
GSD 9204 THESIS PREP

[PREPARATION FOR INDEPENDENT THESIS PROPOSAL FOR MUP, MAUD, OR MLAUD]

SYLLABUS

UPDATED AUG 6, 2022

Fall 2022; Location: TBD; Time: 9-11:45am Fridays

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

Web Site:

<https://www.gsd.harvard.edu/course/preparation-for-independent-thesis-proposal-for-mup-maud-or-mlaud-fall-2022/>

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1. COURSE AIMS

OVERVIEW

What does it take to complete a graduate thesis in the Department of Urban Planning and Design? The seminar introduces different types of theses that might be produced by students, whether textual, design-focused, or based in some other medium, such as film. It addresses topic and question identification, research methods, case selection, the craft of thesis production, managing the student-advisor relationship, and techniques for verbally defending a thesis.

Over the semester, students identify and refine their thesis topic, solidify their relationship with a thesis advisor, and produce a thesis proposal. By the end of the semester, students will have produced a solid thesis proposal and have the necessary intellectual foundation to complete their thesis by the end of the academic year.

Course meetings combine input from faculty, group discussions, progress reports by students, and reflections on next steps. The course will include a midterm and final review of students' proposals, to be attended by faculty and critics.

2. BASIC TIMETABLE

Topic and Week	Assignments due Mondays before the start of class except where noted
1: Introductions	
2: Thesis types	A: What is a good thesis? (Sept 9)
3: Topics to questions	B: What and why (Sept 16)
4: Literature review	C: Research question/proposition (Sept 23)
5: Data collection and analysis	D: Annotated bibliography and overview (Sept 30)
6: Storylines	E: Partial draft proposal (Oct 7)
7: Relationships	F: Advisor feedback (Oct 14)
8: Mid-term review	G: Mid-term review slides (Oct 21)
9: Visuals and writing	H: Reflect on Feedback (Oct 28)
10: Write and Meet Advisor	
11: Getting it Done and Peer Review	I: Proposal Draft Two (Nov 11)
12: Practice Presentations	J: Practice presentation slides (Nov 18)
13: Final Presentation	K: Final presentation (Dec 2 likely—maybe all day)
	L: Good draft of proposal (Dec 9, 6pm)

LEARNING OBJECTIVES AND OUTCOMES

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

- Define a clear research question and explain why it is important.
- Identify the existing frontier of knowledge with respect to your research question and explain how your work relates to that of others in your discipline.
- Identify data that will allow you to answer your research question.
- Develop an appropriate method to answer your research question.
- Write a research proposal that can guide your thesis and enable you to complete it by the end of the academic year.

This class will help you complete a very good piece of work on time. That means you will need to focus in on a specific question and leave all the other questions that interest you to the rest of your career.

3. LOGISTICS

READINGS

Required textbooks are online in the library or on the internet. You can use alternative editions.

- Booth W., G.G. Colomb, J. M. Williams, J. Bizup, and W.T. Fitzgerald. 2016. *The Craft of Research*. Fourth Edition. Chicago: University of Chicago Press. [An earlier edition is fine; the one in the library is an earlier edition.]
- Lamott, A. 2020 edition. *Bird by Bird: Instructions on Writing and Life*. Edinburgh: Cannongate Books.
- Creswell, J. W., and J.D Creswell. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth edition. Los Angeles: Sage Publications.
- Gray, C. and J. Malins. 2004. *Visualizing Research: A Guide to the Research Process in Art and Design*. Aldershot, UK: Ashgate.

One final book is **recommended** but I have not ordered into the coop. It is available online in second hand and eBook editions for about \$5 each.

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

You may also find the UPD thesis resource page to be helpful:

<https://www.gsd.harvard.edu/resources/upd-thesis-track-information/>

COURSE MEETINGS

The course meetings and associated assignments aim to help you further your thesis. They often involves interacting with peers so please come prepared.

OTHER

CONTACTING THE INSTRUCTOR

I have lots of office hours—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. 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. The GSAS describes this well <https://gsas.harvard.edu/codes-conduct/academic-integrity>. Please be familiar with Harvard’s web site on plagiarism: <https://usingsources.fas.harvard.edu/avoiding-plagiarism>. 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>

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 class. 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

Please don’t use computers to take notes. You can use them to read documents if needed or to use google docs. Please read the following articles to see why your full attention is important.

- Dynarski, 2017, For Note Taking, Low-Tech Is Often Best:
[https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=09.05.2017%20\(1\)](https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=09.05.2017%20(1))
 - May and Elder, 2018, Efficient, Helpful, or Distracting? A Literature Review of Media Multitasking in Relation to Academic Performance
<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-018-0096-z>
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4. COURSE REQUIREMENTS AND GRADING SUMMARY

ASSIGNMENTS AND READINGS

The class will be assessed on the best **ten of thirteen** assignments explained in detail at the end of the syllabus. They are due at the **beginning of class** on Canvas. **LATE PAPERS will not be graded or commented on by Ann.** There are also **weekly readings and you are expected to do them before class.** They will help you and we will discuss them.

TIMELINESS

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.

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. **The comments are on the rubric, the comments area, and on the assignment itself in Canvas, so look in all those places including under “submission details”**. I understand you will get comments from your advisor as well.

5. PRELIMINARY COURSE SCHEDULE

WEEK 1, SEPT 2: INTRODUCTIONS

Topics:

- Introductions and course overview
- Motivations
- Advisor roles
- Student questions for the course

WEEK 2, SEPT 9: THESIS TYPES

Topics:

- Thesis as an idea and a long document
- From research papers to scholarly designs
- Design and project-style theses compared with written research theses
- **Input:** Former UPD Thesis Students: Francisco (Paco) Lara-Garcia, Margaret Haltom, Mary Taylor
- **Peer Review/Discussion:** topics, motivations, Assignment A: What is a good thesis?

Readings:

- Forsyth, A. 2007. Resolving to Graduate on Time: Troubleshooting Your Exit Project or Thesis: <https://www.planetizen.com/node/29121>
- Forsyth, A. 2008. Getting Started on an Exit Project or Thesis in Planning: <http://www.planetizen.com/node/29520>

WEEK 3, SEPT 16: FROM TOPICS TO QUESTIONS

Topics:

- Questions, hypotheses, and propositions
- Interesting issues vs. researchable ones
- Human subjects clearance
- **Input:** Rachel Meltzer and Hanna Teicher
- **Peer Review/Discussion:** Assignment B: 2-3 slides on topic

Readings:

- Booth et al. 2016. *Craft of Research*, Chapter 3: From Topics to Questions and Chapter 4: From Questions to a Problem.
- Creswell, J. W., and J.D Creswell. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Quantitative Research Questions and Hypotheses pp. 136-141. **May only be available in paper—plan ahead.**

WEEK 4, SEPT 23: LITERATURE REVIEW

Topics:

- Basics of literature reviews (refresher from qualitative methods)
- Precedents and contextual reviews in design
- Evidence
- **Input:** Library Staff
- **Peer Review/Discussion:** Assignment C: Research question/proposition

Readings (most are short):

- Booth et al. 2016. *Craft of Research*. Chapter 5: From Problems to Sources and Chapter 6: Engaging Sources.
- Gray, C., and J. Malins. 2004. *Visualizing Research: A Guide to the Research Process in Art and Design*. Purpose of the Contextual Review (pp. 35-36—1 page)
- Harvard College Writing Program. No date. Avoiding Plagiarism. <https://usingsources.fas.harvard.edu/avoiding-plagiarism>.
- 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, SEPT 30: DATA COLLECTION AND ANALYSIS

Topics: Format and argument

- Types of research studies: empirical (qualitative, quantitative, mixed methods), critical, logical, etc
- Design and project-style theses compared with written research theses, revisited
- IRB/Human Subjects again (if needed)
- **Input:** Carole Voulgaris
- **Peer Review/Discussion:** Assignment D: Annotated bibliography and overview

Readings:

- Gray, C. and J. Malins. 2004. *Visualizing Research: A Guide to the Research Process in Art and Design*. Crossing the Terrain (**pp. 99-101 only**, though the rest of the section has some examples of methods you might find interesting and could **SKIM**).
- Creswell, J. W., and J.D Creswell. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Chapter 8: Quantitative Methods, Chapter 9: Qualitative Methods, and Chapter 10: Mixed Methods. **SKIM considering what might be useful—no need to read every bit. May only be available in paper—plan ahead.**

WEEK 6, OCT 7: TYPES OF STORYLINES

Topics:

- Thesis formats
- Cases, evaluations, assessments, histories, prototypes, design proposals, etc.
- Communicating the storyline
- **Input:** Library Staff
- **Peer Review/Discussion:** Writing workshop on Assignment E: Partial draft proposal (you'll need to bring 2 paper copies)

Readings (recap for those who took Qualitative Methods):

- Booth et al. 2016. *Craft of Research*. Chapter 7: Making Good Arguments, Chapter 8: Making Claims, and Chapter 9: Assembling Reasons and Evidence.
- Yin, R.K. 2015. Case Studies. *International Encyclopedia of the Social and Behavioral Sciences*, 2nd Edition. 3: 194-201.

WEEK 7, OCT 14: RELATIONSHIPS

Topics:

- Managing up—how to make the most of your advisor
- Audiences—who needs to care about your thesis?
- How can you have impact?
- **Input:** Jerold Kayden, Diane Davis
- **Peer Review/Discussion:** Assignment F: Advisor feedback

Readings

- Booth et al. 2016. *Craft of Research*, Chapter 12: Planning and Drafting.
- Forsyth, A. 2008. Common Problems with Proposals...: <http://www.planetizen.com/node/29949>
- Forsyth, A. 2008. Managing Up: Your Thesis or Project Committee as a Trial Run for the World of Work in Planning. <https://www.planetizen.com/node/30572>

WEEK 8, OCT 21: MID-TERM REVIEW

- **Peer Review/Discussion:** Assignment G: Mid-term preliminary proposal slides. Each student has a 25-minute slot—about half to present and half for discussion, with a 5-minute break between each student. We will decide if it is in person or on zoom early in the semester.

WEEK 9, OCT 28: EXHIBITS AND WRITING [OPEN HOUSE]

Topics:

- Illustrations—description, analysis, propositions
- Nuts and bolts of writing clearly and often (including Becker’s approach in *Writing for Social Scientists*)
- **Peer Review/Discussion:** Assignment H: Reflect on mid-term proposal feedback and on other students’ work.

Readings:

- Lamott, Anne. 1995. In *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor. Sections on Short Assignments, Shitty First Drafts, and Perfectionism (pp. 16-30).
- Gray, C. and J. Malins. 2004. *Visualizing Research: A Guide to the Research Process in Art and Design*. Some Tools (145-153), Thesis as Argument (pp. 165-167).
- Kearns, H., and Gardiner, M. 2011. Waiting for the Motivation Fairy. *Nature* 472, 7341: 127.

WEEK 11, NOV 4: WRITE AND MEET YOUR ADVISOR THIS WEEK [ACSP]

- No class this week.

WEEK 12, NOV 11: GETTING IT DONE AND PEER REVIEW

Topics:

- Reporting in on meeting your advisor
- Planning a strategy for completing on time—what are the barriers?
- Managing yourself and your time
- **Input:** Aisha Densmore-Bey, Adam Royalty
- **Peer Review/Discussion:** Assignment I: Proposal draft 2 for peer reading. Students will be assigned to groups of three to read and comment on each other’s proposals.

WEEK 13, NOV 18: PRACTICE PRESENTATIONS

Topics:

- **Peer Review/Discussion:** Assignment J: Practice presentation slides (in groups).

WEEK 14: DEC 2: THESIS REVIEWS (POTENTIALLY ALL DAY)

Topics:

Thesis reviews will be online. They will use multiple rooms so we will record them to allow other students to see the work of their peers. Each student has a 25-minute slot—about half to present and half for discussion, with a 5-minute break between each student.

Peer Review/Discussion: Assignment K: Final presentation slides. (Final proposals due December 9).

6. ASSIGNMENTS

There are 13 assignments for the class and the best 10 will count toward the grade.

We will discuss each one in class on the day they are due so you need to be able to share them—I am imagining having some screens you can plug into. I will prepare a Google Slide Deck for you to contribute to when they are slides.

Grading will not be high stakes—I mainly want to know you are progressing.

A: Good theses: Meet with your advisor and have a conversation with them about what they think makes a good thesis. **Prepare one slide** with the key points as well as your name and the name of the advisor.

B: What and why: Prepare **one to two slides** to explain your planned research topic and why this topic is interesting to you. You will show and discuss in class.

C: Research Question/Proposition: Prepare **one to two slides** to present your specific research question(s). Try to do it in two forms: (i) a question and (ii) a proposition or hypothesis that could be proved incorrect. You can have more than one slide if you are still deciding between questions.

D: Annotated Bibliography and Overview: Prepare an annotated bibliography summarizing several sources that you will reference in your thesis. Preface the document with a one-to-two-page memo with (a) a clear statement of your research question and/or proposition/hypotheses, which you have revised based on the feedback you received on Assignment C and (b) a narrative overview of what is known and where you think the gaps may be. The memo needs citations and is a first draft of your literature review.

E: Partial Draft Proposal: Prepare a partial draft of your thesis proposal, to be shared for peer review in class, that includes the following elements:

- A clear statement of your research question
- A compelling argument for why the question merits study based in the literature review.
- A description of the frontier of knowledge with respect to your research question and a summary of the relevant literature (e.g., scholarly literature and/or more practical precedents). **Clearly state how your work builds on and extends this prior work.**
- A one- to two-page summary of your proposed research methods including a timeline for completion. Include both data collection and analysis methods and justify them showing where they have been used before and how you are replicating or extending them. Include how you will obtain data e.g., how you will gain access to interviewees etc.

F: Advisor Feedback: Meet with your thesis advisor to discuss your understanding of your research question, the literature/precedents you have identified so far, and your proposed research methods. Write a brief paragraph summarizing your advisor's feedback and how you will revise your proposal based on their comments. **These will be shared in one slide in class.**

G: Mid-term review slides. These will be very roughly along the following:

- Your topic with your name [Assignment B/E]
- Your question [Assignment B/C/E]
- Why it matters (in the literature and in the world) and what people already know [Assignments D/E/F]
- How you will study it--both data collection and analysis [Assignment E]
- What you expect to find, making it clear this is provisional--take a leap
- Where you are up to e.g., with a timeline [Assignment E/F]
- Your questions for the reviewers--this helps focus them. They may go off in other directions of course.

H: Reflect on feedback. Write a summary of the feedback you received at the mid-term review and how you will revise your proposal based on that feedback. Also reflect on what you learned from the other students' presentations. It can be brief. **These will be shared in one slide in class.**

I: Proposal draft 2: Write a complete (but not perfected) draft of your thesis proposal, including figures and diagrams, as appropriate.

J: Practice presentation slides.

K: Final presentation slides.

L: Submit a polished draft of your thesis proposal.

Thesis proposals come in several forms. You should consult with your thesis advisor and come to an agreement on a format that will meet their expectations. Regardless of format, the proposal you submit for this course should include all the following elements:

- A clear statement of your research question
- A compelling argument for why the question merits study based in the literature review.
- A description of the frontier of knowledge with respect to your research question and a summary of the relevant literature (e.g., scholarly literature and/or more practical precedents). **Clearly state how your work builds on and extends this prior work.**
- A one- to two-page summary of your proposed research methods including a timeline for completion. Include both data collection and analysis methods and justify them showing where they have been used before and how you are replicating or extending them. Include how you will obtain data e.g., how you will gain access to interviewees etc.

7. 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 **and most 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%+

I grade fairly hard but bump people up at the end. A 90 is a very good grade in this class. Remember I also 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. **I do understand these are steps toward a larger project and I am not going to grade very finely—mainly very good, good, and OK.** Second, I assess how well you completed the work using the matrix below. I **make comments on assignments in two places**--in the comment box under the rubric on Canvas AND on the assignment itself.

	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
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.

FONTS AND LAYOUT

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

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). She shows two kinds of citation (footnote and bibliography, and parenthetical reference/reference list). The first is often used in the humanities and the second in the social and hard sciences.

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).

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.

8. ADDITIONAL READINGS

TOOLS, MANUALS, AND ARTICLES

- Balakrishnan, S. and Forsyth, A. 2019. Qualitative Research Methods. In S. Guhathakurta, N. Green Leigh, S.P. French, and B.S. Stiffler. *International Handbook on Planning Education*. New York: Routledge
- 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.
- Bolker, Joan. 1998. *Writing Your Dissertation in Fifteen Minutes a Day : A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. 1st ed. New York: H. Holt.
- Community Planning. 2015. Methods. 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.
- Devereux, S. and J. Hoddinott eds. 1992. *Fieldwork in Developing Countries*. New York: Harvester Wheatsheaf.
- Feldman, M., Bell, J. and Berger, M. 2004. *Gaining Access: A Practical and Theoretical Guide for Qualitative Researchers*. Altamira Press.
- 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. 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. 2016. Investigating Research. *Planning Theory and Practice* 17, 3: 467-471.
- Fowler F. 2013. *Survey Research Methods*. Fifth Edition. Thousand Oaks, CA: Sage.
- Gaber J. 2020. *Qualitative Analysis for Planning and Policy*. NY: Routledge.
- Garcia, I; A. Garfinkel-Castro, and D. Pfeiffer. 2019. *Planning with Diverse Communities*. APA PAS Report 593. <https://www.planning.org/publications/report/9165143/> (Free to APA members, and APA membership is free to all students)
- Gehl, J and B. Svarre. 2013. *How to Study Public Life*. Washington, DC: island Press.
- Goldberg, N. 2005. *Writing down the Bones : Freeing the Writer within*. 2nd ed. Boston: Shambhala, 2005.

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- Golding, C. 2017. Advice for writing a thesis (based on what examiners do). *Open Review of Educational Research*, 4:1, 46-60. [Note, aimed at doctoral students with external examiners so some parts do not apply—you do not need to create a publishable work so ignore those parts].
- Hayden, D. 1995. *The Power of Place: Urban Landscapes as Public History*. Cambridge, MA: MIT Press.
- 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, A.W. Agrawal. 2010 . *PABS Users Guide*. San José, CA: Mineta Transportation Institute.
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.
- Leech B.L. 2002. Asking questions: techniques for semi-structured interviews. *PS: Political Science and Politics* 35, 4: pages 665-668.
- Leech, N.L, and A. J. Onwuegbuzie. 2007. An array of qualitative data analysis tools. *School Psychology Quarterly* 22, 4: 557-584.
- Lynch, K. 1960. *Image of the City*. Cambridge, MA: MIT Press.
- 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
- Skodval, M. and Cornish, F. 2015. *Qualitative Research for Development: A Guide for Practitioners*. Rugby, UK: Practical Action Publishing.
- Siemiatycki, M. 2012. The Role of the Planning Scholar: Research, Conflict and Social Change. *Journal of Planning Education and Research*.
- Thomas G. 2011. *How to Do Your Case Study*. London: Sage.
- University of Kansas. 2015. *Community Tool Box*. <http://ctb.ku.edu/en/table-of-contents>
- Walsh, T. No date. Managing your supervisor. <http://www.cse.unsw.edu.au/~tw/manage.pdf> [though aimed at PhDs].
- Whyte, W.H. 1980. *The Social Life of Small Urban Spaces*. Washington, D.C.: Conservation Foundation.
- Yin, R.K. 2009. *Case Study Research* Fourth Edition. Los Angeles: Sage.
- Yin, R.K. 2015. Case Studies. *International Encyclopedia of the Social and Behavioral Sciences*, 2nd Edition. 3: 194-201.