

Geodesign Practicum I (DCP4945, 5 Credit Hours)

Section 1. Course Basics

Class Meets: Tuesday and Thursday (Periods 5-7) 11:45-2:45

Delivery Method: Online (100%)

Room Availability: FAC 202

Instructors

Dr. Emre Tepe, emretepe@ufl.edu

Dr. Seungbeom Kang, s.kang1@ufl.edu

Office Hours

Dr. Emre Tepe: Tuesdays from 3:00 pm - 6 pm or appointment

Dr. Seungbeom Kang: Tuesdays from 8:30 am -11:30 am or by appointment

Office hours will be posted on Canvas. Students need to sign up for an available time slot to have an individual meeting with instructors. Meetings will be administered virtually through Zoom.

Required Text

List of additional required readings will be provided by the instructors on the Canvas course site and some readings may be available through the UF Libraries. Students are also expected to review additional resources specific to their projects.

Course Description

The main goal of the Geodesign Practicum is to develop adaptive planning approaches in order to improve community resilience with respect to overall public safety and health and in response to the coronavirus pandemic by analyzing and evaluating current conditions in the City of Gainesville.

Prerequisite Knowledge and Skills

There are no prerequisites for this course. Experience in data collection and analysis, technical writing, visualization and modeling, and collaboration are considered valuable knowledge and skills for this course.

The Purpose of Course

The primary purpose of this course is to provide fundamental knowledge and experience about conducting a project related to geospatial planning and community resilience. Thus, this course will focus on doing planning rather than learning about doing planning. This course will be operated as a workshop with students actively involved in developing the agenda and the products for the course. The instructors will act as the project managers/advisors on students' projects and the students will be a member of the project teams. Students will participate in making decisions as a group on the roles taken in the group. The instructors will provide a basic

structure and a set of requirements for each of the assignments, which will require some combination of written, visual, and oral presentations. The class meeting times will be used for sharing information and for members to coordinate activities, work on aspects of the project, and review progress.

Course Goals and/or Objectives

This course familiarizes students with planning practice, particularly research and data analysis, working with the instructors and external reviewers in order to make realistic and actionable policy recommendations. At the end of this course, students will be able to demonstrate their knowledge in collecting and assessing a range of data, thinking spatially, and communicating their recommendations both orally and writing. By doing so, they will be able to strengthen the following skills that will be important in professional practice: (1) critical thinking; (2) presentation (verbal communication); (3) evaluation and criticism; (4) argumentation; and (5) written communication skills.

How This Course Relates to the Student Learning Outcomes

As a course in the Sustainability and the Built Environment (SBE) program, the Geodesign Practicum allows students to apply knowledge and skills in the field, typically with existing projects and relates to all student learning outcomes. These are:

- Learn the fundamentals of resilience (and systems) thinking and practice.
- Better understand temporal and spatial relationships of an urban phenomenon.
- Explore the role of equity and social impact in the application of urban planning.
- Critically think about the role of urban planning in the sustainability and resilience of strategic social-ecological systems.
- Develop the professional skills necessary for collaboration, workload distribution, and decision-making under uncertainty within individual and team settings.
- Demonstrate an understanding of human settlement, historical and contemporary practice, and policy and processes relevant to community resilience concepts and theories.
- Demonstrate oral, written, and critical thinking skills required of SBE students within their area of specialization.
- Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication.

Section 2. Course Policies

Attendance Policy: Mandatory, on time. **All SBE students will be required to watch recorded videos that will be uploaded on Canvas to catch up on any missed in-class discussions.**

Make-up Policy: On-time submissions are extremely critical for this course. Therefore, there is no predefined make-up policy for the late submissions. Please contact instructors in case of any missed or late submissions (preferably in advance).

Course Technology: There is no specific software selected for this course. However, students may need to consider using some or all of the following software: ArcGIS, QGIS, and Powerpoint. All submissions must be prepared electronically.

Section 3. Course Details

Assessment

Each student will be required to prepare four assignments and then work together in a group to produce the final project outcome. Because it can sometimes be difficult to separate individual effort from the overall group effort, each student will also be required to keep a journal of all of their work in the course. The journal will do as the title suggests, log the activities in which each student engages throughout the semester. Thus, the journal should include the observations of the student, documentation of telephone calls or Zoom meetings, class discussion, and interviews, draft ideas used to develop the concepts, notes from attending meetings, and all other items related to the project. The group participation portion of the grade will include participation in activities that the group determines necessary to gather information for the use in the preparation of the draft, final report, and presentation.

Grades will be based on the four assignments, the individual journal, and the final project outcome and presentation.

Assignment 1. Background and Inventory (20%)

Assignment 2. Opportunities, Constraints, and a Proposal for a Final Project (10%)

Assignment 3. Team First Version of Video (or a Story Map) and Presentation (15%)

Assignment 4. Team Final Version of Video (or a Story Map) and Presentation (35%)

Group Participation (10%): A portion of the group participation grade will be based on input from other members of the class. Be mindful that there will be two peer evaluations throughout the semester. Your final grade can be lowered by the result of the peer evaluation. The rest will be based upon class participation and observations of the instructors about the participation of each student in the overall group effort.

Here are a few words about working in teams for students. In the professional world, you are likely to work in groups, so students need to learn how to be a successful team member. As in the real world, teams are evaluated based on the overall quality of the entire team's work; the same will be valid for the group-based final project in this course. The exception is when one student in your group does not participate at all. In this case, notify the instructors ASAP.

Individual Journal (10%): Recorded individual's activities related to the final group project.

Grading Scale: The instructors expect that all students should be able to accomplish the basic requirements for the course—a "B" grade, but do not hesitate to mark lower when the student does not meet a minimal standard for graduate-level work. "A" grades require performance beyond the minimum or average—e.g., quality, depth, synthesis of ideas, originality or creativity.

Meeting deadlines matters too! The University of Florida allows instructors to give the following grades: A, A-, B+, B, B-, etc. A grade of “A-” on a specific assignment may indicate that the work is close to an “A” but the “A-” will be averaged with other grades to determine the final grade. An “A-” means that a student almost, but not quite, achieved “A” work. The following UF grading scale will be used to determine your final letter grade:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
% Range	>93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60				
Grade Point	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0	0	0	0	0

Section 4: Course Schedule

Class time: Each class will be split into two sections:

- (1) Lecture: The first section will be a lecture format in order to present pertinent information to the final project that consists of a series of exercises.
- (2) Studio: The second part of class will be designated for groups to work on the studio project. The instructors will float between groups helping to brainstorm, troubleshoot, etc.

Lecture sections of the class will be reduced after the first review on the progress of projects in order for students to spare more time for project formulation. In addition to class time, self-directed outside class works are expected. Students will still need to put effort in the studio outside of course time approximately 2-3 hours per credit hour per week. All students are expected to contribute at the group and individual levels.

Studio Project:

In the Geodesign Practicum, students will examine the degree of community resilience in the City of Gainesville and Alachua County in regard to public safety and health and will identify populations and neighborhoods vulnerable to an unexpected public safety crisis such as the ongoing disruption triggered by the COVID-19.

1. Background and inventory
 - a. To understand the context in which the City of Gainesville and Alachua County are located, students need to collect secondary data that is available and should become as familiar with the study area as possible.
 - b. Analysis of population and residential densities, open spaces and public and private spaces where people generally congregate (potential data source: FL parcel database) - **assignment: summary of collected data and information, potentially on maps if possible.**
 - c. COVID-19 disease spread (potential data source: FDOH) - **assignment: summary of collected data and information, potentially on maps if possible.**

- d. Exploring housing affordability, evictions, subsidized housing, and homelessness - **assignment: summary of collected data and information, potentially on maps if possible (detailed instructions will be provided).**
- e. Exploring the industrial structure of Gainesville and its economic vulnerability to the COVID-19 crisis - **assignment: summary of collected data and information potentially on maps if possible (detailed instructions will be provided).**
- f. The final product of this assignment will be a team report that introduces all findings derived from data accumulated throughout the first half of the semester.
2. Opportunities, constraints, and a proposal for a final project
 - a. In this assignment, students will present a synthesis of the opportunities and constraints for improving community resilience in the City of Gainesville and Alachua County. These opportunities and constraints should be based upon information gathered in a review of documents and other data collection activities (or field observations and interviews). This assignment will inform the best practices section and the proposal for the final project.
 - b. Based on the understanding of existing conditions in Gainesville and Alachua County, students will be required to develop a proposal that they want to elaborate for the final project outcome. Students have **two options** for the final project that is intended to introduce conditions of Gainesville and Alachua County to the public and suggests ways to improve community resilience in the context of the COVID-19 crisis: **(1) 15-30 mins video, or (2) a story map.**
 - c. Your proposal and work plan must include **(1) a title, (2) a clear research question (or questions), (3) background and motivations (including why your research question matters), (4) outline including potential data or research methods, (5) expected outcomes, and (6) potential audience and contributions.** Detailed instructions will be given by instructors.
3. First version of video (or a story map)
 - a. Drafting a first version of a final project outcome
 - b. Presenting the outcome to external reviewers
4. Final version of video (or a story map) and presentation
 - a. Finalizing the final project outcome
 - b. Presenting the outcome to audience.

Tentative weekly course plan: Listed below is a general outline of the course that includes the deadlines for the course. As the weeks pass, the instructors will update this schedule based upon recommendations about people who would help us to understand how to think about this project. In addition, guest speakers and the instructors will occasionally present lectures throughout the semester relevant to the work of the studio. Additional reading may be assigned as we proceed throughout the semester. Thus, the schedule will become more specific as we proceed through the semester.

- **Week 1. Course introduction and introduction to planning**
 - Learning objectives
 - Students will be familiar with the project goal.
 - Students will learn basic planning procedures and obtain information about the comprehensive plan in the City of Gainesville.
 - Tues (9/1)
 - Course introduction
 - What is planning?
 - How does a plan work?
 - What are the phases in a typical planning procedure in the United States?
 - Thur (9/3)
 - Land use planning and zoning
 - What are the phases in a typical planning procedure in the United States?
 - Examine existing plans of City of Gainesville
- **Week 2. Characterizing COVID-19 crisis as a planning problem**
 - Learning objectives
 - Students will be able to explain fundamental knowledge about the COVID-19 and its potential influence on urban planning.
 - Students will be able to introduce trends of the COVID-19 spread in City of Gainesville and Florida
 - Tues (9/8)
 - Key contents
 - Background knowledge about the COVID-19 crisis
 - How does the COVID-19 crisis differ from other natural disasters?
 - What would be the potential influences of the COVID-19 crisis
 - Assess the COVID-19 exposure of people in Gainesville
 - In-class activities
 - How has the COVID-19 crisis influenced the City of Gainesville?
 - Thur (9/10): TBD

- **Week 3. COVID-19 and physical organizations of urban areas**
 - Learning objectives
 - Students will be familiar with relations the Covid-19 disease spread with physical organizations of urban areas
 - Students will be able to characterize urban physical environments using some basic indicators.
 - Tues (9/15)
 - Key contents
 - Physical organizations of urban areas
 - Population, residential, and residential unit density
 - Public and private spaces
 - In-class activities
 - Density calculation for the City of Gainesville
 - Thur (9/17)
 - Key contents
 - Covid-19 disease spread and physical environment organizations in Florida cities
 - Availability of open spaces
 - Relationship between high density and the spread
 - In-class activities
 - Identification of critical locations in the City of Gainesville

- **Week 4. COVID-19 and transportation**
 - Learning objectives
 - Students will be familiar with transportation planning
 - Students will understand impacts of the Covid-19 disease spread on transportation infrastructure and its organization.
 - Tues (Guest Speaker: Transportation Planning) (9/22)
 - Thur (9/24)
 - Key contents
 - Covid-19 disease spread and its impacts on transportation demand
 - Future of transportation planning and its organization

- **Week 5. Economic impacts and equity issue of COVID-19**
 - Tues (9/29)
 - Learning objectives
 - Students will be able to explain the impacts of COVID-19 on employment.
 - Students will be able to use secondary data to identify economically vulnerable populations.
 - Reading materials
 - Key contents
 - In-class activities

- What types of jobs have been and will be impacted by the COVID-19 and where are those jobs in Gainesville?
 - LEHD Origin-Destination Employment Statistics (LODES) Dataset
 - Census OntheMap Data
 - Activity outcome: presenting and reporting key findings
 - Thur (10/1): TBD
- **Week 6. COVID-19 and housing**
 - Tues (10/6)
 - Learning objectives
 - Students will be able to explain the impacts of COVID-19 on housing markets and residents.
 - Students will be able to raise housing-related issues in Gainesville
 - Reading materials
 - NYT article: https://www.nytimes.com/2020/05/27/us/coronavirus-evictions-renters.html?referringSource=articleShare&fbclid=IwAR0r-hjIAW2pue9QDU2vnc4XR1s8pLzKhW37k_qejRCYQPAXUvgl6DsSiQ
 - Patriot Act Episode (What Happens If You Can't Pay Rent? | Patriot Act with Hasan Minhaj | Netflix) <https://www.youtube.com/watch?v=MPFPBzr7FgY&feature=share&fbclid=IwAR2udsejjoY532VpVgcyFTqozz8yr2JCCcyxTeHADlcTwwKcJmPsF7OfLo>
 - Key contents
 - Concepts of housing affordability, evictions, and housing instability
 - Guest speaker: people working for homeless shelters
 - In-class activities
 - Construct social vulnerability index (Masterson et al., 2014)
 - Eviction labs data
 - Thur (10/8): TBD

- **Week 7. Community resilience (in general)**
 - Learning objectives
 - Students will be able to explain the key concepts of community resilience and adaptive planning.
 - Students will be able to use the community resilience framework to understand and evaluate urban phenomena.
 - Tues (10/13)
 - Reading materials
 - Chapter 1 and 2 (Masterson et al., 2014)
 - Norris et al., (2008) Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness
 - Key contents
 - Key concepts of community resilience (and adaptive planning)
 - Under what conditions are communities resilient?
 - Increasing resiliency through system learning or adaptation
 - Community capacities
 - In-class activities
 - Peeling Back the Layers of Gainesville
 - Thur (10/15): TBD

- **Week 8. Studio Juri: review of interim reports and presentations**
 - Tues (10/20): Work on interim reports and presentations
 - Thur (10/22): Juri day

- **Week 9. Plan development.**
 - Tues (10/27)
 - Thur (10/29)

- **Week 10. Plan development**
 - Tues (11/3)
 - Thur (11/5)

- **Week 11. Plan development**
 - Tues (11/10)
 - Thur (11/12)

- **Week 12. Plan development**
 - Tues (11/17)
 - Thur (11/19)

- **Week 13. Plan development (review of plan development)**
 - Tues (11/24)
 - Thur (11/26): No class (Thanksgiving break)

- **Week 14. Work on individual final report and presentation**
 - Tues (12/1)
 - Thur (12/3)

- **Week 15. Work on individual final report and presentation**
 - Tues (12/8)

- **Week 16. Studio Juri: review of final report and presentation**

Section 5: Additional Statements

Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all emails and messages via Canvas. Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner. Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conducting such behavior will be deemed to be in violation of University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructors when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states,

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Recorded course materials:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:

- **Health and Wellness**
 - U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
 - Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
 - Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
 - University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.
- **Academic Resources**
 - E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
 - Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.
 - Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.
- Student Complaints Campus:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Potential Items and Resources for the Urban Planning Project course

- **General articles about COVID-19**
 - NYT: Problems revealed by the COVID-19 in the US and implications for planning https://www.nytimes.com/2020/04/09/opinion/coronavirus-inequality-america.html?campaign_id=0&campaign_id=39&emc=edit_ty_20200409&emc=edit_ty_20200409&instance_id=0&instance_id=17496&nl=david-leonhardt&nl=david-leonhardt®i_id=0®i_id=78370664&segment_id=0&segment_id=24442&te=1&te=1&user_id=b74358c4954dc24bf1450049d7ba544b&user_id=988a574e202f7f40b88c13076b086e7f
- **Health and the COVID-19 outbreak**
 - **500 Cities Data**
 - <https://www.cdc.gov/500cities/index.htm>
 - A wide range of variables associated with health outcomes, prevention (including health insurance and annual checkup), and unhealthy behaviors at a census tract level
 - Gainesville is one of the 500 cities.
 - **Racial disparities in the death toll**
 - <https://www.washingtonpost.com/nation/2020/04/07/coronavirus-is-infecting-killing-black-americans-an-alarmingly-high-rate-post-analysis-shows/?arc404=true>
 - It is clear that African Americans are much more likely to die due to COVID-19. However, there is a huge variation in the racial disparities across cities; to be specific, this high prevalence of death among the African American population is largely found in Rust Belt cities.
- **Housing and the COVID-19 outbreak**
 - *Brookings Institute*: <https://www.brookings.edu/blog/the-avenue/2020/03/12/americas-inequitable-housing-system-is-completely-unprepared-for-coronavirus/>
 - Citylab: <https://www.citylab.com/equity/2020/03/coronavirus-income-loss-paying-rent-eviction-housing-covid19/607426/>
 - Shelterforce: <https://shelterforce.org/2020/03/24/housing-policy-must-change-in-wake-of-covid-19/>
 - Housing policy is health policy.
 - Invite someone from the homeless shelter in Gainesville (e.g., Grace marketplace shelter)
- **What did the City of Gainesville do in response to the COVID-19 outbreak?**
 - Invite someone from the City of Gainesville
 - *Any planning-related decisions?*
<https://www.cityofgainesville.org/EmergencyManagement/CurrentEvents.aspx>
 - Park/Facility Closures and Suspension of City Recreation Programs
 - Several open-air parks, fields and trails remain open for public use
- **International cases**

- *What did South Korea do?*
 - <https://www.youtube.com/watch?v=xAVolr-LqY>

List of Data Sources

CENSUS DATA

<http://www.census.gov>

<http://www.census.gov/aprd/www/statbrief/>

<https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

<http://factfinder2.census.gov/main.html>

GENERAL DATASET COLLECTIONS

<http://lib.stat.cmu.edu/datasets/>

<http://3stages.org/idata/>

<http://www.stat.ucla.edu/cases/>

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

<http://www.fedstats.gov/>

<http://genderstats.worldbank.org>

<http://www.icpsr.umich.edu/>

<http://web.lexis-nexis.com/statuniv/>

<http://www.lib.umich.edu/libhome/Documents.center/stats.html>

<http://www.prb.org/DataFinder.aspx>

<http://researchstories.asu.edu/>

GAINESVILLE AND ALACHUA COUNTY

<http://www.cityofgainesville.org/PlanningDepartment/LandDevelopmentCode.aspx>

<https://www.fgdl.org/metadataexplorer/explorer.jsp>

<https://www.cityofgainesville.org/EmergencyManagement/CurrentEvents.aspx>

<https://dashboards.alachuacounty.us/covid19/index.html>

<http://www.cityofgainesville.org/PlanningDepartment/ComprehensivePlanning/PlanElements.aspx>

COMMODITIES

<http://www.carprices.com/>

<http://www.consumerreports.org/>

<http://www.diamonds.com/>

<http://www.diamondfinder.com/>

CRIME

<http://www.albany.edu/sourcebook/>

<http://bjs.ojp.usdoj.gov/>

ENVIRONMENTAL

<http://www.usgs.gov/>

http://www.epa.gov/enviro/html/ef_overview.html

<http://www.eia.doe.gov/>

<http://www.pasda.psu.edu/uci/SearchPage.aspx>

INTERNATIONAL DATA

<http://www.geographic.org/>

<http://www.un.org/databases/>

<http://unstats.un.org/unsd/default.htm>

<http://data.worldbank.org/>

HEALTH/MEDICAL

<http://www.cdc.gov/nchs/fastats/>

<http://www.cdc.gov/nchs/default.htm>

<http://www.cdc.gov/scientific.htm>

<http://www.cdc.gov/>

<http://www.cancer.gov/>

<http://www.who.int/countries/en>

<http://www.who.int/research/en>

<http://www.lungusa.org/>

<http://seer.cancer.gov/>

SPORTS

<http://www.sportstalk.com>

<http://sportsillustrated.cnn.com/>

<http://espn.go.com/>

<http://www.baseballprospectus.com/>

<http://www.nhl.com>

<http://www.pgatour.com>

<http://www.ausopen.org/players/>

SURVEYS AND POLLS

<http://www.nua.ie/surveys/>

<http://www.gallup.com/Home.aspx>

<http://www.cnn.com/>

ALL POLITICS/ TRANSPORTATION

<http://www.bts.gov/ntda/>

<http://www.apta.com/research/stats/>

<http://www.nhtsa.gov/NCSA>

<http://www.nts.gov/Aviation/Stats.htm>

<http://www.nhtsa.gov/ncsa/FARS>

Free Websites for Quantitative Analysis - U.S. cities

OnTheMap

<https://onthemap.ces.census.gov>

Use census data to map where people live and where they work. Maps can also be cross-referenced with reports on age, earnings, industry distributions, race, ethnicity, educational attainment, and sex.

AARP Livability Index

<https://livabilityindex.aarp.org/>

Scores reasonably small areas in 7 categories, each of which contains detailed information on its metrics.

Diversity Data Kids

<http://www.diversitydatakids.org>

Includes profiles, rankings, and maps of nearly 100 measures of child well-being at a county level.

H+T Index

<https://htaindex.cnt.org>

Housing and Transportation Affordability, measured at a neighborhood level. It features comprehensive data on the cost and efficiency of housing and transportation.

PolicyMap

<https://www.policymap.com>

Online mapping with several types of detailed data, ranging from demographics to quality of life indicators. Scale varies from city to county.

The Opportunity Atlas

<https://opportunityatlas.org>

Maps for a series of detailed metrics related to economic opportunity and outcomes at the census tract level, grouped by demographics.

CARES Engagement Network

<https://engagementnetwork.org>

Maps and reports on all sorts of indicators, including the built environment and social engagement. Allows selecting a specific area to examine.

BroadStreet

<https://www.broadstreet.io/board/HOME>

Health information on a number of scales, including county and city. Includes mapping and reports.

Economic Profile System

<https://headwaterseconomics.org/tools/economic-profile-system/>

Downloadable reports on socioeconomic factors, mostly at a county level, including aggregations and comparisons. Gathers data from a broad variety of federal sources.

Data USA

<https://datausa.io>

Collected data on economy, health, diversity, and housing, and living at a place level, although certain indicators default to the state level. Data downloadable and combinable as CSV.