

# GSD 5216 ANALYTIC METHODS: QUALITATIVE 2015 SYLLABUS DRAFT



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Fall 2015, Location: Gund 517; Time: Tu/Th 10:00-11:30 am  
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Web Site: <http://my.gsd.harvard.edu/course/gsd-05216/2015/fall>

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## 1. BASIC TIMETABLE

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	Assignments due Thursdays before the start of class except where noted
Week 1: Qualitative methods in practice and research	
Week 2: Arguing	1: Arguing: Diagrams (Oct 29)
Week 3: Observing	2: Observing: Complete Observation (Nov 5)
Week 4: Collecting	3: Collecting: Content Analysis (Nov 12)
Week 5: Asking	4: Asking: Survey Critique (Nov 19)
Week 6: Engaging	5: Engaging: Visual Culture (due Tuesday Nov 24)
Week 7: Implementing qualitative investigations	6: Implementing (Dec 3)
Review and Exam Period	7: Reflecting: Practice and Research (December 11)

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## 2. COURSE AIMS

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### OVERVIEW

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How can planners understand places in a rich, meaningful, and yet systematic way? This module examines how qualitative approaches can be used in planning practice and research. Qualitative methods are particularly useful in answering why and how questions; investigating differing perceptions and values; understanding unique situations; and helping describe complex situations.

Focused on learning-by-doing the class reviews a range of data collection and analysis methods useful in community and organizational environments. Students learn about collecting and reviewing artifacts, observing places, asking questions, engaging with diverse groups, and using visual techniques. Such data are frequently organized into specific kinds of outputs including case studies, evaluations, and analytical memos or short assessments. Students will try out these approaches in weekly exercises.

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### COURSE GOALS AND OUTCOMES

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By the end of the class students will be able to:

1. Identify the range of qualitative methods commonly used in planning practice.
  2. Have experience actually using different data collection and analytical approaches.
  3. Comprehend the strengths and limitations of qualitative approaches and how they can be combined with other methods (mixed-method approaches).
  4. Understand how qualitative methods can aid more complex and systematic understanding of urban places for urban planning and design practice.
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## 3. LOGISTICS

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### READINGS

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There will be two text books which will be in the library and can be bought at the coop or online.

- Booth W., G.G. Colomb, and J. M. Williams. 2008. *The Craft of Research*. Third Edition. Chicago: University of Chicago Press.
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- Gaber G. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy: Beyond the Numbers*. Chicago: Planners Press. (cheapest at APA planners bookstore)

Other required readings will be available online and in the library.

One book is **recommended**. It is available online in second hand and in eBook editions for about \$5 each.

- Turabian, Kate. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press. Recommended.

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## OTHER

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### CONTACTING THE INSTRUCTOR

I have lots of office hours in 309 Gund—about -3-4 times as many as is typical. To sign up for office hours go to <http://annforsyth.net/>, click on the “office hours” link on the top right, and follow the instructions. You can also just turn up at office hours but may need to wait. If you just pop by outside office hours I’m typically busy with other work and will just ask you to sign up for the next available slot.

There is a great deal of advice for students at <http://annforsyth.net/for-students/>. It may answer your question.

### ACADEMIC INTEGRITY

You are expected to adhere to high standards of academic integrity as outlined in university policy: <http://courses.dce.harvard.edu/~phils4/honesty.html>. Pay particular attention to the resources on plagiarism at the bottom.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with me (Ann) by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although faculty members are invited to contact AEO to discuss appropriate implementation.

### TECHNOLOGY IN THE CLASSROOM

I do not grade participation, only outputs, but when you are in the classroom you are expected to be fully present. For that reason anyone who wishes to use an electronic device during class time (apart from specific collaborative working time) will need to meet with me outside of class and explain why it is absolutely necessary. Such devices include phones, laptops, tablets, and other gadgets capable of connecting to the internet or phone system. Unless you have explicit permission from me you will need to turn off and store such devices.

The one exception is the class on library resources.

To learn more about why this is useful please see Professor Stephen Chew’s five terrific short videos on metacognition: <http://www.samford.edu/how-to-study/>. This article is also useful: <http://m.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

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## 4. COURSE REQUIREMENTS AND GRADING SUMMARY

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### HOMEWORKS AND READINGS

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The class will be assessed on the best five of seven homeworks explained in detail at the end of the syllabus. They are due at the **beginning of class** on the course web site.

There are also **weekly readings and you are expected to do them before class**. They will help you and we will discuss them. **However, some are long—in those cases read the introduction and conclusion and skim the rest.**

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### TIMELINESS

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**Short illnesses, family events, etc. should be dealt with using the flexibility of being able to drop paper grades for short assignments.** That is, assume you will be sick some time; an illness of a day or two is not an excuse for a late paper. Those with religious holidays that make it impossible to hand in something need to inform Ann Forsyth in writing at least a week in advance. If you do have a significant illness that incapacitates you for **several weeks** you need to inform Ann Forsyth ASAP and provide appropriate documentation from a medical professional.

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### WHAT ANN PROMISES IN RETURN

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If students do the work described in this syllabus in a timely manner, I promise return work promptly with comments, or rather I will return marked up grade sheets. I will also give you opportunities for feedback about the course.

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## 5. TENTATIVE COURSE SCHEDULE

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### WEEK 1, OCT 20/22 [ACSP]: QUALITATIVE METHODS IN PRACTICE AND RESEARCH

#### Topics:

- Class introduction
- Spectrum and purposes of qualitative methods—data collection and analysis
- Definitions: Investigation, research, research design, research methods, reliability, validity
- The research/investigation process—problem, instrument, collection, analysis, reporting
- Measuring the important: significant, meaningful,
- How qualitative research has formed, and re-formed, the field: Jacobs, Gans, Lynch, Whyte, Hayden, etc.
- **Preparation:** Introduction to “arguing” homework
- **October 22:** Sara Dickinson, Loeb Library

#### Readings:

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy*. **Chapter 1: Introduction, pages 1-14.**
- Gans H. 1962. *The Urban Villagers*. New York: Simon and Schuster. **Preface and acknowledgements (first edition) pages vii-xvi.**
- Forsyth A. 2005. *Reforming Suburbia*. Berkeley: University of California Press. **Methods (pages 45-47); Appendix C: Study Methods (pages 309-314).**

### WEEK 2, OCT 27/29: ARGUING

#### Topics:

- **Homework due/discussion Thursday:** Arguing
  - Long and short forms of analysis and reporting
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- Audience and purpose
- Making an argument—propositions, qualifications, evidence
- Presenting qualitative data in an argument
- Formats: memos, briefs, presentations, infographics, reports
- What makes a good argument?
- **Preparation:** Introduction to “observing” homework

**Readings:**

- Booth et al. 2008. *The Craft of Research*. **Section III Making a claim and supporting it. Pages 105-169.**

### **WEEK 3, NOV 3/5: OBSERVING**

**Topics:**

- **Homework due/discussion Thursday:** Observing
- Structuring observations with checklists and guides ; inventories
- Watching people, participant observation, locating physical traces, windshield surveys/site reconnaissance
- Special issues with photography; tomography
- Analyzing observational data
- What are the strengths of observational data?
- **Preparation:** Introduction to “collecting” homework

**Readings:**

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy*. **Chapter 2: Field research (part, pages 17-25, 32-41); Chapter 3: Photographic research (part, pages 45-67).**
- Jacobs A. 1985. *Looking at Cities*. Cambridge MA: Harvard University Press. **Chapter 1: Starting to Look (pages 1-13).**

### **WEEK 4, NOV 10/12: COLLECTING**

**Topics:**

- **Homework due/discussion Thursday:** Collecting
- Identifying data sources
- Reviewing and analyzing existing materials: academic studies, reports, plans, etc.
- Archives, oral histories, and artifacts
- Data sets: public surveys, datasets from prior studies
- Visual materials: Maps, photos, videos, and other visual materials
- New media: public, commercial, and private; single source to crowd source
- What makes a good review?
- **Preparation:** Introduction to “asking” homework

**Readings:**

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy*. **Chapter 5: Content analysis and meta-analysis, pages 103-122).**
- Forsyth A. 2008. Skills in Planning: Writing Literature Reviews:  
<http://www.planetizen.com/node/36600>
- Forsyth A. 2009. Making Sense of Information: Using Sources in Planning School:  
<http://www.planetizen.com/node/40408>

### WEEK 5, NOV 17/19: ASKING

#### Topics:

- **Homework due/discussion Thursday:** Asking
- Why and when to bother people with questions
- Gathering public opinions vs. generalizable surveys; qualitative and quantitative surveys
- Access issues and survey/interview/participation/study fatigue
- In-person methods—informal field interviews, focus groups, semi-structured interviews, surveys
- Gathering data at a distance--questionnaires, polling, public reporting apps, etc.
- Key issues in survey and interview design
- Steps in implementing interviews and surveys (design, collection, and analysis)
- **Preparation:** Introduction to “engaging” homework

#### Readings:

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy*. **Chapter 4: Focus group research (part, pages 73-90)**.
- Leech B.L. 2002. *Asking questions: techniques for semistructured interviews*. PS: Political Science and Politics 35, 4: pages **665-668**.
- Fowler F. 2013. *Survey Research Methods*. Fifth Edition. Thousand Oaks, CA: Sage. **Chapters 5 Methods of Data Collection and 6: Designing Questions to be Good Measures (pages 61-98)**.

### WEEK 6, NOV 24: ENGAGING

#### Topics:

- **Homework due/discussion Tuesday:** Engaging
- Levels of engagement/participation
- Participation ethics, expectations, and participation fatigue
- Methods inventories and decision trees
- Visual methods
- Participation 2.0—crowdsourcing and beyond
- Cultural competency
- Analyzing engagement as data: practical and ethical considerations
- **Preparation:** Introduction to “evaluating” homework

#### Readings:

- Rice M, and A Mathews. 2012. A New kind of public service professional: possessing cultural competency awareness, knowledge, and skills. In KA Norman-Major and S.T. Gooden eds. *Cultural Competency for Public Administrators*. Armonk, NY: M.E. Sharpe. **(pages 19-29)**.
- Participation Compass. 2015. <http://participationcompass.org/>
- Community Planning. 2015. Methods. [http://www.communityplanning.net/methods/methods\\_a-z.php](http://www.communityplanning.net/methods/methods_a-z.php)

### WEEK 7, DEC 1/3: IMPLEMENTING QUALITATIVE INVESTIGATIONS

#### Topics:

- **Homework due/discussion Thursday:** Implementing
- The research process revisited
- Mixed methods approaches
- Formats
  - Assessments: topical, needs based, etc.

- Case studies
- Evaluations: process, outputs, and outcomes; diagnostics
- **Preparation:** Introduction to “reflecting” homework

**Readings:**

- Gaber J. and S. Gaber. 2007. *Qualitative Analysis for Planning and Policy*. **Chapter 6: Getting the Big Picture, pages 135-147).**
- Thomas G. 2011. *How to Do Your Case Study*. London: Sage. **Chapter 1: What is a case study? (pages 3-23) and Chapter 5: Kinds of case studies: finding your case (pages 75-95—lots of diagrams!)**

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## 6. HOMEWORKS

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Note: Homeworks are handed in in a way that allows others in the class to see them. This is to help foster discussion.

### 1: ARGUING: DIAGRAMS

**BIG IDEA**

Analyze the argument structure in a short document you are using in another class.

**EXERCISE**

- Find a document you are using in another class, one that makes an argument.
- Diagram the overall argument using an approach similar to Booth et al. Also diagram a specific sentence or paragraph that is key.
- Write up to one page discussing the strengths and weaknesses of the argument and how it could be strengthened. This could include extra diagrams showing changes to the argument structure, new data sources and the like. The total should be a maximum of 4 pages.

### 2: OBSERVING: COMPLETE/UNSTRUCTURED OBSERVATION

**BIG IDEA**

This exercise will help you observe a place and reflect on the strengths and weaknesses of complete and unstructured observation.

**OVERVIEW OF EXERCISE**

- Select a place that sells inexpensive food you can visit in person and sit down either in the store/restaurant or on a bench or chair immediately outside. Think places with meals under \$5 where construction workers, parents with small children, or older people on limited incomes might go. A place somewhere you are already studying, e.g. for studio, would be a good selection.
- Visit it for approximately 1 hour and observe it using only your own observations (note taking), sketches and diagrams (optional but useful), and a camera (if possible). You can engage in informal conversation as well.
- The assignment is to provide a rich description of up to 2 8.5\*11 inch pages of text stating what it feels like to be in the place—what is happening, its physical character, etc. Photos, diagrams, and sketches can be an additional 2 more pages and should be annotated or captioned.
- The rich description should conclude with a brief reflection on what you learned from the exercise compared with your initial thoughts about the place.
- It is fine to lay out on 11\*17. The maximum length is 4 8.5\*11 inch pages or 2 11\*17 inch pages

### 3: COLLECTING: CONTENT ANALYSIS

**BIG IDEA**

Perform a content analysis of an archival document, plan, or planning report (i.e. not an academic study).

**EXERCISE**

- Find an existing document or series of short documents that interest you (e.g. that you are using in another course).
- Perform a content analysis on it as outlined in Gaber and Gaber.
- Present your specific approach and findings in a chart and/or graph and up to one page of text (4 pages max, with a maximum of 2 of text including the reflection in the next line).
- Your findings should include a brief reflection on uses for this approach.

**4: ASKING: SURVEY CRITIQUE**

**BIG IDEA**

Take an existing survey, critique it, and redesign at least one question.

**EXERCISE**

- Obtain an existing online or mail survey that may be related to a current project of yours. If there is no relevant survey then pick one of those in the resource list below.
- In up to 2 pages of text and 2 more pages of illustrations of questions (a) critique the survey (strengths and weaknesses) and (b) choose one or more questions to redesign explaining your logic.
- Total length should be no more than 4 pages (text + illustrations) but less is more!

**RESOURCES**

- MIT. 2014. Commuting Survey. <http://web.mit.edu/ir/surveys/pdf/MIT2014-CommutingSurvey.pdf>
- City of Boston. 2015. Age Friendly Survey. <https://www.surveymonkey.com/r/AgeFriendlyBoston> [see pdf to critique]

**5: ENGAGING: VISUAL CULTURE**

**BIG IDEA**

Design an approach to collecting data/engaging communities with planning issues that is culturally responsive and uses broadly visual methods.

**EXERCISE**

- In the context of one neighborhood planning exercise devise an approach to collecting qualitative data while engaging community members with planning issues
- It should be able to reach those with low incomes or otherwise hard to engage (e.g. the very old, those with disabilities, speaking non-dominant languages, etc.)
- You should explain the approach in some depth—showing how it is visual/graphical, and the steps you'd need to take to carry it out in that area. Methods might be mapping, responding to images, creating models, etc.
- Explain why it is appealing and relevant and what might be its weaknesses including ethical considerations.
- Outline what kinds of questions such information could answer.
- This will take about 2-4 pages plus and references (you should cite the sources of the strategies). Illustrations welcomed.

**6: IMPLEMENTING**

**BIG IDEA**

For a project you are working on in another setting, take an existing quantitative data source and propose how to supplement with qualitative methods to obtain better results.



### EXERCISE

- For an existing project such as a studio assignment, identify an existing numerical data source you are using (e.g. census, economic indicators, assessors records).
- In 1-2 pages of text plus up to 2 pages of exhibits, explain how you can use some qualitative method or methods to better answer an important question. Deal with both data collection and analysis.
- Please describe how the qualitative method improves your ability to answer a research question.

## 7: REFLECTING: PRACTICE AND RESEARCH, DUE FRIDAY, DECEMBER 11

### BIG IDEA

This exercise is to reflect on the use of qualitative methods in the planning research and practice.

### EXERCISE

- In 2 pages of text plus optional diagrams (4 pages max.), explain how you think qualitative methods are best used in planning.
- Also explain the key points planners should know about research methods—what is important or interesting about them?

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## CRUCIAL ADVICE ON GRADES AND PRODUCING QUALITY WORK

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### GRADING NUMBERS

The GSD uses an unusual grading approach: The grade of "Pass" is the standard mark for recognizing satisfactory work **and the vast majority of students in any class receive a pass**—around 80%. "Distinction" and "High Pass" are reserved for work of clearly exceptional merit. "Low Pass" indicates a performance that, although deficient in some respects, meets minimal course standards" (<http://www.gsd.harvard.edu/#/gsd-resources/registrar/grading/grades.html>). To make it easier for students to track their progress I will assign numerical grades that can then be converted to the GSD system.

- High pass 90%+
- Pass 75%+
- Low pass 65%+

Remember you drop your worst grades.

### GRADING CRITERIA

I typically grade in two ways. First I check you did all parts of the assignment using criteria taken directly from the assignment descriptions—if **it's a bullet, it will be an item I look for though I may combine some bullets in actual grading (some are really steps along the way to a larger product)**.

Second I assess how well you completed the work using the matrix below.

	<b>Very good (High Pass)</b>	<b>Good (Pass)</b>	<b>OK (Low Pass)</b>	<b>Needs Work (Not passing)</b>
Overall	Hits on almost all of basic content (what this is depends on the assignment) + Memorable	Hits on almost all of the basic content + Writing Interesting to read	Hits on some basic content	Hits on a small amount of basic content (one item) and/or Numerous digressions/errors
Argument	Argument is coherent, well organized, interesting, well	Argument is coherent, well organized,	Argument is fairly coherent and well organized with some	Some confusion/vagueness/parts that don't make

	<b>Very good (High Pass)</b>	<b>Good (Pass)</b>	<b>OK (Low Pass)</b>	<b>Needs Work (Not passing)</b>
	qualified, with adequate evidence, and memorable—engages the reader with a lively mind	interesting, well qualified, with adequate evidence	evidence and qualifications	sense/missed the point
Sources	Sources are cited (using author/date page); used critically*	Sources are cited; some are used critically	Some sources are missing	Sources are not cited
Writing	Writing/graphics largely free from errors	Perhaps some writing errors, but none critical for comprehension	More than a few writing errors that may impede comprehension	Many careless writing errors that may impede comprehension
Graphics and layout	Easy to read fonts. Graphics that are legible and convey information well. Layout that is striking and imaginative	Easy to read fonts. Graphics that are legible and convey information well.	Adequate font size or shape. Adequate graphics though there may be weaknesses in content and/or execution	Tiny and hard to read fonts; graphics that are either difficult to understand or do not convey useful information

\*Critical use of sources reflects consciousness of the sources of evidence and methods used in the source and whether they can answer a question appropriately.

This link is also helpful in providing a more global view of grading:  
<http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html>

### FONTS AND LAYOUT

I have set page limits not word limits for this class. I don't care about the line spacing but text should typically be no smaller than Arial 10pt or Times Roman 11pt. You might use something smaller for a label. You need to provide adequate margins to allow easy comprehension and to provide space for comments in grading. Do not put too many characters on a line. Typically comprehension is easier with ragged layouts—that is don't line up both sides of text but let the spacing between characters fall more naturally. Also, remember that faculty are typically older than you and our eyesight is often worse—it's a real strain to read tiny fonts and your materials will be treated much less sympathetically if they are hard to read.

### WRITING INSTRUCTIONS

I advise students to do one of the following activities before handing in any project: (a) put the piece aside for at least a few hours and then go back and edit it for clarity, or (b) get a sympathetic friend to edit it for clarity, or (c) read it out loud and change any sentences that don't make sense. I do this in my own work as a consideration to those who are reading it (and a few things still slip through)!

Where you cite sources you should use the author-date-page or parenthetical reference/reference list style of citation generally used in the social sciences. For example in the text you list only the author, date and page e.g. (Goldsmith 1994, 3). You then list the full details for the source alphabetically by author's name in a reference list at the end. If you cite a web site in a short paper, I need the full URL.

All quotes quoted directly should include the page number in the citation e.g. (Goldsmith 1994, 3). Also cite with a page number all ideas not quoted directly but coming from a specific part of a document. Only when you refer very generally to an entire work should you merely cite the author and date, for example, (Marris 1987).

For more information see a style manual such as Kate Turabian's (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press) although you should note that she shows two kinds of citation (footnote and bibliography, and parenthetical reference/reference list) and it is the second of these that I prefer.

I am very concerned that findings are based explicitly on evidence. You will receive a low grade if you fail to cite sources or if they are not listed systematically in the reference list. More about evidence is explained in Booth et al.'s (2008) *Craft of Research* (Chicago: University of Chicago Press).

### ACADEMIC HONESTY

Please be familiar with Harvard's web site on plagiarism:

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>. It is inappropriate to use any form of plagiarism. The GSD's own library has a useful web site as well:

<http://guides.library.harvard.edu/gsd/write>

In addition if you wish to use work that overlaps with another class you can do so only if you have **written** permission from me. This will reflect an **in-person discussion** where we figure out how your work can reflect an equivalent effort to other students doing the same assignment.

If you need to use a copy editor to improve your writing, that is fine. However, they should be copy editing not writing the paper. Please let me know if you are using such a service. I won't grade you down for it but it will help my understanding of your work.

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### ADDITIONAL READINGS

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#### TOOLS, MANUALS, AND ARTICLES

Becker H. 1986. *Writing for Social Scientists*. Chicago: University of Chicago Press.

Bickman L. Rog D.J. eds. 2009. *The Sage Handbook of Applied Social Research Methods*. Los Angeles: Sage.

Community Planning. 2015. Methods. [http://www.communityplanning.net/methods/methods\\_a-z.php](http://www.communityplanning.net/methods/methods_a-z.php)

Creswell, J.W. 2007. *Qualitative Inquiry & Research Design, Second Edition*. Thousand Oaks: Sage.

Creswell, J.W.. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edition. Los Angeles: Sage Publications.

Crump J. No date. A Guide to Neighborhood Housing Assessment: A Student Workbook.

<http://faculty.design.umn.edu/jrcrump/pdf/assessment.pdf>

Dandekar, H.C. 2003. *The Planner's Use of Information*. 2nd ed. Chicago, Ill.: Planners Press.

Forsyth, A. 2012. Alternative Cultures in Planning Research: From Extending Scientific Frontiers to Exploring Enduring Questions. *Journal of Planning Education and Research* 32, 2: 160-168.

Forsyth A. and K. Crewe. 2006. Research in Environmental Design: Definitions and Limits. *Journal of Architectural and Planning Research* 23, 2: 160-175.

Forsyth A., G. Nicholls, and B. Raye. 2010. Higher Density and Affordable Housing: Lessons from the Corridor Housing Initiative. *Journal of Urban Design* 15, 2: 269-284.

Forsyth A., J. Jacobson, and K. Thering. 2010/ Six Assessments of the Same Places: Comparing Views of Urban Design. *Journal of Urban Design* 15, 1: 21-48.

Fowler F. 2013. *Survey Research Methods*. Fifth Edition. Thousand Oaks, CA: Sage.

Jacobs A. 1985. *Looking at Cities*. Cambridge MA: Harvard University Press.

Krieger M.H. 2011. *Urban Tomographies*. Philadelphia, PA: Penn Press.

Krizek K., A. Forsyth, and C. Shively Slotterback. 2009. Is There a Role for Evidence-Based Practice in Urban Planning and Policy? *Journal of Planning Theory and Practice* 10, 4: 455-474.

- Krizek, K, A. Forsyth, A.W. Agrawal. 2010 . PABS Users Guide. San José, CA: Mineta Transportation Institute.  
[http://transweb.sjsu.edu/MTIportal/research/publications/documents/2907\\_manual.pdf](http://transweb.sjsu.edu/MTIportal/research/publications/documents/2907_manual.pdf)
- Krueger R. 2009. *Focus Groups: A Practical Guide for Applied Research*. Los Angeles: Sage.
- Marshall, C. and G.B. Rossman. 2006. *Designing qualitative research*. 4th ed. Thousand Oaks, CA: Sage Publications.
- Maxwell, J.A. 2013. *Qualitative Research Design. Third edition*. Thousand Oaks, CA: Sage.
- Miles M, Huberman A.M., Saldana J. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. Third Edition. Thousand Oaks, CA: Sage.
- National Cancer Institute. 2015. Applied Research: Instruments.  
<http://appliedresearch.cancer.gov/mfe/instruments>
- National Cancer Institute. 2015. Behavioral Research: Research Tools,  
[http://cancercontrol.cancer.gov/brp/research\\_tools.html#researchMeasures](http://cancercontrol.cancer.gov/brp/research_tools.html#researchMeasures)
- Norman-Major KA and S.T. Gooden eds. 2012. *Cultural Competency for Public Administrators*. Armonk, NY: M.E. Sharpe.
- Participation Compass. 2015. <http://participationcompass.org/>
- Thomas G. 2011. *How to Do Your Case Study*. London: Sage.
- Yin, R.K. 2009. *Case Study Research* Fourth Edition. Los Angeles: Sage.