

# **Syllabus: PLA 1102 - PLANNING DECISION METHODS**

Tuesday, 12 to 3 pm

First Two Weeks Virtual on Zoom (link provided on Quercus)

Remainder of course in person (Room SS2111)

## **Instructor**

Professor Matti Siemiatycki  
Room 5041 Sidney Smith  
Email: [siemiatycki@geog.utoronto.ca](mailto:siemiatycki@geog.utoronto.ca)  
Office hours: Tuesday, 10am – Noon

## **Course Description**

This course exposes students to a number of analytical techniques, decision-making methods and ethical practices that are at the core of planning scholarship and professional practices, as well as applicable to the broader fields of policy analysis and social research. The course covers a number of data collection techniques and analysis methods that can be used to address contemporary problems in planning, including research design, survey methods, evaluation and participation methods useful for the purpose of analysis and planning. It situates these methods within the context of planning practice, by examining who carries out planning and the situations in which decisions are made. The course advances the [mission](#) of the planning program by providing students with an interdisciplinary, engaged approach to planning that bridges theory and practice, and emphasizes social equity, sustainability and just city building.

## **Learning Outcomes**

At the end of this course students will gain experience in structuring approaches to solving problems that they are likely to face in academia, the public, private and non-profit sectors. A number of planning case studies from Toronto and elsewhere will be used to introduce and illustrate course materials and key concepts.

## **Course Organization**

### **Access to Course Materials & Readings**

All course materials including presentation slides will be available to students through Quercus. Required class readings are all available online through the University of Toronto library website or at the links included in the syllabus.

### **Submissions**

Detailed description of each assignment will be distributed to students in class during the term. All assignments are due at the beginning of the class. Submissions are to be made through Quercus. There will be a 5% penalty per day for late assignments, which counts on weekends as

# Assignments and Evaluation

## Key Dates

Detailed descriptions of each assignment will be distributed to students in class during the term.

1. 30% Assignment 1: Research Proposal – October 12
2. 45% Assignment 2: Plan Evaluation Exercise, Group Project – November 30
3. 15% Assignment 3: Class presentation on readings
4. 10% Class participation: contribution to discussions; any assigned reading responses

## Participation

Regular and consistent attendance in graduate courses is expected. This course will run in seminar style classes, which involve collaborative work and in-class discussions with other students and the instructor. Students are expected to contribute to class discussions and breakout groups.

## Late Policies

There will be a 5% penalty per day for late assignments, which counts on weekends as well. Assignments will only be accepted for one week after the deadline. Extensions without penalty will be granted for reasons of accommodation, illness or emergencies when appropriate documentation is submitted to the instructor. If you are experiencing any difficulties, please contact the course instructor as early as possible to make accommodations.

# Course Schedule and Readings

## Week 1 (14 September 2021): Course Introduction

### Readings

- Siemiatycki, M. (2012). The Role of the Planning Scholar: Research, Conflict and Social Change. *Journal of Planning Education and Research*, 32:2, 147-159

## Week 2 (21 September 2021): Designing and Sampling for Effective Research

Key Concepts: Scholarly research roles, design and population sampling methods; research ethics

### Readings

- Flyvbjerg, B. 2006. Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*. 12(2), 219-245
- Rotondi MA, O'Campo P, O'Brien K, et al. (2017). Our Health Counts Toronto: using respondent-driven sampling to unmask census undercounts of an urban indigenous population in Toronto, Canada. *BMJ Open*.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5770955/pdf/bmjopen-2017-018936.pdf>

### References for Information in Lecture

Bryman, A. 2012. *Social Research Methods*. Oxford: Oxford University Press

### **Week 3 (28 September 2021): Data Collection: Carrying Out Survey Research**

Key Concepts: Survey Instruments and Questionnaires

#### *Readings*

- Dandekar, H. (2005). Qualitative Methods in Planning Research and Practice. *Journal of Architectural and Planning Research*. 22(2), 129-137.

### **Week 4 (5 October 2021): Data Collection II: Carrying out Qualitative Research**

Key Concepts: Case Studies, interviews, focus groups; digital ethnography

#### *Readings*

- Reardon, K, Welsh, J. Kreiswirth, B., and Forester, J. (1993). Participatory Action Research from the Inside: Community Development Practice in East St. Louis. *The American Sociologist* Spring; 69-91.
- Sandercock, L. and Attili, G. (2010). Digital Ethnography as Planning Praxis: An Experiment with Film as Social Research, Community Engagement and Policy Dialogue. *Planning Theory and Practice*. 11 (1), 23-45.

### **Week 5 (12 October 2021): Diversity and Decision Making**

Key Concepts: Organisational diversity, representative bureaucracy, gender gap, Anti-BIPOC racism, structural inequality, environmental racism.

#### *Readings*

- Manning, J.T. (2008). The Minority-Race Planner in the Quest for a Just City. *Planning Theory*. 7 (3), p.227-247;
- Siemiatycki, M., Enright, T. and Valverde, M. (2019). The Gendered Production of Infrastructure. *Progress in Human Geography*.

*\*Assignment 1 Due\**

### **Week 6 (19 October 2021): Who Does What in Planning Practice: The Role of The Public, Private and Non-Profit Sectors**

Key Concepts: An identification of the tasks that the public, private and non-profit sectors conduct in planning practice

#### *Readings*

- Linovski, O. (2019). Shifting Agendas: Private Consultants and Public Planning Policy. *Urban Affairs Review*. 55(6).
- Matamanda, A.R., Chirisa, I., Lebotol, L. Dunn, M. Kwangwama, A.N. (2021). The Planning Profession Questioned: Evidence from the Role and Practice of Planners in Zimbabwe. *Journal of Planning Education and Research*. 1-7.

## **Week 7 (26 October 2021): Planning for Collaborative Advantage**

Key Concepts: Collaborative Advantage, Trust Building, Multi-stakeholder Decision Making, Mixing Uses.

### *Readings*

- Vangen, S. and Huxham, C. (2010). Introducing the Theory of Collaborative Advantage. In *The new public governance? Emerging perspectives on the theory and practice of public governance*. Osborne, S. New York: Routledge, 2010. P. 163-180 (Book Available electronically through UofT Library website)
- Siemiatycki, M. (2015). Mixing Public and Private Uses in the Same Building: Opportunities and Barriers. *Journal of Urban Design*. 20(2), 230-250.

## **Week 8 (2 November 2021): Policy Analysis and Plan Evaluation**

Key Concepts: Policy Analysis Process, Cost Benefit Analysis, Big Data, Optimism Bias, Evidence-based Planning, Post Plan Evaluation.

### *Readings*

- Lovallo, D. and Kahneman, D. 2003. Delusions of Success: How Optimism Undermines Executives' Decisions, *Harvard Business Review*, July, pp. 56-63.
- Guyadeen, D. and Seasons, M. (2018). Evaluation Theory and Practice: Comparing Program Evaluation and Evaluation in Planning. *Journal of Planning Education and Research*. Journal of Planning Education and Research. 38(1) 98–110.

## **Week 9 (9 November 2021): Data, Data Gaps and Planning Decisions**

Key Concepts: Race-based Data, Privacy, Confidentiality, Big Data, Predictive Analytics

### *Readings*

- James, L. (2020). Race-based COVID-19 data may be used to discriminate against racialized communities. *The Conversation*. <https://theconversation.com/race-based-covid-19-data-may-be-used-to-discriminate-against-racialized-communities-138372>
- Kandt, J. and Batty, M. (2021). Smart cities, big data and urban policy: Towards urban analytics for the long run. *Cities*. 109.
- McKenzie, K. (2020). Race and Ethnicity Data Collection During Covid-19 in Canada: If You Are Not Counted You Cannot Count on The Pandemic Response. *Royal Society of Canada*. <https://rsc-src.ca/en/race-and-ethnicity-data-collection-during-covid-19-in-canada-if-you-are-not-counted-you-cannot-count>

## **Week 10 (16 November 2021): Municipal Finance and Decision Making**

Key concepts: Paying for Cities; Funding and Financing; Link Between Revenue Tools and Decisions.

### *Readings*

- Tassonyi, A. and Kitchen, H. (2021). Addressing the Fairness of Municipal User Fee Policy. *IMFG*. 54. 1-51.  
[https://tspace.library.utoronto.ca/bitstream/1807/106601/1/imfgpaper\\_no54\\_userfee\\_alm\\_ostassonyiharrykitchen\\_july\\_8\\_2021.pdf](https://tspace.library.utoronto.ca/bitstream/1807/106601/1/imfgpaper_no54_userfee_alm_ostassonyiharrykitchen_july_8_2021.pdf)
- Slack, E. (2017). How Much Local Fiscal Autonomy Do Cities Have? A Comparison of Eight Cities Around the World. *IMFG Perspectives*.  
[https://munkschool.utoronto.ca/imfg/uploads/432/imfg\\_perspectives\\_local\\_fiscal\\_autonomy\\_enidslack\\_july\\_25\\_2017.pdf](https://munkschool.utoronto.ca/imfg/uploads/432/imfg_perspectives_local_fiscal_autonomy_enidslack_july_25_2017.pdf)

## **Week 11 (23 November 2021): Planning Ethics**

Key concepts: Ethics in Planning, Codes of Practice, Participatory Processes

### *Readings*

- CIP Statement of Values and OPPI Code of Practice.<https://www.cip-icu.ca/Files/Provincial-Codes-of-Conduct/OPPI-Professional-Code-of-Practice.aspx>
- Haggerty, K. D. (2004). Ethics Creep: Governing Social Science Research in the Name of Ethics. *Qualitative Sociology* 27(4): 391-414.
- Flyvbjerg, B. 2013. How planners deal with uncomfortable knowledge: The dubious ethics of the American Planning Association. *Cities*. 32, 157-163.
- Thacher, D. 2013. The Role of Professional Associations. *Cities*. 32, 169-170.
- Watson, V. 2013. The Ethics of Planners and their Professional Bodies. *Cities*. 32, 167-168.

## **Week 12 (30 November 2021): Group Presentations**

This will be a class for students to present the findings of their major group research projects. Each group will be allotted 15 to 20 minutes for their presentation.

*\*Major Class Assignment Due\**

## **Policies**

The department's full [Graduate Course Policies](#) apply to all courses offered.

### **Accessibility Services**

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by [Accessibility Services](#), the department and/or instructors will be provided with an accommodation letter.

### **Academic Integrity**

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the [Code of Behaviour on Academic Matters](#) (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to

understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses without the knowledge of the instructors, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources webpage](#) outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

## **Religious Accommodations**

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

## **Copyright in Instructional Settings**

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.

## **Extension Requests**

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension beyond a grade deadline, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.

- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

## Mental Health Statement

As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress.

Please take the time to inform yourself of available resources, including:

- [Geography & Planning Mental Health Support Website](#)
- [Graduate Wellness Services](#)
- [Student Mental Health Resources](#)
- [Emergency support if you're feeling distressed](#)

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

## Other Student Services and Support Resources

- [Links to Additional Student Services and Support Resources](#) (general services and support for students, international student support, Health & Wellness, financial aid and professional development)