

Qualitative Methods for Planning

Lecture: Tuesday 3:00pm-5:40pm, 123 Hayes Hall
Instructor: Rob Silverman
Office: 201K, Hayes Hall
Office Hours: Monday 2:40pm -3:30pm, Tuesdays 2:00pm-3:00pm (and by appointment)
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The Course:

This course introduces students to qualitative methods used in urban research. The methods covered during the semester can be applied to urban planning projects, other applied research settings, and thesis and dissertation research. Topics will include: field notes and field observations, semi-structured interviewing, focus groups, and content-analysis. Students will apply the skills they learn to research practicum during the semester.

We will meet during scheduled lectures for the next fifteen weeks. During each class session we will discuss the required readings and their relevance to assignments you will be working on during the semester. Everyone should be prepared to discuss the readings and participate in class exercises. Regular and punctual attendance is required.

If you have any questions during the semester, please bring them to my attention. I will be available during my office hours and by appointment. Also, you may contact me by phone or e-mail. This syllabus is subject to change during the semester.

Required Text and Required Reserve Readings: The required texts are available at the UB Medical Campus Bookstore and the College Store.

- 1) Berg, Bruce L. 2009. *Qualitative Research Methods for the Social Sciences*, 7th ed. New York: Pearson.
- 2) Required Reserve Readings are available on the S:drive and UBLearn

Note: In addition to the required readings it is suggested that students purchase a copy of a style manual (i.e. *The Chicago Manual of Style*, or a similar manual) to use as a reference when writing papers and other assignments during the semester.

Optional Text: The optional texts are available at the UB Medical Campus Bookstore and the College Store.

Gaber, John and Sharon Gaber. 2007. *Qualitative Analysis for Planning and Policy: Beyond the Numbers*. Chicago: American Planning Association.

Lofland, John, David Snow, Leon Anderson and Lyn H. Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont: Wadsworth.

Other Materials:

Students will need a digital or micro-cassette recorder to use for the interviewing assignment and the focus group assignment. A suitable recorder can be purchased at an office supply store for \$25-\$30.

Students will need access to a digital camera for the field observation assignment (and potentially the focus group assignment).

Course Requirements:

Field Observation Assignment: In this assignment students will make field observations, take field notes, photograph a field setting, and prepare a report. On **February 1**, the assignment will be discussed in more detail. The field notes and the report based on the field observations are due on **February 15**.

Interviewing Assignment: In this assignment students will: create a semi-structured interview guide, conduct an interview, prepare a verbatim transcript, and write a report based on the data collected in the interview. On **February 15**, the assignment will be discussed in more detail. The interview guide, verbatim transcript, and the report based on the data collected in the interview are due on **March 1**.

Focus Group Assignment: This is a group assignment. The class will: plan and conduct focus group(s), prepare verbatim transcripts, and write a report based on the data collected in the focus groups. On **March 8**, the assignment will be discussed in more detail. On **March 22** the focus group(s) will take place. The verbatim transcript(s), and the report based on the data collected in the focus group(s) are due on **April 5**.

Content Analysis Assignment: In this assignment students will: conduct content analysis and write a report based on the data collected. On **April 5**, the assignment will be discussed in more detail. The report based on the content analysis is due on **April 26**.

Grading Policy:

There are 100 points possible during the semester. With the exception of extreme emergencies, the grade of "I" will not be given at the end of the semester. Extra credit will not be offered in this course. Your grade will be based on the following assignments and activities:

FIELD OBSERVATION ASSIGNMENT	25 points
INTERVIEWING ASSIGNMENT	25 points
FOCUS GROUP ASSIGNMENT	25 points
CONTENT ANALYSIS ASSIGNMENT	25 points

Grading Scale:

<u>Grade</u>	<u>Total Points</u>
A	96-100
A-	90-95.99
B+	87-89.99
B	84-86.99
B-	80-83.99
C+	77-79.99
C	70-76.99
D	60-69.99
F	0-59.99

Academic Integrity:

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Graduate Catalog* for clarification on the University's policies and procedures.

Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Office of Disability Services (ODS), 25 Capen Hall, (716) 645-2608. ODS will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor's attention within the first two weeks of class.

Writing Centers:

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; <http://wings.buffalo.edu/gsa/services.html> ,
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; <http://wings.buffalo.edu/gse/eli> .

SYLLABUS**January 18: Introduction to the Course**

Required Readings:

Berg: Ch1 & 2

January 25: Grounded Theory and Analyzing Qualitative Data

Required Readings:

Berg: Ch 3, 12

Emerson: Ch 15 (RESERVE)

Lofland, et al.: Ch 9 (RESERVE)

February 1: Field Notes and Field Research

Required Readings:

Berg: Ch 6, 8

Esterberg: Ch 4 (RESERVE)

Gaber and Gaber: Ch 3 (RESERVE)

Lofland, et al.: Ch 5 (pp. 108-115) (RESERVE)

Other Activities:

Field Observation Assignment Discussed

February 8: Field Exercise and Examples of Field Observation Publications*Required Readings:*

Morales, Alfonso. 2010. Planning and the Self-Organization of Marketplaces. *Journal of Planning Education and Research* 30(2): 182-197. (RESERVE)

Prins, Esther. 2010. Participatory Photography: A Tool for Empowerment or Surveillance? *Action Research* 8(4): 426-443.

Silverman, Robert Mark and Kelly L. Patterson. 2004. Paradise Lost: Social Capital and the Emergence of a Homeowners Association in a Suburban Detroit Neighborhood. Pp. 67-84 in *Community-Based Organizations: The Intersection of Social Capital and Local Context in Contemporary Urban Society*, edited by Robert Mark Silverman. Detroit: Wayne State University Press. (RESERVE)

February 15: Semi-Structured Interviews*Required Readings:*

Berg: Ch 6

Esterberg: Ch 5(pp, 83-108) (RESERVE)

Lofland, et al.: Ch 5 (pp. 99-108) (RESERVE)

Other Activities:

Field Observation Assignment Due

Interviewing Assignment Discussed

February 22: Interviewing Simulations and Example of Semi-Structured Interview Publications*Required Readings:*

Silverman, Robert Mark. 2003. Progressive Reform, Gender, and Institutional Structure: A Critical Analysis of Citizen Participation in Detroit's Community Development Corporations (CDCs), *Urban Studies* 40(13): 2731-2750.

March 1: Focus Groups*Required Readings:*

Berg: Ch 5

Esterberg: Ch 5(pp, 108-113) (RESERVE)

Gaber and Gaber: Ch 4 (RESERVE)

Other Activities:

Interviewing Assignment Due

March 8: Focus Group Assignment and Example of Focus Group Publications*Required Readings:*

Patterson, Kelly L. and Robert Mark Silverman. 2011. "How Local Public Administrators, Nonprofit Providers and Elected Officials Perceive Impediments to Fair Housing in the Suburbs: An Analysis of Erie County, New York," *Housing Policy Debate* 21(1): 165-188.

Other Activities:

Focus Group Assignment Discussed and Planned

March 15: Spring Break

March 22: Focus Group(s)**March 29: Action Research***Required Readings:*

Berg: Ch 7

Silverman, Robert Mark, Henry L. Taylor, Jr. and Christopher G. Crawford. 2008. The Role of Citizen Participation and Action Research Principles in Main Street Revitalization: An Analysis of a Local Planning Project, *Action Research* 6(1): 69-93.

April 5: Content Analysis*Required Readings:*

Berg: Ch 11

Gaber and Gaber: Ch 5 (RESERVE)

Waters, Richard D. and Meredith Lord. 2009. Examining How Advocacy Groups Build Relationships on the Internet. *International Journal of Nonprofit and Voluntary Sector Marketing* 14: 231-241.

Other Activities:

Focus Group Assignment Due

Content Analysis Assignment Discussed

April 12: No Class – APA Conference in Boston April 9-12**April 19: Historic Data, Meta-Analysis, and Case Studies***Required Readings:*

Berg: Ch 9 & 10

Molotch, Harvey, William Freudenberg and Krista E. Paulsen. 2000. History Repeats Itself, But How?: City Character, Urban Tradition and the Accomplishment of Place. *American Sociological Review* 65(6): 791-823.

April 26: Content Analysis Assignment Due

*Guest Speakers TBA