and address urban problems

- **Grounding in Context:** students will understand the role of history and culture in shaping urban institutions and systems
- **Urban Awareness:** students will investigate how cities are shaped by multiple systems, including public policy, health, economic development, and built environment

Drexel Student Learning Priorities

Students will obtain competency in the following: communication; creative and critical thinking; ethical reasoning; information literacy; self-directed learning; technology use; global competence; responsible citizenship.

Course Details and Logistics

Time and Location:

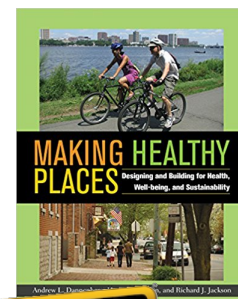| Day of Week	Time	Place	Instructor
Friday	12:00pm-2:50pm	URBN 348	Zitcer & Hirsch

Instructors' Information:

Jana A. Hirsch, Ph.D., Walking Extraordinaire, Assistant Professor
Urban Health Collaborative
Department of Epidemiology and Biostatistics
Office: 3600 Market Street, Room 706
Office Hours: By appointment
Email: JAH474@drexel.edu
Twitter: @Jana_Hirsch

Andrew Zitcer, Ph.D., Assistant Professor and Program Director
Urban Strategy
Westphal College of Media Arts & Design
Office: URBN Center Room 410A
Office Hours: By appointment

Email: Andrew.w.zitcer@drexel.edu
Twitter: @awzitcer

Course Materials:

- Andrew L. Dannenberg, Howard Frumkin, and Richard J. Jackson.
  Making Healthy Places: Designing and Building for Health, Well-Being, and Sustainability.
  Island Press, 2011. **Abbreviated MHP in this syllabus**

- Students should have a computer equipped with Microsoft Office, as well as optionally have GIS mapping software to aid in their mapping projects.

- Blackboard Learn system (https://learn.dcollege.net/): Announcements to the class will be made via e-mail using the Blackboard system. Please keep a current e-mail address in Blackboard.
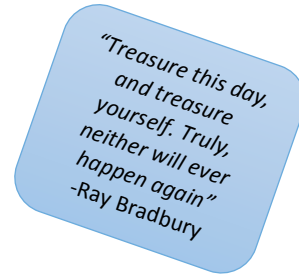
Accommodations:

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, see the Office of Disability Resources. Additional resources for your success can be found at the end of this syllabus (click to link to additional information on each resource):

- Academic Policies

2

- [Center for Learning and Academic Success Services (CLASS)](#)
- [Student Counseling Center (SCC)](#)
- [Writing Center (WC)](#)
- [English Language Center (ELC)](#)
- [Steinbright Career Development Center (SCDC)](#)
- [Office of Disability Resources (ODR)](#)

> *"Treasure this day, and treasure yourself. Truly, neither will ever happen again"*
> -Ray Bradbury

Expectations

Prohibited in our classroom:

Racism, sexism, homophobia, islamophobia, and xenophobia.

Academic Integrity, Plagiarism, and Cheating Policy

Drexel University is committed to a learning environment that embraces academic honesty. Please read, understand, and follow the "Student Conduct and Community Standards" as written in the Official Student Handbook: http://drexel.edu/provost/policies/academic_dishonesty/

Evaluation/Grading/Attendance

Grade components:

You will be evaluated by total points on:

- [Class attendance and participation](#) (50 points)
- [Field exercises and audits, plus presentation](#) (175 points)
- [Comparative Policy Profile](#) (50 points)
- [Two-minute testimony](#) (50 points)
- [Research project paper](#) (175 points)

Overall Evaluation Notes:

Class Attendance and Participation (50 points):

Your class participation will be graded holistically including attendance, class preparation, and active engagement in discussions. Attendance is mandatory. Students are allowed one excused absence before grades are negatively affected. More than one absence may result in a lower grade.

Instructor Feedback:

Instructors will offer feedback on assignments within ten days of submission. Student questions and comments will be answered by the instructor within 48 hours.

Emergencies:

Students unable to take submit an assignment due to illness or family/personal emergency must contact the instructor **prior to** the assignment due date. **IF you have a documented health problem or are having personal problems which are keeping you from attending class, you MUST see the instructor during the course of the semester in order to request special accommodations.** Do NOT wait until the semester is over to speak to the instructor about your attendance.

Field Exercises (150 points project; 25 points presentation):

During class periods you will explore and complete a number of field exercises and audits throughout the quarter. These include: EAPRS, PEDS/NEWS/MAPS, NEMS and more!

1. Choose a classmate to partner with on the completion of two different audits.

2. Work in pairs to conduct two types of audits in the neighborhood you have chosen for your research project paper. Audit tools can be one used during class or they can be from one of the measure registry/database. These audits can be of the same type of feature (two different park audits of the same park) or different features (a park audit and a grocery store audit).

Deliverables to be uploaded to Blackboard by **May 9 at 11:59 PM**:

- Map of the specific area(s) you surveyed (street segment, park, etc.)
- Completed two audit tools
- Recommendations of how that park/street/grocery store could be improved
- Up to 10 digital photographs highlighting important features. Include brief captions with each photograph. Try not to include any people in your photos. If you end up with some, ensure identifying information is missing (blur face, etc.).
- (25 points) Give a TWO SLIDE presentation of your overall results and the recommendations of how to improve this area on **May 10**

Comparative Policy Profile (50 points):

You will profile and compare similar built environment health-related policies or plans for two different cities (in America or beyond). These include but are not limited to: complete streets, vision zero, health for all, open space, affordable housing, tobacco retail limitations, sugar sweetened beverage sales. In addition to briefly explaining the scope and intent of each city's plan, contrast the two approaches looking for (and theorizing about) similarities and differences. When were these plans or policies adopted? How are they enforced? Who is responsible for their implementation? What are the intended or unintended health impacts of each policy? Is health listed in the policy? If so, as a motivation, outcome, or other? Are there provisions to evaluate each plan? Is health included as a measurable outcome? Search the Internet to see if you can determine the genesis or backstory of each plan, and how it has been received locally. 3-5 pages single spaced.

Deliverables to be uploaded to Blackboard by **May 23 at 11:59 PM**:

- 3-5 page single-spaced document
- Copies of the two policies (if relevant)
- Be prepared to discuss in class on **May 24**.

Two-minute testimony (50 points):

1. Pick a current topic related to a proposed change in the built environment (locally or elsewhere) that has health implications.
2. Prepare a two-minute oral testimony in class that might be delivered to a city council, legislature, zoning board, or other decision-making group conveying the health concerns about the project and how it might be improved to promote health or mitigate adverse health impacts.

Deliverable: Upload topic of testimony to blackboard (one sentence or less), and give a 2 minute (timed) oral presentation during **May 31** class. You **do not** need to submit a written version of what you present to the class.

The topic you pick may be a real or fictional, and may be Philadelphia-based or elsewhere. You may find a topic in the local newspaper. The proposed project may be favorable to health that you want to support, or could be bad for health that you want to discourage. Your task is to convey to the decision-makers in 2 minutes the impact of the proposal on health and urge them to consider health as part of their decision. Some examples of possible topics –

- A bond issue to provide more funding for new parks and for maintaining existing parks
- A bill to build a new sports stadium and demolish homes of 1000 low income persons
- A bill requiring 10% of city transportation funds be used to improve bike and pedestrian infrastructure in the city

- A zoning proposal to require that houses be built on large lots and to forbid mixed use developments
- A bill to set aside land for more community gardens (P patches) in the city
- A proposal to allow apodments (tiny apartments) to be built in Capitol Hill

The format of your 2-minute testimony should be as follows:

- First introduce yourself: "I am [your real name] representing XYZ organization (real or fictional) or speaking as a public health professional or as a concerned citizen"
- The location today is Philadelphia City Council or wherever.
- The topic today is the proposed bill to do …… (one sentence maximum)
- Then provide succinctly how the proposed bill affects health and the built environment and how you are urging the decision-maker to vote or to improve the proposal.

Research Project Paper (175 points):

1. Review research methods and topics listed in Making Healthy Places Chapter 22. Healthy places research: emerging opportunities.

2. Choose a neighborhood and then design how you'd assess an aspect of health in that neighborhood. Write a 3-5 page single-spaced paper first describing briefly why the topic is important, and then describing in more detail how you would design a research project to add to our knowledge about this topic. **Due June 10.** Paper should include:

- Proposed study design
- Types of skills research team would need
- Characteristics of a study population (and of comparison group if needed)
- Data sources
- Methods such as surveys, informant interviews, use of existing datasets
- Types of analyses
- Ethics concerns (if any)
- Types of results that might be found in such a study
- Possible implications of such results.

Deliverable: 3-5 page single spaced paper uploaded to Blackboard.

Calculation of Final Grade:

Active Participation	10%	50 points
Comparative Policy Profile	10%	50 points
Neighborhood Audits	30%	150 points
Presentation of Audits	5%	25 points
Research Project Paper	35%	175 points
Two-minute testimony	10%	50 points
Total Possible Points	**100%**	**500 points**

Course grades will be computed as a percentage of 500 points. Your final course grade for this class will be determined as indicated by the scale:

A+	97-100%	485 points or above
A	90-96%	450-484 points
B+	87-89%	435-449 points
B	80-86%	400-434 points
C+	77-79%	385-399 points
C	70-76%	350-384 points
D+	67-69%	335-349 points
D	60-66%	300-334 points
F	59 or less %	299 points or below

Course Schedule

Course Change Policy

The instructor reserves the right to make changes to the course, schedule, and policies at their discretion. Changes will be announced at the next class meeting as well as through an email notification. If necessary, a revised course schedule will be included.

Overview:

	April	May	June	
Mo	1 Classes Begin (Spring Quarter)			Mo
Tu	2			Tu
We	3	1		We
Th	4	2		Th
Fr	5 Week 1: Introduction to PH and Planning	3 Week 5: Healthy food		Fr
Sa	6	4	1	Sa
Su	7	5	2	Su
Mo	8	6	3	Mo
Tu	9	7	4	Tu
We	10	8	5	We
Th	11	9 Audits Due	6	Th
Fr	12 Week 2: Research and metrics	10 Week 6: Transportation, land use, air/water quality Audit Presentation	7 Week 10: local to global, climate change, future built environments	Fr
Sa	13	11	8 Last Day of Class	Sa
Su	14	12 Mother's Day	9	Su
Mo	15	13	10 Research Project Paper Due	Mo
Tu	16	14	11 Finals	Tu
We	17	15	12 Finals	We
Th	18	16	13 Finals	Th
Fr	19 Week 3: Natural spaces	17 Week 7: Mental and behavioral health, social capital	14 Finals	Fr
Sa	20	18	15 Finals	Sa
Su	21	19	16 Father's Day	Su
Mo	22	20	17	Mo
Tu	23	21	18	Tu
We	24	22	19	We
Th	25	23 Comparative Policy Profile Due	20	Th
Fr	26 Week 4: Physical activity/Ped-Bike issues	24 Week 8: vulnerable populations, healthy homes	21	Fr
Sa	27	25	22	Sa
Su	28	26	23	Su
Mo	29 Jana's Birthday	27 Memorial Day, Drexel Holiday	24 Classes Begin (Summer Quarter)	Mo
Tu	30	28	25	Tu
We		29	26	We
Th		30	27	Th
Fr		31 Week 9: policy, advocacy, community engagement Two-minute testimony	28	Fr
Sa			29	Sa
Su			30	Su

	No Class (University Holidays)		Exams
	Assignments Due		Weekend Days

Detailed Chronological Course Schedule:

Date	Topic and Readings	In-class activities
April 5	**Introduction to the Built Environment and Public Health**	**Andrew away**
	• MHP Preface. Richard Jackson • MHP Chapter 1. Introduction to healthy places. Howard Frumkin, Arthur Wendel, Robin Abrams, Emil Malizia • Corburn J. Reconnecting with our roots: American urban planning and public health in the twenty-first century. *Urban Affairs Review*. 2007; 42(5):688-713. • Malizia EE. City and regional planning: a primer for public health officials. *American Journal of Health Promotion*. 2005; 19(5S):1–13. • Corburn, Jason. (2004). Confronting the challenges in reconnecting urban planning and public health. *American journal of public health*, vol. 94 (issue 4), 541-546.	Unnatural Causes "Place Matters" (29 min) (on hold at the library) Hustwit, Gary, Swiss Dots (Firm), Plexifilm (Firm), and New Video Group. (2011). Urbanized: A documentary film. Brooklyn, NY: Plexifilm. (part of the 85 min) Share and pair reflection on where you grew up Jigsaw Activity on challenges connecting urban planning and PH
April 12	**Healthy Places Research and Metrics**	
	• MHP Chapter 20. Measuring, assessing, and certifying healthy places. Andrew Dannenberg, Arthur Wendel • MHP Chapter 22. Healthy places research: emerging opportunities. Richard Jackson, Arthur Wendel, Andrew Dannenberg • Gotschi T. Costs and benefits of bicycling investments in Portland, Oregon. *Journal of Physical Activity and Health*. 2011; 8 Suppl 1:S49-S58. • Ross CL, Leone de Nie K, Dannenberg AL, Beck LF, Marcus MJ, Barringer J. Health impact assessment of the Atlanta BeltLine. *American Journal of Preventive Medicine.* 2012; 42(3):203-213. • Boehmer TK, Wendel AM, Bowers F, Robb K, Christopher E, Broehm JE, Rose K, Ralph J. U.S. Transportation and Health Tool: data for action. *Journal of Transport and Health.* 2017; 6:530-537. • **Optional:** Brownson, Ross C., et al. "Measuring the built environment for physical activity: state of the science." American journal of preventive medicine 36.4 (2009): S99-S123. • **Optional:** Thornton, Lukar E., Jamie R. Pearce, and Anne M. Kavanagh. "Using Geographic Information Systems (GIS) to assess the role of the built environment in influencing obesity: a glossary." *International Journal of Behavioral Nutrition and Physical Activity* 8.1 (2011): 71. • Explore the National Collaborative on Childhood Obesity Research (NCCOR) measures registry: https://www.nccor.org/nccor-tools/measures/ • Explore the Active Living Research tools and measures page: https://www.activelivingresearch.org/toolsandresources/toolsandmeasures	Hirsch Presentation: What is a neighborhood? How do we define these spaces to study them? Workshop: Metrics within different domains Outdoor diary of observations. Imagine designing a measurement tool. **Optional homework activity:** The Built Environment Assessment Training Institute offers two free online training courses on assessing the built environment for (a) Physical Activity, and (b) Nutrition. Time: ~ 4 hours. http://www.med.upenn.edu/beat/online-courses.html
April 19	**Natural spaces, public places, and greenspace**	
	• MHP Chapter 15. Contact with nature. Howard Frumkin, Jared Fox • Donovan, Geoffrey H., Butry, David T., Michael, Yvonne L., Prestemon, Jeffrey P., Liebhold, Andrew M., Gatziolis, Demetrios, & Mao, Megan Y. (2013). The relationship between trees and human health: evidence from the spread of the emerald ash borer. *American journal of preventive medicine*, vol. 44 (issue 2), 139-145. • Blanck HM, Allen D, Bashir Z, Gordon N, Goodman A, Merriam D, Rutt C. Let's go to the park today: the role of parks in obesity prevention and improving the public's health. *Childhood Obesity*. 2012; 8(5):423-428 • Rybczynski, W. (1999). Why we need Olmsted again. *The Wilson Quarterly; 23*(3), 15–21.	Guest facilitator: Alison Gibson, NaturePHL Exploration of park tool (SOPARC or EAPRS)
April 26	**Physical activity, bicycle and pedestrian issues**	
	• MHP Chapter 2. Community design for physical activity. James Sallis, Rachel Millstein, Jordan Carlson • MHP Chapter 5. Injuries and the built environment. David Sleet, Rebecca Naumann, Rose Anne Rudd	Guest facilitator: Kelley Yemen, AICP, Director of Complete Streets, City of Philadelphia

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• Bauman A, Crane M, Drayton BA, Titze S. The unrealised potential of bike share schemes to influence population physical activity levels - A narrative review. *Preventive Medicine.* 2017; 103:S7-S14. • Buehler R, Pucher J. Trends in walking and cycling safety: recent evidence from high-income countries, with a focus on the United States and Germany. *American Journal of Public Health.* 2017; 107(2):281-287. • Adams, Marc A., et al. "International variation in neighborhood walkability, transit, and recreation environments using geographic information systems: the IPEN adult study." *International journal of health geographics* 13.1 (2014): 43. • Sallis, James F., et al. "Physical activity in relation to urban environments in 14 cities worldwide: a cross-sectional study." *The Lancet* 387.10034 (2016): 2207-2217. • International City/County Management Association (ICMA). Active living for older adults: management strategies for healthy and livable communities. 2003. http://www.ca-ilg.org/sites/main/files/file-attachments/resources__Active_Living.pdf • **Optional activity:** The Built Environment Assessment Training Institute offers two free online training courses on assessing the built environment for (a) Physical Activity, and (b) Nutrition. Time: ~ 4 hours. http://www.med.upenn.edu/beat/online-courses.html	Walkability street audit using Pedestrian Environment Data Scan (PEDS) (both outside and using Google streetview) or Neighborhood Environment Walkability Survey (NEWS) or Microscale Audit of Pedestrian Streetscapes (MAPS-Mini, https://activelivingresearch.org/blog/2015/09/auditing-pedestrian-environment-brief-tool-practitioners-community-members)	
May 3 **Healthy food access, behavioral choices**		
• MHP Chapter 3. Food environments. Carolyn Cannuscio, Karen Glanz • MHP Chapter 17. Behavioral choices and the built environment. Margaret Schneider • Elbel B, Moran A, Dixon LB, Kiszko K, Cantor J, Abrams C, Mijanovich T. Assessment of a government-subsidized supermarket in a high-need area on household food availability and children's dietary intakes. Public Health Nutrition. 2015; 18(15): 2881–2890. • Philadelphia Department of Public Health. (2010). *Get Healthy Philly! Walkable Access to Healthy Food*. http://www.phila.gov/health/pdfs/Food_access_report.pdf • Morland, Kimberly B., & Evenson, Kelly R. (2009). Obesity prevalence and the local food environment. *Health & Place*, vol. 15 (issue 2), 491-495. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4964264/ • Cannuscio, Carolyn C., Tappe, Karyn, Hillier, Amy, Buttenheim, Alison, Karpyn, Allison, & Glanz, Karen. (2013). Urban food environments and residents' shopping behaviors. *American journal of preventive medicine*, vol. 45 (issue 5), 606-614. http://www.sciencedirect.com/science/article/pii/S0749379713004534 • Guthman, J. (2008). "If They Only Knew": Color Blindness and Universalism in California Alternative Food Institutions. *Professional Geographer*, *60*(3), 387–397. https://doi.org/10.1080/00330120802013679 • **Optional activity:** The Built Environment Assessment Training Institute offers two free online training courses on assessing the built environment for (a) Physical Activity, and (b) Nutrition. Time: ~ 4 hours. http://www.med.upenn.edu/beat/online-courses.html	Guest facilitator: Julia Koprak, Philadelphia Food Trust Nutrition audit of local store using (NEMS)	
May 9 **Field Audits Due**		
May 10 **Transportation & land use, air quality, water quality**		
• MHP Chapter 4. Community design and air quality. Jonathan Samet • MHP Chapter 6. Community design for water quantity and quality. Lorraine Backer • MHP Chapter 10. Transportation and land use. Reid Ewing, Gail Meakins, Grace Bjarnson, Holly Hilton • Friedman MS, Powell KE, Hutwagner L, Graham LM, Teague WG. Impact of changes in transportation and commuting behaviors during the 1996 summer Olympic Games in Atlanta on air quality and childhood asthma. *JAMA.* 2001; 285:897–905. • Sokolow S, Godwin H, Cole BL. Impacts of urban water conservation strategies on energy, greenhouse gas emissions, and health: Southern California as a case study. *American Journal of Public Health.* 2016; 106(5):941-948. • Corburn, Jason, Osleeb, Jeffrey, & Porter, Michael. (2006). Urban asthma and the neighbourhood environment in New York City. *Health & Place*, vol. 12 (issue 2), 167-179. http://www.sciencedirect.com/science/article/pii/S1353829204001029 • Greenberg, Michael R. (2016). Delivering Fresh Water: Critical Infrastructure, Environmental Justice, and Flint, Michigan. *American Journal of Public Health*, Vol. 106	TED talk from Enrique Penalosa (https://www.ted.com/talks/enrique_penalosa_why_buses_represent_democracy_in_action) (14 min) Guest facilitator: Russell Zerbo, Clean Air council Activity: Two slide presentation of field audits assessments	

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	(No. 8), 1358-1360. http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2016.303235 • Douglas, S. J. (2016, February 10). Without Black Lives Matter, Would Flint's Water Crisis Have Made Headlines? *In These Times*. Retrieved from http://inthesetimes.com/article/18843/without-black-lives-matter-would-flints-water-crisis-have-made-headlines	
May 17	**Mental and behavioral health and social capital**	
	• MHP Chapter 7. Mental health and the built environment. William Sullivan, CY Chang • MHP Chapter 8. Social capital and community design. Caitlin Eicher, Ichiro Kawachi • Leyden KM. Social capital and the built environment: the importance of walkable neighborhoods. American Journal of Public Health. 2003; 93(9):1546-1551. • Aboelata M. Evergreen Cemetery Jogging Path, Boyle Heights CA. From *Built Environment and Health: 11 Profiles of Neighborhood Transformation*. Prevention Institute, Oakland CA, 2004. [**Note**: Read 1 profile on Evergreen Cemetery Path, not all 11 profiles]. http://www.preventioninstitute.org/component/jlibrary/article/id-114/127.html?tmpl=component&print=1	Visit corner store to examine tobacco/alcohol signage, product selection, advertisements and health implications Film: Social Life of Small Urban Places https://www.citylab.com/design/2011/10/social-life-public-space/237/ Guest facilitator: Jennifer Gardner, Gehl Institute
May 23	**Comparative Policy Profile Due**	
May 24	**Vulnerable populations, healthy homes, and gentrification**	
	• MHP Chapter 9. Vulnerable populations and the built environment. Chris Kochtitzky • MHP Chapter 11. Healthy homes. James Krieger, David Jacobs • Aboelata MJ, Bennett R, Yañez E, Bonilla A, Akhavan N. Healthy development without displacement: realizing the vision of healthy communities for all. Prevention Institute. 2017. https://www.preventioninstitute.org/publications/healthy-development-without-displacement-realizing-vision-healthy-communities-all • McGee HW Jr. Gentrification, integration or displacement?: the Seattle story. 2007. • http://www.blackpast.org/perspectives/gentrification-integration-or-displacement-seattle-story • ChangeLab Solutions. Preserving, protecting, and expanding affordable housing. Executive Summary. 2015. http://www.changelabsolutions.org/sites/default/files/Preserving_Affordable_Housing-EXECUTIVE_SUMMARY_FINAL_20150401_0.pdf • Fullilove, Mindy Thompson. (2005). *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About it*. New York: Random House. o Chapter 3 and 4 • Desmond, M. (2016, February 1). "The Eviction Epidemic". *The New Yorker.* Retrieved from https://www.newyorker.com/magazine/2016/02/08/forced-out	Guest facilitators: Jean McMahon, CDC Activity: Discuss comparative policy profile
May 31	**Policy, advocacy, and community engagement**	**Two Minute Testimony Due**
	• MHP Chapter 18. Policy and legislation for healthy places. Lisa Feldstein • MHP Chapter 19. Community engagement in design and planning. Manal Aboelata, Leah Ersoylu, Larry Cohen • Jernigan DH, Sparks M, Schwartz R. Using public health and community partnerships to reduce density of alcohol outlets. *Preventing Chronic Disease*. 2013; 11(10):E53. • Salvesen D, Evenson KR, Rodriguez DA, Brown A. Factors influencing implementation of local policies to promote physical activity: a case study of Montgomery County, Maryland. *Journal of Public Health Management and Practice*. 2008; 14(3):280-288.	**Student presentations of two-minute testimonies** Guest visit from Citizen's Planning Institute
June 7	**Local to global, climate change, resiliency, developing countries, and future built environments**	
	• MHP Chapter 16. Resiliency to disasters. Timothy Beatley • MHP Chapter 21. Training the next generation to promote healthy places. Nisha Botchwey, Matthew Trowbridge (includes discussion of job opportunities in field) • MHP Chapter 23. Urban health in low- and middle- income countries. Jenna Johnson, Sandro Galea	TED Talk by OluTimehin Adegbeye (https://www.ted.com/talks/olutimehin_adegbeye_who_belongs_in_a_city) (12 min)

• MHP Chapter 24. Built environments of the future. Tony Capon, Susan Thompson • Younger M, Morrow-Almeida HR, Vindigni SM, Dannenberg AL. The built environment, climate change, and health: opportunities for co-benefits. *American Journal of Preventive Medicine.* 2008; 35:517–526. • Roy, Ananya. (2009). Why India Cannot plan its Cities: Informality, Insurgence, and the Idiom of Urbanization. *Planning Theory*, vol. 8 (issue 1), 76-87. http://plt.sagepub.com/content/8/1/76.full.pdf+html • Jackson RJ, Dannenberg AL, Frumkin H. Health and the built environment: 10 years after. (Commentary). *American Journal of Public Health*. 2013; 103:1542-1544. Kent J, Thompson S. Health and the built environment: exploring foundations for a new interdisciplinary profession. *Journal of Environmental and Public Health*. 2012. http://www.hindawi.com/journals/jeph/2012/958175/	Guest facilitator: Claire Slesinki, SALURBAL project, Urban Health Collaborative
June 10	**Research Project Paper Due**	

Student Resources

Academic Policies

Course Add/Drop Policy
http://www.drexel.edu/provost/policies/course-add-drop/

Course Withdrawal Policy
Please note that "dropping" a course and "withdrawing" from a course are distinct actions and are governed by different policies. http://www.drexel.edu/provost/policies/course-withdrawal/

All Other University Policies
http://www.drexel.edu/provost/policies/

Center for Learning and Academic Success Services (CLASS)

Tutoring, Peer Academic Coaching, Academic Coaching, computer and print services, library of resources, study space, workshops, and StudyPalooza!
> Location: Creese Student Center, 3210 Chestnut Street, Suite 050, Philadelphia, PA 19104
> Phone: 215-895-1241
> Email: academicsuccess@drexel.edu
> Website: http://drexel.edu/studentlife/student_family_resources/class

Student Counseling Center (SCC)

Free and confidential individual or group counseling with certified professionals, workshop, academic counseling and assessment, anonymous online screening
> Location: Creese Student Center (2nd floor) or Bellet Building, Suite 315 (3rd Floor) (Center City)
> Phone: 215-762-7625 to make an appointment, after-hours crisis number: 215-416-3337
> Email: counseling@drexel.edu
> Website: http://drexel.edu/counselingandhealth/counseling-center/overview
> Types of Counseling: http://drexel.edu/counselingandhealth/counseling-center/counseling-services and info on Anonymous Peer Counseling Helpline: http://drexel.edu/counselingandhealth/counseling-center/peer-counseling

Writing Center (WC)

Writing resources – appointments, walk-ins, workshops, review of assignments for writing intensive (WI) courses; offers appointments on both campuses
> Location: 0032 MacAlister Hall (UC campus); Hagerty and Hahnemann Library
> Phone: (215) 895-6633
> Website: http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/drexel-writing-center/
> Or http://www.drexel.edu/engphil/about/DrexelWritingCenter to schedule an appointment

English Language Center (ELC)

Assistance for those that are learning English as a second language (ESL), offers English courses and ESL test preparation
> Location: Language and Communications Center, 229 N. 33rd St. on UC campus
> Phone: 215-895-2022
> Email: elc@drexel.edu
> Website: http://drexel.edu/elc

Steinbright Career Development Center (SCDC)

Pre-Health/Pre-Law advising, career services, help finding a job, exploring majors and careers
> Phone: 215-762-7577
> Email: scdc@drexel.edu
> Website: http://drexel.edu/scdc

Office of Disability Resources (ODR)

Offers a variety of services, resources and accommodations for students with any disability or any student who requires an accommodation; alternative testing centers that allow students privacy and extra time.
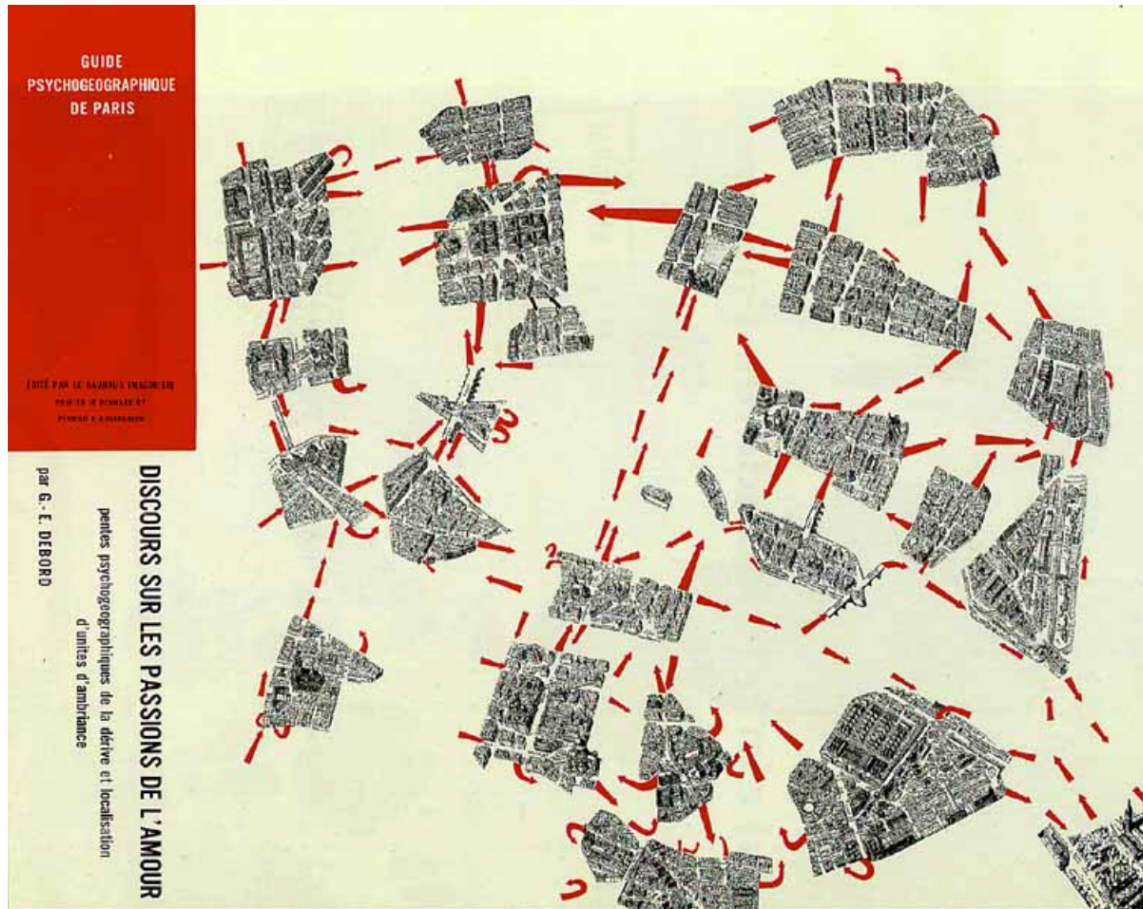> Phone: 215-895-1401
> Email: disability@drexel.edu@drexel.edu
> Website: http://drexel.edu/oed/disabilityResources/overview

Link to top of document

History of Urban Space

URBS 510-001/WEST T380-001/ARCH T380-001

Fall 2021

W 6:00-8:50 pm

Guy Debord, 1955 (?) "Psychogeographic guide of Paris: edited by the Bauhaus Imaginiste Printed in Dermark by Permild & Rosengreen – Discourse on the passions of love: psychogeographic descents of drifting and localisation of ambient unities"

Instructor: Dr. Andrew Zitcer (he/him)

Email: andrew.zitcer@drexel.edu (preferred)

Office: 215-571-3703

Mobile: 267-252-5130 (text in case of last-minute emergencies)

Office address: URBN Center, 3501 Market St, Suite 410A

Office hours by appointment

Course description: This course introduces students to the history of cities and urbanization, with a global perspective. Students will develop skills analyzing foundational urban history and theory and will apply theory to specific historical cases. Specifically, students will focus on the history of urban industrialization, urban planning and policy, urban economies, risk and the environment, and the long history of urban political change.

Statement of expected learning:

1. **Problem solving**: students will undertake critical analysis and assessment of dynamic urban environments
2. **Data competency:** students will gather and manipulate different types of data, including spatial, cultural, historical and demographic data
3. **Cross cultural perspective:** students will gain awareness and competence in cross-cultural perspectives, learning how diverse cultures impact urban life
4. **Communication fluency:** students will hone their oral & written communication skills, learning how to interact with and impact a range of audiences through democratic, participatory engagement
5. **Grounding in Context:** students will understand the role of history and culture in shaping urban institutions and systems
6. **Urban Awareness:** students will investigate how cities are shaped by multiple systems, including public policy, health, economic development, and built environment

Course Purpose within a program of study: This course is designed as part of the introductory sequence of required courses for the Urban Strategy masters program. It is also suited for students (undergraduate and graduate) of the policy, design, and other disciplines.

Required readings: this course will have an ambitious reading schedule. For eight out of the ten weeks, we will plan to read and discuss a book per week. I will go over reading strategies that will assist you in completing a large volume of reading in a reasonable amount of time. Students will need to purchase some of these books in paperback; some are available in print on reserve in the Hagerty Library; some are available as e-books through the Drexel Library system. If you have trouble obtaining these materials for any reason, please let me know as soon as possible.

1. *Rationality and Power* by Bent Flyvbjerg (available for purchase online)
2. *Origins of the Urban Crisis* by Thomas Sugrue (Available in full text from the Drexel library https://drexel.primo.exlibrisgroup.com/permalink/01DRXU_INST/1dktjae/alma991012973034704721)
3. **Black in place: the spatial aesthetics of race in a post-Chocolate City** by Brandi Summers (Available in full text from the Drexel library https://drexel.primo.exlibrisgroup.com/permalink/01DRXU_INST/77246s/alma991014919187804721)
4. *Development Arrested: The Blues and Plantation Power in the Mississippi Delta* by Clyde Woods (available for purchase online)
5. *City of Quartz* by Mike Davis (hard copy at the Drexel library)
6. *Improvised Lives: Rhythms of Endurance in an Urban South (After the Postcolonial)* by AbduMaliq Simone (available for purchase online)
7. **City requiem, Calcutta: gender and the politics of poverty** by Ananya Roy (Available in full text from the Drexel Library https://drexel.primo.exlibrisgroup.com/permalink/01DRXU_INST/77246s/alma991002878149704721)
8. *Invisible Cities* by Italo Calvino (hard copy at the Drexel library)

Class schedule:

1. September 22 -- Introductions, syllabus review, psychogeography exercise

2. September 29 -- <u>The city and power</u>: *Rationality and Power* by Bent Flyvbjerg

3. October 6 -- <u>The urban crisis</u>: *Origins of the Urban Crisis* by Thomas Sugrue

4. October 13 -- <u>Gentrification and urban change:</u> **Black in place: the spatial aesthetics of race in a post-Chocolate City** by Brandi Summers

5. October 20 -- <u>The South and Development Politics</u>: *Development Arrested: The Blues and Plantation Power in the Mississippi Delta* by Clyde Woods

6. October 27 -- <u>West coast urbanism</u>: *City of Quartz* by Mike Davis

7. November 3 -- <u>The city and informality</u>: *Improvised Lives: Rhythms of Endurance in an Urban South (After the Postcolonial)* by AbduMaliq Simone

8. November 10 -- <u>Gender and the city</u>: **City requiem, Calcutta: gender and the politics of poverty** by Ananya Roy

9. November 17 -- <u>The speculative city</u>: *Invisible Cities* by Italo Calvino (hard copy at the Drexel library)

10. December 1 – Final presentations, class reflections

<u>Graded Assignments and Learning Activities:</u>

<u>Urban space questionnaire (10%)</u>: students will complete a thought-provoking questionnaire about their perceptions and experiences of the urban in the first two weeks of class time. Students will have a chance to revisit and revise at the end of the course as a final reflective writing assignment. Anticipated length 5-7 pages double spaced. Due December 8 by 5 pm.

<u>Weekly journals (20%):</u> for 8 weeks of the term, students will produce 2-3 pages of reflective writing related to the readings, class discussions and other observations. This is a great place to explore outstanding questions that the student would like the class to address and will form the basis for each class discussion. Weekly journals are due Sunday night at 11:59 pm, to give the instructor an opportunity to review them before Wednesday's class.

Speculative fiction exercise (20%): developed in concert with our reading of Italo Calvino's *Invisible Cities*, each student will produce a short piece of speculative fiction describing their ideal city. These exercises will be 3-5 pages, double spaced, due by class on November 17.

Walking tour (30%): for this assignment, the student will focus on one distinct aspect of Philadelphia urban planning, such as waterfront development, arts and urban change, disaster preparedness, transit, race and class dynamics in real estate history. Students will develop an informative walking tour (annotated) leading visitors through several locations that illuminate the history of urban planning and form. Students will present their walking tours during the final class period on December 1, with a digital copy of the walking tour (map route, photos, annotations due at that time).

Class Participation (20%): class participation will form a considerable part of the student's grade. Participation includes coming to class prepared to discuss the readings, bringing in outside observations from beyond the class, being ready with questions of the text or the subject matter at hand, and generally helping to advance a student-centered exploration of the history of urban space.

Grade Scale:
A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- =80-83;
C+ = 77-79; C = 74-76; C- = 70-73; F = < 70
Please see Drexel University's Graduate Student Grading Policies at
https://drexel.edu/provost/policies/grades-policy-for-graduate-students/ for additional
information.

Grading rubric:

Criteria	Excellent	Proficient	Needs Improvement
Analysis: Identification and thoughtful inclusion of relevant information, adhering to content guidelines	Identifies and includes all necessary and relevant information, presented in a clear and concise style with appropriate amounts of detail. Communicates thoughtful consideration of multiple perspectives and resources. Contains original insights.	Includes most necessary and relevant information. Style could be simplified for clarity. May include extraneous information. Presents standard analysis or general understanding of content. May not represent consideration of multiple perspectives or resources.	Does not include necessary information. Style is overwrought or unclear. Does not consider multiple perspectives or resources. Does not demonstrate an analytical approach to review or presentation of content.
Organization: Formatting and structure of assignment, adhering to guidelines	Exemplifies structure according to assignment instructions and guidelines.	Offers a structure that somewhat adheres to assignment instructions and guidelines.	Fails to adhere to structural guidelines for the assignment.
Delivery: Writing and/or presentation skills	Writing is totally free of grammar and spelling errors. Presentation is of professional quality, occurs without notes, is delivered in a clear and audible tone of voice, with minimal verbal	There are some spelling or grammatical errors. Presentation occurs with notes, may be difficult to hear or understand audibly, may contain verbal tics. Visual aids may be unclear or difficult to	There are many spelling errors and grammatical mistakes. Presentation occurs with notes, may be difficult to hear or understand audibly, contains verbal tics. Visual

Academic Integrity, Plagiarism, Dishonesty and Cheating Policy:

Drexel University expects all members of its community to uphold the highest values of academic integrity. In upholding these values, the University is committed to investigating any allegation of violations of academic integrity against a student. Violations include, but are not limited to: plagiarism, cheating, fabrication, and academic misconduct. Please see the full text of this policy at https://drexel.edu/provost/policies/academic-integrity/

Student with Disability Statement:

Students who seek accommodations or temporary adjustments for a documented disability will first need to complete an Online Intake Form. Students can submit this request through the ClockWork database. Please see the full text of this policy at https://drexel.edu/disability-resources/support-accommodations/student-family-resources/

Course Add/Drop Policy:

Please see the full text of this policy at http://www.drexel.edu/provost/policies/course-add-drop -- note, the add/drop period is typically *only during Week 1* of the quarter.

Course Withdrawal Policy:

After the add/drop period, students may still withdraw from a course. Please see the full text of this policy at https://drexel.edu/provost/policies/course-withdrawal/

Course Change Policy:

The instructor reserves the right to make any changes to the during the term at his discretion. These changes will be communicated to students verbally in class and through email or Blackboard Learn.

Mask Etiquette for the 2021 Fall Quarter

As of August 3, 2021, Drexel requires all students and employees to wear a mask in all on-campus public and shared spaces, including instructional and research settings, regardless of

vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption. If a student does not wear a mask or follow other required health and safety guidelines in the classroom, the instructor will take the following steps:

- Ask the student to please correct their behavior. This may involve determining if there is a reason why the student is unable to comply with the request; for instance, they may not have a mask. If a solution to the problem can be easily identified, and the instructor is able to assist the student in complying, such as directing them as to where to find a mask, they will do so.

- If the student refuses to mask, the instructor will inform the student that they will be referred to Student Conduct and they will be asked to leave the class.

As members of the Drexel community, we all play a role in supporting our collective health and safety, and I appreciate your collaboration and commitment to this. If you have questions or concerns about masking in class, please do not hesitate to ask. More information about masking is available at the link above and on the Drexel Response to Coronavirus website.

Civic Engagement and Participatory Methods
URBS 610
Winter Quarter 2024-2025
3.0 Credit Hours

Dr. Andrew Zitcer
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andrew.zitcer@drexel.edu
(email contact preferred to phone)
URBN Center 3401 Market Street, Suite 410
Office Hours by appointment

Susanna Gilbertson, MSW, ACC
215-528-0942
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(email contact preferred to phone)
Office hours by appointment

Course Description
This course examines the relationship between civic engagement, democratic participation, and community change in urban settings. Students will gain awareness of themselves as leaders and members of a group. They will explore styles of facilitation, decision making in groups, and large and small forms of civic engagement. By the end of the course, students will be more competent and effective communicators, overcoming one of the largest shortcomings of contemporary urban practitioners. Students will discuss leadership in the context of consensus building – creating shared goals, negotiating on behalf of lay people and professional entities, facilitating community meetings and other decision-making forums, and the management of stakeholder expectations.

Course Purpose within the program of study
This course builds upon knowledge and skills gained in prior courses in the Urban Strategy sequence. It adds civic participation to the student's urban strategy toolkit.

Statement of Expected Learning
Students will learn the layered politics, protocols, and potentials for beneficially engaging a body of stakeholders around a common goal. They will learn methodology that will aid them in designing and leading effective projects that manage to hear and incorporate many voices, while moving towards completion in diplomatic and increasingly equitable ways.

Program Level Outcomes

1. **Problem solving**: students will undertake critical analysis and assessment of dynamic urban environments
2. **Leadership skills:** students will develop capacity for ethical leadership, understand different leadership styles and methods for motivating others
3. **Cross cultural perspective:** students will gain awareness and competence in cross-cultural perspectives, learning how diverse cultures impact urban life
4. **Communication fluency:** students will hone their oral & written communication skills, learning how to interact with and impact a range of audiences through democratic, participatory engagement
5. **Collaboration in teams:** students will learn to collaborate in multi-disciplinary teams to identify and address urban problems
6. **Grounding in Context:** students will understand the role of history and culture in shaping urban institutions and systems
7. **Urban Awareness:** students will investigate how cities are shaped by multiple systems, including public policy, health, economic development, and built environment

Drexel Student Learning Priorities
This course will enable students to gain competency in: Communication; Creative and Critical Thinking; Ethical Reasoning; Global Competence; Leadership; Professional Practice; Research, Scholarship & Professional Practice; and Responsible Citizenship

Required and Recommended Texts, Readings, and Resources
This course does not have a required text. All readings will be made available via BB Learn. Readings are due on the week they are assigned. All readings are required unless otherwise stated.

Required and Supplemental Materials and Technologies
None

Graded Assignments and Learning Activities

Note: All assignments are encouraged for community students, and mandatory for Drexel students. We want all students to lend their voice to the conversation; familiarity with the readings will make that possible.

Students will write four **reflection papers**, on weeks of the students' choosing, to be posted to BB Learn (or emailed to instructors for community students). Each week students should come up with three questions related to the readings that they want to discuss with their classmates, as well as reflections on evolving group dynamics within the class.

Students will create a term-long **community engagement micro-project**, designed to put theory into practice. Students will generate an instructor-approved plan for organizing a small-scale project in their community (physical or virtual). Example projects: block party, block cleanup, virtual online meet-up, letter writing campaign, beautification/public art event, etc.

Grading Matrix

Total points possible = 100

      Reflection Papers = 35%
      Participation = 30%
      Engagement Project Final Presentation and Documentation = 35%

Grade Scale

97-100	A+	83-86	B	70-72	C-
93-96	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	<63	F

Submission Information
All assignments should be submitted electronically through BB Learn (or by email in the case of community students). Discussion board posts should be made on the external discussion board site.

Instructor Feedback
The instructors will respond to student questions and concerns within 48 hours (and usually sooner). Assignments will be graded and reviewed within 10 days of submission.

Course Calendar

January 6: Introduction to the course, building community, and learning about ourselves as leaders
Who's here? What are we going to do together, and how do we feel about it? What do we believe about leadership, in ourselves and others? How do our beliefs about leadership guide our work?

In-class activities:
- Faculty introductions
- Discussion of course objectives and activities
- Student introductions
- Leadership Reflection Activities

Assignments for next class:
- Fill out Leadership Compass self-assessment, handed out in class and found on BB Learn
- Fill out class pre-assessment, found here: https://forms.gle/rtrRKxZDijeEGyxZA
- Readings for January 13 class

Complete readings for January 13 (required for Drexel students, encouraged for community students):
Democracy and Citizenship
- Taylor, Astra. 2019. "Living in the Tension." *Democracy May Not Exist, but We'll Miss It When It's Gone*. Metropolitan Books. pp. 1-13.
- DuBois, W.E.B. 1903. *The Souls of Black Folk*. Chapters I and II. https://www.gutenberg.org/files/408/408-h/408-h.htm

January 13: Active Listening Skills and Leadership Compass
What do we believe about leadership, in ourselves and others? How do our beliefs about leadership guide our work? What skills do we need to truly understand each other? Why is active listening essential for civic engagement? What are some of the challenges to active listening, especially across differences? How do my identities and experiences impact my communication skills?

In-class activities:
- Leadership Compass and reflection
- Defining and practicing active listening skills (perception exercise)
- Reflection on the importance of active listening skills for civic engagement
- Writing activity

Complete readings for January 27: How Race Shapes Space
- Blumgart, Jake. 2017. "How Redlining Segregated Philadelphia." *Next City* (blog). December 8, 2017. https://nextcity.org/features/view/redlining-race-philadelphia-segregation.
- Lipsitz, George. 2011. *How Racism Takes Place*. Philadelphia: Temple University Press. Chapter 1 & 2
- Taylor, Keeanga-Yamahtta. 2019. "Predatory Inclusion." N+1 (blog). September 24, 2019. https://nplusonemag.com/issue-35/essays/predatory-inclusion/.
- Bond, Michaelle; Shukla, Aseem. 2021. "Philly remains one of the most racially segregated cities in America." *Philadelphia Inquirer.* October 19, 2021. https://www.inquirer.com/news/philadelphia/inq2/philadelphia-racial-segregation-remains-high-census-analysis-20211019.html&outputType=app-web-view.

- Orso, Anna, and John Duchneskie. 2023. "Philadelphia's Poverty Rate Is Improving, but It Remains the Poorest Big City in America." Philadelphia Inquirer. September 14, 2023. https://www.inquirer.com/news/philadelphia-poverty-rate-big-city-20230914.html.

Assignments for next class:
- Readings for January 27
- Reflection paper (4 times during the quarter)

<mark>NO CLASS January 20 in observance of Martin Luther King, Jr holiday</mark>

January 27: Working in Groups – Group process and behaviors
Why is it important to understand group dynamics? What role do I typically play in groups? How can I be more intentional about the role I play in group settings? How does my positionality impact my role?

In-class activity:
- Group problem solving activity
- Reflection on teamwork skills
- Introduce civic engagement microproject

Assignments for next class:
- Readings for February 10
- Reflection paper (4 times during the quarter)
- Start work on civic engagement microproject

Complete readings for February 5: Oppression and Inclusion
- Young, Iris Marion. (2008). Five faces of oppression. *Community Development Reader*, 276-285. New York: Routledge.
- Young, Iris Marion. (4th edition, 2015). Inclusion and Democracy. *Readings in Planning Theory*, 390-406. John Wiley & Sons, Incorporated.

February 3: Interactive Communication
What skills can we use to understand someone's actions that are outside of our knowledge-base or experience? What are the strengths and weaknesses of the DIET model?

In-class activity:
- Learn an intercultural communication tool and practice application (DIET)
- Students meet to discuss community engagement microprojects

Assignments for next class:
- Readings for February 10
- Reflection paper (4 times during the quarter)
- Continue work on civic engagement microproject

Complete readings for February 10: Gentrification and Belonging
- Stein, Samuel. 2019. "Gentrification Is a Feature, Not a Bug, of Capitalist Urban Planning." Jacobin. March 12, 2019. https://jacobinmag.com/2019/03/gentrification-is-a-feature-not-a-bug-of-capitalist-urban-planning.

- Lubrano, Alfred, and Jeff Gammage. 2019. "Study: Philly among Leaders in Gentrification, Which Has Pushed out People of Color." https://www.inquirer.com. March 20, 2019. https://www.inquirer.com/news/gentrification-philadelphia-african-american-latino-investment-neighborhood-20190320.html.

February 10: Creative Facilitation, Civic Engagement Project Work Time
How can we unleash the power of creative methods to help us get unstuck in community engagement? What does equitable and just community engagement look like?

In-class guest: Susanna Gilbertson on facilitation training

In-class activity:
- Interactive presentation on facilitation skills
- Discussion of readings
- Group work time on community engagement microproject

Assignments for next class:
- Readings for February 17
- Reflection paper (4 times during the quarter)
- Continue work on civic engagement microproject

Complete readings for February 17: Power and Participation
- Arnstein, Sherry R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners,* vol. 35 (no. 4), 216–24.
- Gwendolyn Blue, Marit Rosol & Victoria Fast (2019). "Justice as Parity of Participation." *Journal of the American Planning Association.* 85:3. 363-376.
- Blumgart, Jake. (2021) Cities Struggle With the Dark Side of Community Engagement. https://www.governing.com/now/cities-struggle-with-the-dark-side-of-community-engagement

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February 17: Community Planning and Engagement
What does effective leadership/civic engagement look like in a local democracy? What skills and choices might I need to have or make in order to engage fully with my community?

In-class guest: Hinge Collective, invited

In-class activity:
- Interactive guest presentation on effective community planning tools
- Discussion of readings
- Civic Engagement Microproject work time

Assignments for next class:
- Readings for February 24
- Reflection paper (4 times during the quarter)
- Continue work on civic engagement microproject

Complete readings for February 24: Community Engagement Strategy

- recommended readings from guest(s)

February 24: Civic Engagement Microproject Presentations

Assignments for next class:
- Reflection paper (4 times during the quarter)

Complete readings for March 3: Mass Incarceration as Urban Epidemic
- Alexander, Michelle. 2011. "The New Jim Crow Symposium: Mass Incarceration: Causes, Consequences, and Exit Strategies." Ohio State Journal of Criminal Law 9 (1): 7–26.
- Forman, Jr., James. 2012. "RACIAL CRITIQUES OF MASS INCARCERATION: BEYOND THE NEW JIM CROW." NEW YORK UNIVERSITY LAW REVIEW 87.
- Davis, Angela Y. 2003. Are Prisons Obsolete? Open Media Book. New York: Seven Stories Press, ch. 1

March 3: Issue Organizing
How is relational organizing different from other organizing? How does relational organizing build the networks of trust necessary for powering community change?

In-class guests: Panel of community organizers from Inside-Out Thinktank working on mass incarceration, invited

In-class activity:
- Presentation by members of the Graterford Inside-Out Thinktank
- Discussion of readings

Complete readings for March 10: Organizing as Emergent Strategy
- Brown, Adrienne M. 2017. Emergent Strategy. Chico, CA: AK Press. pp. 1-50 and skim rest of book

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March 10: Media as Organizing Tool
How can we harness the power of the media to effect systemic and local change? What are the tools and techniques required to engage with the media systems?

In-class guests: Panel of organizers who use media to shape their activism

In-class activity:
- Discussion of readings

Assignments for next class:
- Reflection paper (4 times during the quarter)

Complete readings for March 17: Citizenship and The Public
- Allen, Danielle. 2004. *Talking to Strangers*. Chicago, IL.: University of Chicago Press. Prologue and Chapter 11.
- Dewey, John. (1927). *The Public and its Problems*. Pennsylvania: The Pennsylvania State University Press, "The Eclipse of the Public" pp. 110-143, and "The Search for the Great Community" pp. 143-184.

March 17: Final presentations
<u>In-class activity</u>: writing celebration and meal with students and guests

<u>Course Policies</u>
Students will come to class having read and taken notes on readings assigned for that day. Students will be prepared to ask questions and participate in active learning. Students will leave mobile phones and other digital distractions in silent mode for the duration of the class. One excused absence is permitted without the student's grade being affected. Subsequent absences will negatively affect the student's grade.

University Academic Policies
Students are expected to be familiar with and adhere to Drexel University policies.
- **Academic Integrity, Plagiarism, Dishonesty and Cheating Policy**
  - § https://drexel.edu/provost/policies-calendars/policies/academic-integrity/
- **Student with Disability Statement**
  - § https://drexel.edu/disability-resources/support-accommodations/student-family-resources/
- **Course Add/Drop Policy**
  - § https://drexel.edu/provost/policies-calendars/policies/course-add-drop/
- **Course Withdrawal Policy**
  - § https://drexel.edu/provost/policies-calendars/policies/course-coop-withdrawal/
- **Absence from Class**
  - § https://drexel.edu/provost/policies-calendars/policies/absence/
  - § Note, Initial Course Participation (ICP): Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid.
- **COVID-19**
  - § A well-fitting, high-filtration mask provides substantial protection to the wearer, even if others around you are not masked. Masks continue to reduce the risk of transmission in crowded settings or for individuals who are at increased risk of severe illness from COVID-19.
  - § As members of the Drexel community, we all play a role in supporting our collective health and safety, and we appreciate your collaboration and commitment to this. University policies are subject to change as the situation changes. More information is available on the Drexel Response to Coronavirus website.
- **Class Recording**
  - § Meetings of this course might be recorded. Any recordings will be available to students registered for this class. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings, or any part of the recordings, may not be reproduced, shared with those not in the class, or uploaded to other online environments.
- **Appropriate Use of Course Materials**
  - § It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the **IT-1 policy** found at: https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/
  - § Briefly, this policy states that all course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the **University's Code of Conduct** found at: https://drexel.edu/compliance-policy-privacy/compliance/policies/cps-1/ and will be investigated as such.

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Course Change Policy

The instructor reserves the right to make changes to the course, schedule, and policies at their discretion. Changes will be announced at the next class meeting as well as through an email notification. If necessary, a revised course schedule will be included.

Instructor:	Andrew Zitcer, Associate Professor
E-mail:	andrew.zitcer@drexel.edu (preferred method of contact)
Phone:	215-571-3703
Office:	URBN 410A
Office Hours:	by appointment

Course Description

Research Inquiry & Design is a capstone course in the graduate program. Its purpose is to cultivate research skills that will prepare students to successfully complete their thesis projects. This course is both reading and writing intensive in keeping with its ambitious goals and in recognition of its place towards the end of the course of graduate study.

Students will learn about quantitative and qualitative research methods, understanding how to frame research inquiries and appropriately apply various research techniques. By the end of this course students will produce a thesis proposal including an introduction to the chosen topic of study, a purpose or problem statement framing a research question, a literature review, and a research methodology and protocols, all of which form the foundation and framework of the thesis research going forward. Students will enact strategies for moving immediately forward towards successful completion of the thesis. At the end of the course, students will create a plan of weekly deliverables for the remainder of the thesis process.

Course Goals – Statement of Expected Learning

Drexel University's Student Learning Priorities[1] establish educational goals across the University encompassing six core intellectual and practical skill areas as well as five experiential and applied learning areas.

Core intellectual and practical skills developed by this course include:

- creative and critical thinking
- information literacy
- self-directed learning
- technology use

Experiential and applied learning areas developed by this course include:

- professional practice
- research, scholarship, and creative expression

Course Goals – URBS Program Learning Outcomes

By the end of this course, all students will be able to demonstrate:

1. **Problem solving**: students will undertake critical analysis and assessment of dynamic urban environments
2. **Data competency:** students will gather and manipulate different types of data, including spatial, cultural, historical and demographic data
3. **Communication fluency:** students will hone their oral & written communication skills, learning how to interact with and impact a range of audiences through democratic, participatory engagement
4. **Grounding in Context:** students will understand the role of history and culture in shaping urban institutions and systems
5. **Urban Awareness:** students will investigate how cities are shaped by multiple systems, including public policy, health, economic development, and built environment

Required Texts, Readings, and Additional Resources

<u>Required Textbooks</u>
Title A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers
Authors Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams
Edition 9th (2018)
Publisher University of Chicago Press

Title Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
Author John W. Creswell, J. David Creswell
Edition 6th (2022)
Publisher Sage Publications

<u>Additional required readings will be available on the Blackboard Learn Course Materials page. Students should visit the website during the first week of class to be sure they have no problems obtaining the online reading materials.</u>

Additional Resources

Drexel University Libraries, Urban Strategy Guide
http://libguides.library.drexel.edu/urbanstrategy

Course Software
Students will make extensive use of bibliographic software throughout the term to collect references and to take citable notes. In this course we will use Zotero. If you do not already have it, please download, and install Zotero Standalone: http://www.zotero.org by the second week of class. Assistance in setting up Zotero can be found in this video created by Drexel: https://youtu.be/ltxTZvaMOJI

NVivo 12
NVivo is a data organization and visual representation tool designed for analysis of qualitative data (e.g. questions and interviews) and quantifiable data (e.g. demographics). Researchers can store, organize, categorize, and visualize their data to uncover insights into trends, make new connections, and ask more questions for investigation. https://drexel.edu/it/computers-software/software/software-drexel/

The software is available to you for free with your Drexel credentials. Here are installation instructions for this software on personal computers (please let me know if you have a Drexel-owned-computer, as the instructions are different):

Browse to https://software.drexel.edu Sign on using your Drexel credentials. Select the directory that describes you. Select the directory that matches the operating system installed on your computer (Windows 10 or MacOS, below).

Windows 10 Users

a. Select NVivo.

b. Select NVivo12.

c. Select the installer to download it to your computer.

d. Browse to the location where you downloaded the installer.

e. Launch the installer and follow the on-screen instructions.

macOS Users

a. Select NVivo.

b. Select README.txt.

c. Follow the directions within this document.

Qualtrics (OPTIONAL; NOT REQUIRED)

Qualtrics is a robust, easy-to-use online survey solution, and is available at no cost to all faculty and staff at Drexel (and students who receive authorization from a faculty or staff member). If you are considering using surveys as part of your research design, please let me know so that I can request an account for you. https://drexel.edu/it/help/a-z/qualtrics/

Graded Assignments and Learning Activities

Your work in this course will be assessed in two areas: Quality of Course Engagement, and Development of the Thesis Proposal. The assessment of Course Engagement relies upon your participation in the discussion board and related activities. The Thesis Proposal Development is assessed through five graded assignments. All are described below.

Quality of Course Engagement - 30% total

This grade is based in large part on the quality of your participation each week, including your engagement in posting and responding to others' posts on the discussion board, and your timely completion of related activities and reflections (described in Assignments, below). In your posts, I will be seeking to understand the following: Do you demonstrate knowledge of the assigned readings? Are you engaging in thoughtful discussion with your colleagues? Do you present your own ideas and reflections of the material clearly? Have you completed weekly assignments and research methods exercises?

Development of the Thesis Proposal – 70% total

This grade reflects the knowledge and rigor demonstrated as you prepare the following elements of your thesis proposal throughout the course. Each element is further described in the Assignments section of this syllabus.

- *Purpose/Problem Statement - 15%*
- *Draft Research Methodology & Protocols - 10%*
- *Annotated Bibliography - 10%*
- *Draft Thesis Proposal - 15%*
- *Final Thesis Proposal – 20%*
  Your final assignment for the course will consist of an introduction to your topic area, a purpose/problem statement, a bibliography, a literature review, and a research methodology and accompanying protocols that form the core of your master's thesis going forward. All components are of equal importance for this grade.

<u>Grade Scale</u>

A+ = 97-100	B+ = 87-89	C+ = 77-79
A = 94-96	B = 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73
		F = below 70

C range: Assignment is submitted on time and complete and fulfills the expectations of the assignment.
B range: Above, plus assignment reflects an understanding of the reading and key course concepts and is well organized, well written, edited, and proofed.
A range: All of the above, plus assignment shows clarity of thinking, original insights, very strong writing, and is professionally formatted, edited, and proofed.

<u>Grading Policies</u>
- Graduate students at Drexel University must maintain an overall cumulative GPA of 3.0 or higher to remain in good academic standing.
- Grades below B in required core courses taken in the major field and grades below C in all other graduate courses in the student's Plan of Study are not recognized as passing grades and their credits are not considered to be earned credits in clearing a student for graduation.

For more information on all of Drexel's policies for graduate students, including those for grading, visit http://drexel.edu/graduatecollege/forms-policies/graduate-handbook/

Assignments

Reflections on Research Methods (part of Quality of Course Engagement) - 30%

In some units you will be asked to practice the research methodologies discussed in this course. In those same units or ones following, you will then be prompted to reflect on your experiences trying out these methodologies. *Quality of Course Engagement, comprises 30% of your total grade for the course.*

Purpose/Problem Statement (part of Development of the Thesis Proposal) - 15%
Students will submit a proposed thesis research question and problem statement and rationale on their intended topic. The problem statement will include:
1. Your research questions
2. Why this question is important to research (both in general and to the urban strategy field)
3. An overview of what themes of existing literature you will explore relative to the topic and research question
4. A short discussion of your proposed research methods (including why they are appropriate for your question)
5. A paragraph or two explaining your data sources, and how they will be collected and analyzed
6. The format your final deliverable will take (research paper, design project, multimedia project)
7. The potential limitations of the study (i.e. what you aren't studying and why), and
8. Your anticipated findings (hypothesis, or what you expect to learn)

For assistance, review Chapters 1-2 of Turabian et al. Additionally, you will include a list of subject keywords used to conduct your online searches for existing literature from academic and professional sources. This paper should be two full pages. It is due on **Sunday, October 13 at 11:59 pm**. It must be submitted via Blackboard Learn in Word file type. *This assignment is worth 15% of your final grade for the course.*

Draft Research Methodology & Protocols (part of Development of the Thesis Proposal) - 10%
Your research methodology describes the process by which you will conduct original research to address your thesis question (the Purpose/Problem Statement). It should include all of the following:
- Description of what type(s) of research you will conduct and why.
- Identification of your research subjects, and any precautions you are taking to protect the confidentiality of any data and/or research subjects.
- Your research hypothesis (a description of what you expect to find, and why).
- Limitations of your research methodology.
- Appendix of tools (protocols) developed for your research (interview protocols, survey questions, etc.).

A draft of your research methodology and related protocols is due at the end of Unit 6, **on Sunday, October 27 at 11:59 pm.** It must be submitted via Blackboard Learn in Word file type. *This assignment is worth 10% of your final grade for the course.* Your final research methodology and protocols will be included as part of your final assignment, the Thesis Proposal.

Annotated Bibliography (part of Development of the Thesis Proposal) - 10%
Students will provide a list of at least 20 scholastic sources [likely] to be used for the final thesis. Consisting of academic journal articles and other credible sources collected throughout the first half of the course, this bibliography should evaluate and summarize the research topic, and all sources must relate to at least one theme within the topic area that is relevant to the student's research question. Each entry will include the following (a total of at least seven sentences):
- Bibliographic information (Chicago style, author-date)
- Two sentences outlining the main focus/research question of the source
- A sentence detailing the methods/data used
- Two sentences providing an overview of the findings/conclusions, and
- Two or more sentences describing how this source is relevant to the thesis topic and research question, including any of your literature review themes to which it pertains, and how.

The bibliography should cover a variety of viewpoints, not just those in support of your hypothesis. After completing this bibliography, students should be more aware of the existing research in the field, why the included texts are pertinent to the success of their thesis, able to formulate a research question, and ready to design an outline of the literature review for their thesis proposal. The annotated bibliography is due at the end of Unit 6, **on Sunday, November 3 at 11:59 pm** and must be submitted via Blackboard Learn in Word file type. *This assignment is worth 10% of your final grade for the course.*

Final Thesis Proposal (part of Development of the Thesis Proposal) – 35%

The final assignment is a Thesis Proposal. It includes the following elements, written as one complete, revised, whole research paper:

- An introduction to your topic area
- Your purpose/problem statement
- Your research question(s) and hypothesis(es)
- Your research methodology and tools (as appendices)
- Your literature review (*described in further detail below*), and
- A list of works cited (Bibliography in Chicago style, author-date)

The thesis proposal has the potential to form the first third of your final thesis paper. The final Thesis Proposal is due at the end of Unit 10, **by 11:59 pm on Wednesday, December 4 in BbLearn**. The length of the paper (not including cover page, any necessary graphs or appendices, and the bibliography) should be about 10-15 pages. The Thesis Proposal must be typed and double-spaced. A bibliography of at least 20 different sources is required. Every source listed should be cited in the proposal narrative. The paper must include properly cited sources via the Turabian (Chicago Style) author-date format. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic and nonprofit organizations, journal articles, and non-fiction books are examples of valid sources. You do not need to include your storyboard in the final thesis proposal. The Thesis Proposal must be submitted via Blackboard in Word file type. Late papers will not be accepted. *This assignment is worth 20% of your final grade for the course*.

> **Literature Review*
> A literature review is an analysis of previous research that relates to your topic area; it presents a framework, or map, in which your research question fits. It highlights the critical components and methodological approaches of your research idea by both summarizing and synthesizing the literature, organizing the information thematically in ways that enable readers to gain a greater understanding of existing knowledge regarding your topic area and research question. Be advised, a literature review is NOT a detailed account of all writing on your issue topic, nor is it a simple summary of articles related to your topic. Your literature review is built from your Annotated Bibliography and is part of your final assignment, the Thesis Proposal.

Weekly Assignments

Unit 1: Tuesday September 24
What is a Thesis? Syllabus, Topics, Worldviews, Research Types, Research Questions

At the end of this unit, students will understand:
- What is included in this course and expected of students.
- The role and purpose of the thesis.
- Different types of research and how they intersect with worldviews on research.
- How to locate and assess credible resources for the literature review and analysis within the thesis narrative.
- How to develop a research question within a topic area of interest.

Readings:
- Turabian et al., Chapters 1, "What Research Is and How Researchers Think about It," 2, "Moving from a Topic to a Question to a Working Hypothesis," and 14, "On the Spirit of Research"
- Creswell, Chapter 1: "The Selection of a Research Approach," and Chapter 2, "Review of the Literature"
- Marshall, Catherine, and Gretchen B Rossman. 2006. Designing Qualitative Research. Thousand Oaks: Sage. Excerpt from Chapter 1

To do this week:
- Download and install Zotero Standalone: http://www.zotero.org and create your account.
- Begin drafting research questions related to your thesis topic.
- Complete CITI (Collaborative Institutional Training Initiative) Human Subjects Research Training for two courses -- Human Subjects Research (HSR) and Conflicts of Interest (COI) & Upload Certificates to Blackboard by end of Week 1
- Read the information found at https://drexel.edu/research/compliance/human-research-protection-new/ and https://drexel.edu/research/compliance/human-research-protection-new/researchers/. Next, visit https://about.citiprogram.org/en/homepage/ and register for an account using your Drexel abc123 username and email. Once you have registered you will be prompted to add courses. Select the courses required for your research (Question 1) -- Human Subjects Research (HSR) and Conflicts of Interest (COI). The next screen (Question 2) will prompt you to select Basic or Refresher. Choose 'Basic' if this is your first time taking a course under Drexel. Choose Refresher if you have already been certified in a basic course under Drexel. On the next page (Question 3), select Social Behavioral. Then, choose Social Behavioral COI. Instructions (https://support.citiprogram.org/s/article/updated-guide-to-getting-started) and a video guide (https://support.citiprogram.org/s/article/updated-guide-to-getting-started-video) for registration and course enrollment are also available online.

Unit 2: Tuesday October 1 – <mark>no class, Arfaa Lecture</mark>
Human Subjects Research; Purpose/Problem Statements

At the end of this unit, students will understand:
- How to develop a research question within a topic area of interest.
- Ethical considerations in research design.
- The role of an Institutional Review Board in Human Subjects Research.

Readings:
- Turabian et al., Chapters 3, "Finding Useful Sources," and 4, "Engaging Sources"
- Lake, "Methods and Moral Inquiry"
- Creswell, Chapter 5, "The Introduction," Chapter 6, "The Purpose Statement," and Chapter 7, "Research Questions and Hypotheses"

To do this week:

- Draft your Purpose/Problem statement (due October 6)

- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.

Unit 3: Tuesday October 8
Case Studies; Interviews

At the end of this unit, students will understand:
- The role and purpose of case studies in research.
- Appropriate protocols for designing and conducting case study research.
- The role and purpose of interviews in research.
- Appropriate protocols for designing and conducting research interviews.

Readings:
- Stake, Robert E. 2005. "Qualitative Case Studies." In *The SAGE Handbook of Qualitative Research*, edited by Norman K. Denzin and Yvonna S. Lincoln, 3rd ed, 443–466. Thousand Oaks: Sage Publications.
- Simons, Helen. 2009. *Case Study Research in Practice*. Los Angeles; London: SAGE. Chapter 2: "Planning, Designing, Gaining Access."
- Rubin, Herbert J., and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, Calif: SAGE. Chapters 1, 4.

To do this week:
- Prepare your Interview Exercise questions. Develop a short interview protocol (5 questions) to conduct a mock interview with another member of class as assigned. Your partner will also interview you.
- Read/Skim two prior theses (URBS preferred) from the Drexel IDEA archive. Take notes on your impressions, locate the major sections of the thesis, and be prepared to discuss in class: https://idea.library.drexel.edu/
- Review Drexel Research Protocol and Consent Documents: HRP-501 TEMPLATE - Consent for Minimal Risk Research; HRP-504 TEMPLATE - Protocol for Minimal Risk Research (available here under "Forms": https://drexel.edu/research/compliance/human-research-protection-new/researchers/)
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- **Submit your Purpose/Problem Statement by October 13.**

Unit 4: Tuesday October 15
Interview Exercise

At the end of this unit, students will understand:
- How to conduct practice research interviews.
- Place their own thesis research in context with prior students' work.

Readings:
- Creswell Chapter 8, "Quantitative Methods"

- Rubin, Herbert J., and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, Calif: SAGE. Chapters 5-9.

To do this week:
- Conduct and transcribe your interview exercise. Complete 1-page interview reflection and discuss in class.
- Complete Drexel Research Protocol and Consent Documents: HRP-501 TEMPLATE - Consent for Minimal Risk Research; HRP-504 TEMPLATE - Protocol for Minimal Risk Research (available here under "Forms": https://drexel.edu/research/compliance/human-research-protection-new/researchers/)
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.

Unit 5: Tuesday October 22
Claims, Evidence & Warrants; Individual Research Check-ins

At the end of this unit, students will understand:
- How to construct an argument using data
- The role of ethnographic fieldnotes

Readings:
- Turabian Chapter 5, "Planning Your Argument"
- Creswell, Chapter 3, "The Use of Theory"
- Silverman and Patterson, Chapter 4, "Field Notes and Observations"

To do this week:
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- Begin drafting your Research Methodology & Protocols (due **October 27**, including identification of your research subjects). See Assignments section for a complete description of what to include in your methodology.

Unit 6: Tuesday October 29
Annotated Bibliography; Focus Groups

At the end of this unit, students will understand:
- How to create an Annotated Bibliography
- How to conduct a Focus Group

Readings:
- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. 2nd ed. Qualitative Research Methods Series v. 16. Thousand Oaks, Calif: Sage Publications.

To do this week:
- Develop and deploy a short survey (no more than 10 questions) for your colleagues in class to take. Details

to be discussed in class.
- Each week from Units 2-6 (5 weeks total), find four scholastic articles related to your thesis topic. Add them to Zotero with your notes. Wikipedia is not considered a valid source in this class. Where possible, favor the use of academic sources (often, peer-reviewed journal articles) over grey literature in constructing your bibliography. In grey literature, articles from newspapers and reputable magazines, research published through the support of prominent philanthropic organizations, journal articles, and non-fiction books are examples of valid sources.
- **Prepare and Submit Annotated Bibliography by November 3.**

Unit 7: Tuesday November 5
Survey Methodology

At the end of this unit, students will understand:
- The role and purpose of surveys in research.
- Appropriate protocols for designing and conducting surveys.

Readings:
- Czaja, Ronald, and Johnny Blair. 2005. *Designing Surveys: A Guide to Decisions and Procedures*. 2nd ed. Thousand Oaks, Calif: Pine Forge Press, Chapters 3-8.
- Fink, Arlene. 2003. *How to Ask Survey Questions*. 2nd ed. Thousand Oaks, Calif: Sage Publications, Chapters 1-4.
- Turabian et al., Chapters 8, "Presenting Evidence in Tables and Figures," 13, "Presenting Research in Alternative Forums," and 26, "Tables and Figures"

To do this week:
- Complete a reflection on your survey results to be discussed in class.
- Begin drafting Thesis Proposal (due December 6).

Unit 8: Tuesday November 12
Data Analysis and Coding; Literature Reviews

At the end of this unit, students will understand:
- How to draft a literature review.
- How to conduct data analysis and coding.

Readings:
- Creswell, Chapter 9, "Qualitative Methods"
- Rubin, Herbert J., and Irene Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed. Thousand Oaks, Calif: SAGE. Chapter 10-12.

To do this week:
- Complete the coding exercise for this unit. Complete reflection paper on coding exercise and submit on BB Learn.
- Send request for participation emails to your research subjects by November 17 (**Note**: *You must have instructor approval of all email text and research subjects prior to sending these messages.*).

Unit 9: Tuesday November 19
(*Individual Feedback on Draft Thesis Proposals*)

At the end of this unit, students will understand:
- What editing is required for submission of the Final Thesis Proposal.

- How to properly cite sources in Chicago Style

Readings:
- Turabian et al, Chapters 9, "Revising Your Draft," 10, "Writing Your Final Introduction and Conclusion," 11, "Revising Sentences," 12, "Learning from Your Returned Paper," and Review Part III, "Style," (Chapters 20-26).
- Turabian et al, Chapters 6, "Planning a First Draft," 7, "Drafting Your Report," 15, "General Introduction to Citation Practices," 18, "Author-Date Style: The Basic Form," and 19, "Author-Date Style: Citing Specific Types of Sources"
- Review Creswell Chapters 2, "Review of the Literature," and 3, "The Use of Theory"

To do this week:
- Edit your Thesis Proposal (Final due December 4)

Unit 10: Tuesday November 26
Moving Forward with Your Thesis

At the end of this unit, students will understand:
- How to prepare a planning calendar for the remainder of the thesis process.

Readings: *There are no readings in this unit.*

To do this week:
- Continue editing your Thesis Proposal (final due December 4).
- Follow-up with research subjects who have agreed to participate in your study or reach out to additional research subjects as needed (with instructor approval of communications and research subjects).

<u>**Finals Week**</u>
Completed Thesis Proposals are due via Blackboard by <u>11:59 PM on Wednesday, December 4.</u>

<u>**Post-Course**</u>
Upon successful completion of this course, you will be eligible to enroll in URBS 680 and move forward towards completion of your master's thesis and degree.

University Academic Policies

- Students are expected to be familiar with and adhere to Drexel University policies.
  - **Academic Integrity, Plagiarism, Dishonesty and Cheating Policy**
    - https://drexel.edu/provost/policies-calendars/policies/academic-integrity/
  - **Student with Disability Statement**
    - https://drexel.edu/disability-resources/support-accommodations/student-family-resources/
  - **Course Add/Drop Policy**
    - https://drexel.edu/provost/policies-calendars/policies/course-add-drop/
  - **Course Withdrawal Policy**
    - https://drexel.edu/provost/policies-calendars/policies/course-coop-withdrawal/
  - **Absence from Class**
    - https://drexel.edu/provost/policies-calendars/policies/absence/
    - Note, Initial Course Participation (ICP): Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid.
  - **COVID-19**
    - As members of the Drexel community, we all play a role in supporting our collective health and safety, and we appreciate your collaboration and commitment to this. University policies are subject to change as the situation changes. More information is available on the Drexel Response to Coronavirus website.
  - **Class Recording**
    - Meetings of this course might be recorded. Any recordings will be available to students registered for this class. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings, or any part of the recordings, may not be reproduced, shared with those not in the class, or uploaded to other online environments.
  - **Appropriate Use of Course Materials**
    - It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the **IT-1 policy** found at: https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/
    - Briefly, this policy states that all course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the **University's Code of Conduct** found at: https://drexel.edu/compliance-policy-privacy/compliance/policies/cps-1/ and will be investigated as such.

Office of Disability Services
Students needing academic accommodations for a disability must first contact the Office of Disability Services (http://www.drexel.edu/ods) to discuss arrangements, verify the disability and establish eligibility for appropriate academic accommodations. They should then schedule an appointment with the professor to make appropriate arrangements; this must be completed during the first week of classes.

Drexel Writing Center
http://drexel.edu/engphil/about/DrexelWritingCenter/
Undergraduate and graduate students can receive guidance from the Drexel Writing Center for any project with a written component. Face-to-face or online sessions with peer and faculty reviewers are available, as well as an email response service. The Writing Center also hosts workshops for graduate and advanced undergraduate students.

Course Change Policy
The instructor of this course reserves the right to change the course during the term at his/her discretion. If

changes are made, students will be informed by email and/or via Blackboard.

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[1] For more information, see http://www.drexel.edu/provost/learningpriorities/

Urban Strategy Thesis Expectations
Revised: Fall Quarter 2019

Theses in the Urban Strategy graduate program are based on original research and grounded in the literature of the field. There may be considerable variation in the form the final project takes, whether a research paper, multimedia project, design project or another format. All thesis topics and deliverables require instructor approval.

Each thesis has several components:

- Statement of the purpose of the thesis, including 1) the research question or questions, 2) why this question is important to research (both in general and to the field of urban strategy), 3) an overview of how the questions fits in the literature, 4) a short discussion of the proposed methods (be sure to state why they are appropriate for your question), 5) a paragraph or two explaining the data sources, and how they will be collected and analyzed, 6) the potential limitations of the study (i.e. what you aren't studying and why), and 7) the anticipated findings.
- A review of the literature, which is a summary of previous research that relates to your topic area; it presents a framework, or map, in which your research question fits. It highlights the critical components and methodological approaches of your research idea by both summarizing and synthesizing the literature. Be advised, a literature review is <u>NOT</u> a detailed account of all writing on your issue topic.
- Primary research into your stated questions, usually by means of interviews, focus groups, surveys, document analysis, observations and the like.
- Analysis of the primary research materials leading to conclusions that answer your research questions and advance the field's understanding of your topic.
- A complete list of in-text citations and references for all literature cited in the thesis, in APA or Chicago/Turabian author-date format (not footnotes or endnotes).

All theses should <u>triangulate data</u>, meaning that you employ multiple sources, whether that means multiple interviews within a single case study, or multiple methods of data gathering (census data, surveys, and focus groups) on a given set of research questions.

All theses should feature considerable <u>depth and detail</u>, meaning that they explore a given topic thoroughly as well as explaining it completely. This can be achieved through thorough and rigorous (not superficial) research into your subject.

There are a few common types of thesis. These include, but aren't limited to:

- **Single case study**: an in-depth study of a single organization, program, initiative, city, neighborhood, etc. Must include at least 5 interviews, or more than one focus group, plus document review or observations related to the case.
- **Multiple case study**: an in-depth study of a set of organizations, programs, etc. Cases can number 2-5 or so. Must include at least 2 interviews from each case, plus other modes of data collection like those outlined above.
- **Surveys of the field**: a field-wide understanding of a phenomenon, such as multi-site comparisons, studying the perceptions of a geographic population, etc. Often uses electronic surveys in combination with other methods, such as focus groups. Does not focus on a particular organization or set of organizations, but attempts to get a sense of what is going on in the field more broadly. Survey data should work to achieve as close to a representative sample of the broad population as possible, using techniques to determine appropriate sample size and margin of error.
- **"Pure" research**: academic study of phenomena such as demographic trends, audience makeup, etc. Based on an extremely extensive literature review plus expert interviews and quantitative data analysis.

Theses will vary in length and scope, but they should be at least 35 double spaced pages in length, excluding references (or in another format approved by the instructor). Theses can incorporate quotes from both secondary sources and primary data such as interviews and focus groups, but quotes should be used judiciously and always accompanied by proper citations. Theses should include visual support for claims whenever possible, in the form of charts, graphs, tables and the like. Theses should follow the Drexel Thesis Guidelines found on the Graduate College webpage, including the guidelines around formatting, use of in-text citations, and use of headings and subheadings.

Sample thesis outline (can vary by project):
1. Introduction
2. Problem Statement
3. Research Questions
4. Methodology/Limitations
5. Anticipated Conclusions
6. Literature Review
7. Presentation of Data/Findings
8. Analysis
9. Conclusions/Need for further study
10. Reference list

Beware of plagiarism. If you are confused about how to properly use a source, consult this resource: https://owl.english.purdue.edu/owl/resource/589/01/

Thesis completion: Theses must be turned in during week 1-2 of the term in which you intend to graduate (or complete thesis) in completed draft form. The thesis must have all the required components, even if they are in rough form. Students will work with their advisor and second reader on a series of revised drafts until the thesis is cleared by both the advisor and program director. Second readers should see a near-complete draft by week 6. Failure to follow this timeline can result in the need to take another term of URBS 690: Thesis Completion at additional cost to the student.