



Penn IUR UURC Request For Proposals, 2017

CPLN 528/URBS 428

Spring 2017, Wednesdays 3:00-5:00 pm

Drop-In Information Session: **November 9 (Wednesday)**
11:00 pm – 1:00 pm, Penn IUR Conference Room
G-12 Meyerson Hall

Proposal Due Date: **November 13, 2016**
Award Notice: **December 1, 2016**

Commencement of funds: Prior to first class on January 25, 2017

Point of Contact: Mary Rocco, Instructor

Email: mrocc@design.upenn.edu

Secondary Penn IUR Point of Contact: Laura Barron, Program Coordinator

E-mail: lbarron@upenn.edu

Penn IUR Overview: The Penn Institute for Urban Research (Penn IUR) is a university-wide body that builds on Penn's record as an urban institution to advance urban scholarship, develop methodical tools for urban research, and apply research to instruction and public policy. Penn IUR enhances urban-focused knowledge through a commitment to cities on a local and global scale and through its mission to advance sustainable urban growth and development in order to have a positive impact on urban decision-making and public policy. Penn IUR believes that place matters in understanding urban phenomena and that spatially-based approaches are essential to identifying urban challenges, strategies and solutions.

In providing an umbrella for urban-focused scholarship across the University's twelve schools, Penn IUR sponsors a number of initiatives, stimulates research, provides opportunities for collaborative instruction, and engages with the world of practitioners and policymakers.

Course Overview: The Undergraduate Urban Research Colloquium (UURC) facilitates faculty-mentored, undergraduate urban-focused research. The program includes support for a joint faculty-student research project and a semester-long, credit-bearing seminar. The UURC invites the participation of faculty from across the 12 schools to undertake research on a wide range of urban issues. Students from each of the University's undergraduate schools (Arts and Sciences, Engineering and Applied Science, Nursing and Wharton) are eligible to participate. The program will sponsor up to 10 projects. Grant funds will be provided for faculty to support new and/or existing research efforts.

Eligibility and Requirements:

- All standing faculty and adjunct, practice or clinical professors in all schools are eligible.
- Students must be in the spring semester of their sophomore or junior year. Seniors may be considered if they will have a continuing role in the research project or will be at Penn after undergraduate graduation (for example sub-matriculation into a graduate program at Penn).

- Faculty must identify enrolling student as part of grant application, facilitate and supervise student research and participate in joint faculty-student presentations throughout the semester.
- Research projects must be urban-focused and can be drawn from a range of disciplines including, but not limited to, Anthropology, Art History, City Planning, Community and Urban Health, Community Development, Cultural Studies, Demographics, Design, Education, Economics, Engineering, Environmental Science, Finance, Fine Arts, Geography, Governance, History, Historic Preservation, Housing, Humanities, Immigration, Infrastructure, Landscape Studies, Law, Management, Medicine, Metropolitan and Regional Studies, Natural and Applied Sciences, Poverty, Public Policy, Real Estate, Social Work, Sociology, Transportation and Urban Studies.

Course Format: Weekly seminar attendance by students is mandatory. Faculty are expected to attend and participate in three sessions: the first class (January 15, 2014) and two subsequent sessions in which they will co-present their projects. At the first of these sessions they will present the context for their research question, at the second they will support their respective students in presenting their research design and at the last session they will support student presentations of findings and implications. Faculty-student presentations will be approximately 45 minutes in length. In addition to seminar attendance, faculty members will be required to meet with students no less than three times during the course of the semester. See sample syllabus and list of past projects below.

Grant Research Support: Grants (up to \$2,000) will be available to support faculty-student research projects. However, grants may *not* be used for direct faculty or student compensation during the period of the course (but may be used for a student stipend during on-going summer research).

Application: Applications for the UURC grant program should not exceed three pages in length and should include:

- *Research Project Description:* An outline of the topic/research area and its relevance/connection to urban-focused issues. This outline should include the questions the research seeks to address, the methodology to be employed, the research gap that is filled, and how the proposed research expands existing knowledge within the discipline.
- *Student Participation and statement:* Provide the name, year and school of the student. The student should briefly describe how they see the project fitting into their course of study, what research skills they have or hope to learn, and what they hope to gain from the course.
- *Detailed Project Budget:* Outline use of funds in the following categories: research materials, transportation/fieldwork, summer student stipend and other appropriate expenses.

The applications should be submitted electronically to Mary Rocco (mrocc@design.upenn.edu) by November 13, 2016.

Final Deliverables: The final products of each UURC grant will be a full report outlining research activities and outcomes as well as a 1-page summary of the research project. Students will also create a research poster to be submitted in both electronic and hard copy format.

ADDITIONAL COURSE INFORMATION

2014 Course Syllabus

Stuart Andreason, Instructor

StuartAn@design.upenn.edu

Office Hours – By appointment, please email to schedule

Course Meeting Time: Wednesday 3:00 – 5:00 except where noted

Course Description:

The Undergraduate Urban Research Colloquium (UURC) is a course sponsored by the Penn Institute for Urban Research, the Department of City and Regional Planning, and the Urban Studies Department. The UURC is an opportunity for advanced students interested in urban issues and research to work intensively on an urban research topic with a faculty sponsor who is an expert in their field and research method.

The course also presents the opportunity to learn about other urban related research in an interdisciplinary setting. Student-faculty teams come from diverse backgrounds and disciplines. Through guest lectures, research exercises, and class discussion, students will be exposed to different research methodologies that could be used to deepen or triangulate their own research.

Course Format:

The course will be held as a small, interactive seminar. The seminar will feature guest lecturers working on urban research. The guests will compliment the research interests of the student participants. Students will be expected to interact with lecturers and discuss content that is presented.

Students will also present their research twice over the course.

1. Mid-term progress reports
2. Final presentations

Faculty sponsors are expected to attend the student presentation days.

Course Texts:

The course will have one required text, *Salsa Dancing into the Social Sciences* by Kristin Luker, 2010. The text is available at the Penn Book Center.

Reading will primarily be assigned and available through Canvas. Readings will be selected to compliment the guest speaker or topic for the week. They will provide an introduction and example of the research methods discussed. Additional readings will be posted in advance of course sessions.

Course Requirements:

1. **Attendance** – Students are expected to attend all sessions. Faculty are required to attend a minimum of three sessions – the presentation days – but are encouraged to attend others as well.
2. **Participation** – Students should be engaged in the course materials and active participants in class.
3. **Assignments** – The course text has informal assignments at the end of each chapter. These provide a good framework for developing research questions. Students will be expected to turn in the assignments on the days that the chapters are to be discussed.
4. **Presentations** – The following is expected for each presentation:
 - a. **Introduction** – Students should give an informal presentation that frames the project that they will be working on and the questions that they will answer. To supplement this discussion, students should prepare a short description of the project that defines the problem, identifies associated literature, and outlines the proposed research design. (This may be largely based on the course proposal).
 - b. **Mid-term Progress Report** – Students will give a ten-minute presentation that updates the class on the research they have been doing, challenges they have faced, and any changes to the research design that have been necessary. A five to seven page, double-spaced literature review/background paper and research update should be prepared as well.
 - c. **Final Report** – Students will present a 20-25 minute presentation on the results of their work to date.

The faculty advisor for the project will determine final research products for the course. Advisors should be clear about what is expected at the beginning of the course. **A very brief written understanding of what the final product will be should be agreed upon between student and advisor and communicated to the instructor.** Final products should be turned in to both the faculty advisor and the instructor.

Grading:

Assuming that students have fulfilled their attendance, participation, and assignment expectations, grading will be deferred to the faculty advisor.

It will be up to faculty to determine the form, length, content, and appropriate deadlines of papers or other products that students need to turn in. Faculty participants will also be responsible for determining a grade for this product and making a recommendation for a final grade for the course in mid-May (The exact deadline will be determined at the first class).

Final Course Products:

Copies of final papers and presentations are also to be given to the course instructor in both hard copy and electronic form. These will place them on file, creating a library/archive of colloquium projects. Additionally, each research team will be responsible for submitting a one-page (single-

spaced) description that summarizes the project, including problem definition/research context, research methods, findings, and implications for inclusion in the UURC summary book.

Course Schedule:

- Week 1 – January 22 – Introductions, 3-5 pm (CANCELLED)
- Week 2 – January 29 – Christine Murray and Introductions (4:00 – 4:45)
- Week 3 – February 5 – Literature Reviews
- Week 4 – February 12 – NO CLASS (Please Attend Alternate Lecture)
- Week 5 – February 19 – Case Studies – Eugenie Birch, Penn Design
- Week 6 – February 26 – New Teacher Evaluation – Matthew Steinberg
- Week 7 – March 5 – Mid Term Presentations (3:00 – 6:00pm)
- Week 8 – March 12 – Spring Break
- Week 9 – March 19 – Communicating Research and InDesign Literacy
- Week 10 – March 26 – Spatial Analysis – Kenneth Steif
- Week 11 – April 2 – Researching Urban Sounds – Naomi Waltham-Smith
- Week 12 – April 9 – Engaged Research with Immigrant Communities – Domenic Vitiello
- Week 13 – April 16 – Wrapping up and Preparing for your Next Steps in Research
- Week 14 – April 23 – Final Presentations, 3-6 pm
- Week 15 – April 30 – Final Presentations, 3-6 pm

Week 2 – Familiarizing Yourself with Urban Related Research Resources on Campus Guest Speaker: Christine Murray, Urban Studies Reference Librarian

- Chapter 1, “Salsa Dancing? In the Social Sciences?” in Luker

Week 3 – Literature Reviews

- Chapter 2, “What’s It All About” in Luker
- Katz, Michael, “The Existential Problem of Urban Studies”
- Find one literature review in your field read it and be prepared to discuss it

Week 4 – No Class, please attend an alternate lecture in urban studies or planning

- February 6 6:00 pm – Lance Freeman, Kira Strong, Laura Wolf-Powers “Gentrification – From Rhetoric to Reality”
- February 13 6:00 pm – Rina Cutler, Deputy Mayor of Transportation and Utilities

Week 5 – Case Research in the Urban World

- Guest Speaker: Eugenie L. Birch, Penn Design
- Cervero, R. 2009. “Public Investment in American Cities: Infrastructure, Services, and Delivery: Transport Infrastructure and Global Competitiveness: Balancing Mobility and Livability.” *Annals of the American Academy of Political and Social Science* 626: 209–226.
- Flyvbjerg, Bent. 2004. “Phronetic Planning Research: Theoretical and Methodological Reflections.” *Planning Theory & Practice* 5 (3) (September): 283–306. doi:10.1080/1464935042000250195.
- University City Chapter O’Mara, Margaret Pugh. 2004. *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley*. Princeton, NJ: Princeton University Press.

- Chapter 4

Week 6 – Quantitative Research and New Educational Evaluation

- Guest Speaker: Matthew Steinberg
- Chapter 5

Week 7

- Mid-term presentations

Week 8

- No Meeting, Spring Break

Week 9 – Communicating Research and InDesign Literacy

- Location to be confirmed
- Chapter 7 in Luker
- Assignment handed out

Week 10 – Spatial Analysis

- Guest Speaker: Kenneth Steif
- Chapter 8 in Luker
- Assignment handed out

Week 11 – Researching Urban Sound

- Guest Speaker: Naomi Waltham-Smith
- Luker Chapter 9
- Assignment handed out

Week 12 – Engaged Research with Immigrant Communities

- Guest Speaker: Domenic Vitiello
- Chapter 9 in Luker

Week 13 – Wrapping up and Preparing for Next Steps in your Research

- Chapter 10 in Luker

Week 14 – Final Presentations

- Final Presentations

Week 15

- Final Presentations

Undergraduate Urban Research Colloquium Project Posters

Students will prepare both electronic and hard copy posters that convey their research and findings. The posters will be made available online through the Penn Institute for Urban Research website. They will also be on display at a Penn IUR event at the end of the semester. The posters will help disseminate the work that the student and faculty teams have completed and help students think about how to convey their work through visual means.

Students are given a great deal of creative freedom with the posters and their formats. Template files (in Adobe InDesign) will be provided. We will also hold a tutorial on how to use the program for students who may need an introduction. We can help with printing as well.

Preparation of the posters should be an ongoing project throughout the semester. The class will review progress and devote class time to making clear and aesthetically pleasing posters.

Posters should be 36" by 48" either landscape or portrait format. The electronic files should be exported as PDF files.

PENN IUR PARTICIPANTS AND PROJECTS, 2005-2014

Spring 2014

Faculty	Student	Project
Michael Johaneck, Education	Marco Herndon, SAS	School Reform and Head Start at Norris Square Civic Association
Mary Summers, SAS	Margaret Buff, SAS	Supplemental Nutrition Assistance Program Benefits Access in Philadelphia
Eugénie Birch, Design	SoYoung Park, SAS	Dadeok Innopolis in Korea and the Philadelphia Innovation District Initiatives
Fariha Khan, SAS	Kristen Kelly, SAS	Asian American Communities in Philadelphia: Development and Contemporary Issues
Ariel Ben-Amos, SAS	Tan Chan, SAS	Sustainable Block Program in Philadelphia
	Paul Marvucic, SAS	Assessing the Potential for TOD in Philadelphia
Naomi Waltham-Smith, SAS	Amalia Lund, SAS	A Comparative Study of Urban Street Sound and Aural Flanerie
Domenic Vitiello, Design	Sheila Quintana, SAS	Immigrant Community Issues in Harrisburg, PA
Elaine Simon, SAS	Samaira Sirajee, Wharton	Grassroots Resistance to Market Based School Reform in Philadelphia
Rebecca Maynard, Education	Melanie Young, SAS	Developing an Assessment of College Access Programs in Philadelphia
Paul Amos, Wharton; Mark Alan Hughes, Design	Emily Zhang, SEAS	A Philadelphia Multi-permit Program for Ecosystem Services
Shahana Chattaraj, Lauder Institute Wharton	Qingying Xia, SAS	Urban Planning, Modernization and Economic Development in Post-Colonial States/ Developing Countries
Matthew Steinberg, Education	Filippo Bulgarelli, SAS	The New Educational Accountability: Understanding the Logic and Landscape of Teacher Evaluation in the Post-NCLB Era

Spring 2013

Faculty	Student	Project
Andrew Mondschein, Design	Juan Visser, Urban Studies	Transit Oriented Development in the Arlington, Virginia Metro Corridor
Eugénie Birch, Design	Alexandra Bendheim, Urban Studies	Identifying Smart City Initiatives
Bridgette Brawner, Nursing	Kelsey Liburd, Nursing	A Spatially-Based Approach To Understanding HIV/AIDS in Urban

		Environments
Domenic Vitiello, Design	Jenny Chen, Economics	Urban Agriculture and Community Gardening in Philadelphia and Chicago
Eric Schneider, History	Taryn Williams, Urban Studies	Homicide in Philadelphia in 2012
Carolyn Cannuscio, Family Medicine and Community Health	Alyssa Bonnell, Health and Societies	ArtWell: Understanding the Health Impact of a Female Adolescent Arts-Based Life Skills Workshop
Shahana Chattaraj, Wharton Lauder Institute	Ellie Sun, Religious Studies	Informal Housing and Real Estate Markets in Mumbai

Spring 2012

Faculty	Student	Project
Barbara Mann Wall, Nursing	Lauren Johnson, Nursing	Medicalized Childbirth and Medical Mission Sisters in Africa
Jonathan Barnett, Design	Claire Shimberg, SAS	District Level Energy Efficiency and The Role of Urban Business Improvement Districts
Eugénie Birch, Design	Ian MacLean, SAS	Energy Education on the Penn Campus and the PJM Widget
Saswati Sarkar, Engineering	Ram Narayan, SAS	The Economic Geography of Smart Grid Business in America
Matthew McHugh, Nursing	Julie Berez	Nursing Practice and Patient Outcomes in Urban Hospitals
Eric Schneider, SAS	Samantha Napierkowski, SAS	American Necropolis: Homicide in the Modern City
Eric Schneider, SAS	Julian Smyth, SAS	American Necropolis: Homicide in the Modern City
Domenic Vitiello, Design	Katie Oberwager, SAS	Latin American Immigrant Urban Agriculture
Kathy Hall, GSE	Bailey Brown, SAS	Mapping School Choice: A Geospatial Analysis of Educational Markets in the Greater Philadelphia Region

Spring 2011

Number of Students: 9; Number of Faculty: 7

Faculty	Student	Project
Brian Spooner, SAS	Jamie Etkind, SAS	An Evaluation of the Feasibility of Replicating Different Models of Assisted Community Schools
Fariha Khan, SAS	Emily Goshey, SAS	African American Muslims: An Exploration of Identity in Philadelphia
George Thomas, SAS	Willa Granger, SAS	The Impact of the Franklin Institute on Nineteenth Century Philadelphia
Mary Summers, SAS	Rebecca Havivi, SAS	Growing Urban Utopias: Exploring Educational Urban Agriculture in West Philadelphia
Eugénie Birch, Design	Aaron Lewis, SAS	Governance of Urban Water in Pakistan
Brian Spooner, SAS	Sindhuri Nandhakumar, SAS	Examining the Civic Engagement of Muslims in Philadelphia
Brian Spooner, SAS	Sugandha Singh, SAS	Proposal for Reproductive Health Research Project in India
Felipe Gorostiza, SAS	Nicole Thomas, SAS	The Role of Community Development Corporations in West Philadelphia
Phillipe Bourgois, SAS	Taryn Williams, SAS	Hopeless in Philadelphia: A City in Need

Spring 2010

Number of Students: 13; Number of Faculty: 11

Faculty	Student	Project
Eugénie Birch, Design	Joanna Karaman, SAS	Bernice Elza Homes, A Case Study in Sustainable Urban Development
Carolyn C. Cannuscio, Medicine	Roopa Gogineni, SAS	African Muslims on the Health of Philadelphia: a Photo-documentation Project
Carolyn C. Cannuscio, Medicine	Sarah Sánchez, SAS	Homeowners in Default or Foreclosure: an examination of the health implications of financial strain
Fernando Ferreira, Wharton	Sue (Shou) Hua, SAS	The Impact of Income Distribution on School Investment in Philadelphia, PA
Ira Harkavy, SAS	Haywood Perry, SAS	The Role of Urban University

		Undergraduate Student Organizations-Community Relations
Michael Katz, SAS	Will Darwall, SAS	Immigration and Urban Revitalization
Heather Sharkey, SAS	Yuval Orr, SAS	Hip-Hop in Fes: Islam, Faith, and the Convergence of Cultures
Mary Summers, SAS	Shane McWilliams, SAS	Identifying Key Causal Factors in County/State Food Stamp Enrollment Rates
Domenic Vitiello, Design	Juliana Pineda, SAS	Civil Society and Economic Integration in Puerto Rican and Mexican Philadelphia
Brian Spooner, SAS	Misha Chakrabarti, SAS	Water-related Urban Issues
Brian Spooner, SAS	Sandra Zhao, SAS	Gender in Global Community Gardens
Rachel Weinberger, Design	Alexandra Malikova, SEAS	Measuring Walkability in Urban Environments
Richard Wesley, Design	Ayasha Guerin, SAS	Undergraduate Course on Green Architecture and Urban Sustainability

Spring 2009

Number of students: 8; Number of faculty: 7

Faculty	Student	Project
Philippe Bourgois, SAS	George Karandinos, SAS	Income Generating Strategies of Three Social Networks of Puerto Rican Youth
Richard Pepino, SAS	Jana Ariel Hirsch, SAS	Heavy Metal Contaminants in Urban Community Gardens
Eric Schneider, SAS	Alison Marcus, SAS	American Necropolis: The History of Homicide and Homicide as History
Heather Sharkey, SAS	Cameron Hu, SAS	Fever Dreams of the Modern -Urban Products and Spatial Politics on the Arabian Gulf
Harris Steinberg, Design	Gabriella Blake, SAS	The Role of Public Participation and Civic Engagement in the Creation of Public Art in Philadelphia
Mary Summers, SAS	Sheyla Medina, SAS	Lea Lunch and Recess Initiative
Mary Summers, SAS	Elise Miller, SAS	Efficacy of Student Volunteers with Internet Access to Assist Clients with Enrollment in Public Benefits Programs at City Health Clinics
Domenic Vitiello, Design	Ben Dubow, SAS	Community Development in Arab and Muslim Philadelphia

Spring 2008

Number of students: 10; Number of faculty: 9

Faculty	Student	Project
Philippe Bourgois, SAS	Nadja Eisenberg-Guyot, SAS	Ethnography of the harm reduction potential of North Philadelphia shooting galleries
Philippe Bourgois, SAS	Carlos Martinez-Ruiz, SAS	Ethnographic exploration of challenges to accessing and adhering to HIV services among Latinos in North Philadelphia: a community-based collaboration
Carolyn C. Cannuscio, Medicine	Jeannette P Schroeder, SAS	Filthadelphia: a systematic analysis of the causes and health consequences of inadequate waste management in a large US city.
Domenic Vitiello, Design	Yuri Castaño, SAS	Social movements and community development in Latino Philadelphia
Eugénie Birch, Design	Ashwin G. Shandilya, Wharton	The rise of car share projects in U.S. cities
Brian Spooner, SAS	Zohra Ahmed, SAS	Clarifying existing definitions of globalization and building on them to enrich our understanding of the processes of qualitative social change in different parts of the world
John Puckett, GSE	Jennifer Bronson, SAS Jessica Levine, SAS	History of the University of Pennsylvania expansion in West Philadelphia
Tom Sugrue, SAS	Christina Graysom, SAS	The Philadelphia Civil Rights Documentation Project
Andy Lamas, SAS	Sarah Iosifescu, Wharton	Leadership among community development financial institutions

Spring 2007

Number of students: 9; Number of faculty: 9

Faculty	Student	Project
Anne Teitelman, Nursing	Caitlin Phillips, Nursing	Understanding Teen Partner Violence and Pathways to Safety
Diane Spatz, Nursing Roberta Cricco-Lizza, Nursing	Catherine Repetto, Nursing	Mothers' Beliefs and Experiences Regarding Breastfeeding in Public Urban Areas

Domenic Vitiello, SAS (Urban Studies)	Oscar Benitez, SAS	Documenting the Undocumented: Community and Economic Development among Mexican Immigrants
Vukan Vuchic, SEAS	Benjamin Schneider, SAS	Definition of the national rail passenger system needed in the United States
Stella Volpe, Nursing	Allison Ramsey-Lefevre, Nursing	Assessment of the effect of "Girls on the Go" program on the fitness of 3rd- 5th grade girls
Jennifer Leung, Design	Andrew Turner, SAS Sarah DeWolf, SAS	Baghdad Year Zero
John Kromer, Fels	Joshua Hoffman, SAS	Tax Delinquent Properties in Philadelphia
Eugénie Birch, Design	Courtney Edwards	Anchor Institutions

Spring 2006

Number of students: 9; Number of faculty: 7

Faculty	Student	Project
Kathy Schultz, GSE	Stephanie Mendiola, SAS Danielle Hardoon, SAS	Documenting the experiences of new "Teach for America" teachers, and exploring the changing natures of their career goals as connected to their experiences in Philadelphia classrooms
Ram Cnaan, Social Policy and Practice	Shakirah Simley, SAS Evan Fain, SAS	Exploring urban-suburban congregational collaborations in the Greater Philadelphia area
Christopher Coleman, Nursing	Katherine Ball, Nursing	Examining the effects of HAART on health-related quality of life among HIV sero-positive African Americans
Rachel Weinberger, Design		Continuing a project that examined gender differences in commute time in San Francisco by comparing the findings to research in Philadelphia
Thomas McKenna, SAS (Fels)	Lindsay Berger, SAS	Examining youth advocacy groups and political activity among Philadelphia youths and comparing it to similar research done in San Francisco by the University of Michigan
Eileen Sullivan-Marx, Nursing	Cindy Lou Cuesta, Nursing	Examining the health promotion activities of urban dwelling older adults in Philadelphia

Mary Summers, SAS	Yan (Julie) Shen, SAS Jessica Appleton, SAS	Examining barriers to food stamp access for eligible Philadelphians
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Spring 2005

Number of students: 11; Number of faculty: 12

Faculty	Student	Project
Stella Volpe, Nursing	Elizabeth (Bess) Staebler, Nursing	Identifying and evaluating barriers to walking or bicycling for low-income African-Americans in West Philadelphia
Thomas J. Sugrue, SAS (History)	Andrew Goodman, SAS	The politicization of police-community relations and black urban politics in the North, c. 1960-1980
Dennis P. Culhane, Social Work	Abukari Zuberi, SAS	The impact of affordable homeowner and rental housing projects in Philadelphia funded through Philadelphia's community Development Block Grant funding
Linda A. McCauley, Nursing	Justine B. Llop, Nursing	Development of an urban registry for sexual assault cases
Eric Schneider, SAS (History); Amy Hillier, SSW/SAS (Urban Studies)	Benjamin Berman, SAS	To create an online GIS version of The Philadelphia Negro, the classic work of sociology written by W.E.B. DuBois in 1898 based on his survey of Philadelphia's old 7th ward.
Rachel Weinberger, Design (City Planning)	Tara Krueger, SAS	Update the research documented in Weinberger and Chapple's 1996 paper, "Is Shorter Better? An analysis of gender, race, and industrial segregation in San Francisco Bay Area commuting patterns," using 2000 public use micro-sample (PUMS) data.
Fernando Vendramel Ferreira, Wharton (Real Estate)	Alex Dogariu, SAS	Does Legal Status Matter? Effects of the 1986 Immigration Reform and Control Act Amnesty on Residential Choice.
David Grazian, SAS (Sociology)	Rebecca Aronson, SAS	How the anonymity of urban nightlife affords young persons the opportunity to experiment with adult roles and urban lifestyles as they negotiate their way through the city and to fulfill fantasies of urban life.

Andrea B. Troxel, Medicine (Biostatistics and Epidemiology)	Katherine Fleming, SAS	To decrease the level of conflict in the 1st and 2nd grade classrooms at Charles R. Drew Elementary School by implementing a conflict resolution program involving story-telling and "conflict resolution" activities in the classroom.
Diana Slaughter-Defoe, GSE	Jay Ahlmer, Wharton	Evaluating the feasibility of developing Philadelphia Freedom Schools
Lynne Sagalyn, Wharton/Design	Peter M. Volynsky, Wharton	The Impact of Preservation upon Value and the Urban Landscape