

# Collaborative Research as Pedagogy

## Amherst College



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[*in absentia*]

Boris Wolfson, Assistant Professor of Russian



# Collaborative Research as Pedagogy

## Overview

1. Background of the Mellon-funded collaborative research project (Nicola)
2. The project itself; Two different kinds of courses:
  - Sophomore Tutorial
  - Pre-Thesis Research Tutorial
3. Inventing and teaching our courses:
  - Current (Luca, Andy)
  - Future (Chris, Boris)
4. Discussion: What does collaboration mean for us?  
Problems, pitfalls, rewards





# Cities, Schools, and Space

A research seminar designed to expose students to a range of methodologies, including archival analysis, oral interviews, and geographic information systems.

Hilary Moss (History and Black Studies)

Andy Anderson (Academic Technology Services)



## ■ Cities, Schools, & Space

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Students and parent at  
Tobin School, Cambridge



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SPRING 2011

## Cities, Schools, and Space

Listed in: [Special Seminar](#), as COLQ-32

### Faculty

[Andy Anderson](#) (Section 01)

[Hilary J. Moss](#) (Section 01)

### Description

In America, a child's address, more than any other factor, often determines what kind of public education he or she will receive. A complex set of historical forces including local and federal housing policies, mortgage lending practices, highway construction, and school districting have channeled particular economic, racial, ethnic, and linguistic groups into particular neighborhoods, where many remain today. And because public schools are funded by local property taxes and influenced by neighborhood boundaries, they often become harnessed to a narrative of inequality. Yet recent Supreme Court rulings have severely circumscribed the strategies communities might employ to disrupt the linkage between residence and educational opportunity. This research seminar blends urban history with educational policy to explore how spatial relationships have shaped educational opportunity since World War II. It will investigate a range of historical, legal, and contemporary issues relevant to both the segregation and desegregation of American cities and their public schools in the twentieth century. Class meetings will alternate between seminar-style discussion and an intensive, hands-on study of one particular community – Cambridge, Massachusetts – noteworthy for the innovative strategies it has utilized to desegregate its public schools. This course involves a significant research component designed to expose students to a range of approaches including archival analysis and oral interviews. In particular, students will learn to utilize geographic information systems (GIS) to visualize the spatial evolution of inequality in urban communities like Cambridge and to analyze past, present, and future strategies to equalize educational opportunity in American cities. Because this course provides an intensive research experience, enrollment is limited to six students.

Only open to juniors. Professor Moss and Dr. Anderson. Spring Semester.

### Keywords

[Community based learning](#)



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## Syllabus

### Part One: Cities

Week One: (1/25) Introduction to GIS; Defining Terms

Week Two: (2/1) The Origins of the Urban Crisis

Week Three: (2/8) The Federal Role in Spatial Inequality (Housing)

Week Four: (2/15) The Federal Role in Spatial Inequality, continued (Highways)

Week Five: (2/22) Why do some cities.... Fail? (Urban Renewal)

Week Six: (3/1) .....While other cities thrive? (Private Institutions)

### Part Two: Schools

Week Seven: (3/8): Spatial Inequality and Schools

Week Eight: (3/15) No Class – Spring Break

Week Nine: (3/22) Court-Ordered Desegregation; Backlash Against Busing

Week Ten: (3/29): Road Trip to Cambridge

Week Eleven: (4/5) Replacing Race with Socio-Economic Considerations

Week Twelve: (4/12) Mapping Educational Opportunity and School Choice

Week Thirteen: (4/19) The Supreme Court Reversal

Week Fourteen: (4/26) Final Project Work

Week Fifteen: (5/3) Presentations and Celebrations

### Final Projects Due

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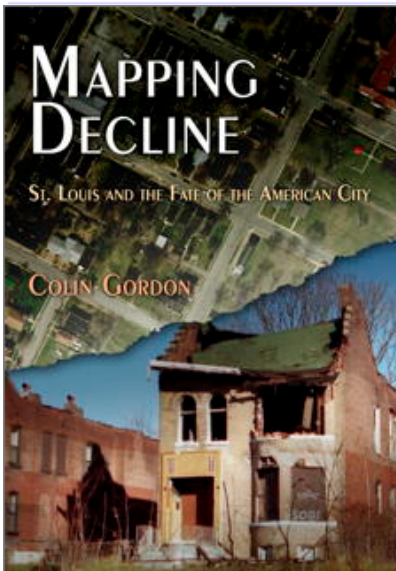
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## Course Readings

Copies of all books will be available for purchase at [Amherst Books](#) and placed on 2-hour reserve at Frost Library. In addition, a number of shorter documents will be available through [the course web site](#).

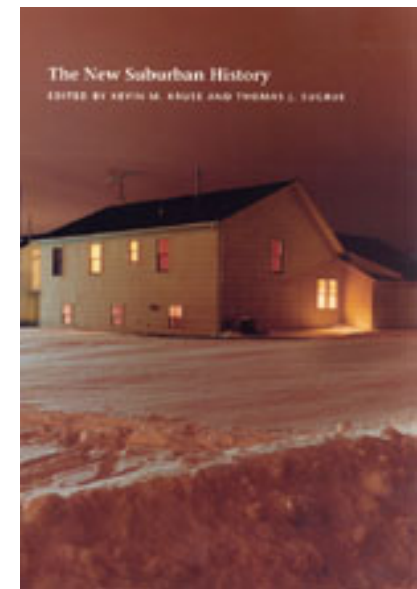
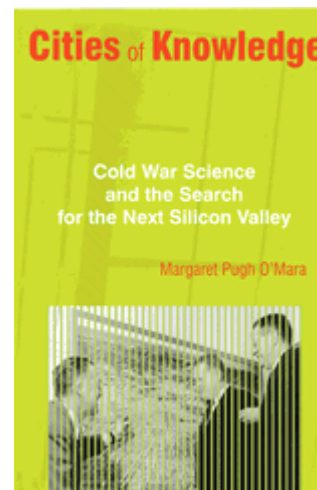
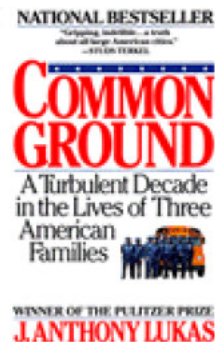
Colin Gordon, *[Mapping Decline: St. Louis and the Fate of the American City](#)* (Penn, 2008)

Richard D. Kahlenberg, *[All Together Now: Creating Middle-Class Schools through Public School Choice](#)* (Brookings, 2001)

J. Anthony Lukas, *[Common Ground: A Turbulent Decade in the Lives of Three American Families](#)* (Vintage, 1986)

Margaret Pugh O'Mara, *[Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley](#)* (Princeton, 2005)

Thomas J. Sugrue and Kevin Kruse, eds. *[The New Suburban History](#)* (Chicago, 2006)



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## E-reserves for COLQ-32 'Cities, Schools, & Space'

### ◆ E-Reserve

◆ Type ◆ Due Date

Fisk, Edward. "Controlled Choice in Cambridge, Massachusetts," in <i>Divided We Fail: Coming Together through Public School Choice</i> , 167-208. New York: Century Foundation Press, 2002.		02/01
O'Sullivan, David, and David Unwin. "The Elements of Statistics." In <i>Geographic information Analysis</i> , 384-411. Hoboken, New Jersey: John Wiley & Sons, 2003.		02/01
Hillier, Amy. "Redlining and the Home Owners' Loan Corporation." <i>Journal of Urban History</i> 29, no. 4 (2003): 394-420.		02/08
Hillier, Amy. "Redlining in Philadelphia." In <i>Past Time, Past Place--GIS for History</i> , edited by Anne Kelly Knowles, 79-92. Redlands: ESRI Press, 2002.		02/08
O'Sullivan, David, and David Unwin. "The Pitfalls and Potentials of Spatial Data." In <i>Geographic information Analysis</i> , 26-49. Hoboken, New Jersey: John Wiley & Sons, 2003.		02/08
Mohl, Raymond A. "Planned Destruction--The Interstates and Central City Housing." In <i>From Tenements to the Taylor Homes--In Search of an Urban Housing Policy in Twentieth-Century America</i> , edited by John F. Bauman, Roger Biles and Kristin Szylyvian, 226-245. University Park, PA: The Pennsylvania State University Press, 2000.		02/15
O'Sullivan, David, and David Unwin. "Fundamentals: Maps as Outcomes of Processes." In <i>Geographic information Analysis</i> , 51-66, 71, 73-75. Hoboken, New Jersey: John Wiley & Sons, 2003.		02/15
Highsmith, Andrew R. "Demolition Means Progress: Urban Renewal, Local Politics, and State-Sanctioned Ghetto Formation in Flint, Michigan." <i>Journal of Urban History</i> 35, no. 3 (2009): 348-368.		02/22
Hillier, Amy. "Residential Security Maps and Neighborhood Appraisals: The Homeowners' Loan Corporation and the Case of Philadelphia." <i>Social Science History</i> 29, no. 2 (2005): 207-233.		02/22
Lassiter, Matthew D. "De Jure/De Facto Segregation--The Long Shadow of a National Myth." In <i>The Myth of Southern Exceptionalism</i> , edited by Matthew D. Lassiter and Joseph Crespino, 25-48. New York, New York: Oxford University Press, Inc., 2010.		02/22
O'Sullivan, David, and David Unwin. "Area Objects and Spatial Autocorrelation." In <i>Geographic information Analysis</i> , 180-203. Hoboken, New Jersey: John Wiley & Sons, 2003.		02/22
Carriere, Michael. "Fighting the War Against Blight: Columbia University, Morningside Heights, Inc., and Counterinsurgent Urban Renewal." <i>Journal of Planning History</i> 10, no. 1 (2011): 5-29.		03/01
Winling, LaDale. "Students and the Second Ghetto: Federal Legislation, Urban Politics, and Campus Planning at the University of Chicago." <i>Journal of Planning History</i> 10, no. 1 (2010): 59-86.		03/01
Benjamin, Karen. "Suburbanizing Jim Crow: The Impact of School Policy on Residential Segregation." (Submitted).		03/08
Benjamin, Karen. Longview Brochure--Easy to Buy., Submitted.		03/08
Erickson, Ansley T. "Building Inequality: The Spatial Organization of Schooling in Nashville, Tennessee." <i>Journal of Urban History</i> (Submitted).		03/08
Bell, Courtney. "Geography in Parental Choice." <i>American Journal of Education</i> 115, no. 4 (2009): 493-521.		04/12
Dougherty, Jack, and et al. "School Choice in Suburbia: Test Scores, Race, and Housing Markets." <i>American Journal of Education</i> 115, no. 4 (2009): 523-548.		04/12



# REDLINING AND THE HOME OWNERS' LOAN CORPORATION

AMY E. HILLIER  
*University of Pennsylvania*

This article analyzes the impact of the residential security maps created by the Home Owners' Loan Corporation (HOLC) during the 1930s on residential mortgages in Philadelphia. Researchers have consistently argued that HOLC caused redlining and disinvestment in U.S. cities by sharing its color-coded maps. Geographic information systems and spatial statistical models were used to analyze address-level mortgage data from Philadelphia to determine if areas with worse grades actually had less access to residential mortgage credit as a result. Findings indicate that the grades on HOLC's map do not explain differences in lending patterns with the exception of interest rates, which were higher in areas colored red. Archival material and journal articles from the 1930s also reveal that lenders were avoiding areas colored red before HOLC made its maps, that HOLC's maps were not widely distributed, and that lenders had other sources of information about real estate risk levels.

**Keywords:** *redlining; discrimination; Home Owners' Loan Corporation; Federal Housing Administration; Philadelphia*



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Listed in: [Special Seminar](#), as COLQ-32

[Andy Anderson](#) (Section 01)

[Hilary J. Moss](#) (Section 01)

Questions about research in this course? Contact [Gretchen L. Gano](#)



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### Fulltext Collections: e-journals, e-books, e-news, etc.

[America's Historical Newspapers](#) (1690-1980)

Searchable archive of American newspapers including Early American Newspapers, Series I and II (1690-1922) and Hispanic American Newspapers (1808-1980).

[Boston Globe](#) (current) (1980 to present)

[Boston Globe](#) (historic) (1872-1979)

[ProQuest Historical Newspapers](#)

Combined search of the historic Boston Globe, Los Angeles Times, New York Times, and Washington Post.

[ProQuest Newspapers](#)

Eighteen newspapers, mostly from New England. Includes Boston Globe.

### Local Newspapers:

[Website for current Cambridge Chronicle](#)

or search last 5 years using [Access World News](#)

[Cambridge Chronicle](#)

8/4/2005 - Current

Full-text: electronic edition of record of publication

[Website for the Bay State Banner](#)



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Richard Kahlenberg  
[The Century Foundation](#)



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## Response Page for Week 11

**Due date:** April 4, 2011 at 6:00 pm.

For next week, we'll be reading Richard Kahlenberg's *All Together Now*. We'll also be speaking with him on skype, so keep in mind questions you might want to pose to him directly.

You can skip chapters 2 and 9, if you are looking to lighten your reading.

**By Monday evening at 6 PM**, please compose a detailed [response paper](#) to *All Together Now* and post it to the [discussion board](#) (in the menu at the left). To review:

These response pages should be thoughtfully conceived and constructed and should address the following issues:

1. What is the central argument of the reading?
2. How does the author support those claims?
3. How does this author's point of view intersect with other readings we have encountered throughout the course?
4. Please propose and elaborate on one issue raised by the reading you believe should be included in our class discussion.

We look forward to reading your thoughts!

Click on the image to the left to start a video snippet of a student interview in a web browser (if gibberish appears, reload the page).

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Tobin School Cafeteria,  
Cambridge



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## GIS for Week 3 (2/8)

**Due date:** February 8, 2011 at 2:00 pm.

1. Using Excel, copy the table "Demographics of Elementary Schools in Cambridge, Massachusetts, 2000-2001" from p. 171 of [Edward B. Fisk, "Controlled Choice in Cambridge, Massachusetts"](#). Format the table so that it can be used with ArcMap.
2. Add the layer  
*Cambridge\_Schools\_2000.shp*  
to your map, and label it.
3. Join the Fisk table to the  
Cambridge School Districts layer.
4. Symbolize the Schools layer by  
the percentage of students  
receiving subsidized lunch, using  
**Quantities – Proportional Symbols.**

[Read more »](#)

TABLE 1 DEMOGRAPHICS OF ELEMENTARY SCHOOLS IN CAMBRIDGE, MASSACHUSETTS, 2000–2001 (PERCENTAGE)								
	PORTION OF DISTRICT TOTAL	NATIVE AMERICAN	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	OTHER BLACK	LUNCH
Agassiz	8	1	16	18	9	43	13	30
Cambridgeport	6	1	8	26	10	50	5	19
Fitzgerald	5	1	10	22	7	43	17	60
Graham and Parks	7	1	8	14	6	46	25	31
Haggerty	5	1	8	26	7	48	9	30
Harrington	10	0	3	21	12	48	15	77
Kennedy	10	2	3	17	43	32	5	64
King	5	0	21	31	10	24	14	79
King Open	6	1	14	26	5	49	5	25
Longfellow	8	0	10	20	26	35	9	53
Morse	7	0	26	25	8	35	6	51
New Academy	5	0	4	39	20	25	13	72
Peabody	8	1	24	17	4	46	8	25
Tobin	10	0	11	34	10	34	10	48
TOTAL	100	1	11	23	14	40	11	48

Source: Data obtained from Cambridge Public Schools Office of Development Assessment.

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### Legend

Cambridge Schools 2000:  
% Students Receiving  
Subsidized Lunch

• 10

• 50

• 100

Massachusetts Census Tracts 2000  
Poverty Rate

• ≤ 5%

• 5% - 10%

• 10% - 15%

• 15% - 20%

• 20% - 25%

• 25% - 30%

• ≥ 30%

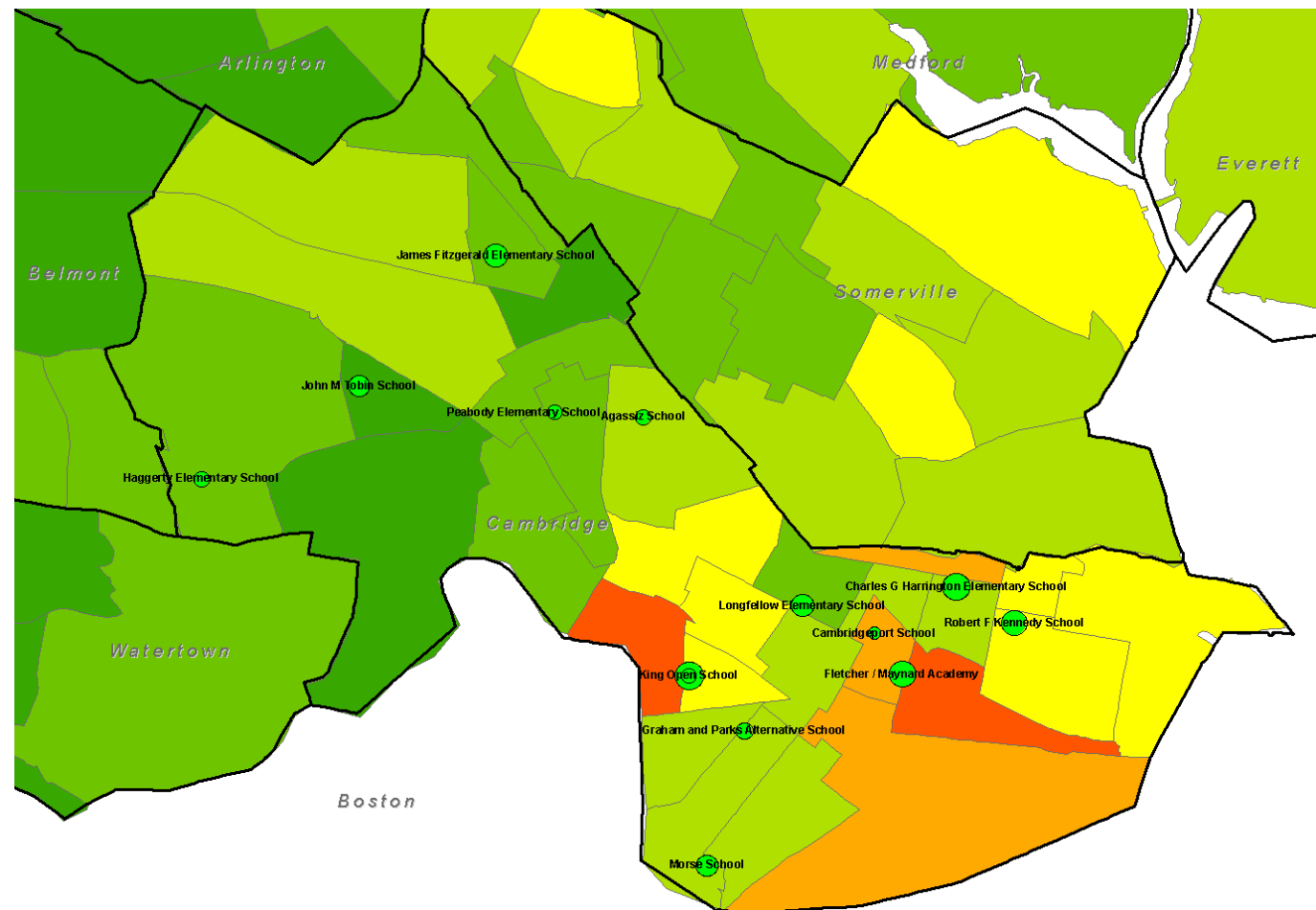


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## GIS for Week 3 (2/8)

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5. In a web browser, visit the web address [www.census.gov](http://www.census.gov), and download the table **P87. Poverty Status in 1999 by Age** for Massachusetts, Middlesex County, Census tracts.
6. Zoom your map to Cambridge, and make sure that its census tracts use the symbology **Quantities — Graduated colors**, and a set of distinguishable poverty classes.
7. How do the schools with a larger percentage of students receiving subsidized lunch compare with the higher-poverty areas of Cambridge?





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### RESIDENTIAL SECURITY MAP

#### LEGEND

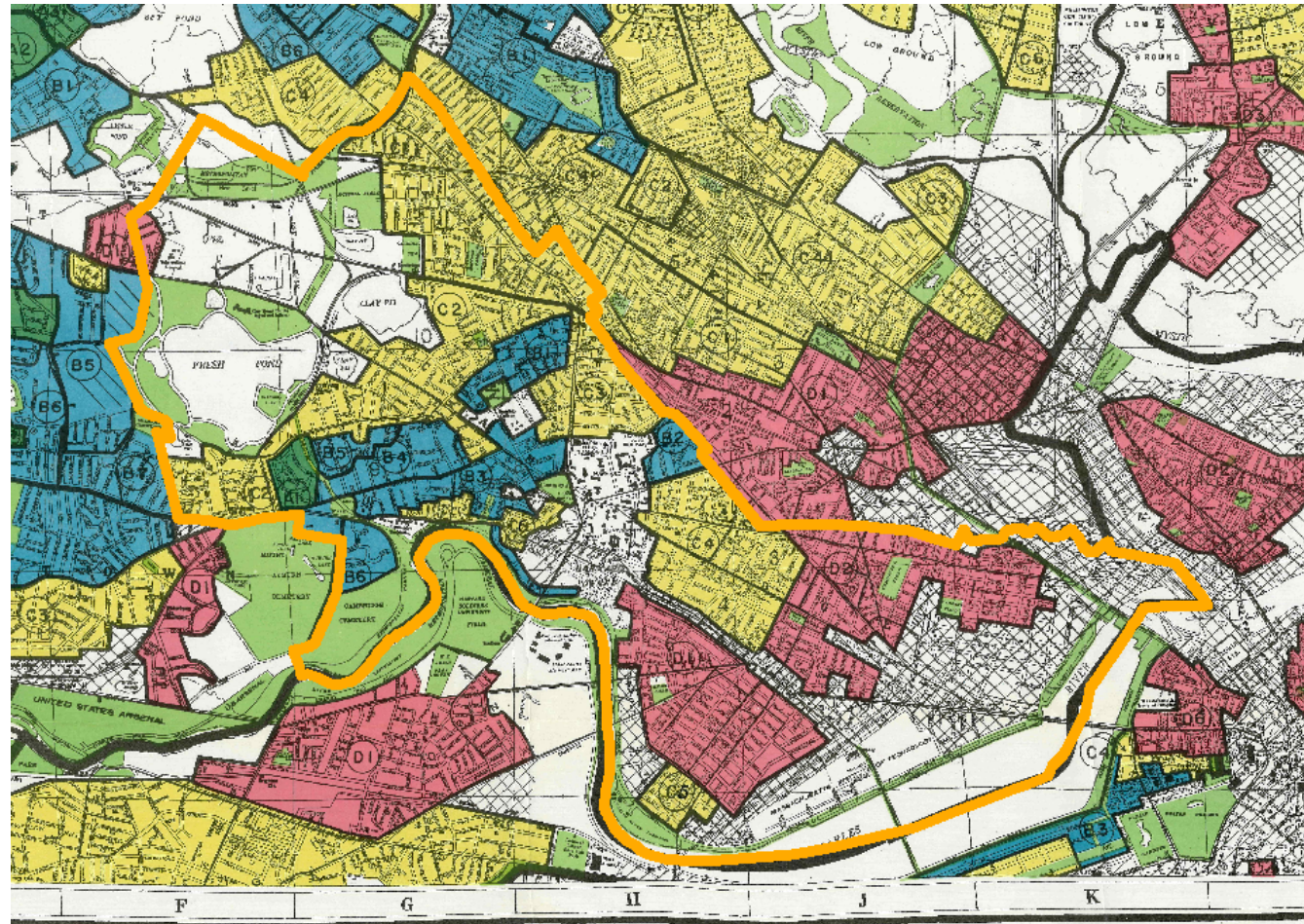
- A FIRST GRADE
- B SECOND GRADE
- C THIRD GRADE
- D FOURTH GRADE
- SPARSELY BUILT UP  
(COLOR INDICATES GRADE)
- INDUSTRIAL
- COMMERCIAL (IMPORTANT RETAIL AND WHOLESALE AREAS)
- UNDEVELOPED OR FARMLAND  
(NO PROBABLE CHANGE WITHIN 5 YEARS)

PREPARED BY  
DIVISION OF RESEARCH AND STATISTICS  
WITH THE CO-OPERATION OF THE  
APPRAISAL DEPARTMENT  
HOME OWNERS' LOAN CORPORATION  
FEB. 1, 1938

## GIS for Week 4 (2/15)

Due date: February 15, 2011 at 1:00 pm.

1. Continue georeferencing your HOLC map using the instructions on the handout.



Roughly how much of Cambridge falls into the four different HOLC housing grades (expressed as fractions of the total graded area)?

2. In a web browser, visit the National Historical Geographic Information System, <http://nhgis.org/>. The HOLC map is dated 1938, so you should get 1940 data.

Consider the ratio of total owner-occupied housing to total tenant-occupied housing:

How does this ratio compare to the HOLC housing grades?



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## GIS for Week 5 (2/22)

**Due date:** February 22, 2011 at 1:00 pm.

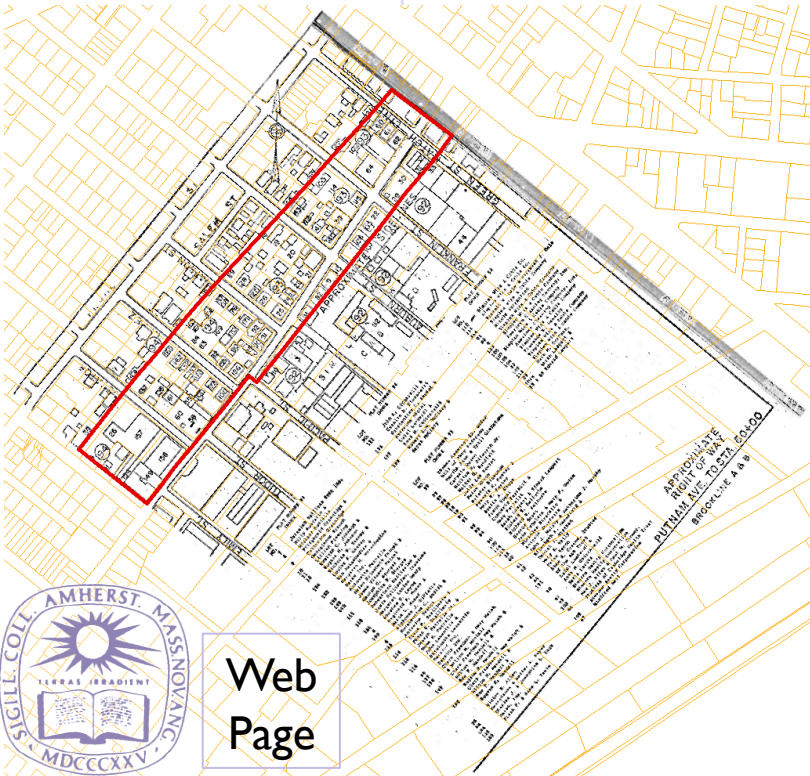
1. You will be georeferencing the Interstate 695 Route maps, tracing the route of the planned highway, creating a table of affected property owners, and locating at least some of them or their families in Ancestry.com. However you divide up this work, the other member of your pair should check your work for accuracy.

You will be working in pairs:

- i. **DA & JBR:** *Interstate 695 Route p70 and Interstate 695 Route p71* (Plats 86-89)
  - ii. **RS & NN:** *Interstate 695 Route p72* (Plats 89-93)
  - iii. **TL & JF:** *Interstate 695 Route p73* (Plats 92-94)
  - iv. **YZ & EP:** *Interstate 695 Route p74* (Plats 94-97)
2. To access the Ancestry.com census data:  
Go to [https://www.amherst.edu/library/resources/subject\\_guides/history](https://www.amherst.edu/library/resources/subject_guides/history);

Starting with the more unusual names on the list, try to locate them in the census tracts in Massachusetts State, Middlesex County, Cambridge "Township".

- i. **Census\_1930:** Copy the Source Citation from the Ancestry Page
- ii. **Census\_Name:** the name as listed in the census (it could be different from the property record);
- iii. **Address:** Number and street;
- iv. **Home:** O or R
- v. **Relation:** relationship to the head of household;
- vi. **Sex:** M or F
- vii. **ColorRace:** W or N or M or I or C or J or F or H or K
- viii. **Age:** Age on April 1, 1930.
- ix. **BirthPlace:** Place of Birth — Person
- x. **FatherBP:** Place of Birth — Father
- xi. **MotherBP:** Place of Birth — Mother
- xii. **Language:** Mother Tongue/Native Language





Parcel	Owner	Census_Name	Address	Home	Relation	Sex	ColorRace	Age	Birthplace	FatherBP	MotherBP	Language
89-65	Opelia Dumas											
89-66	Thomas J. Cardullo & Alice A. Cardullo	Thomas Cardullo	216 Washington St	R	Head	M	W	35	Italy	Italy	Italy	Italian
89-67	Teodore K. Johnson, Lillian A. Johnson, Walter K. Johnson, & Helen M. Clark											
89-7	Anufra Nemeikstis & Eva Nemeikstis	Anupras Nemeikates	330 Columbia St	O	Head	M	W	37	Lithuania	Lithuania	Lithuania	Lithuanian
89-8	Lyle B. Lashley & Asanall A. Lashley											
89-9	Helen Plandes											
89-10	Doris G. Mullins & Marcus Mullins											
89-85	Joseph G. Hurley											
89-86	Joseph G. Hurley											
89-14	Bartholomew Masse											
89-15	Lillian A. Mahon	Lillian Mahon	275 River Street	R	Wife	F	N	43	Barbados	Barbados	Barbados	English
89-16	John S. Moseley, James A. Betts, and Athelston I.O. Moseley	James A. Betts	63 Magee Street	R	Son	M	N	14	Massachusetts	Massachusetts	Massachusetts	English
89-17	John S. Moseley, Florence G. Moseley, and Athelston I.O. Moseley	John S. Moseley	235 Western Ave	R	Head	M	N	37	Barbados	Barbados	Barbados	English
89-18	John S. Moseley, Florence G. Moseley, and Athelston I.O. Moseley											
89-19	Clyde A. Henry & Theresa T. Henry											
89-82	Alphonso Wallcott & Elmira B. Wallcott	Alphonso Wallcott	15 Douglass St	R	Head	M	N	42	West Indies	West Indies	West Indies	English
89-81	Joseph Nunziato, Trustee of Margaret Nunziato Trust	Joseph Nunziato	50 Howard Street	R	Son	M	W	10	Massachusetts	Italy	Italy	Italian
89-21	John E. Scott & Edna A. Scott	John E Scott	91 Inman Street	R	Brother-in-law	M	N	25	British West Indies	British West Indies	British West Indies	English
89-22	Doris A. Kelley											
89-23	Angela Leonardo											
89-24	Catherine T. Ellison & Frances E. Irwin	Francis E. Irwin	79 Auburn Street	O	Head	M	W	18	Massachusetts	Massachusetts	England	English
89-25	Minna Vogel											
89-31	Roman Catholic Archbishop of Boston Corp. Sole											
89-89	Roman Catholic Archbishop of Boston Corp. Sole											
89-72	Joseph N. Payne & Sola V. Payne											
89-83	Samuel L. Merchant & Althea D. Merchant	Samuel Merchant	11 Worcester St.	O	Son	M	N	19	Massachusetts	Virginia	Canada-English	English
89-84	Samuel L. Merchant & Althea D. Merchant	Samuel Merchant	11 Worcester St.	O	Son	M	N	19	Massachusetts	Virginia	Canada-English	English
89-34	Alfred S. Mahon	Alfred Mahon	275 River Street	R	Son	M	N	5	Massachusetts	Barbados	Barbados	English
89-35	Abbie A. Coleman											
89-36	Rufus Bowen & Martha E. Bowen	Rufus Bowen	20 Soden Street	R	Husband	M	N	33	Barbados	Barbados	Barbados	English
89-37	Sarah A. Bates, Ronald C. Bates, Barbara A. Bates, & Elizabeth F. Bates											
89-38	Della L. Brown											
89-39	Della L. Brown											
89-40	Della Louise Brown											
89-41	Jennie Fieler & Elizabeth Kilpatrick											
89-42	Benjamin Chalfen											
89-43	Mildred Driscoll & Lillian B. Driscoll	Mildred Driscoll	3 Suffolk Street	O	Daughter	F	W	20	Massachusetts	Massachusetts	Massachusetts	English
89-44	Benjamin Chalfen											
89-79	Charles J. Fanning & Mary C. Fanning											
89-80	Mary M. Curtin											
89-78	Richard J. Larkin & Mary J. Larkin	Richard J. Larkin	9 Grenough Ave	O	Son	M	W	10	Massachusetts	Irish Free State	Sweedden	English
89-46	Antonio Crendone											
89-87	Walter & Mary A.											
89-54	Lester A. Randall & Beatrice G. Randall											
89-76	Josephina Spampinato	Josephine Spampinato	210 Harvard Squa	R	Sister in-law	F	W	30	Italy	Italy	Italy	Italian
89-91	Joseph B. Maynard	Joseph Maynard	134 Hampshire St	R	Son	M	W	8	Massachusetts	Massachusetts	Massachusetts	English
89-90	Roman Coffon & Mary E. Coffon	Roman Coffin	266 Windsor Street	R	Husband	M	W	33	Russia	Russia	Russia	Russian
89-56	Edith H.E. Pedro, Helen J. O'Brien, & Rose C. Maraca											
89-57	Anna M. Hunt, Winifred Godfrey, Sarah J. Murphy, M. Lorraine Clifford, & Claire J. Murphy											
89-58	Iva W. Nelson & Elizabeth C. Nelson											
89-58A	Murray L. Yogel											
89-75	Murray L. Yogel											
89-73	Murray L. Yogel											
89-60	Fernando J. Monteiro											
89-61	Clara Finstein	Clara Finstein	131 Columbia St	R	daughter	F	W	33	Massachusetts	Austria	Austria	Yiddish
89-62	Willie Jane Hall & Willie Jane Hall, Trustee for Anthony Wyche & Anthony Wyche											
89-63	Suzanne R. Greene & Paul A. Revalson	Paul A. Revalson	9 Worcester Street	R	Great nephew	M	N	12	Massachusetts	Massachusetts	Massachusetts	English
89-64	Muriel G. Raynor & Samuel L. Merchant	Samuel Merchant	11 Worcester St.	O	Son	M	N	19	Massachusetts	Virginia	Canada-English	English
89-5	Ora H. Jackson & Florence H. Agard											
89-6	Berardino M. Santeusano & Antoinette Santeusano											
88-20	Rose Cohen											
88-51	Mary O. DeGuglielmo	Mary O. DeGuglielmo	793 Cambridge St	O	Wife	F	W	44	Italy	Italy	Italy	Italian
88-52	Mary O. DeGuglielmo	Mary O. DeGuglielmo	793 Cambridge St	O	Wife	F	W	44	Italy	Italy	Italy	Italian
88-27	John E. Aufiero & Gilda C. Aufiero											
88-38	Anthony Colosimo, Elizabeth Colosimo, & Bruno Colosimo	Anthony Colosimo	21 Park Ave	O	Head	M	W	38	Italy	Italy	Italy	Italian

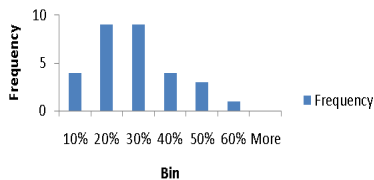
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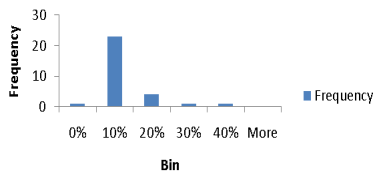
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Owner-Occupied 1960



Negro Population 1960



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## GIS for Week 7 (3/8)

By Tuesday, March 8, at 1 PM, please do the following exercises:

1. You will be continuing your statistical analysis of the urban renewal areas in 1960 Cambridge, for which we designed a relatively poor model on Thursday afternoon.

The first task is to create a better set of explanatory variables:

- i. With Excel, open the file *MA\_tract\_1960\_race\_housing.xls* (or *MA\_tract\_1960\_race\_housing.csv*), which you worked on last week.
  - ii. If you don't already have a column for fraction of housing that is **OwnerOccupied** (independent of race), create one.
  - iii. If you don't already have a column for fraction of population that is **Negro**, create one.
  - iv. If you don't already have a column for fraction of population that is **OtherRaces**, create one.
  - v. Create a column for fraction of housing that was built **Before1940**.
  - vi. Create a column for average owner-occupied **HousingValue**. This can be estimated with a weighted average.
  - vii. Review the instructions handed out in class for [Regression Analysis Basics](#). In the list of **Common Regression Problems**, note that a good model should avoid multicollinearity, i.e. don't use explanatory variables that are cross-correlated with each other and are therefore redundant. An initial test for cross-correlation can be performed in Excel using the CORREL function. If this value is near zero, that indicates no correlation between the two variables, and if it approaches 1 or -1 that indicates a positive correlation or negative correlation. **Are any pairs of these variables significantly correlated? Why wouldn't we want to use the fraction of housing that is renter-occupied as an additional explanatory variable?**
2. A Geographically Weighted Regression analysis will only be useful if the explanatory variables show evidence of spatial autocorrelation. A good measure of this is the quantity called Moran's I. **Are any of these variables significantly autocorrelated?**

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Urban Renewal Area Boundaries



Cambridge City Boundary



Census Tracts 1960

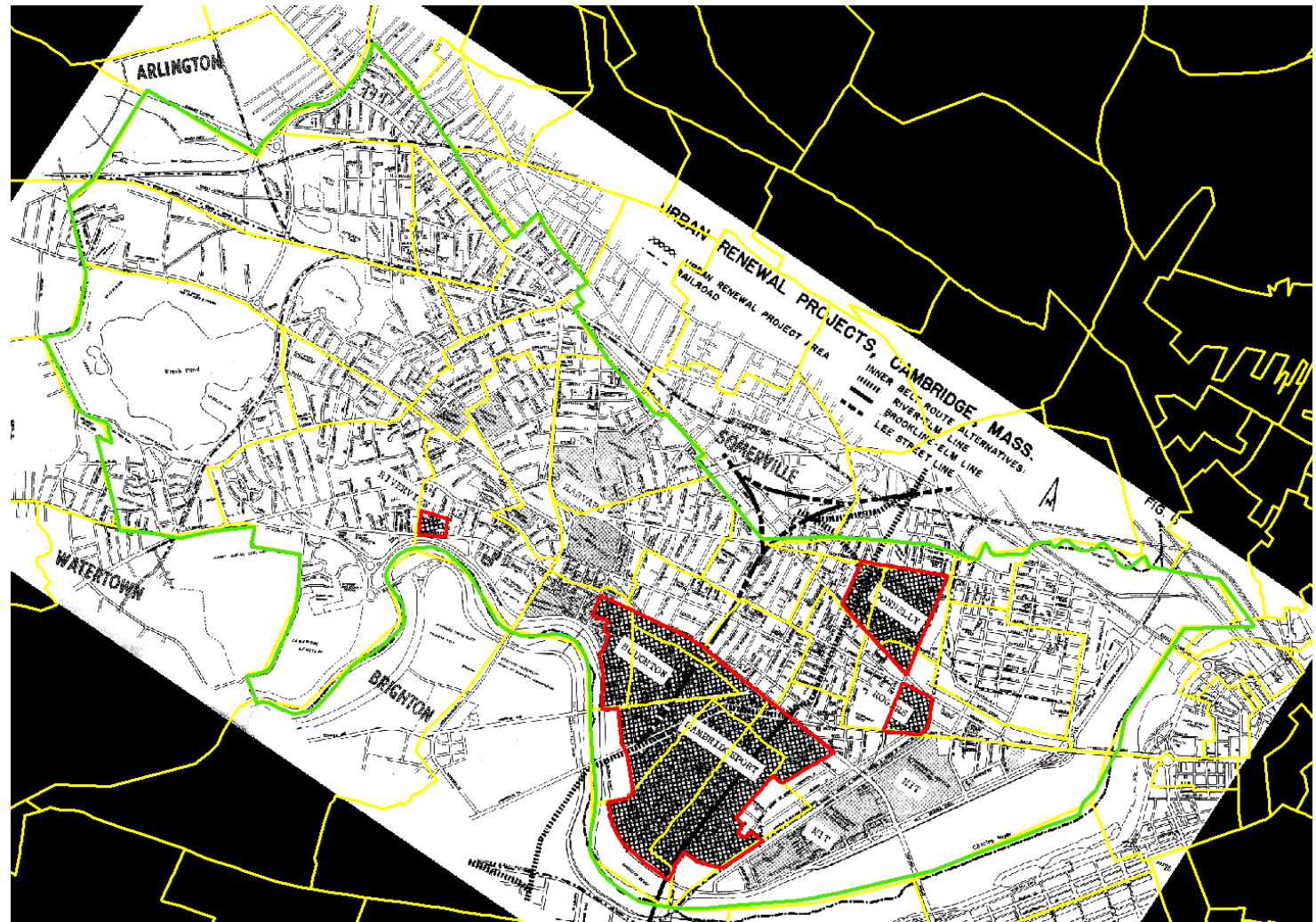


## GIS for Week 7 (3/8)

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3. Split up the urban renewal layer by the census tracts with a **Union** analysis, calculate the area of each urban renewal portion, and then use the **Dissolve** analysis to add that information to the census tracts.

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Standard Residual

< -2.0

-2.0 to -1.0

-1.0 to 1.0

1.0 to 2.0

> 2.0



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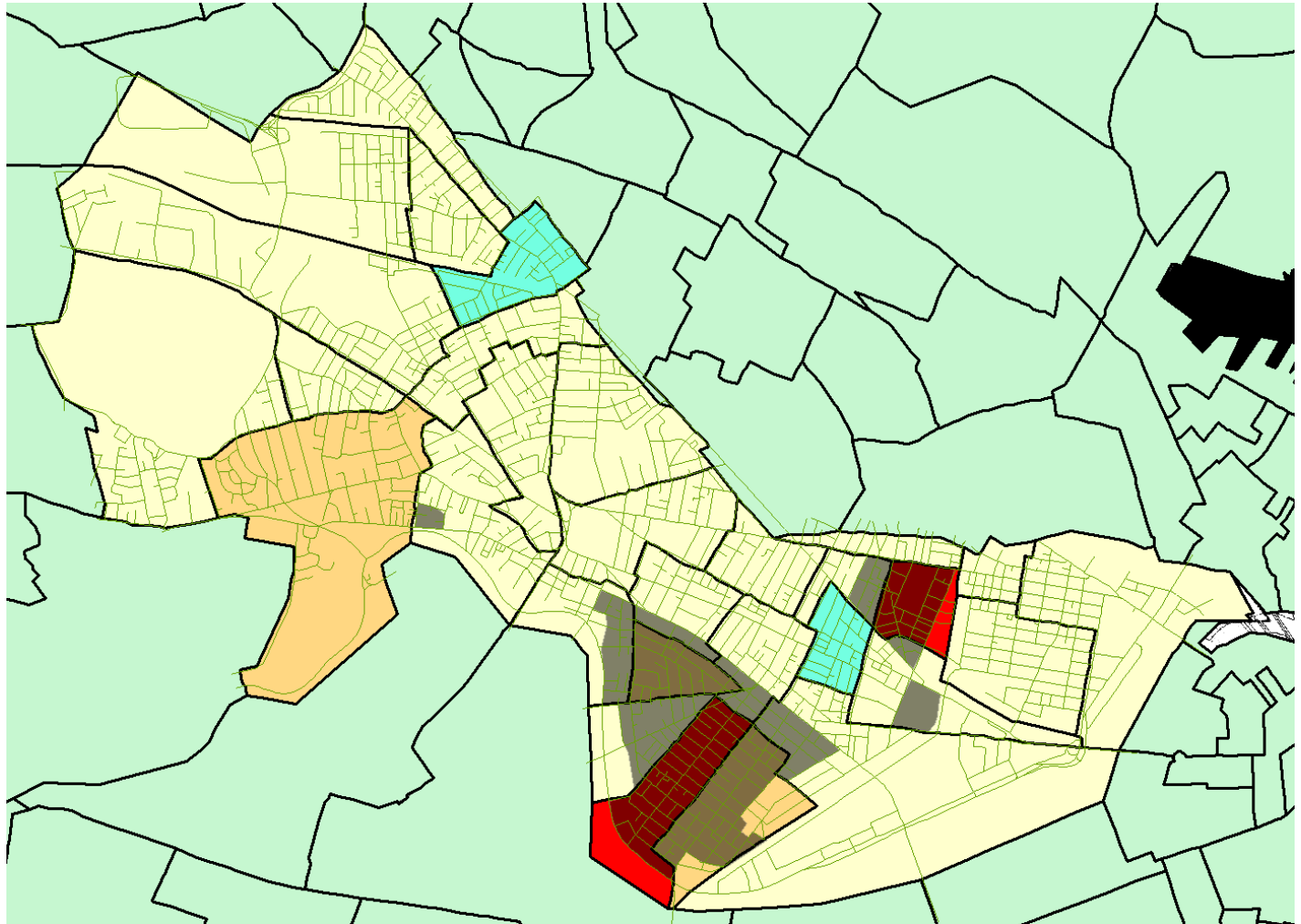
## GIS for Week 7 (3/8)

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4. Now perform a Geographically Weighted Regression analysis, as described in [the class handout](#).

$$\text{UrbanRenewalArea} = \underset{\pm 0.05}{0.13} \text{ Negro} - \underset{\pm 0.05}{0.08} \text{ OwnerOccupied} + \underset{\pm 0.05}{0.05} \text{ Before1940} - \underset{\pm 0.05}{0.03} \text{ HousingValue} + \underset{\pm 0.49}{0.18}$$

Review the discussion of [Interpreting GWR Results](#) in the handout. Is this a reasonably good model of the urban renewal areas in 1960 Cambridge based on the global parameters and model coefficient errors?



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## Research Proposal and Bibliography

**Due date:** March 22, 2011 at 9:00 am.

### ASSESSMENT WEIGHT: 20%

By this point in the semester, we hope you have started to think about the particular research questions and approaches that most interest you. For Tuesday, March 22, please submit a short, narrative research proposal and bibliography describing the research project you hope to pursue during the second half of the semester. This proposal should consist of two components:

1. A two- or three-page written proposal, detailing the specific research question you plan to address and how you envision such a question might shed light on some of the larger issues about cities, schools, and space we have discussed during the first half of the semester.
2. A two-page bibliography, including both primary and secondary sources, which will help us assess if your proposed project is doable given the logistical and time constraints of the semester. Note that this may include references to geographic and other data sets.

As you are framing your proposal, recall two questions which have been at the forefront of our class discussions. While we hope your research will speak to these questions in some way, remember that they are here to guide you but not to constrain you in any way.

1. How did race, property, and educational opportunity become entangled in Cambridge during the twentieth century?
2. Why and how did Cambridge — as a community — attempt to disentangle race and property from educational opportunity in the late twentieth century?

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## Research Proposal and Bibliography

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As you prepare your proposal, we recommend that you:

- Recall the different research models you have encountered over the semester, including but not limited to Highsmith, Erickson, Benjamin, O'Mara, Gordon, and Hillier. Should you be in search of a research idea, we suggest returning to these pieces for inspiration.
- Consider the primary sources you will have access to during the second half of the semester — in particular, the *Cambridge Chronicle*, the Koocher Papers, and MIT West.
- Reflect on whether your research project is doable — that is, can you reasonably complete what you propose given the time constraints of the semester? And also, whether it is worth doing — that is, will answering the question you propose help you to understand some issue relevant to cities, schools, and space in a profound or important way?

Remember that while GIS analysis does not have to be your primary research method, your final project should make use of GIS in some way.

We would also like you to complete at least one oral history for your project as well. We will discuss oral histories in more detail when we read *Common Ground* after Spring Break.

We are very excited to see what you have in mind!


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## Research Proposals (Works in Progress)

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- Why were the West Cambridge enrolment projections reported in the 1970 Elementary Schools Building Study so off-base?
- Did race and/or class influence decisions about where to build new schools, renovate existing ones, or to close schools in the decade(s) before the implementation of controlled choice in Cambridge?
- Considering the original demographics of Cambridge High and Latin School and Rindge School of Technical Arts, how did the merging of these two educational institutions effect the overall enrolment of the high school and the social, racial, and spatial make-up of the new integrated student body?
- What motivated the reorganization of Cambridge High and Latin School and Rindge School of Technical Arts, and what issues were those who were involved in planning the reorganization considering?
- What were the social, spatial and political tensions that caused the racial integration and linguistic integration movements to become counterproductive to one another, culminating with the failure of Bilingual Education within the Cambridge Public schools?
- Why was the Kendall Square Urban Renewal Project controversial?
- How did M.I.T. use its political leverage to influence the geographic choices of Inner Belt and how were M.I.T. students, faculty, and local community involved in the anti-Inner Belt campaign?
- What role did MIT have in shaping Cambridge as a city in terms of race and space?

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## Plans for Cambridge Visit

**Due date:** March 28, 2011 at 6:00 pm.

As you know, there is no response page for next week. I have posted a link on the discussion board however, appropriately titled "Plans for Cambridge Visit..." Please post to let others know of your plans for next week, so that you can coordinate with your classmates.

What day do you plan on traveling to Cambridge? Where do you plan to go? Are you planning on driving? What collections do you hope to examine?

Once you have a sense of which days you and your classmates will be traveling, you'll need to coordinate with one another about transportation. As I mentioned, I have cars reserved for Tuesday. I am working on reserving a car for Friday as well. Please do this as soon as possible.

Remember to be in touch with archivists prior to your visit, to make sure that the materials are there for you when you arrive.

I'd also make sure you have a digital camera handy. If you don't own one, check with IT as soon as possible to make sure to reserve one.

Please use the discussion board to keep us informed of your plans.

Happy field-tripping!

- HM