Northwestern University, Spring Term, 2021
School of Education and Social Policy: LOC and HD 351: Special Topics
Mapping and Spatial Analysis for Social Issues
Tuesdays and Thursdays, 9:30 to 10:50 am

Professor David Uttal
Remote Office Hours: 3 to 4 on Wednesdays and 1 to 2 on Thursdays
(See Canvas for Zoom Link)
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Mudd Library, Office 2159

This course is cross listed in Human Development in Context (HDC) and Learning and Organizational Change (LOC). It is open to all majors.

This course is conducted during the COVID-19 Pandemic and therefore will be presented primarily online. We will have synchronous, in-class meetings online, through Zoom. Depending on progress in controlling the pandemic and Northwestern policies, we may meet in person from time to time, but not before May 1 at the earliest. These meetings will not be required, so students who are not living near campus may still take the class without worry about missing material.

The focus of the course is on using the power of geospatial analysis to identify, understand, and make recommendations about addressing social, racial, and other inequities, including access to healthy food, environmental pollution, policing, etc. Students will learn basic use of the ArcGIS online program to support geospatial analysis

**Pedagogical Goals:** After you complete the course successfully, you should be able to

a) Understand and apply geographic spatial analysis to a variety of social problems
b) Understand the spatial, distributional, and geographical causes and correlates of social problems and inequities.

c) Understand how spatial analysis can be used to discover and test solutions for these problems
This will be a very project-centered class. Most of what you learn will come from doing something, usually (a) researching causes of injustice, (b) considering possible solutions, and (c) “Mapping them out.”

**Assignment of Grades**: Your grade will be based on the following assessments.

a) Class participation. 15% of final grade. Class attendance, preferably with camera on (but not required). Active engagement in class activities. Prepared both for discussion and in-class activities.

b) “Smaller” Projects: 40% of final grade. There will be two small projects, and each is worth 20% of final grade.
   a. **Due April 30**. The first is to make a story map to illustrate, discuss the history of an important issue of equity or social justice.
   b. **Due May 14**: Exposing solutions: How could we have done better

c) “Final” or “Larger” Project: 35% of grade **Due JUNE 8**
   a. Submit a brief summary

**Nicknames, and Pronouns.** We will try to use your preferred gender pronouns and nickname (if you have one). If we make a mistake, please don’t hesitate to correct us. There is a survey posted in Module One on Canvas that includes opportunities for you to report preferred pronouns and nicknames.

**Diversity.** All classes at Northwestern, and particularly in SESP, should consider diverse cultural, ethnic, and gender perspectives on the material. Diversity will be an ongoing theme throughout the course; racial inequities are the major focus of the course. We also expect that students will respect diverse perspectives.

**Academic Integrity.** Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All final presentations must include a PowerPoint (or similar) file that is submitted electronically unless otherwise instructed by the professor. Your work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: [http://www.northwestern.edu/provost/policies/academic-integrity/index.html](http://www.northwestern.edu/provost/policies/academic-integrity/index.html)

Additional, specific guidelines for this class are as follows: First, the smaller projects must be your own work, but you seek support and help from other students—just make sure the maps you turn in are your own work. Second, for the final project, you can and should talk about all aspects of your project within your project team. However, you should not discuss your work with members of other teams, to ensure that each project is done separately. All class presentations must represent the work of all members of the team and must not include work completed by someone else.

You may use any references that you think are appropriate. You must cite all references that you use at the end of the PowerPoint presentation that you use for your final presentation as well as in your final project. We will discuss specific citation styles in class. American
Psychological Association (APA), 7th Edition, provides guidelines for proper citation, and there are many free sites online that provide the relevant information (some links are given on Canvas). What matters here is that you clearly indicate your sources, and that you are not representing other people’s work as your own. On quizzes, you may use any source EXCEPT another person; you may not communicate with anyone else about the content of the quiz until both parties have completed the quiz.

**Accommodations for Students with Disabilities.** Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential. We will work with you individually to find an effective accommodation that can be administered remotely.

**University Policy on Privacy and Recordings for On-line Instruction** Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings—including distributing or posting them—is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials—including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up. This class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and will be deleted at the end of the spring quarter. Your instructor will communicate how you can access the recordings. Content within this course—including assignment descriptions, exam questions, and other course components—may not be distributed outside of the course, either to other students or on the Internet more broadly. Your instructor may limit access to the course after a cutoff date. When you complete the course, please ensure that you have saved all work. You may not be able to return to the course to download your submissions.
Class Timetable and Assignments (Readings are on Canvas)

(This is a living document that will be revised to reflect student and guest lecturer interests)

Thursday, April 1: Introduction

- Sign-in to ArcGis online: [https://northwestern.maps.arcgis.com/home/index.html](https://northwestern.maps.arcgis.com/home/index.html)
- Assignment: Complete Name, Nickname, and Interest Survey (available on Canvas)

Tuesday, April 6: Introduction Continued; Mapping students’ interests

- Assignment: Complete online form about your locations of interest in Chicago
- Reading: (Jant et al., 2020);
- Reading: (Pacheco & Velez, 2009)

Thursday, April 8: First GIS Lab (See Intro to GIS on Canvas)


Tuesday, April 13: Beyond Deficits: Exploring Funds of Knowledge, Resources, and Strengths.

- Guest Lecturer: Dr. Teresa Sola, Indiana University/Purdue University Indianapolis.
- Reading: (Gonzalez et al., 1995)

Thursday, April 15: GIS Lab 2

- Reading: Kelsey Ryland will provide

Tuesday, April 20: Access to Health Care

- Reading: (Edward & Biddle, 2017)
- Discussion of Project 1
Thursday, April 22: GIS Lab 3

- ASSIGNMENT: SUBMIT to Canvas A ONE PARAGRAPH DESCRIPTION OF WHAT YOU PLAN TO DO FOR THE FIRST “SMALL PROJECT”)

Tuesday, April 27: Discussion of Project 1

Thursday, April 29: Short class presentations of Project 1

Friday, April 30: Project 1 Due

CONTENT FOR MAY will be determined in collaboration with guest lectures; syllabus to be updated soon

Tuesday, May 4
Thursday, May 6
Tuesday, May 11: Discussion of Project 2
Thursday, May 13: Project 2 Presentations

Friday, May 14: Project 2 Due
Tuesday, May 18: Discussion of Final Project
Thursday, May 20:
Tuesday, May 25
Thursday, May 27: Work on Final Project
Tuesday, June 1: Student Presentations
Thursday, June 3: Student Presentations
Tuesday, June 8: Final Projects Due