



**University of Oregon  
Department of Planning, Public Policy and Management**

**PPPM 613 - PLANNING ANALYSIS  
Fall 2019 (CRN 15188)**

Instructor: Robert Parker Office: 235 Hendricks Phone: 541.346.3801 Email: <a href="mailto:rgp@uoregon.edu">rgp@uoregon.edu</a>	Class Time: 10:00-11:50 am, Mon/Wed Room: 123 Live-Learn Center North Lab: 8:00-9:50am; 445 McKenzie Hall Office Hours: 11:00am-12:00 pm T/Th or by appointment
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## Course Overview

This class provides an overview of planning methods and analytical frameworks. It is designed to (1) introduce you to planning and policy analysis, (2) refine your skills in a variety of research methods associated with professional planning work; and (3) provide strategies for analyzing planning issues and communicating policy options. I take an applied approach to this course that builds from my background in applied research and consulting. In short, this course will strive to teach common methods and approaches that can be applied to a variety of planning projects and processes. More specifically, this course will cover:

### Basic Planning Analysis Tools

- Policy analysis process
- Technical memos and reports
- Standard planning data sources
- Data evaluation and presentation
- Basic quantitative approaches to planning problems (using percents, ratios, shares, discounting, etc)

### Specific Research Techniques

- Forecasting
- Gathering and analyzing secondary data, including Census data
- Community economic analysis
- Survey sampling and administration
- Housing needs analysis
- Market analysis
- Land supply inventories and monitoring

You will learn these various tools and techniques through (1) class discussions, (2) several assignments, (3) an extensive final team project that will result in a 30- to 50-page report and presentation, (4) a mid-term exam; and (5) a final exam. Both exams are take-home.

I have high expectations of students. These expectations will be reflected in (1) the demands of the work assigned, and (2) how I grade your work. This course will demand a substantial time commitment. By the end of the course you should be able to apply various tools and techniques to conduct high-quality planning and policy analyses that would be expected of professional planners.

## Course Objectives/Learning Outcomes

Upon completion of this course, students will be able to:

1. Understand the rational model of policy analysis and planning
2. Understand and apply standard planning analysis tools
3. Identify appropriate analysis methods and data sources for various planning and policy issues
4. Use computer applications to aid in data analysis
5. Write memos/reports planning or policy topics
6. Verbally present results to individuals or groups

## Reading Materials

1. Patton, Carl V. and David S. Sawicki, *Basic Methods of Policy Analysis and Planning, 3<sup>rd</sup> Edition*, Prentice-Hall, 2012.
2. Natalie Macris, *Planning in Plain English: Writing Tips for Urban and Environmental Planners*, Published by APA Planners Press, 2000 (optional, but useful since you will be writing a lot).
3. Reading materials posted to the class Canvas site.

## Grading

Your grade will be determined based on the following:

Attendance & Participation	5%
Assignments (4)	20%
Project	25%
Lab	10%
Mid-Term Exam	20%
Final Exam	<u>20%</u>
Total	100%

Late assignment policy: I strongly discourage submitting assignments late. Late assignments will receive a 20 percent penalty for each day past the due date.

## Class participation

Students are expected to actively engage in their course work through class, Canvas, and group discussions and asking questions in class.

## Professional Practice

This course is a core course in the PPPM CRP degree program. As such, students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. I discourage use of electronic devices in class with the exception of use for taking notes. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.

## Course Workload

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course and working on your team project.

## Writing Lab

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: <https://engage.uoregon.edu/writing/writing-drop-in/>. Other writing resources include: <https://gradschool.uoregon.edu/professional-development/opportunities/writing-support>. I also spend considerable time commenting on writing in your assignments and will provide suggestions on how to improve your writing.

## Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

## Email

I will try to respond to all email within 48 hours of receiving them. It is, however, becoming increasingly difficult to keep up with the quantity of email that I receive, so I ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a note about course logistics. Please do not send me emails if you need to miss a class for a routine matter, like a doctor appointment or job interview.

## Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

## **Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at <http://conduct.uoregon.edu>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

## **Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

## **Diversity Statement**

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

## **Classroom Behavior**

Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

## **Sexual Violence, Harassment and Survivor Support** *(provided by UO Faculty Senate, used with permission)*

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

There are mandatory reporters on campus, meaning that if they hear about an issue related to sexual violence or harassment they must report it to the Title IX office. In the School of PPPM, the only mandatory reporter in faculty and staff is the School Head, Richard Margerum.

## **Statistics Requirement**

By now you are all aware of the statistics requirement for this course. The CRP program requires students to have, at a minimum, one undergraduate level course in basic statistics. If you have not completed the statistics requirement, you should consider enrolling in a statistics course in your *first year* of graduate studies. Please meet with me after class or during office hours if you have not completed the statistics requirement to discuss your options.

Statistical techniques are an important component of any planner's analytical toolbox. Due to limited time and resources, we will focus on statistical tools that are commonly applied by practicing planners. We will *not* cover basic statistical concepts such as central tendencies, probability, and regression. These are all concepts that are more appropriately covered in basic undergraduate statistics courses.

That said, the quantitative aspects of this course should not intimidate you. The concepts we will cover in class are relatively basic, and do not require calculus or even advanced algebra. My objective is to ensure that students have a basic comprehension of quantitative techniques and research design and are able to identify and apply appropriate methods within the framework of the rational policy analysis model.

## **IV. Computer Applications**

As with nearly every profession, computer applications will greatly enhance your efficiency and effectiveness as a planner. Toward that end, you will be using a variety of computer applications to complete various course activities. The zero week training and availability of various computer labs on campus will provide the resources you need to integrate computer applications into your coursework. The Planning Analysis Lab is intended to assist with the integration of computer applications with your coursework.

I expect all course assignments to be completed using a word processor. Additionally, some assignments will require use of a spreadsheet program for data analysis and graphing. You will also be required to use PowerPoint for a presentation at the end of the term on your final project.

The course website is located on the University of Oregon's Canvas system – which is new this year (<https://canvas.uoregon.edu>). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

## **V. Planning Analysis Lab**

The Planning Analysis Lab is a 1-credit required supplement to the Planning Analysis class. The Lab is taught by Bob Choquette and meets from 8:00 – 9:50 am on Fridays in 447 McKenzie Hall. The purpose of the lab is to provide applied instruction in the use of computers in analyzing planning data and to supplement the class lectures with examples. You will have a lab assignment most weeks. The lab assignments are worth 10% of your grade.

## **VI. The Course Project**

Early in the term we will assign and discuss the course project. The purpose of the project is to apply techniques covered during class to a planning project in a team setting. Groups of 4-6 students will be assigned to teams to work on the project.

The term project for the Planning Analysis, Introduction to Professional Planning Practice, and Human Settlements classes is a combined class project. What that means is that you will have the opportunity to integrate information from all three classes into your report. You will also have the opportunity to work with your peers in a team setting in accomplishing this research. We'll introduce the project in the second week of classes.

To assist you in this process we will provide the research topic and some background information and data. That information may include survey results, GIS databases, and spreadsheet data that you will be required to analyze and interpret. You will supplement this data with other data sources to create a 30- to 50-page report. Your team will prepare and deliver a 30-minute presentation on your findings during the last week of class.

## **VII. The Salem Field Trip**

First year CRP students are encouraged to participate in the Salem field trip. The field trip is jointly sponsored by the PPPM Department at UO, the Urban Studies program at Portland State University, and the Department of Land Conservation and Development (DLCD). The DLCD is responsible for implementing Oregon's statewide land use planning program. There is plenty of time for students to ask questions and interact with the agency staff. The session lasts all day; lunch and refreshments will be provided as well as transportation to and from Salem. Additionally, students from the PSU planning program will be invited this year. This is an outstanding opportunity for you to find out how state government works and talk with the people that oversee Oregon's statewide land use planning program. Salem Day is scheduled Friday October 18. There will be no lab on the 18<sup>th</sup>.

## VIII. Class Schedule

Class #	Date:	Topic	Reading	Assignment
1	Oct 2	The Policy Analysis Process	Reading: P&S Chapters 1-2	Assignment #1: Downtown Development Case Study
2	Oct 7	Communicating Results: Writing Technical Memos and Reports	Reading: Planning in Plain English; Canvas: Writing Technical Memos & Reports	
3	Oct 9	Research Methods 1: Data Sources \ Problem Definition	Reading: P&S Chapter 3; 4; Canvas: Planning Without Preliminaries; Data Sources for Planners	Assign/Discuss Final Project
4	Oct 14	Research Methods 2: Working with US Census Data	Canvas: Overview of the Census	
5	Oct 16	Research Methods 3: Measurement, Qualitative and Quantitative Analysis	Canvas: Analytical Methods	
6	Oct 21	Creating Teams that Work	Facilitator: Aniko Drlik-Muehleck	<i>Assignment #1 Due</i> <i>Assignment #2: Community Profiles</i>
7	Oct 23	Forecasting	Reading: P&S Chapter 5 Reading: P&S Chapter 7; Canvas: Evaluating Small-Area Population Projections; Projection, Forecast & Plan	
8	Oct 28	Community Economic Analysis 1. Overview	Community Economic Analysis Tools Reading: P&S 276-280;	<i>Assignment #3: Community Economic Analysis</i>
9	Oct 30	Community Economic Analysis 2: Methods	Canvas: Community Economic Analysis Tools	<i>Assignment #2 Due</i>
10	Nov 4	Housing Needs Assessment 1: Overview	Canvas: Housing Strategies Workbook	
11	Nov 6	Housing Needs Assessment 2: Methods		<i>Assignment #3 Due</i> <i>Assignment # 4: Housing Needs Assessment</i>
12	Nov 11	Buildable Lands Inventories	Canvas: Land Supply Monitoring Methods	Take Home Midterm Exam
13	Nov 13	Market Analysis	Canvas: How to conduct a market analysis	
14	Nov 18	Survey Research: Sampling & Design; Project Review	Canvas: Survey Methods for Planners	<i>Midterm Due</i>
15	Nov 20	Survey Research: Development & Administration		
16	Nov 25	Evaluation Criteria and Decision-making strategies / Identifying and Displaying Alternatives	Reading: P&S Chapter 5, +6, 8	<i>Assignment #4 Due</i>
17	Nov 27	Contingency Tables/Discounting	Canvas: The Valuation of Future Consequences: Discounting	
18	Dec 2	Monitoring & Evaluation	Reading: P&S Chapter 9	
	<b>Dec 4</b>	<b>Project Presentations (Time &amp; Location TBA)</b>	<b>Take Home Final Available</b>	<b><i>Final Exam Due Wednesday Dec. 11, 3pm<sup>1</sup></i></b>
	<b>Dec 10</b>		<b>FINAL REPORT DUE</b>	

<sup>1</sup> The final exam is scheduled for 10:15am Monday, December 9<sup>th</sup>. The final exam is a take home exam that will be distributed on December 4<sup>th</sup> and is Due in my mailbox on **Wednesday, December 11<sup>th</sup> by 3 pm.**