

PADM 4170: Methods in Urban Planning Research and Analysis
Tuesday and Thursdays, 2 – 3:30 PM
Chilton Hall 270

Course Instructors

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Course Description

How do we analyze urban economies, the built environment and public behavior? How do planners and policymakers obtain and evaluate information about citizen needs and policy effectiveness? How do we use all this information to analyze, predict and shape the future? In this course, we explore the tools and techniques urban planners and policy professionals use to understand urban problems and evaluate policy solutions. We examine the role of quantitative and qualitative data in public decision-making, and gain familiarity with a variety of analytic methods and evaluative frameworks commonly used in planning practice.

Our focus is on understanding the basics of applied research design and improving our data literacy, or the ability to critically evaluate data-based arguments in journals, professional reports and mass media outlets. Through lectures, lab sections, and field work, we will gain familiarity with planning research while critically examining the tools being used by planners to understand urban problems. The techniques we examine throughout the semester will help students develop their planning and policy 'toolkit' that can be expanded through future coursework and internship experiences. In addition to learning technical skills, students will be encouraged to identify and establish their own set of values and visions that underlie their work as urban planners and policy professionals.

Course Objectives

By the end of this course, students will be able to:

1. Identify common methods for examining planning problems and issues;
2. Determine the appropriate data required to research urban issues;
3. Conduct analysis using a variety of planning tools;
4. Critically evaluate planning research and scholarship;
5. Concisely and effectively communicate research findings and policy recommendations

Required Materials:

- Articles, reports and other materials on Canvas, drawn in part from the these texts:
 - o Andranovich, G. D., & Riposa, G. (1993). *Doing urban research* (Vol. 33). Sage.
 - o Schutt, R. K. (2014). *Investigating the social world: The process and practice of research*. Sage Publications.
 - o Maccallum, D., Babb, C., & Curtis, C. (2019). *Doing Research in Urban and Regional Planning: Lessons in Practical Methods*. Routledge.
- Microsoft Excel and Internet
- Your Brain and a Desire to Learn

Course Philosophy

Learning is a social activity. We all (students and instructors) share responsibility for the teaching and learning that we accomplish in each class. Active participation requires regular class attendance, fully completing assigned readings in advance of each class session and engaging in discussion by listening and speaking with others in a respectful and constructive exchange of ideas.

It is my intent that students from all diverse backgrounds, perspectives and abilities be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Course Assignments

This course includes a mixture of activities, lectures, field work and collaborative projects. Your grade is based on the following components, described in detail below:

	Percentage of Final Grade	Due Date
Research Memo: Report Summary (2)	10%	Jan. 30 and Feb. 6
Research Memo: Method Labs (3)	40%	
<i>Economic Base Analysis</i>	10%	Feb. 20
<i>Built Environment Analysis</i>	15%	March 14
<i>Forecasting and Scenario Planning</i>	15%	April 3
Online Quizzes (2 of 4)	20%	Feb. 5 and 19 March 5 and April 9
Final Research Proposal	15%	April 29
Active Participation	15%	Varies
Total Points Possible	100%	

Research Memos: You will prepare a total of five research memos during the semester. Two of these will summarize research conducted by practitioners or academics and three will summarize research you conduct during the semester. The template for these research memos are available on Canvas. Research

memos can be completed individually or in small groups but each individual must submit their own versions via Canvas to receive credit.

Report Analysis (2): You will write two memos on research reports of your choosing. Report research memos provide a summary of a planning research report produced by a city or regional government entity, planning consultants or academic researchers. Your report memo should identify the research question/hypothesis, discuss the methods, provide a summary of the data used (including sources and collection methods when appropriate), and summarize the major findings and policy recommendations.

Methods Labs (3): You will write three research memos based on the in-class lab activities in Modules 2, 3, and 4. Rather than summarizing the research of others, these memos require you to summarize research you will be conducting with your classmates. Memos should identify a research question and a hypothesis, discuss the methods used to investigate the question, provide a summary of the data used (including sources and collection methods when appropriate), report analysis and findings and suggest how they matter for urban planning.

Online Quizzes (2 of 4): At the end of four modules you will complete an open-note online quiz that covers material from the assigned readings and class lectures. You only have to complete TWO of the quizzes. If you complete more than 2 we will keep only your highest scores. Students are encouraged to use their notes, consult the readings and work with their classmates to complete the quizzes but each student must complete their own online quiz to receive full credit. Quizzes must be submitted by midnight the last Friday of the module to receive full credit.

Final Research Proposal: Throughout the semester you will develop a research question and create a research plan to answer that question. Your final paper in this class will be a 7 – 10 page research proposal that includes a short literature review on your topic, identifies appropriate methods and data to answer the question and provides a critique of the strengths and weaknesses of your proposed approach. You are not expected to conduct or complete the research during this semester; the final project is only a research proposal. Students can complete this assignment alone or in small pairs. In mid-April students will present their research ideas during our class period to receive feedback from instructors and classmates.

Active Participation: This portion of your grade will be based on your engagement with in-class and online activities, guest speakers and class discussions. Learning is a social activity and we all (students and instructors) share responsibility for the teaching and learning that we accomplish in each class. You will not be able to effectively participate in class if you do not attend class sessions. While we will make allowance for virtual learning in the case of COVID exposure or other health concerns, it is your responsibility to stay actively engaged with the course material throughout the semester. If this becomes impossible, you should contact the instructors immediately to avoid adverse impact on your grade. For more details on what constitutes 'A' quality participation, see the Participation Rubric posted on Canvas.

Course Schedule

This course is organized around six modules that correspond to the questions posed above, and introduce students to common methods in urban planning practice and research.

Week	Dates	Topics + Activities	Readings + Assignments
Module 1a: What is Urban Planning Research and Analysis?			
1	1/12	Course Overview: Doing Applied Urban Research	Andranovich, 1 - 14
	1/14	Introduction to Planning Research I	Schutt, 1 - 30
2	1/19	Introduction to Planning Research II	Maccallum, 7 –30
	1/21	Planning Research Review Activity	Schutt, C1 – C7
Module 1b: Reasoning with Quantitative and Qualitative data			
3	1/26	Data and Quantitative Reasoning 'Big Data' Guest Lecture: Dr. Habib Abdulrahman	Maccallum, 34 - 42
	1/28	Qualitative Methods and Analysis	Research Memo 1 (1/30)
4	2/2	Research Questions + Research Design	Booth, 35 – 67 Maccallum, 31 - 33
	2/4	Introduction to Research Ethics	CITI Training Piccolo + Thomas (2008) Online Quiz (2/5) Research Memo 2 (2/6)
Module 2: How do we Analyze Urban Economies?			
5	2/9	Urban Economics, Development + Planning	Readings on Canvas
	2/11	Analysis Techniques for Urban Economies	Rupasingha + Patrick 2009
6	2/16	Economic Base Analysis Lab I	Klosterman, 113 - 124
	2/18	Economic Base Analysis Lab II	Online Quiz (2/19) Research Memo 3 (2/20)
Module 3: How do we Analyze the Built Environment?			
7	2/23	Public Space Lecture; LU Inventories and Street Audits	Gehl, Chps 3, 5, and 6
	2/25	Land Use Inventory Lab: Irvine Minnesota Inventory	I-M Inventory on Canvas
8	3/2	Built Environment: Research Design Lab	Maccallum, 79 – 90
	3/4	Denton Field Work	
9	3/9	Land Use Inventory Lab: Analyzing Field Data I Introduction to Urban Footprint	Maccallum, 91 - 102
	3/11	Land Use Inventory Lab: Analyzing Field Data II	Online Quiz (3/12) Research Memo 4 (3/13)
Module 4: How do we Analyze Future Change?			
10	3/16	Introduction to Scenario Planning	Zehner 2020 Goodspeed 2019
	3/18	Introduction to Urban Footprint (guest lecture)	Online UF Tutorial I

11	3/23	In-Class Urban Footprint Activity	Online UF Tutorial II
	3/25	Guest Lecture: NCTCOG	
12	3/30	Scenario Planning Lab I	Readings on Canvas
	4/1	Scenario Planning Lab II	Online Quiz (4/2) Research Memo 5 (4/3)
Module 5: How do we Analyze Public Behavior and Opinions?			
13	4/6	Introduction to Survey Analysis National datasets: Analyzing the NHTS	Maccullum, 107 - 125
	4/8	Focus Groups and Interviews	Maccullum, 131 - 144
14	4/13	Participant Observation + Non-Verbal Methods	Maccullum, 167 - 185
	4/15	Research Proposal: Thursday Presentations	Student Presentations
15	4/20	Research Proposal: Tuesday Presentations	Student Presentations
	4/22	No Class (Pre-Finals Day)	
Research Proposal Due Thursday 29, 1:30 – 3:30 PM			

Course Policies

Assignment Policy

Assignment due dates are listed in the syllabus and posted on Canvas. For each assignment, you can find instructions and additional materials on Canvas as Word or PDF Documents. Students are encouraged to contact the course instructors with any questions about expectations or submittal process.

Quiz and Final Exam Policy

We will have four open book quizzes that cover material covered in modules 1 – 4. These online quizzes are intended to help you engage with the material covered in lectures, readings and class discussions. Students are encouraged to work together and to complete the 10-question quizzes.

We will have a closed book final examination that covers material from the entire course. This exam must be completed individually but are encouraged to prepare with classmates using the study guide and review materials on Canvas.

Writing Guidelines

All written material should be formatted with single spaced lines, with no indentation and a line between paragraphs (like this syllabus) using Times New Roman, Calibri or Arial 12 point font with one-inch page margins. All submitted material should include your name and have page numbers. Documents should be uploaded to Canvas using the link provided under each assignment.

Plagiarism

All written work submitted for this course should be expressed in your own words, except for acknowledged quotations. If you complete a project in partnerships with a classmate, this should be indicated on the title slide or in the footnotes, based on the situation. Students that participate in academic dishonesty or intentional plagiarism may receive a failing grade on the assignment, the course

and/or referral to the Dean of Students, based on the severity of the offense. Plagiarism occurs when you accidentally or purposefully:

- Use someone else's words without attribution, including the use of sentences, quotes, statistics or other information from books or journals without citing your sources
- Download or copy material from the Internet and present it as your own work
- Have another student complete an assignment for you
- Turn in assignments completed for a different course without instructor approval

Still unclear? The best solution is to consult with your instructors and when in doubt, provide citations!

Late Work

Only assignments received by the due date will be accepted for full credit. If unexpected circumstances prevent on time completion (e.g. hospitalization, emergency travel), email the professor as soon as possible. Assignments submitted after the due date will receive no higher score than the lowest grade earned by students who submitted by the due date.

Attendance Policy

Attendance is required and will be taken each class meeting. If you are unable to attend class, please email me in advance. This course relies heavily on in-class activities and collaborative assignments. Multiple absences will affect your ability to succeed in this class and students who are chronically late or absent may be referred to the program chair. If you plan to be absent from class for any reason, please email us in advance.

Syllabus Change Policy

The instructors reserve the right to make changes to the syllabus, including augmenting readings and adding activities. Any changes for a specific class meeting will be posted at least one week before the class, with notifications sent out to students via email and Canvas.

Instructor Responsibilities and Feedback

As the course instructors, we will clearly communicate course expectations, and evaluation procedures. We will provide comprehensive instructions for projects and assignments, promptly answer your questions about readings or assignments, help you identify different resources and keep course content updated. **The best way to correspond with us is through email.**

UNT Policies

Academic Integrity Policy

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their

eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

[Sexual Discrimination, Harassment and Assault](#)

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Federal Title IX classifies violence and harassment based on sex and gender as Civil Rights offenses. If you (or someone you know) has experienced or experiences any of these acts of aggression, UNT has staff members trained to provide support in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara, UNT's Student Advocate, can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.