

GSD 5388 HEALTH AND ENVIRONMENTAL PLANNING

2019 SYLLABUS DRAFT



Hangzhou, China

Fall 2019, Location: 517 Gund; Time: Fridays 12-3

Instructor: Ann Forsyth, 309 Gund Hall, aforsyth@gsd.harvard.edu

Office Hours: Typically Tuesdays 12-2; Wednesdays 4-6; Fridays 3:30-5:30

Sign-up: <http://annforsyth.net/for-students/logistics/>

<https://www.gsd.harvard.edu/course/health-and-environmental-planning-fall-2019/>

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1. BASIC TIMETABLE

	Potential weekly paper	Longer paper deadlines (all due at the start of class)
Analyses		
1: Overview		
2: Landscape Assessments	✓	
3: Future Scenarios	✓	
4: Scoring and Indicators	✓	Project/case proposal
5: Impact and Health Assessments	✓	
Implementation		
6: General Land Use Planning and Zoning	✓	
7: Metropolitan Densification *	✓	
8: Green Infrastructure and Conservation Planning *	✓	
9: Resiliency and Recovery	✓	Draft paper
10: Food System Planning	✓	
11: Energy and Waste	✓	
12: Presentations		
13: Student Choice and Wrap Up	✓	Dec 13: Final papers due 5pm

* Due to conferences, weeks 7 and 8 moved to Saturday October 19 10-4 (although the class is welcome to find an alternative. Two papers can be submitted.

2. COURSE AIMS

OVERVIEW

How is health and environmental planning actually done? Solution-oriented, this class focuses on key areas where physical planning and associated programs and policies are important in shaping the future of neighborhoods, cities, and regions. It examines two sets of methods. Analysis approaches enable planners and others to understand the problems they are dealing with by assessing landscapes, developing scenarios, using indicators, and assessing impacts. Implementation tools are where planners make a difference in land use planning, densification, green infrastructure, conservation, resiliency, food systems, energy, and waste. This is not just a how-to class, rather the course focuses on analyzing what planners are able to do and whether they can make a difference. It also examines how research evidence can help planning. Visiting speakers will provide case studies. Evaluation includes short papers and a longer case study or practical project.

LEARNING OBJECTIVES

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

- Understand basic approaches to assessing places in terms of health and environmental issues.
- Appreciate the strength and limitations of the approaches.
- Critique the major styles and methods of implementing green and healthy cities considering both social and environmental dimensions.
- Evaluate research related to health and environmental planning methods.
- Comprehend the potentials and limitations of using research to create evidence-based interventions.

- Appreciate the roles of different disciplines, and of local knowledge, in working on issues connecting health, environment, and place.

3. LOGISTICS

READINGS

Readings are online via Canvas or on reserve in the library.

Two more general books are **recommended**. They are available online in second hand and in eBook editions for about \$5 each and are worth it as investments:

- Booth, Wayne, Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press. Recommended.
- Turabian, Kate. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press. Recommended.

OTHER

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 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.

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/>

4. COURSE REQUIREMENTS SUMMARY

ASSIGNMENTS

There are three sorts of assignments. All are described in some detail later in the syllabus.

- Response Papers 50%
- Paper and Informal Presentation 50 %

Students are also expected to do the readings before class.

TIMELINESS

Late short papers paper are not accepted. 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.

For the **paper/project** late submissions are docked marks on the following schedule: 1 hour late -5%; up to 5 hours late -10%; up to 24 hours late -15%; up to 48 hours late -20%; and 10% for every day or part of a day after that.

WHAT ANN PROMISES IN RETURN

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 including a mid-semester evaluation. I will share the results of the evaluation with you.

5. TENTATIVE COURSE SCHEDULE

When it says “Skim”—read the introduction, conclusion, major headings, and look at all figures and tables.

Not APA PAS reports are free to APA student members as are JAPA articles; All students can obtain free membership of APA.

ANALYSES

WEEK 1: OVERVIEW SEPT 6

- Health and environment—conflicting aims of environmental planning
- How much do places matter in health and how? Place effects, places as settings, physical places vs. social, economic, institutional, and perceived places
- How much does planning help environmental sustainability and resilience
- Compactness and connection—the alternative visions
- How to read research

Readings:

- Schroeder, S.A. 2016. American health improvement depends on addressing class disparities. *Preventive Medicine* 92, 6-15. [skim]

WEEK 2: LANDSCAPE ASSESSMENTS SEPT 13

Outline:

- Landscape types

- Overlay methods
- Build-out
- Social factors

Readings:

- Forman, R. T. T. 2016. Urban ecology principles: Are urban ecology and natural area ecology really different? *Landscape Ecology* 31: 1653-1662.
- Berke, P. G. Newman, J. Lee, T. Combs, C. Kolosna, & D. Salvesen. 2015. Evaluation of networks of plans and vulnerability to hazards and climate change: A resilience scorecard. *JAPA* 81, 4: 287-302.
- Wheeler, S.M. 2015. Built landscapes of metropolitan regions: an international typology. *JAPA* 81, 3: 167-190.

WEEK 3: FUTURE SCENARIOS SEPT 20

Outline:

- Visions—what someone would like to occur, tend to be static blueprints
- Predictions, projections, and forecasts—what is likely, can deal with processes
- Scenarios—what is possible, good/bad vs. plausible
- Workshop-- developing a scenario

Readings:

- Norton, R. S. Buckman, G. Meadows, Z. Rable. 2019. Using simple, decision-centered, scenario-based planning to improve local coastal management. **JAPA 85, 4: forthcoming.**
- Chakraborty, A. and A. McMillan. 2015. Scenario planning for urban planners: Toward a practitioner's guide *JAPA* 81, 1: 18-29.
- Raskin, P. et al. 2005. Global scenarios in historical perspective. In Scenarios Working Group, *Scenarios Assessment*. <http://www.millenniumassessment.org/documents/document.326.aspx.pdf>
[Skim]

WEEK 4: SCORING AND INDICATORS SEPT 27

Outline:

- Types of sustainability measurement
- Creating Indicators
- Sustainability indicators exercise (in class)

Practice readings:

- STAR Communities. 2016. STAR Community Rating system. Version 1.2.
<http://www.starcommunities.org/the-rating-system/download/> **(skim)**

Other readings:

- Ameen, R.F. M, M. Mourshed, H. li. 2015. A critical review of environmental assessment tools for sustainable urban design. *Environmental Impact Assessment Review* 55: 110-125 **[SKIM]**
- Szibbo, N. 2016. Lessons for LEED for Neighborhood Development, Social Equity, and Affordable Housing. *Journal of the American Planning Association* 82, 1: 37-49. **[skim]**
- Garde, A. Form-based coded for zoning reform to promote sustainable development: Insights form cities in Southern California. *JAPA* 83, 4: 346-364/ **[skim]**

WEEK 5: IMPACT AND HEALTH ASSESSMENTS OCT 4

Topics:

- EIA and HIA
- Health assessment processes—community health needs assessment, health impact assessment, healthy community assessment, neighborhood health assessment
- Core measurement issues—places, data, analysis, reporting

- Health impact assessment training
 - Screening, scoping, and desktop (checklists)
 - Rapid HIA
 - Intermediate HIA
- Exercise: HIA practice

Readings:

Forsyth, A. Schively Slotterback, C. and Krizek, K. 2010. Health impact assessment for planners: what tools are useful? *Journal of Planning Literature* 24, 3: 231-245.

Hancock, T. and M. Minkler. 2012. Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment? In *Community Organizing and Community Building for Health*, edited by M. Minkler, 138-157?. Piscataway, NJ: Rutgers University Press. **[SKIM]**

American Planning Association. 2017. Healthy Communities Policy Guide. <https://planning-org-uploaded-media.s3.amazonaws.com/document/Healthy-Communities-Policy-Guide.pdf> **[SKIM]**

IMPLEMENTATION

WEEK 6: GENERAL LAND USE PLANNING AND ZONING OCT 11

Outline:

- Health and environment in land use planning
- Zoning and other regulations

Reading:

Godschalk, D. and D. Rouse. 2015. Sustaining Places: Best Practices for Comprehensive Plans PAS Report 578 **Read Executive summary and Appendix C.**
<https://www.planning.org/publications/report/9026901/>

Chapin, T. 2012. Introduction: From Growth Controls, to Comprehensive Planning, to Smart Growth: Planning's Emerging Fourth Wave. *Journal of the American Planning Association* 78, 1: 5-15.

Jepson, E.J. and A. Haines. 2014. Zoning for sustainability: a review and analysis of the zoning ordinances of 32 cities in the United States. *JAPA* 80:3: 239-252.

Mowery, M. et al. 2019. Planning the Wildland-Urban interface. PAS report 594. **Skim Chapter 5 A holistic WUI planning framework and Chapter 6 WUI planning tools.**
<https://www.planning.org/publications/report/9174069/>

WEEK 7: METROPOLITAN DENSIFICATION [MOVED TO OCT 19 10-4]

Outline:

- Density: Measuring what at which scale?
- Health and density—does sprawl make you fat?
- Compact city idea vs. alternatives: benefits and expenses
- Metropolitan densification and growth management strategies—does regional planning work?
- Retrofitting centers, housing, infrastructure, and green space
- Brownfields

Practice reading:

Forsyth A., C. Brennan, N. Escobedo, and M. Scott. *Revitalizing Places: Improving Housing and Neighborhoods from Block to Metropolis/Revitalizando Ciudades: Mejorando Viviendas y Barrios desde la Cuadra a la Metrópolis*. Cambridge, MA: Harvard Graduate School of Design. In English and Spanish. <http://research.gsd.harvard.edu/socialhousingmexico/planning-guidelines/> **[Skim at a very high level Part 1 Densifying Existing Areas and Part 3: Retrofitting Places]**

Other readings:

Ewing, R. and S. Hamidi. 2015. Compactness versus Sprawl: A Review of Recent Evidence from the United States. *Journal of Planning Literature* 30, 4: 413-432.

Forsyth, A. 2018. Congested Cities vs. Sprawl Makes You Fat: Unpacking the Health Effects of Planning Density, *Town Planning Review*. 89, 4" 333-354.

WEEK 8: GREEN INFRASTRUCTURE AND CONSERVATION PLANNING [MOVED TO OCT 19 10-4]

Outline:

- Green infrastructure, low-impact design, and conservation planning
- Water use and management
- The just green enough idea
- **Guest: Pallavi Mande, Charles River Watershed Association**

Readings:

NC State University. No Date. Conservation Subdivision Handbook. North Carolina: North Carolina Cooperative Extension Service <http://content.ces.ncsu.edu/conservation-subdivision-handbook>

[[Skim at a very high level]]

European Environment Agency. 2017. What is green infrastructure?

<https://www.eea.europa.eu/themes/sustainability-transitions/urban-environment/urban-green-infrastructure/what-is-green-infrastructure>

US EPA. 2019. What is green infrastructure? <https://www.epa.gov/green-infrastructure/what-green-infrastructure>

Largo-Wright, E. 2011. Cultivating healthy places and communities: evidenced-based nature contact recommendations. *International Journal of environmental Health Research* 21, 1: 41-61.

Stoker, P. et al. 2019. Building water efficient cities: a comparative analysis of how the built environment influences water use in four Western U.S. cities. *JAPA* 84: 4 forthcoming.

WEEK 9: RESILIENCY AND RECOVERY NOV 1 [OPEN HOUSE]

Outline:

- Disturbance, disaster, and resiliency
- Urban Climate change: from local to global
- Resiliency and inequality
- Planning analysis for resiliency
- Responses to climate change: from mitigation to disaster response and planned retreat
- **Guest: Pallavi Mande, Charles River Watershed Association and Jeanette Pantoja, Metropolitan Area Planning Council**

Readings:

Rotterdam Climate Initiative. 2010. *Rotterdam Climate City*.

<http://www.rotterdamclimateinitiative.nl/documents/ENG-mitigation-annual-plan2010.pdf>

[[Skim at a very high level]]

NOAA and EPA. 2011. Achieving Hazard-Resilient Coastal and Waterfront Smart Growth.

<http://coastalsmartgrowth.noaa.gov/resilience.html> (has link to download report) **[[Skim at a very high level]]**

Rudolph, L. et al. 2018. Climate Change, health, and Equity: a Guide for Local Health Departments.

Oakland Ca/Washington DC: PHI and APHA. <https://www.apha.org/topics-and-issues/climate-change/guide> **[[Skim at a very high level]]**

Olshansky, R. and L.A. Johnson. 2014. The evolution of the federal role in supporting community recovery after U.S. Disasters. *JAPA* 80, 4: 293-304.

Hamin, E., N. Gurran, and A.M. Emlinger. 2014. Barriers to municipal climate adaptation: Examples from coastal Massachusetts' smaller cities and towns. *JAPA* 80, 2: 110-122.

WEEK 10: FOOD SYSTEM PLANNING NOV 8

Outline:

- Why food?
- Health issues—nutrition, obesity, social connections
- Economic issues—work, gentrification

Readings:

Black C, Moon G, Baird J. 2014. Dietary inequalities: what is the evidence for the effect of the neighbourhood food environment? *Health and Place*. 27:229-242.

Sloane et al. 2019. Can we be partners? A case study of community action and local food systems planning in Los Angeles. *JAPA* 85, 3: forthcoming.

Petzel et al. 2015. Sustainable agriculture and healthy food systems: a resource guide for planners. Washington APA. https://www.washington-apa.org/assets/docs/2015/Ten_Big_Ideas/18_ag%20food%20resource%20guide.pdf

WEEK 11: ENERGY AND WASTE NOV 15

Outline:

- Why food?
 - Health issues—nutrition, obesity, social connections
 - Economic issues—work, gentrification
- Waste and planning

Readings:

Loh, C. and A. Oslund. 2016. Local land use planning responses to hydraulic fracturing. *JAPA* 82, 3: 222-235. SKIM

Pitt, D. and E. Bassett. 2013. Collaborative planning for clean energy initiatives in small to mid-sized cities. *JAPA* 79, 4: 280-294.

Ai, N. and N.G. Leigh. 2017. Planning for sustainable material and waste management. PAS Report 587. **Executive summary.** <https://www.planning.org/publications/report/9124041/>

Bryson J., B. Crosby, M. Middleton Stone. 2006. The design and implementation of cross-sector collaborations: propositions from the literature. *Public Administration Review* 66: 44-55.

WEEK 12: PRESENTATIONS NOV 22

Outline:

- Students will present their cases/projects for discussion/

WEEK 13: STUDENT CHOICE AND WRAP UP DEC 6

Outline:

- Students will select the readings during semester.

6. ASSIGNMENTS

Everything should be handed in online on Canvas.

PART 1: RESPONSE PAPERS 50%

On five or six or seven weeks you will hand in a short paper on that week's readings. I will only count the grades for five; that is I will drop the worst grade(s) if you do more.

The papers are *due at the beginning of the first class of the week, uploaded* to the course site and I will generally hand them back graded and with comments the following week. Taking out the first and presentation week of class there are 11 weeks left in the semester with readings meaning that you will have several weeks when you need to do readings but do not need to hand in a paper on them. You may

select which weeks you hand in papers for, but you need to hand them all in and on time. Occasional illnesses (that incapacitate for up to two weeks), religious holidays, family events, etc. should be dealt with using the flexibility inherent in the assignments. **Please assume you will be sick some time and don't wait until the end to hand papers in. Late papers are not accepted.**

I have set a one page limit—this means it will fit on a page in 12 point font Times Roman, 11 point Arial, 11 point Calibri, or similar. Do not use smaller fonts.

The papers for each week will:

- (1) Outline the basic message of **each** reading (e.g. **each chapter**). This is not a summary of the entire chapter—I want to know what the main points of the reading are. (50% of grade).
- (2) Give a more personal reflection on *one* of the questions below although the response **should** refer to the readings. It is perfectly fine to disagree with the reading—just give reasons. (50% of grade)
- (3) Stick within the **page limit** and be clearly marked with your **name**, the **question to be answered** (If there is no name you will not get a grade; if you are over the word limit or have missing questions, your grade will drop up to 10%).

In answering the questions below I will be grading papers in terms of how well you have (a) understood and (b) engaged with the literature in terms of points 1 through 3 above, and on (c) how well you have argued your positions (e.g. giving evidence etc.) as described later in the rubric. I will not grade on how closely you have mirrored my opinions.

Week 1: Overview [no paper]

Week 2: Landscape Assessments

- How natural are urban areas?
- Can urban and rural or wild area really be assessed together using the same tools?

Week 3: Future Scenarios

- How would planning change if it more seriously considered alternative plausible futures? Would it change much?
- Briefly outline two very different but plausible global urban futures.

Week 4: Scoring and Indicators

- What are the pros and cons of expert-led vs. participatory sustainability indicators?
- Can urban sustainability be measured?

Week 5: Impact and Health Assessments

- Should health impact assessment be required?
- Compare top down vs. participatory approaches to health assessments.

Implementation

Week 7: General Land Use Planning and Zoning

- What makes a healthy comprehensive plan?
- How much can planners reduce environmental risk?

Week 6: Metropolitan Densification

- How important is adopting a compact city approach for urban sustainability?
- How relevant is smart growth for places beyond the U.S.?
- What are the key roles of the private sector to achieve smart/sustainable growth? Discuss one or two points.

Week 8: Green Infrastructure and Conservation Planning

- What are the pros and cons of conservation subdivisions?
- How do European and U.S. versions of green infrastructure differ?

Week 9: Resiliency and Recovery

- Climate change has captured a lot of public attention but can be controversial in some parts of the United States. What arguments can be made for climate sensitive planning—from adaptation to resilience—without specifically referring to climate change?
- CO₂ emission reduction can be achieved largely without planning interventions but rather through technological changes, changes in agricultural practices, and the like. Discuss.
- Often in reality, large cities tend to get priority in terms of disaster prevention/response resource provision, compared to small cities and rural areas. What can be done to resolve this issue? Or if you do not think this is a problem, how do you justify that position?

Week 10: Food System Planning

- What are the main outcomes of food systems planning?
- Is urban agriculture worth promoting?

Week 11: Energy and Waste

- What are the main impediments to planning for more sustainable energy?
- Is solid waste really a planning issue? Discuss.

Week 12: Presentations [no paper]

Week 13: Student Choice and Wrap Up

- Compare and contrast the main arguments in the readings selected. What are the main implications for planning?

PART 2: CASE/PROJECT AND INFORMAL PRESENTATION 50 %

There are two tracks for the final assignment—a case study or a practical project. Both need to be presented to the class.

Case Study

Write a case study of a place, project, policy, plan, or program that has uses health and environmental planning approaches—describing it and analyzing it in relation to some theme from the class. The case should have been implemented, not just a proposal. It should be bigger than a building, preferably substantially so. There will need to be enough materials available to enable a case to be written—such as policy documents, archives, oral histories, maps, and statistics. It would be handy to visit it but not essential, and I do hope at least some students pick cases outside of the United States. The paper should have the following characteristics:

- Single spaced it should be 4,000-6,000 words (put the word count on the cover).

- It should have a significant number of illustrations—photos, charts, graphs, and similar. This is why I have not provided a page limit.
- In addition to a reference list there should be a bibliographic note at the end describing key sources including web documents, original policy documents, and visual materials. This note needs to say where you found materials and assess their strengths.
- You must cite and seriously engage with at least five class readings in your paper; you can, of course, engage with more.
- You can re-use parts of the shorter writing assignments in this paper but the more of that you do, the more polished I'll expect the paper to be.

In addition in the second last week, students should share their findings with a brief, informal, PowerPoint presentation of 5-10 slides—a map if relevant, a slide of basic questions, another of basic findings, and two to three of key illustrations of these points. This is not going to be a very formal presentation but rather a quick start for a conversation to share what will hopefully be interesting findings.

I've written this assignment with great flexibility because I'd like people to find interesting cases. If students want to change the assignment I am happy to do so but agreement needs to be made in writing. Better cases will:

- Conform to the requirements above: word limit (state word count), illustrations, reference list, bibliographic note, engage with five or more readings.
- Make a clear argument for the importance of the particular place, policy, program, or project (though it may be important because it is very typical). **This should have an evaluative component—how well does it perform?**
- Include both general information about the case and a clear theme related to the themes of the course (sustainability, environmental planning).
- Be focused enough—this will be particularly tricky with a place that may be the result of a number of policies, programs, and plans.
- Use carefully selected and composed matrices, charts, statistical tables, and images. These should have clear captions and cite their sources.
- Draw on a variety of primary and secondary sources about the cases—e.g. policy documents, social media, statistics, oral histories, media, formal histories, maps, images etc. Not all will be available and such availability or lack of it should be discussed in the bibliographic note.
- Provide thoughtful commentaries clearly linked to class subject matter and readings (i.e. citing class readings).
- Cite other readings related to the theme or case showing that the student has looked, for example, at sources cited in class readings.
- Use sources in a sophisticated way e.g. demonstrating understanding of their strengths and weaknesses related to methods and data.
- Overall, provide a clear argument (with evidence for claims including illustrations and narrative, countering reasonable objections), showing a richness and depth of understanding both of the case itself and the theme being explored.

Project Alternative

An alternative to the case is to do a practical project for a client. The draft and final versions should conform closely to the requirements for the case above with any departures agreed upon in writing with Ann. This will allow you to receive project-based course credit for the MUP.

Stages (for deadlines see earlier matrix)

- A: Project/case proposal—a one-page outline of approach/idea due at the start of class.
- B: Draft paper due for workshop in class. **Upload on the course site before class but ALSO bring 2 paper copies to class.**
- C: Presentations in class.
- D: Final case study papers/projects due at 5pm.

The final paper will receive the grade but if you have a late proposal, workshop paper, and/or informal presentation it will reduce the final grade up to 10%. For timeliness see earlier section of syllabus.

CRUCIAL ADVICE ON GRADES AND PRODUCING QUALITY WORK

GRADING NUMBERS

The GSD uses an unusual grading approach: The grade of Pass is the standard mark for recognizing satisfactory work. 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.

	Very good (High Pass)	Good (Pass)	OK (Low Pass)	Needs Work (Not passing)
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 qualified, with adequate evidence, and memorable—engages the reader with a lively mind	Argument is coherent, well organized, interesting, well qualified, with adequate evidence	Argument is fairly coherent and well organized with some evidence and qualifications	Some confusion/vagueness/parts that don't make 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

	Very good (High Pass)	Good (Pass)	OK (Low Pass)	Needs Work (Not passing)
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.

7. ADDITIONAL READINGS [ONLINE SYLLABUS ONLY]

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