NOTE: This syllabus is subject to change during the course based on learning objectives and needs identified throughout the course.

COURSE OVERVIEW
This course explores the institutions, policies, laws and funding that support planning for housing, transportation, infrastructure, air quality, and job creation at the metropolitan scale. Students will learn analytic techniques to study the labor market, economic growth and performance, commuting patterns, etc.

I. COURSE PURPOSE
Thank you for taking this course. You will learn both practical and theoretical information on planning, policy and economic development at the regional scale, including the topical areas of housing, transportation, job creation, workforce development, population projections, and growth management. At the end of the course, you will have technical skills used in economic development and planning, and know about the origins, concepts, current and historical trends, and challenges of planning and implementation at the regional scale.

II. COURSE DESCRIPTION
In this course, you will learn about regional planning and the relationship to metropolitan economics and development. Learning methods include primary and secondary research, interviews, and hands-on data analysis that will be contextualized through readings, lectures, guest speakers, student case studies, a thematic paper, and class discussions. In the beginning of the course, students will work in pairs to select a region for their case study. The region will be studied as both an economic area encompassing a labor and housing market, and a designated regional planning area with an MPO and/or COG. In addition to studying the policies and actions of the regional agency, you will analyze the economic changes in the region from 1980-2015. This analysis will incorporate standard economic development methods, 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 in-class
updates and final case study presentations, you will learn about the common and different roles, responsibilities, laws, policies, and programs of regional agencies throughout the U.S. and how these differences are the result of numerous influences, including state policies, industry decisions, geographic location, natural features, historic path dependence, demographics, federal funding and policies, and local governance. As a supplement to the case study, you will select a topic of interest from your region and write a short independent research paper on the topic, such as the role of community colleges in work force development, how the region is addressing affordable housing, what methods they use to finance their transit system, whether they have growth management strategies or policies, etc. Your independent paper will allow you to explore in greater depth an issue of interest that you uncover during your case study research.

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 the methods and data used to produce indicators for regional economic analysis.

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 planning and land use tools that seek to limit it; and the consequences.

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

SKILLS:
Ability to analyze the purpose, goals, intent, and funding sources for regional policies and programs

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 MS Excel and databases in order to perform economic analysis

Read economic development reports critically

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 publicly available data and the types of analyses they support

Adeptly access current data for your use or analysis by others on cities, counties, regions, nations, etc.

Supervise a consultant report on economic analysis and development

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>DRAFT Topics</th>
<th>Assignment Due?</th>
<th>In-class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions and course overview Regional Planning History and Theory</td>
<td></td>
<td>Regional map and promo stations</td>
</tr>
<tr>
<td>2</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 Videos on regional plans</td>
</tr>
<tr>
<td>3</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>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>Growth planning: Sprawl, growth boundaries, and scenario planning</td>
<td>Case study updates on regional plans, growth management</td>
<td>Housing analysis- starts, burden, sprawl related, Schiller-Case Index, population projections</td>
</tr>
<tr>
<td>6</td>
<td>Regional housing markets and strategies</td>
<td>Case study updates on housing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Regional transportation planning: estimating demand, modeling, and land use</td>
<td>Case study updates on transportation</td>
<td>Download data for population projections &amp; review method</td>
</tr>
<tr>
<td>8</td>
<td>Economic Tools: population projections</td>
<td></td>
<td>Additional review of pop. Projection method</td>
</tr>
<tr>
<td>9</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 Whose on your MPO board?</td>
</tr>
<tr>
<td>10</td>
<td>Economic Tools: Economic Base-Location Quotient &amp; Shift Share</td>
<td>Market demand work sheets (from 10/14 class)</td>
<td>Estimate base, LQ, SS for regions</td>
</tr>
<tr>
<td>12</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>Assessing Metropolitan economic performance and growth</td>
<td>Cluster Analysis worksheets</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The future of regions: Economic partnerships and new models of governance</td>
<td></td>
<td>Workshop on telling your region’s story</td>
</tr>
<tr>
<td>15</td>
<td>Case Study presentations</td>
<td>Regional Analysis presentation due 12/2</td>
<td>Student presentations</td>
</tr>
<tr>
<td>16</td>
<td>Case Study presentations</td>
<td>Research papers due 12/11</td>
<td>Student presentations</td>
</tr>
</tbody>
</table>
VIII. REQUIRED TEXTS AND MATERIALS

All required reading materials for the course will be posted to Canvas.
NOTE: Readings are subject to change respond to the pace and discussions within the course as it progresses through the semester.

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. 5-6, “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): Regional Housing Markets and Strategies**


OPT VonHoffman (2009). Housing & Planning-A century of social reform and local power. JAPA

**Week 7. (9/30): Regional Transportation Planning: Funding, Modeling, and Land Use**


**Week 8 (10/7). Economic Tools: Population and Land Use Projections**


**Week 9 (10/14). Intergovernmental Processes and Environmental Justice**


**Week 10 (10/21). Economic Tools: Economic Base, Location Quotient, and Shift Share**


**Week 11 (10/28). Economic Tools: Economic Integration and Job Creation**


**Week 12 (11/4). Economic Tools: Cluster Analysis**


**Week 13 (11/11) Assessing Metropolitan Economic Performance and Growth**


Evaluation

IX. Assignments

The course has one major project conducted in student pairs, an individual research paper, and biweekly reading responses. The major project is an in-depth case study of a region. The assignments will scaffold upon each other, allowing you to develop the content for your final presentation throughout the semester. There will also be time in class to work on the data analysis for the case study. The major assignment reflects the two, often separate, topics of this course: regional planning and regional economic development. The research paper allows you to learn more about a policy, program, or issue and further hone your research and writing skills. The case study components are 50% of your grade; the paper is 30%; and attendance and reading responses are 20%.

Case Study (50%)

This is a 2-person project. You and your partner 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 present 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 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.

Individual Research Paper on a Topic in Your Region (30%)

This is a 10 page paper based on primary and secondary sources, including research articles, reports, websites, and interviews. More details will be provided in class and through Canvas.
**Reading Responses and Course Contribution (20%)**

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. Depending on the reason, we will determine together the appropriate means to make up for the missed class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Analysis Project</td>
<td>50%</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></td>
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<tr>
<td>Jobs by industry for region, 1980-2015</td>
<td>10%</td>
<td></td>
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<tr>
<td>Case Study updates</td>
<td>5%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Population Projection worksheets</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Economic Base worksheets: location quotient and shift share</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Regional segregation result (from 10/28 class)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Cluster Analysis worksheet</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Regional Analysis Presentation</td>
<td>5%</td>
<td>12/2</td>
</tr>
<tr>
<td><strong>Research Paper</strong></td>
<td><strong>30%</strong></td>
<td><strong>12/10</strong></td>
</tr>
<tr>
<td><strong>Course contribution</strong></td>
<td><strong>20%</strong></td>
<td>Weekly</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Reading Responses in Canvas</td>
<td>10%</td>
<td>8 weeks of your choice</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**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 CU Denver Student Attendance and Absences Policy:
Late Work Policy: If you miss a class on one of the dates when oral case updates are due, you may submit a two-four slide overview to Canvas that I can share with the rest of the class in your absence. Worksheets are due in class on the dates noted in the schedule. If you are not able to figure out the analysis, please submit what you have and notify me that you were unable to complete the full analysis. Case study reports are due on December 11th. Late papers will not be accepted due to university grading deadlines.

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.

Grading Scale
The MURP program uses the University’s standard 4.00 grading letter and point system:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

These statements describe the expectations associated with letter grades awarded for MURP program assignments and courses:

“A” grade range: Exceptional scholarship and superior work products that significantly exceed stated requirements in scope and/or quality

“B” grade range: Commendable scholarship and accomplished work products that somewhat exceed stated requirements in scope and/or quality

“C” grade range: Satisfactory scholarship and work products that meet or almost meet stated requirements in scope and/or quality

“D” grade range: Inadequate scholarship and inferior work products that clearly fail to meet stated requirements in scope and/or quality

“F” grade: Unacceptable scholarship and work product

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 each week. We will use occasionally use internet searches to supplement our discussions and students will use Excel and other analytic tools for the in-class workshops most weeks. Outside of the designated times, 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/](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](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:

- Karen Sobel and Orlando Archibequeis are the Urban Affairs librarians ([http://library.auraria.edu/directory/staff/Sobel/Karen](http://library.auraria.edu/directory/staff/Sobel/Karen), [http://library.auraria.edu/directory/staff/Archibeque/Orlando](http://library.auraria.edu/directory/staff/Archibeque/Orlando))
- Eric Baker assists with social science research, ([eric.baker@ucdenver.edu](mailto:eric.baker@ucdenver.edu))
- Thomas J. Beck focuses on professional studies, including business and government data and research ([Thomas.j.beck@ucdenver.edu](mailto: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/destroying 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.