**Programming for Remote Sensing and GIS**

**GIS 4090/5090 — Spring 2018**

**Class Time: Tuesday 4:20 AM - 6:50 PM**

**Location: Des Peres Hall 204**

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| Instructor: Gregory Brunner  Office Hours: Tuesday before class and scheduled upon request  Phone: 636-222-3818  E-mail: brunnergj@slu.edu |

**Course Description (Modified from what is listed in the Course Catalog):**

This course will introduce students to Python programming and its applications to remote sensing and GIS. Through completing this course, students will be able to use Python to perform common GIS and remote sensing analysis tasks, automate workflows, and develop custom Python tools. Topics will include describing data, manipulating data, automating spatial analysis tasks, creating Python scripts and tools, and using Python for imagery analysis.

**Course Objectives:**

* Learn Python and understand how to use it to solve problems in GIS and Remote Sensing
* Encourage the use of Python through relevant examples and assignments
* Get graduate level students implementing it in their own research projects.

**Materials:**

Course Materials are hosted at <https://github.com/gbrunner/Python_for_GIS_and_RS>. Slides, labs, and homework are in the folders that correspond to the specific week in class.

**Texts:**

(Required) Silas Toms. ArcPy and ArcGIS – Geospatial Analysis with Python. ISBN978-1-78398-866-2. $44.99

(Optional) Paul A Zandenbergen. Python Scripting for ArcGIS. ISBN 978-1-58948-282-1. $79.99

(Optional) David W. Allen. GIS Tutorial for Python Scripting. ISBN  978-1589483712. $52.14

(Optional) Laura Tateosian. Python for ArcGIS. ISBN 978-3-319-18398-5. $99.00

**Assessment & Grading:**

1. 20% - Lab Work
2. 20% - Homework
3. 15% - Project 1
4. 15% - Project 2
5. 30% - Final Project

[**Github**](https://github.com/)

Almost all developers use Github for versioning and sharing their code and if they are not using Github, they are using SVN, GitLab, or something similar. In order to familiarize yourselves with Github, I would like every student to create an account on Github and to use it for submitting and sharing Project1, Project 2, and their final project. I will walk you through checking in Project 1 prior to its due date. You are not expected to become experts with Github, but it is a skill that I want to make sure everyone is familiar with before the end of the semester.

**Grading Scale:**

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| --- | --- | --- |
| **Grade** | **Points** | **0-100% scale** |
| A | 4.0 | 93-100% |
| A- | 3.7 | 90-92.9% |
| B+ | 3.3 | 87-89.9% |
| B | 3.0 | 83-86.9% |
| B- | 2.7 | 80-82.9% |
| C+ | 2.3 | 77-79.9% |
| C | 2.0 | 73-76.9% |
| C- | 1.7 | 70-72.9% |
| D | 1.0 | 60-69.9% |
| F | 0.0 | 0-59.9% |

**Course Schedule**

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| --- | --- | --- |
| **Week** | **Class**  **Date** | **Discussion & Readings** |
| Intro | | |
| 1 | 1/18 | **Intro to Python**  **Python Basics**  **Python Fundamentals** |
| More Python Fundamentals | | |
| 2 | 1/25 | **Geoprocessing and Arcpy**  **Intro to Arcpy** |
| Working with Data | | |
| 3 | 2/1 | **Creating Your First Python Scripts (Chapter 2-1, 2-2, 2-3 of Allen)**  **(Move this)CSVs and Text Files – Text to Feature Class** |
| Manipulating Data | | |
| 4 | 2/8 | **While statements and for loops (Chapters 2-4 and 2-5 of Allen)**  **(Move this)Describing GIS Data**  **(Remove this)Functions Overview**  **(Remove this)Classes and Functions (Chapter 4 of Toms)**  **\*Project 1 Assigned\*** |
| Manipulating Spatial Data | | |
| 5 | 2/15 | **Cursors – Search, Insert, Update (Chapter 5 of Toms)**  **JSON – JavaScript Object Notation** |
| Geometries | | |
| 6 | 2/22 | **Working with Geometries (Chapter 6 of Toms)**  **Advanced Geometry Methods (Chapter 10 of Toms)**  **\*Project 1 Due\*** |
| Creating Script Tools | | |
| 7 | 3/1 | **Creating and Running Python Script Tools (Chapter 7 of Toms)**  **Python Toolboxes (Chapter 4 of Allen)** |
| Network and Spatial Analysis | | |
| 8 | 3/8 | **Network and Spatial Analysis with Python (Chapter 11 of Toms)** |
| Working with Rasters | | |
| 9 | 3/22 | **Working with Rasters (**[**Chapter 9 of Zandbergen**](http://esripress.esri.com/bookResources/index.cfm?event=catalog.book&id=9)**)**  **Raster Analysis with Numpy (Custom Exercise)**  **\*Project 2 Assigned\*** |
| Managing Collections of Rasters | | |
| 10 | 3/29 | **Mosaic Datasets (**[**Mosaic Dataset in ArcMap Excercise**](http://desktop.arcgis.com/en/arcmap/10.3/manage-data/raster-and-images/ex-1-creating-a-mosaic-dataset.htm)**,** [**Landsat Mosaic Excercise**](http://desktop.arcgis.com/en/arcmap/10.3/manage-data/raster-and-images/ex-8-creating-a-mosaic-dataset-to-contain-landsat-imagery.htm)**)**  **Using Python to Create Mosaic Datasets (Custom Exercise)** |
| Field Calculator and DataTime | | |
| 11 | 4/5 | **[Using Python in the ArcGIS Field Calculator (Allen 1-3 and 1-4)](http://esripress.esri.com/bookResources/index.cfm?event=catalog.book&id=8)**  **[Python DateTime (Allen 1-5)](http://esripress.esri.com/bookResources/index.cfm?event=catalog.book&id=8)**  **\*Project 2 Due\*** |
| Map Scripting | | |
| 12 | 4/12 | **Arcpy.Mapping (Chapter 8 of Toms)**  **Map Automation and Other Arcpy.Mapping Techniques (Chapter 9 of Toms)** |
| Hipster Python | | |
| 13 | 4/19 | **Intro to ArcGIS Python Web API and Jupyter** |
| Potpourri – I’ll Take Suggestions! | | |
| 14 | 4/26 | **List Comprehension**  **More Pandas?**  **Scipy?**  **Multiprocessing?** |
| Final Projects Presented | | |
| 15 | 5/3 | **\*Final Projects Due\***  Each student will give a presentation on their final project. |
| Grades | | |
| 16 | 5/10 |  |

**Homework**

The purpose of the homework is twofold: to keep you thinking about Python outside of the lab and to prepare you for the next class. I do not want to overwhelm you with homework. I do want to ensure that you are learning how to use Python to solve GIS and remote sensing problems. Please do not hesitate to ask me or your classmates questions on homework if you are encountering difficulties. Furthermore, I would like your feedback as to whether assignments get too difficult or too easy so that I can adjust the assignments and in-class materials accordingly. Homework is to be submitted via blackboard before class on the day that it is due.

**In Class Exercises**

The easiest way to learn to code is by writing code! Lectures are designed to be interactive. If I am typing code, you should be too! Lectures will be followed by in-class exercises that are designed to get you writing code on your own. The exercises that I have written as Python notebooks (.ipynb files) have questions throughout them. Please answer these questions and submit them via Blackboard before the beginning of the following week of class.

**Project 1**

Project 1 will likely consist of working with tabular data (CSV or text file) or generating some report based on GIS data using Python. I will give the assignment by week 4. It is due before class on week 6.

**Project 2**

Project 2 will likely consist of using Python to do some sort of spatial analysis or raster analysis. It will be assigned by week 9. It is due before class on week 11.

**Final Project**

In my experience, all students and professionals need at least one demo or presentation that they can be prepared to give for a job interview, conference presentation, or other type of meeting. Through this class, I’d like each student to develop that demo or presentation, with the foundation of that presentation being some sort of spatial analysis, imagery analysis, or GIS analysis with Python. Each student will be responsible for a short 10 minute presentation to be given during either Week 14 or 15 of class on a project of their own choosing that will leverage Python. Before Spring Break (i.e. by Week 8), please submit to me a short write up (no more than 1 page) of what your project will be, what problem you will solve, how you will use Python to solve the problem. On week 14 or 15, please be prepared to give a 10 minute presentation explaining your problem, solution, how you got there, and hopefully some cool maps and results.

**Academic Integrity**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: <http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf>.

Additionally, each SLU College, School, and Center may have adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

**Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> [www.slu.edu/here4you](http://www.slu.edu/here4you) .

**Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

* Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
* University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

**Disability Services Academic Accommodations**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability\_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.