

**MCHC 2002: Macaulay Honors College Seminar 4:
Shaping the Future of New York City
Professor Lewis**

Group Research Project and Presentation (group grade is 40% of total individual grade)

Overview – Each group will pick a site within New York City or a topic within the general theme of “climate change and the city” to research. In keeping with the theme of the course, the group will research and analyze the social, economic, and political causes and consequences of the climate change-related issue; consider the roles of key stakeholders and the types of solutions they propose; evaluate proposed solutions, and make recommendations for shaping the future of the site (and/or New York City) in relation to the climate change-related issue.

Group research proposal and bibliography of academic sources (10% of project grade). I encourage you to meet with me before preparing the proposal. It should contain the following elements in no more than 2 pages (10% of project grade)

1. A few paragraphs summarizing the problem you will address in the term paper, including:
 - a. Description of the topic.
 - b. What questions do you have about this topic?
 - c. What do you hope to learn?
 - d. What background do you have on this topic already?
 - e. Why is this question important to you? What relationship do you have to the topic?
 - f. What concepts/theories that we have discussed might aid you in your analysis?
2. A bibliography of at least 10 relevant and usable academic sources. Do not use websites at this point in the research. Include the full references in correct bibliographic format.
3. Questions that you have about the topic and/or process of research that I can assist you with.

Group annotated bibliography of secondary sources and comparative sources (15% of project grade). The annotated bibliography requires each student to identify five sources that are relevant for the paper and to highlight key elements of the sources for the group. In one document, list the sources in alphabetical order. Each annotation should contain the following information:

1. A complete and proper citation of the source.
2. Note if the source is a secondary [S] source about your case or a comparative [C] source.
3. A brief description of the source that explains to your group how the source will be useful. Consider the following questions in deciding key elements to report. You don't need to answer every question about every source
 - a. What is the author's main question and argument?
 - b. What theories/concepts/paradigms are useful?
 - c. Are there key data points that would be useful?
 - d. How does the source contribute to your research project?
 - e. Which parts of the presentation outline would the piece contribute to (for instance, problem statement, causes, consequences, responses, recommendations)?
 - f. Other noteworthy aspects of the source?

Outline and Recommendation (15% of project grade). We will discuss the outline and recommendation in class. The outline should be detailed. Include your thesis statement. Include your recommendation.

Individual collection of primary data (15% of individual grade). We will discuss primary data and how to collect primary data on your topic in class. Depending on your topic, this can take the form of interviews, field observations, surveys, water quality tests, etc. You will want to look at how others have collected data on your topic and question in the past. The professor will assist with this stage.

Presentation (50% of project grade). The final presentation at Macaulay will integrate the research into a coherent presentation, with a thesis, data, analysis, and proposal for the future of the city. Throughout the semester, various parts of the research will be handed in so that groups stay on track. Groups are encouraged to meet with the professor to discuss their ideas. The presentation is ten minutes long and can include a scientific poster, powerpoint, podcast, tictok, video, etc.

Below is one way to think about the research presentation, though you are encouraged to be creative.

1. **Problem statement:** The problem statement includes a description of the climate change-related problem including evidence that a problem exists, and a brief history of the issue. Consider the questions: What is the problem? What evidence exists to suggest it is a problem? How did it become a problem? What other problems is it like?
2. **Competing explanations of the causes:** What are the various factors that are believed to have caused this problem? Who thinks there is/isn't a problem and why? Use evidence from the popular press, course materials, and academic books and journals. You can also use the primary data that you will be collecting. Which causes seems most likely given the evidence? Is the cause grounded in local or global social processes or both?
3. **Social Consequences:** What are the outcomes of this problem? How does it impact humans? Relationships among humans? Nature? Animals? Does it lead to more or less stratification? Does it affect all groups equally?
4. **Responses:** How have groups organized to address the problem (if they have)? Why haven't they (if they haven't)? What solutions do the groups pose and/or implement? What do each of the groups believe is the best response to the problem? Assess the costs and benefits of the solutions. How are these distributed socially? In other words, who benefits and who pays for each of the options? What will be lost and what will be gained by the various options? How likely is it that each of the solutions will be implemented? What alliances can be formed around the various solutions? What groups will resist this type of change? Examine how others have addressed your issue in other cities.
5. **Recommendation:** What do you propose be done about the problem and why? Make a recommendation for the specific site/or the general climate change theme based on your research. If you had to talk to concerned citizens and politicians about this issue, what would you tell them?

Group Executive Summary (10% of project grade). We will discuss the in class based on examples of executive summaries that we read throughout the semester. This brief paper should reflect the main findings that you present in your presentation.

Individual reflective assessment of contributions (2.5% of individual grade). Students will each reflect on a set of questions about the research process to let the professor know about the quantity and quality of each person's contributions to the project.