

11.027 City to City

Session 4 Notes

### **PART 1: Review of Assignment 3**

1. Assignment 3 Review:
  - a. How did it go?
  - b. What could you write about?
  - c. What were you able to find?
  
2. David:
  - a. Topic: Revival of Waterfront in Boston/Copenhagen
    - i. Summarized why it was a meaningful project
      1. Having a vibrant waterfront can be a huge asset to cities built on the shoreline
      2. Studying how each is trying to revive the waterfront says a lot about coastal cities in general and it is an interesting comparison between the U.S. and European Approach
    - ii. Presented preliminary research
      1. Sources:
        - a. Databases and journals
        - b. Boston Redevelopment Authority Website
          - i. Harbor Plans
          - ii. Redevelopment
        - c. Copenhagen Port Website
        - d. Site Visits
          - i. Harborwalk – 11.001
      - iii. Specific Idea about Waterfront:
        1. Tourism, Recreation, Residential
          - a. Boston: Faneuil Hall, South Boston Seaport
          - b. New York Seaport
  
  3. Lucia
    - a. Topic: Public Housing
      - i. History : How things have changed over time in Boston/Copenhagen
        1. Came out of public policy course
        2. Government makes changes to fix issues
          - a. Do the changes work?
          - b. Price
            - i. How does it compare to the area around it?
            - ii. What are residents charged?

- c. Location
  - i. Is it embraced within the city or pushed out?
  - ii. GIS Mapping/Spatial Analysis
- d. Methodologies
  - i. Spatial/Data Analysis
  - ii. Interviews
  - iii. Case Studies

4. Ruth:

- a. Topic: How Attitudes Impact Sprawl
- b. Methodologies:
  - i. Interviews
    - 1. Locations in suburban community interviews
      - a. Chosen for location away from center of city
      - b. Boston
        - i. Subway towns: Cambridge, Somerville,
        - ii. Commuter-rail towns:
          - 1. North: Belmont, Winchester, Newton, etc. (more affluent, more Italian)
          - 2. South: Quincy, Watertown, Hingham (less affluent, more Irish)
  - 2. Interview Topics
    - a. Transportation Options
    - b. Commute Time
    - c. Residential Determinants
      - i. Children/Schools?
  - 3. Strategy:
    - a. Checklist of topics
    - b. Finding subjects
      - i. Events (e.g. Farmer's Market)
      - ii. Copenhagen: Students at Universities?
    - c. Comparison of Distance (and perceptions of distance) between the two countries.
- ii. Statistics:
  - 1. Chambers of Commerce
    - a. Percentage of employed population that commutes to work
  - 2. Census Data

5. Tejus:
  - a. Topic: Using Value-Captured Techniques to Pay for Capital Costs of Infrastructure
    - i. U.S.: mostly done after the fact
      1. Not much in Boston
        - a. At Ashmont Station in Boston, leased air-rights to developer to build residential condos
      2. Washington, DC: Several cases in the last year in suburban stations.
    - ii. Copenhagen: used value-captured mechanisms upfront to pay for investments
      1. Publicly owned lands adjacent to stations
      2. Can get greater value from lands once metro system is built
      3. Issued loans guaranteed on the future value of the land
      4. Intend to sell the land in the future and use the additional value to pay off the loans.
  - b. Methodology:
    1. United States:
      - a. Interviews
      - b. Newspaper Articles
      - c. Visiting Transit Agency to learn how they finance their infrastructure
    2. Copenhagen:
      - a. Contacts with company
      - b. Interviews
        - i. Story behind the policy

## **PART II: Interviewing**

1. Interviews (Strategies)
  - c. "Inter": Between two people
  - d. "View": Perspective
  - e. Who Interviews:
    - i. Many people use the interview process
    - ii. Many ways to interview people
      1. Journalists
      2. Psychologists
        - a. May record, ums, ahhs, laughs, crying
        - b. Different from just capturing words out loud
      3. Sociologists
        - a. Concerned with broader context – what the person is wearing, the setting, where someone lives, etc.
      4. Political Scientists
      5. Anthropologists

- iii. Methodology
  - 1. How you choose to approach the interview influences who you interview
  - 2. Should be clear about your methodology and who you interviewed
- iv. Structure
  - 1. Highly structured vs. Informal
    - a. Highly structured happen better with smaller number of people
      - i. Looking for very specific information
    - b. Informal is better for more people
      - i. Can be more open-ended
      - ii. Supplement other research (research doesn't depend only on the interview)
- v. Uses
  - 1. Primary method
    - a. Must be highly structured
  - 2. Supplement other types of research
    - a. Experiments
    - b. Observational
    - c. Surveys
  - 3. Fill in gaps in research
    - a. Can get information to inform the direction of research
  - 4. Preserve the history of groups
    - a. Capturing stories of families, groups through interviews
- vi. Benefits/Problems
  - 1. Tool for in-depth understanding
    - a. Can be time consuming
    - b. Can't do as much statistical analysis/spatial analysis
  - 2. Relatively Cheap
  - 3. Easy to create/carry out
    - a. Can't generalize to larger population
- vii. Interview Steps
  - 1. Preparation
    - a. Find the right people
      - i. Who are you looking for?
        - 1. People with knowledge
        - 2. People with skills
        - 3. General public
    - b. Set appointments
      - i. Research their background
    - c. Plan your questions
      - i. What do I want to find out?
      - ii. How will I use the info?

- iii. What kind of document am I writing?
- iv. What form will the research take?
  - 1. Looking for quotes? – short conversation
  - 2. Need statistics?
    - a. Can they give any additional information?
  - 3. Looking for contacts?

- d. Prepare materials:
  - i. Survey forms
  - ii. Consent forms – need to ask consent to quote, use material for research,
  - iii. Thank you notes – key to maintaining contact and building relationships

## 2. Carrying it out

### a. Recording the interview:

- i. Note taking
  - 1. low cost
  - 2. less awkward for interviewee
  - 3. good practice
  - 4. difficult to ask, write and focus
  - 5. can't listen to the voice again for meaning
  - 6. slow
  - 7. hard to gather quotations
- ii. Audio taping
  - 1. Great way to interview – taking notes is very cumbersome, must be very fast, difficult to pay attention to body language
  - 2. Can use a digital recorder or audio recorder
  - 3. Take notes as well
  - 4. Think about the equipment: batteries, sound quality, etc.
  - 5. Label files clearly
  - 6. Must ask permission
- iii. Video taping
  - 1. Must ask permission

### b. Conducting the Interview:

- i. Start recording
- ii. State the purpose to put interviewer and interviewee on the same page
- iii. General questions to get comfortable with each other, learn background

1. Sets the tone, pace, rhythm of the interview
  - iv. Dive into important questions
    1. If there is something interesting in the answers, get more information, while keeping interview focused.
  - v. Ask for consent
  - vi. End early if possible
  - c. Connecting with Interviewee
    - i. Smile, introduce yourself
    - ii. Be very familiar with the questions you want to ask
    - iii. Focus on the other person
      1. Check if interviewee is comfortable
      2. Check for understanding
      3. Does the person elaborate on questions?
3. Writing it up
- a. Fill out notes
    - i. Linear
      1. Notes written in sequence
      2. Use margin to create an index (marking key words/phrases, summarizing)
    - ii. Nonlinear
  - b. Write up the interview
    - i. Many dynamics happen in the room that will not be captured in the notes
    - ii. Must be captured through
      1. transcripts
        - a. records all interview details, with background section giving the interview context; includes any incorrect grammar, etc.
      2. dialogues or edited transcripts
        - a. recording the dialogue of the interview
        - b. can fix grammar, other things,
        - c. note any changes
      3. interview summary

- a. summary of what was asked and what the response was
- 4. synthesis and elaboration
  - a. look at multiple interviews for patterns/similarities

### **PART III: Research Using the MIT Libraries**

- 1. Guide for student's use of MIT Libraries
  - f. Most materials are English-language publications
  - g. Lexis-Nexis is a useful resource for finding news articles
    - i. Not good for academic literature
  - h. ProQuest Research Library
    - i. General subject database:
      - 1. Economics
      - 2. Business
      - 3. Consumer Reports
      - 4. Planning Journals
      - 5. Housing Journals
    - ii. Advanced Search Screen
  - i. GeoBase:
    - i. Indexes geography and planning journals as well as geology