Regional Planning and Economic Analysis
(URPL-6600-001) – Fall 2015

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Class Meeting Days: Wed. 9:30a – 12:15p
Class Location: CU Building, Rm. 495
Course Website: Canvas
Office Hours: Tues. 1:00pm–2:00 pm, or by appointment.

COURSE OVERVIEW

I. COURSE PURPOSE

Thank you for taking this course. You will learn both practical and theoretical information on regional planning and economic analysis. We will cover topics from regional planning, regional science, and housing and transportation planning. At the end of the course, you’ll know the origins, general concepts, movements and techniques in contemporary practice, and the challenges of planning and conducting economic analysis at the regional scale.

II. COURSE DESCRIPTION

In this course, you will learn about regional planning and the relationship to metropolitan economics. Learning methods include secondary research, interviews, and hands-on data analysis that will be contextualized through readings, lectures, student presentations, guest speakers, independent case studies, and class discussions. In the beginning of the course, students will select a region to study, including the region’s metropolitan planning organization (MPO) or council of governments (COG). The region will be studied as both an economic area encompassing a labor and housing market, and a designated regional planning area. Through in-class updates and final presentations from other students, you will learn about the common and different roles, responsibilities, laws, policies and programs of regional agencies in different parts of the U.S. In addition to studying the regional agency, you will also analyze the economic changes in your selected regions from 1980-2015. Your analysis will incorporate standard economic development methods that will be taught throughout the course, including population projections, economic base analysis (shift share and location quotient), cluster analysis, and measures of economic segregation. The analysis will use economic and employment data from the U.S. Census Bureau’s Census of Population, Bureau of Labor Statistics, and Bureau of Economic Analysis, and data from the state for your region.

Through the case study of your selected region, you will learn how the shape, natural advantages, and economies of regions relate to land use planning, growth regulations, economic development strategies, funding sources, transportation planning, and housing programs. You will also learn how to access and use key data sources for understanding the economy of regions. Through frequent updates in class by each student in the course, you will understand how differences in regional planning and economic
growth are affected by numerous influences, including state policies, industry decisions, geographic location, natural features, historic path dependence, and local governance.

III. COURSE GOALS AND LEARNING OBJECTIVES

**KNOWLEDGE:**
Know why and how different types of regional planning have been performed in the U.S.

Explain the different ways to define regions, such as by labor markets, environmental features, housing markets, political jurisdictions, census boundaries, and mega-politan agglomerations.

Understand typical indicators used in regional economic analysis and the basic methods and data used to produce such indicators.

Comprehend the interactions among local, regional, state, national, and global economies, including labor linkages, imports/exports, factors of production, and types of regulation.

Describe the characteristics of sprawl; the mechanisms that contribute to it; and the consequences

Explain planning and land use tools that seek to limit sprawl and address its consequences

Define regional economic terms, e.g. comparative advantage, leading and lagging industries, markets, base economy, etc.

**SKILLS:**
Ability to analyze the purpose, goals, intent, and funding source for a program of a regional agency

Calculate a location quotient for a county, region, or state, relative to the nation, and interpret its results

Calculate the shift share for several industries and interpret the results over several years

Acquire, format, and utilize large data sets in CSV, TXT, DBF and other formats in order to perform economic analysis in excel or access

Read economic analysis reports critically

Ability to use data to tell a compelling story

**CURRICULAR GOALS FOR FUTURE COURSES:**
Conduct a thesis or capstone utilizing economic data

Take an advanced methods course using large data sets

**GOALS FOR YOUR FUTURE PROFESSIONAL PRACTICE:**
Awareness of large data sets and what type of analysis can be done with them

Adeptly access current data for your use or analysis by others on cities, counties, regions, national, etc.
Supervise a consultant report on economic analysis

Identify the funding and technical resources that may be available from a regional agency

In addition to the above knowledge, skills, and goals, this course covers several of the learning outcomes recommended by the American Planning Association’s Professional Accreditation Board. By the end of this course, students will:

Increase their general planning knowledge and their knowledge of the values and ethics in planning in the following areas:

- **Purpose and meaning of planning**: why planning is undertaken by different levels of government, and the impact it is expected to have.
- **Planning theory**: the appreciation of the behaviors and structures available to bring about sound planning outcome.
- **Human settlements and history of planning**: the growth and development of places over time and across spaces, specifically regional growth in the U.S. since the turn of the 20th century.
- **Governance and Participation**: appreciation of the roles of officials, stakeholders, and community members in planned change.
- **Growth and Development**: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- **Social Justice**: appreciation of equity concerns in planning.

**V. COURSE PREREQUISITES**

The course is suited for first and second year master students with at least one semester of course work in urban planning or public affairs, or experience in the field. Undergraduate students will be admitted on an individual basis based on prior planning experience or related coursework. No prior economic coursework is required; economic principles and methods of analysis will be taught in class.

**VI. COURSE CREDITS**

The course is worth 3 credit hours and applies to the 18 elective course credit hours in the MURP program.
### VII. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due?</th>
<th>In-class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/19</td>
<td>Introductions and course overview&lt;br&gt;Regional Planning History and Theory</td>
<td></td>
<td>Regional map and promo stations</td>
</tr>
<tr>
<td>2</td>
<td>8/26</td>
<td>Regional politics and institutions: agencies, partners, actors, and stakeholders</td>
<td>Selected region: ID the MPO/COG, budget, members, and pop.</td>
<td>Lit. search on regions&lt;br&gt;Videos on regional plans</td>
</tr>
<tr>
<td>3</td>
<td>9/2</td>
<td>Regions, economics, and geographies: how do regions grow? Central place &amp; other theories</td>
<td>Region summary w/ social explorer maps (5 pages)</td>
<td>Introduction to data available for regional analysis</td>
</tr>
<tr>
<td>4</td>
<td>9/9</td>
<td>Jobs &amp; Metropolitan Structure</td>
<td>Table of Jobs by industry for region, 1980-2015 (begun in class 9/2)</td>
<td>Continuation of data collection</td>
</tr>
<tr>
<td>5</td>
<td>9/16</td>
<td>Growth planning: Sprawl, growth boundaries, and scenario planning</td>
<td>Brief agency update on plans, growth management (oral &amp; posted to Canvas)</td>
<td>Housing analysis- starts, burden, sprawl related, Schiller-Case Index, population projections</td>
</tr>
<tr>
<td>6</td>
<td>9/23</td>
<td>Planning for housing at the regional scale</td>
<td>Brief agency Update on Housing programs</td>
<td>Potential guest speaker on Denver Metro market</td>
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<tr>
<td>7</td>
<td>9/30</td>
<td>Regional transportation planning: estimating demand, modeling, and land use</td>
<td></td>
<td>Transport scenario tools</td>
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<tr>
<td>8</td>
<td>10/7</td>
<td>Economic Tools: population projections</td>
<td></td>
<td>Population projections</td>
</tr>
<tr>
<td>9</td>
<td>10/14</td>
<td>Regional challenges &amp; movements: Transport Equity, &amp; EJ</td>
<td>Population Projection worksheets</td>
<td>Market demand for small and live/work housing</td>
</tr>
<tr>
<td>10</td>
<td>10/21</td>
<td>Economic Tools: Economic Base-Location Quotient &amp; Shift Share</td>
<td>Market demand worksheets (from 10/14 class)</td>
<td>Estimate base, LQ, SS for regions</td>
</tr>
<tr>
<td>12</td>
<td>11/4</td>
<td>Economic Tools: Cluster Analysis</td>
<td>Regional segregation result (from 10/28 class)</td>
<td>Gather data for cluster analysis</td>
</tr>
<tr>
<td>13</td>
<td>11/11</td>
<td>Assessing Metropolitan economic performance and growth</td>
<td>Cluster Analysis worksheets</td>
<td>Market demand for small and live/work housing (continued)</td>
</tr>
<tr>
<td>14</td>
<td>11/18</td>
<td>The future of regions: innovative approaches and visions</td>
<td>Market demand worksheets Part II (from 11/11 class)</td>
<td>Workshop on interpreting &amp; displaying data results</td>
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<tr>
<td>15</td>
<td>11/25</td>
<td>Fall Break</td>
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<tr>
<td>16</td>
<td>12/2</td>
<td>Case Region presentations</td>
<td>Regional Analysis presentation due 12/2</td>
<td>Student presentations</td>
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<tr>
<td>17</td>
<td>12/9</td>
<td>Case Region presentations</td>
<td>Regional Analysis papers due 12/11</td>
<td>Student presentations</td>
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</tbody>
</table>
VIII. REQUIRED TEXTS AND MATERIALS
All required reading materials for the course will be posted to Canvas.

READING ASSIGNMENTS
Note: OPT denotes optional readings. Students are encouraged to do the optional readings and may volunteer to provide a summary to the rest of the class.

WEEK 1 (8/19/15) INTRODUCTION TO REGIONAL PLANNING IN THE U.S.
Bruce Katz. The U. S is most Metropolitan country, 2014.
OPT: Hanna Ranch: One Cowboy’s Fight for Family and Land, produced and directed by Mitch Dickman.
Movie is available from Amazon, iTunes, the Auraria Library, me (I can lend my copy) and the movie’s website, http://www.hannaranchmovie.com.

WEEK 2. (8/26/15) REGIONAL POLITICS AND INSTITUTIONS

WEEK 3 (9/2/15) REGIONS, ECONOMICS, AND GEOGRAPHIES: HOW DO REGIONS GROW?
Malizia, Emil E. and Edward J. Feser, Ch. 5-7, “Regional Theories of Concentration and Diffusion,” “Regional Growth Theory” and “Trade Theory”. In Understanding Local Economic Development pp. 103-173.
**WEEK 4. (09/09/15): JOBS & METROPOLITAN STRUCTURE**


**WEEK 5 (9/16/15). GROWTH PLANNING: DEFINING, REGULATING, AND REDIRECTING SPRAWL**

Galster, G; Hanson, R; Ratcliffe, MR; Wolman, H; Coleman, S; Freihage, J. 2001. Wrestling sprawl to the ground: Defining and measuring an elusive concept. *Housing Policy Debate* 12, 4: 681-717.


**WEEK 6. (9/23/15): PLANNING FOR HOUSING AT THE REGIONAL SCALE**


**WEEK 7. (9/30): REGIONAL TRANSPORTATION PLANNING: FUNDING, MODELING, AND LAND USE**


**WEEK 8 (10/7). ECONOMIC TOOLS: POPULATION PROJECTIONS**


**WEEK 9 (10/14). REGIONAL CHALLENGES & MOVEMENTS: REGIONAL EQUITY, TRANSPORT EQUITY AND ENVIRONMENTAL JUSTICE**


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**WEEK 10 (10/21). ECONOMIC TOOLS: ECONOMIC BASE, LOCATION QUOTIENT, AND SHIFT SHARE**


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**WEEK 11 (10/28). ECONOMIC TOOLS: ECONOMIC SEGREGATION AND JOB CREATION**


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**WEEK 12 (11/4). ECONOMIC TOOLS: CLUSTER ANALYSIS**


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**WEEK 13 (11/11) ASSESSING METROPOLITAN ECONOMIC PERFORMANCE AND GROWTH**


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**WEEK 14 (11/18). THE FUTURE OF REGIONS: INNOVATIVE APPROACHES AND VISIONS**


**WEEK 15. READING ON ECONOMIC STRATEGIES**


EVALUATION

IX. ASSIGNMENTS

The course has one major individual project, and one small class project we will do during class for a local client. The major project is an in-depth case study of a region that you choose by the second week. The assignments will scaffold upon each other, allowing you to develop the content for your final presentation and paper each week throughout the semester. There will also be time in class to work on the data analysis for the case study and the small class project. The major assignment reflects the two, often separate, topics of this course: regional planning and regional economics. The smaller class project will be a regional market study of the demand for small and/or live-work housing near rail transit. The project is for a nonprofit developer in Arvada considering developing a lot for market-rate housing that is affordable by design. The project will allow you to translate a population projection into a practical application for a particular use. The mid-course and final assignments for the regional case study are 70% of your grade. Your contribution to the in-class market-study is worth 15%. The remaining 15% of the grade is based on active and regular course participation.

INDEPENDENT STUDY OF A REGIONAL PLANNING AGENCY (75%)

This is an independent project; you will select a region large enough to have either a Metropolitan Planning Organization or Council of Government (at least 50,000 people). You will study this region and agency through multiple means throughout the semester in order to write a comprehensive Regional Analysis by the end of the course. In addition to describing the region and studying the agencies’ plans and programs, you will also learn and conduct the following analysis:

- Spatial Structure (land area, concentrations of activity)
- Economic Base (location quotient and shift/share analysis)
- Cluster Analysis
- Population Forecasts
- Measures of economic segregation (Gini Index, dissimilarity index, entropy index, etc.)

Periodic submissions and in-class updates will count toward the final project grade. These will be submitted through Canvas by each team and discussed in class. The intent is to provide weekly updates so that you can learn from the other students through their analysis of their regions. More details for this assignment will be provided in class and on Canvas.

GROUP MARKET STUDY FOR SMALL LIVE-WORK HOUSING NATIONALLY & IN THE DENVER METRO (10%)

COURSE CONTRIBUTION (15%)

This is a seminar course and requires weekly attendance and active participation by all students. Students should be well-prepared for class based on the readings and assignments in order to contribute to a meaningful in-class discussion. If you are unable to make a class, please notify me in advance.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Regional Analysis Project</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Case study selection</td>
<td>5%</td>
<td>8/26</td>
</tr>
<tr>
<td>Region overview with maps</td>
<td>5%</td>
<td>9/2</td>
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<tr>
<td>Table of Jobs by industry for region, 1980-2015</td>
<td>5%</td>
<td>9/9</td>
</tr>
<tr>
<td>Brief agency update on plans, growth management (oral &amp; posted to Canvas)</td>
<td>Counts toward course contribution</td>
<td>9/16</td>
</tr>
<tr>
<td>Population Projection worksheets</td>
<td>10%</td>
<td>10/14</td>
</tr>
<tr>
<td>Economic Base worksheets: location quotient and shift share</td>
<td>10%</td>
<td>10/28</td>
</tr>
<tr>
<td>Regional segregation result (from 10/28 class)</td>
<td>5%</td>
<td>11/4</td>
</tr>
<tr>
<td>Cluster Analysis worksheet</td>
<td>10%</td>
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<tr>
<td>Regional Analysis Presentation</td>
<td>10%</td>
<td>12/2</td>
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<tr>
<td>Regional Analysis Paper</td>
<td>15%</td>
<td>12/11</td>
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<tr>
<td><strong>Class Market Study for Small Live-work Housing</strong></td>
<td>10%</td>
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<tr>
<td>Market demand work sheets (from 10/14 class)</td>
<td>5%</td>
<td>10/21</td>
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<tr>
<td>Market demand worksheets Part II (from 11/11 class)</td>
<td>5%</td>
<td>11/18</td>
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<tr>
<td><strong>Course contribution</strong></td>
<td>15%</td>
<td>Weekly</td>
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<tr>
<td>Attendance, participation, engage</td>
<td>5%</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**XI. GRADE DISSEMINATION**

Graded participation and assignments in this course will be returned via the course’s Canvas course shell. You can access your scores at any time within the Canvas gradebook. I will update points for class participation and peer instruction on readings periodically throughout the semester and will send a notification via Canvas when these grades are posted.

Final papers will be graded online via Canvas. You will receive a Canvas notification when your graded paper is ready for your review.

For final grades, CU Denver utilizes web grading which is accessed through UCDAccess. All web grading information can be found at [www.ucdenver.edu/studentservices/resources/registrar/faculty-staff/](http://www.ucdenver.edu/studentservices/resources/registrar/faculty-staff/)

**COURSE PROCEDURES**
XII. COURSE POLICIES: GRADES

Attendance Policy: Students are expected to attend each class. For more information, see the UC Denver Student Attendance and Absences Policy:
http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf

Late Work Policy: There are no make-ups for in-class peer reviews. If you miss a class on one of the dates when case study reports are due, you may submit a one-two page double spaced write up of your findings for your case study that week. Case study reports are due on December 13th. Late papers will not be accepted due to university grading deadlines. Please contact me if you have problems meeting this deadline.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

XIII. COURSE POLICIES: TECHNOLOGY AND MEDIA

I will use Canvas to send you messages regarding course changes, assignments, grading, and other course matters. You may email me directly or through canvas. I will respond to course related matters within 24 hours. Please feel free to email me a second time if you do not hear from me, or if the matter is urgent. To ensure I see messages that are urgent in nature, put URGENT at the beginning of your subject line.

Canvas: All required course materials and information will be posted and exchanged through canvas, including required readings, assignment instructions, assignment submissions, assignment grades, and course announcements. For certain items, I may bring paper handouts to class, but the majority of materials will be electronic. Students should log into Canvas regularly to stay informed of course matters and should change their settings to receive email notifications from Canvas to ensure they are not missing important information and updates for the course or their individual work.

Laptop and Mobile Device Usage: Students should bring your laptop to class during the second half of the semester. It would also be useful during the first half, but it is not mandatory. Outside of the workshop time, students should restrict their laptop use to taking notes on the course or to access information on their case study regions. Out of courtesy to myself and your classmates, and to maximize your learning experience, I ask that you not check email, browse the internet, or use your computer for other personal uses during the class time. We will have a 15 minute break each week during which you can use your laptop for other uses.

Please also remember to turn off your phone ringer and set it to vibrate during the class time.

Library-supplied online databases and collections. For the case study, you will need to use both primary and secondary data collection techniques. For secondary data, the Auraria physical and online Libraries should provide access to the necessary news articles, online media, and journal articles that you will
need for your case study, http://www.auraria.edu/. For actual planning reports for your case study region, you will need to search the internet or call your focus agency.

If there is a book or journal article that the Auraria library does not carry, you can request books and copies of journal articles from other Colorado institutions through Prospector, and books not carried by a Colorado library via the Interlibrary Loan System.

If you are looking for specific archival plans and reports for your case study region, you may need to contact that agency directly. However, some planning colleges have large digital collections of plans and reports from certain states, as well as cities from around the world. See the UC Berkeley Environmental Design Library’s Research Guide for links to useful planning information, http://www.lib.berkeley.edu/ENVI/research_guides.html.

The Auraria Campus's librarians are available by appointment to help you with your research. Contact the following libraries by email to arrange a time to meet:

- Linda D. Tietjen is the College of Architecture & Planning’s liaison (Linda.Tietjen@ucdenver.edu)
- Eric Baker assists with social science research, (eric.baker@ucdenver.edu)
- Thomas J. Beck focuses on professional studies, including business and government data and research (Thomas.j.beck@ucdenver.edu).

XIV. COURSE POLICIES: STUDENT EXPECTATIONS

Class time: Please arrive on time for class and stay until the end. If you need to come late or leave early, please let me know. We normally will take a break from 10:45am – 11:00am.

Research: I expect you will research your case studies with agency information, peer-reviewed journal articles and text, and other information available online and through the library, including news, media, and reports. Please make use of the Auraria Library and librarians as necessary in order to conduct a thorough and interesting case study.

Writing Center: The University offers students help with writing through the Writing Center. http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx

Religious Observances: If you need to miss class due to a conflict between the normal class schedule and a major religious observance, please notify me in advance by email.

UNIVERSITY POLICIES

XV. ACCESS

Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. [DRS
requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

XVI. ACADEMIC HONESTY

**Student Code of Conduct:** Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at—
http://www.ucdenver.edu/faculty_staff/faculty/center-for-facultydevelopment/Documents/academic_honesty.pdf

**Plagiarism** is the use of another person’s ideas or words without acknowledgement. The incorporation of another person’s work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another’s work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

**Multiple submissions** involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor’s authorization. Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student’s notes or materials; unauthorized possession of another student’s notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another’s act(s) of academic dishonesty.