# URP 5511  Planning Methods II

University of Colorado Denver
Department of Planning and Design, Spring Semester 2010

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> NOTE: Please send all email correspondence to one of the TA's. If they are unable to answer your question, they will contact me.

Monday, 2:30 - 5:15 pm; 1250 14th St, Rm 470 (CAP Building)
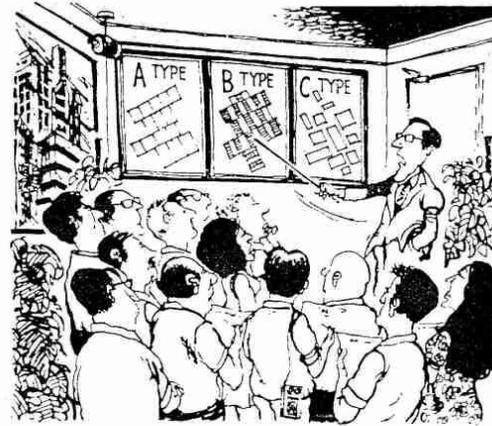


"We want real community participation in this decision. Plan A is too expensive. Plan C is inefficient.  Now, which plan do you prefer?"

**Description**  This course aims to develop a solid understanding of the processes of policy analysis and planning, and a firm mastery of the key methods and models of the field. Substantive topics include: demographic analysis and forecasting, employment analysis and forecasting, cost-effectiveness evaluation, strategies for engaging the public, presentation techniques, etc. This class covers only a portion of what constitutes the full field of "methods" used in planning. The methods and models we include, moreover, are presented as singular, free-standing approaches. Planners, in general, have to combine various approaches to address complex analytic problems. The program therefore offers a follow-up class: URP 6665 Urban Market Analysis. It presents the "meta-methodologies" that planners ultimately must use in studying markets for housing, land, labor, real estate, office space, retail activity and the like. These meta-methodologies combine the various approaches we examine in Planning Methods II with others.

**Objectives**  This is the second of the MURP Program's two core courses in planning methods. The focus is primarily on statistical and other methodologies. If you require a statistics refresher you might consult the Hyperstat on-line textbook at http://davidmlane.com/hyperstat/index.html. This second class emphasizes models of planning phenomena and algorithms to understand real world "happenings" and ultimately, to support decision making. Our current objectives are to develop an understanding of: (1) the role of these models in both analysis and decision making, and (2) their assumptions, technical properties and limitations. A central objective is for students to understand how to select and apply various models, and how to interpret the results they provide. As planners, we are especially interested in how the implementation of various policies and programs will affect the course of change in cities and in regions. Accordingly, we will also consider means for representing policy decisions within our models and ways to generate and appraise policy-contingent outcomes. The class requires considerable study and the prompt completion of your many homework assignments.

**Structure** Primarily organized around weekly lectures. Break-out/review groups are used where appropriate.

**Requirements** Four components comprise the requirements for the course (see below). Homework assignments are to be turned in on appropriate due dates and will be assessed in a manner that is able to discern between: (a) Very good (check plus), (b) Acceptable (check), (c) Significant shortcomings present (check minus), (d) Unacceptable (0 points). At least a "B-" is required in all core courses if the work is to be counted towards the MURP graduation requirement. More than sufficient performance on homework is generally essential for course mastery. Assignment grades will be reduced for multiple typos and poor grammar. In fairness to all students, no late assignments will be accepted (read: this means "0" points will be assigned for work turned in after the deadline). The *only* exception is for documented family and/or medical emergencies. It is in your best interest to respect this edict.

| Course component | Brief Description | Weighting |
|---|---|---|
| Assignments | Six assignments and a final analysis (ranging between 5-7 points each) | 40 |
| Exam #1 | In class, covering weeks for part I (see below) | 25 |
| Exam #2 | During final exam period, covering weeks for part II (see below) | 25 |
| "Engagement" | Attendance & timely & appropriate comments/questions (see below) | 10 |

**Readings** for the course are indicated in the below schedule (by "*AUTHOR or TITLE*" in italics) and draw from a variety of sources (the first two are required readings; the others will be provided). These include:

1. *Quantitative Methods for Public Administration* (2001). Susan Welch and John Comer, published by Harcourt College Publishers. [referred to herein as Welch and Comer]
2. *Community Analysis and Planning Techniques* (1990), authored by Richard Klosterman, published by Rowman and Littlefield [referred to herein as Klosterman].
3. *Mail and Internet Surveys: The Tailored Design Method* (2007). Don A. Dillman, published by John Wiley and Sons. [referred to herein as Dillman]
4. *Engaging the Future: Forecasts, Scenarios, Plans, and Projects* (2007), edited by Lewis Hopkins and Marisa Zapata, published by Lincoln Institute of Land Policy [referred to herein as EtF].
5. Other readings, articles, and websites posted on the course Blackboard site (some are TBA and will be announced in advance).

Readings from #3, 4, and 5 will be provided via PDFs posted on the course Blackboard site. You are required to provide for yourself the readings from the first two sources. Cumulatively, there is wide variety in the type of readings—some policy focused, some theoretical, others methodological and very technical. Some can be completed quickly; others will have plenty of details and methodological minutia. Yes, the Klosterman book is, at times, excruciatingly boring to read, but it is redeemable in its clarity of presentation. The Hopkins and Zapata book makes up for this in creativity and examples.

Regardless of the readings, what we want you to particularly read for is the overview of the nature of the argument being advanced and the supporting evidence (e.g., verbal or methodological). In some respects, it is analogous to reading a novel or watching a film. The first time you read or view it you are often swept away by the story and fail to notice how the story was structured. If you see it again, however, you begin to wonder why it was told out of chronological order, observe from whose perspective the story is told, see how the camera angles facilitate or hinder the story, and consider what parts of the story were not told. The structure becomes transparent the more you learn to look for it. The same can be said for good readings related to planning methods.

If you get behind, always read the readings for the next class first. You need to read carefully for the argument or main facts, but do not need to memorize every detail. You will also need to learn skills for sorting information in the weeks that are heavy. You should learn to read for the argument by reading introductions and conclusions, topic sentences, and summary paragraphs. Learn to give these passages more importance rather than trying to focus on every last detail. Again, this is a skill that takes practice but is vital for planners (and others) to acquire. As is the case in the world of urban planning and policy, not all of the material you encounter will be immediately applicable to the things that you care about (or immediately germane to urban planning!). Your task is to sift, stretch, and apply—or, if necessary, skim.

** The instructor and TA's reserve the right to alter the schedule or content of the readings with adequate notice.

**Schedule**

| Class (Date) | Roughly the **first** half of the class session | Roughly the **second** half of the class session |
|---|---|---|
| 1 (25 Jan) | Role of Forecasting<br>Types of Planning Info<br>Current and Ongoing Forecasting Trends | Introduction & framework for course<br>*-EtF (ch 1)*<br>*-Welch and Comer (ch 1)* |
| 2 (1 Feb) | Types of Data and Types of Relationships<br>*-review first pages of ch 3 in Welch and Comer*<br>*-Klosterman (ch 1,2)* | Census Data and Information<br>Discussion and Overview of American Community Survey, Data and Tools (Sadler)<br>Extrapolation Techniques<br>*-Klosterman (ch 3)* |
| 3 (8 Feb) | Demographic Analysis, Part I<br>*-Klosterman (ch 4,5,6)* | Demographic Analysis, Part II<br>*-Klosterman (ch 7,8)* |
| 4 (15 Feb) | Intro to Program Evaluation<br>*-Krueckeberg and Silvers (ch 6)*<br>*-EtF (ch 4)* | Using Program Evaluation<br>*-Welch and Comer (ch 11)* |
| 5 (22 Feb) | Regression Analysis<br>*- Welch and Comer (ch 8) (refresher, ch 7)* | Multiple Regression<br>*-Welch and Comer (ch 9)* |
| 6 (1 Mar) | More on Regression | Guest |
| 7 (8 Mar) | Project Management and Planning (Lindsey) | **EXAM**, part I |
| 8 (15 Mar) | Information Architecture (w/ Lindsey)<br>*-Wurman (ch2)*<br>*-recommended: EtF (ch 14)* | Review Exam, part 1 (w/ Lindsey and Sadler) |
| (22 Mar) | **No class - spring break** | **No class - spring break** |
| 9 (29 Mar) | Receiving Input from the Community (w/ Sadler)<br>*-Welch and Comer (ch 3; reread)* | Survey Research<br>*-Dillman (ch3)*<br>-www.governing.com/manage/pm/perf0407.htm |
| 10 (5 Apr) | Role of Scenarios<br>Scenario Planning: Acting the Face of Multiple Possible Futures<br>*-EtF (ch 5,6,13; skim ch 11)* | Engaging the Public, Representing Multiple Voices<br>*-EtF (ch 12)* |
| 11 (12 Apr) | *Attend APA conference or*<br>*work session on surveys with TA's* | |
| 12 (19 Apr) | Economic/Employment Forecasting: Basic Concepts, Data Sources, Methods (Tom Clark)<br>*-Klosterman (ch 9)*<br>*-County Business Patterns*<br>*http://www.census.gov/econ/cbp/* | Economic Base Analysis and Shift-share (Tom Clark)<br>*-Klosterman (ch 11,12,13)* |
| 13 (26 Apr) | Health Impact Assessment, Theory<br>*-HIA for Planners (Forsyth, Schively, Krizek)*<br>*-skim, surf, read:*<br>*www.designforhealth.net* | Health Impact Assessment, In Practice (w/ Sadler)<br>*-Using HIA (Schively, Forsyth, Krizek)* |
| 14 (3 May) | Forecasting: Reflections on Art/Science Review<br>*-EtF (ch 2,9)*<br>*-Wachs* | Review for Exam, part II<br><br>*Final Project Analysis due* |
| 15 (10 May) | **EXAM**, part II | |

IN CLASS: We expect each student to come to class having carefully read the day's reading assignment. However, in class lecture and (sometimes) discussion, we will *not* cover all the material described in the readings. You will get the most out of class if you are familiar with the arguments and main points in each reading.

Also, please keep in mind we meet only once per week. If you cannot attend just two sessions, for example, this means you miss almost 15 percent of the course. We will (sometimes) formally and (almost always) informally take attendance. These numbers assist us in calculating the portion of the class we refer to as "engagement." Should you not be able to attend class because of exceptional circumstances, you are responsible for knowing the material covered, its content, and any announcements or clarifications that were presented. Please do not expect us to recap the information for you, nor are there opportunities to "make it up."

EXAMS: Each of the exams will ask you to answer several types of questions about the readings and the material discussed in class. The exam will require you to respond to a specific number of questions from a larger list of opportunities. The questions may ask you about one text, or ask you to compare texts on a specific issue. I will not quiz you on esoteric details, but you will need to call upon the specific information in the texts or lectures to support the general claim of the essay you seek to advance. To do well on the exams it is better to know some of the material very well, rather than all of the material superficially. You need to construct well crafted arguments. Again, you should read the texts for the general arguments they are making rather than mastering all of the detail. The exams assess your ability to accurately engage in a close reading of the texts and to think critically about them as well as practice many of the analysis that is presented.

TOUCHING BASE: The best way to communicate with Professor Krizek and get a quick response is by attending office hours (please see: [www.kevinjkrizek.org](www.kevinjkrizek.org)). I will do everything within my power to be available during these times, although sometimes important meetings are scheduled at that time without my consent. E-mail is also a suitable medium for communication, although I apologize for rarely being able to provide you the immediate reply we have come to expect from this medium. Both TAs are more than happy to meet with you to discuss course-related matters and to answer your questions via e-mail. I ask you to touch base with them first and then if they cannot respond to your question, they will contact me.

OTHER: I believe that I can only be an effective teacher if I know what you are thinking and where you are struggling with the material or argument. I welcome your thoughts regardless of whether they are the perfectly constructed answer to the question because they help me to focus the class discussion in a way that will be most helpful to learning. I will bring to class my excitement and knowledge about the material, a determination to help you learn it to the best of my ability, and an aim to keep the bar high for all of us.

The University prohibits me from allowing individual students to submit additional work for extra credit. In addition, I do not grant "incompletes" unless they fully comport with University protocol. Please let me know if you have a disability which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Disability Services is also located on campus (Arts Building 177; 303-556-3450). My policy is to prosecute plagiarism, cheating and scholastic misconduct to the fullest extent permitted by University rules.