

University of Colorado Denver
Regional, Growth & Equity
(URPL-6600-001) – Fall 2021

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Class Meeting Days: Tues. 2p – 4:45p
Class Location: Room 470
Course Website: Canvas

Office Hours: By appointment

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

COURSE OVERVIEW

COURSE PURPOSE

Urban growth and the related issues of housing affordability, urban sprawl, economic inequality, environmental degradation, limited transportation options, climate change, and spatial mismatch, among other things, force planners to consider these issues at a larger scale beyond the neighborhood or municipality and to see them as part of a complex *regional* system. This graduate seminar course explores how institutions, policies, plans (city, county, and region) and economic activity influence the development of metropolitan regions and the subsequent impacts on sustainability and resilience. The purpose is to teach you both practical and theoretical information on planning, policy and economic development at the regional scale. We will examine the major components of metropolitan areas, including governance structures and collaboration, housing and job markets, land use economics, transportation plans and systems, environmental programs, and population dynamics. Students will learn planning and analytic techniques to study housing needs, economic growth, commute patterns, and population growth based at the regional level. In addition to quantitative analytic techniques, we will also draw from case studies on various collaborative techniques used at the regional scale. At the end of the course, you will have quantitative and qualitative planning and policy skills used for regional planning and economic analysis, and will understand the origins, concepts, trends, and challenges associated with planning and implementing at the regional scale for various sub topics, including housing, jobs, transport, environment, etc.

COURSE DESCRIPTION AND MECHANICS

This is a seminar course. Class sessions will be a mix of group discussion, lecture, and hands on learning. You are expected to do the readings and research before class so that you may fully participate in the discussions. Learning methods include primary and secondary research and data analysis that will be contextualized through readings, lectures, peer learning, and discussions. We will study regions as economic areas and environmental sheds that encompass a labor and housing market, designated transportation planning areas, and rely upon watersheds, air quality basins, and other regional environmental systems.

The major assignment is to study the local and regional planning, urban development patterns, and economics of a region of your choosing from about 1990 to the present. This analysis will incorporate standard economic development methods that are common to local and regional planning, including population projections, economic base analysis (shift share and location quotient), cluster analysis (option), and measures of economic segregation. The analysis will use economic, housing, and employment data from the U.S. Census Bureau's Census of Population, Bureau of Labor Statistics, and Bureau of Economic Analysis, Esri Business Data, HUD, and other 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, local governance, and of course, politics.

As a supplement to the region case study, you will study a regional "solution" from your case study region, or another region (if necessary), and write a short research brief on it. This will be an additional topic area that is not required for the presentation. Possible topics include the role of workforce investment boards and community colleges in work force development; regional funding, planning strategies, and requirements to address affordable housing; how a region passed a series of taxes to fund transportation infrastructure; whether the region has a growth management boundary and how it has worked; how a group of municipalities is coordinating to improve the health of a watershed; what a region is doing to create a more sustainable food system; how a region is attempting to mitigate climate change impacts, etc. This is not an exhaustive list. You may discover or already have another "regional solution" in mind.

The other assignments are course participation, serving as the course reporter at the end of one class, and presenting preliminary findings on your region in one class, e.g. on its urban form, housing, job base, long range transportation plan, or environmental planning.

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 megapolitan 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 planning and land use tools that seek to limit sprawl, including the consequences and barriers to using these tools or realizing their promised benefits.
- Define regional economic terms, e.g., comparative advantage, leading and lagging industries, markets, clusters, base economy, labor markets, etc.

SKILLS:

- Knowledge of the purpose, goals, intent, and funding sources for regional policies and programs, including those for transportation, homelessness, aging, growth management, etc.

- Calculate a location quotient and shift share for a county, region, or state, relative to the nation, and interpret its results to better understand employment growth and industry growth or decline
- Acquire, format, and analyze data sets in Excel and other software, such as Access or ArcMap Online, for basic economic analysis
- Create a research brief

GOALS FOR YOUR FUTURE PROFESSIONAL PRACTICE:

- Awareness of and aptitude for working with publicly available economic data and the types of analyses they support
- Perform economic analysis using current and historical data to understand the economy of a city, county, region, etc.
- Commission and supervise a report on economic analysis and economic development for a city, county, region, or specific industry
- Identify the funding and technical resources that may be available from a regional agency for a member municipality of the regional council of governments, including funding for transportation investments, plan making, environmental initiatives, etc.

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 outcomes.
- **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.

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 and accompanied by detailed step-by-step instructions. Prior experience with Excel is helpful.

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

Week	Topics	Assignment Due?	In-class activity
8/24	Introduction to Regional Planning in the U.S. and the importance for equity		What do we collectively know about the Denver region and regional planning?
8/31	Identifying regional patterns of development to understand a region's geography, history, economy, segregation, housing, & transportation	Selected region: ID the MPO/COG, budget, board members, and responsibilities. Represent morphology with maps & data	
9/7	Challenges of planning at the regional scale: institutions, stakeholders, money, culture, politics, and exclusion		Intro to regional data, including for pop. Proj. & Gini
9/14	Growth planning: Defining, regulating & redirecting sprawl and other growth	Population projections & measures of segregation and inequality	
9/21	Regional transport planning: estimating demand & planning the supply		<i>Possible visit from DRCOG</i>
9/28	Equity in transport plans: Measures & challenges		
10/5	Regional Housing: Markets, policy interventions and outcomes	Transportation Planning in your region	
10/12	Regional governance & financing structures	Research brief topic due	Population projections and housing needs
10/19	Environmental planning at the regional scale	Housing production by type by jurisdiction & county	
10/26	Theories & approaches to regional economic development	Environmental challenges and regional responses	
11/02	Attracting businesses for regional growth, prosperity, and equity		LQ and Shift Share
11/09	Regional growth & firm location decisions: the attractiveness of people, agglomeration, infrastructure, location		Cluster Analysis Overview
11/16	Integrated planning, collaboration, and getting to implementation	Job Change by industry and county with LQ and Basic: 2000 - 2018	
11/23 – Fall Break – No Class			
11/30	Future strategies for equitable & successful regional planning & economic development		
12/7	Case Study presentations	Presentation due for Group 1 Research briefs due Friday 12/10	Regional Pres. Group 1
12/14	Case Study presentations	Presentations due for Group 2	Regional Pres. Group 2

REQUIRED TEXTS AND READINGS

There are no required texts. All reading materials will be posted to Canvas in the Modules by week.

NOTE: I may change some readings in response to the course pace, discussions, and topics of interest.

READING ASSIGNMENTS

Note: **OPT** + Small text denotes optional readings. If you're interested in earning extra credit, you can summarize one of the optional readings in class. Please let me know in advance.

WEEK 1 (8/24) INTRODUCTION TO REGIONAL PLANNING IN THE U.S.

Piro, et al. (2016). Ch. 1 Introduction to Current Trends. In PAS Report 586: Emerging Trends in Regional Planning, Eds. Piro, R. et al. American Planning Association, 10-16. **(7 pages)**

Denver Regional Council of Governments Metro Vision website: <https://metrovision.drcog.org/> (explore the different sections of the plan as well as the performance measures).

WEEK 2 (8/31) IDENTIFYING REGIONAL PATTERNS OF DEVELOPMENT (40 PGS.)

Harris, C.D., & Ullman, E.L. (1945). The Nature of Cities. *The Annals of the American Academy of Political and Social Science*, 242, 7-17 **(11 pages)**

Alonso, W. (1960). A Theory of the Urban Land Market. *Papers and Proceedings of The Regional Science Association*, Volume 6. **(9 pages)**

Yang, J., French, S., Holt, J., & Zhang, X. (2012). Measuring the Structure of U.S. Metropolitan Areas, 1970–2000. *Journal of the American Planning Association*, 78(2), 197-209. **(12 pages)**

Heris, Mehdi Pourpeikari. (2017). Evaluating metropolitan spatial development: a method for identifying settlement types and depicting growth patterns. *Regional Studies, Regional Science*, 4:1 **(18 pages)**

Sardari, R. (2019) Job Growth and Spatial Mismatch between Jobs and Low-Income Residents. **Webinar** (35 min to 50 minutes with Q&A) available from <https://www.census.gov/data/academy/webinars/2019/job-growth-spatial-mismatch.html>

WEEK 3. (9/7): CHALLENGES OF PLANNING AT THE REGIONAL SCALE: INSTITUTIONS, STAKEHOLDERS, MONEY, CULTURE, POLITICS, & EXCLUSIONARY ZONING (~54 PGS)

Fishman, Robert. (2000). "The Death and Life of American Regional Planning." In Bruce Katz, editor, *Reflections on Regionalism*. Washington, DC: Brookings Institution, pp. 107-123. **(17 pages)**

Innes, J. & J. Gruber. (2005). "Planning Styles in Conflict: The Metropolitan Transportation Commission", *Journal of The American Planning Association*. 71, 2, Spring, 177-188. **(12 pages)**

Bryan, T and Wolf, J. (2010). Soft Regionalism in Action: Examining Voluntary Regional Councils' Structures, Processes and Programs. *Public Organization Review* 10: 99-115. **(16 pages)**

Katz, B. & J. Bradley. (2013). Denver: The Four Votes. In *The Metropolitan Revolution*. Washington, D.C.: Brookings Institution (41-63). **(12 effective pages)**.

SKIM for assignment due 9/14: Klosterman, Richard E. Part Two, The Cohort-Component Technique. In *Community Analysis and Planning Techniques*, Rowman and Littlefield Publishers, 1990, 49-109.

WEEK 4 (9/14). GROWTH PLANNING: DEFINING, REGULATING, AND REDIRECTING SPRAWL AND OTHER GROWTH (42 PAGES + SKIM COLORADO GROWTH MANAGEMENT HISTORY + GALSTER ET AL.)

Byun, P and Esparza, A (2005) A Revisionist Model of Suburbanization and Sprawl: The Role of Political Fragmentation, Growth Control and Spillovers. *Journal of Planning Education and Research*. 24 (12 pages)

Nelson, A. C., Sanchez, T. W., & Dawkins, C. J. (2007). Ch. 1 Overview of Urban Containment, and Ch. 2 Containment Typologies. In *The social impacts of urban containment*. Aldershot, England; Burlington, VT: Ashgate, 1-35. (17 effective pages)

Cotugno, A. & R. Benner. (2011). Ch.1. Regional Growth Management in the Portland Metro Area. In C.K. Montgomery (Ed). *Regional Planning for a Sustainable America: How Creative Programs are Promoting Prosperity and Saving the Environment*. Rutgers, pp. 35-47. (13 pages)

SKIM: -- (2018). Summary of Regional Livable Communities Programs: Prepared by Forum Participants. American Planning Association & Lincoln Institute of Land Policy, April 20.

SKIM: Sullivan, C.E. & L.M. Cater. (1983). Colorado Growth Policy, In *Harvard Kennedy School Case Study*. Harvard University: John F. Kennedy School of Government. (30 pages)

SKIM: George Galster, Royce Hanson, Michael R. Ratcliffe, Harold Wolman , Stephen Coleman & Jason Freihage (2001) Wrestling Sprawl to the Ground: Defining and measuring an elusive concept, *Housing Policy Debate*, 12:4, 681-717, DOI: 10.1080/10511482.2001.9521426 (28 pages)

OPT: Banfield, K. (2000). Boulder's Slow Growth Model. NRDC

OPT: Provo J. (2009). Risk-averse Regionalism: The Cautionary Tale of Portland, Oregon, and Affordable Housing. *Journal of Planning Education and Research*. 28(3):368-381.

WEEK 5. (09/21): REGIONAL TRANSPORTATION PLANNING: ESTIMATING DEMAND AND PLANNING THE SUPPLY (38 PGS + WEBINAR + WEBSITE & SKIM 2035 TRANSPORT PLAN)

T4America. (2015). Appendix: MPO 101: History, Context and Evolution of Metropolitan Transportation Planning. In *The Innovative MPO: A Guidebook for Metropolitan Transportation Planning*, pp. 1-10. (10 pages) [Feel free to skim the rest].

SKIM T4America. (2015) The Innovative MPO

Jeon, C.M., A. Amekudzi, & R. Guensler. (2013). Sustainability assessment at the transportation planning level: Performance measures and indexes. *Transport Policy*, pp. 10-21. (12 pages)

U.S. Dept. of Transportation, FHWA. (2018). Exploring an e-STIP Transition and Improving the Transportation Alternatives Set-Aside Program in Rhode Island A TPCB Peer Exchange Event. Federal Highway Administration, Washington, D.C. (16 pages)

Denver Regional Council of Governments. (2017). Metro Vision: A Connected Multimodal Region. Available from <https://metrovision.drcog.org/explore/mobility>. Review the online content as well as the links to some of the data and reports behind the plan: [https://metrovision.drcog.org/discover/?page=1&q=&sort=title&themes\[0\]=A%20Connected%20Multimodal%20Region](https://metrovision.drcog.org/discover/?page=1&q=&sort=title&themes[0]=A%20Connected%20Multimodal%20Region).

SKIM: Denver Regional Council of Governments. (2011). 2040 Metro Vision Regional Transportation Plan. Denver, CO. **(211 pages)**

SKIM: SKIM: Volpe & DOT. (2012). Best Planning Practices: Metropolitan Transportation Plans

WEEK 6. (9/28): EQUITY IN REGIONAL TRANSPORTATION PLANS: MEASURES & CHALLENGES (38 PAGES + FURTHER SKIM OF DENVER MV REGIONAL TRANSPORTATION PLAN)

Golub, A. & K. Martens. (2014). Using principles of justice to assess the modal equity of regional transportation plans. *Journal of Transport Geography* 41, pp. 10-20. **(10 pages)**

Manaugh, K, M. Badami, & A. El-Geneidy. Integrating social equity into urban transportation planning: A critical evaluation of equity objectives and measures in transportation plans in North America. *Transport Policy* (37), pp. 167–176. **(9 pages)**

Karner, A. & D. Niemeier. (2013). Civil rights guidance and equity analysis methods for regional transportation plans: a critical review of literature and practice. *Journal of Transport Geography* 33, pp. 126-134. **(8 pages)**

Trapenberg Frick, K. (2013). The Actions of Discontent: Tea Party and Property Rights Activists Pushing Back Against Regional Planning. *Journal of the American Planning Association*, 79(3), 190-200. **(9 pages)**

New York Times Editorial Board. (June 6, 2021). "Is this Railroad for the Rich?". *The New York Times*. **(2 pages)**

CONTINUE SKIM OF: Denver Regional Council of Governments. (2011). 2040 Final Metro Vision Regional Transportation Plan. Denver, CO. **(211 pages)**

WEEK 7. (10/5): REGIONAL HOUSING: MARKETS, POLICY INTERVENTIONS, & OUTCOMES (68 PGS., + SKIM & OPT)

Hwang, M., & Quigley, J. M. (2006). Economic fundamentals in local housing markets: evidence from U.S. metropolitan regions. *Journal of Regional Science*, 46(3), 425-453. **(25 pages)**

Goetz, E., Chapple, K., and Lukermann, B. (2003). Enabling Exclusion: The Implementation of Regional Fair Share Housing under Minnesota's Land Use Planning Act. *Journal of Planning Education and Research* 22: 213-225. **(13 pages)**.

Ramsey-Musolf, D. (2017). State Mandates, Housing Elements, and Low-Income Housing Production. *Journal of Planning Literature* (32)2, 117-140. **(18 pages)**

Goetz, E. (2021). Democracy, Exclusion, and White Supremacy: How Should We Think About Exclusionary Zoning? *Urban Affairs Review* 57(1), 269-283. **(12 pages)**

SKIM: Schuetz, J. & M. Ring. (2021). The Washington, DC region has built too much housing in the wrong places. Brookings Institution, August 18. Available from <https://www.brookings.edu/research/the-washington-dc-region-has-built-too-much-housing-in-the-wrong-places/> **(20 pages)**

OPT: Palm, M. & D. Niemeier (2017) Achieving Regional Housing Planning Objectives: Directing Affordable Housing to Jobs-Rich Neighborhoods in the San Francisco Bay Area, *Journal of the American Planning Association*, 83:4, 377-388. **(10 pages)**

OPT: Green, R.K. and S. Malpezzi, *A Primer on U.S. Housing Markets and Housing Policy*, Washington DC, The Urban Institute, 2003, Chapters 1-2, pp 1-84. **(80 pages)**

OPT: Ramsey-Musolf, D. (2016) Evaluating California's Housing Element Law, Housing Equity, and Housing Production (1990–2007), *Housing Policy Debate*, 26:3, 488-516. **(20 pages)**

WEEK 8 (10/12). REGIONAL GOVERNANCE AND FINANCING STRUCTURES (76 PGS. + SKIM)

Bird, R. M., & Slack, E. (2007). An approach to metropolitan governance and finance. *Environment and Planning C: Government & Policy*, 25(5), 729-755. doi:http://dx.doi.org/10.1068/c0623 **(24 pages)**

Orfield, M., T. Luce. (2011). Ch. 27. Promoting Fiscal Equity and Efficient Development Practices at the Metropolitan Scale. In C.K. Montgomery (Ed). *Regional Planning for a Sustainable America: How Creative Programs are Promoting Prosperity and Saving the Environment*. Rutgers, pp. 280-294. **(15 pages)**

McKinney, M.J. & Johnson, S. (2009). Ch. 8. Models of Regional Governance. In *Working Across Boundaries: People, Nature, and Regions*. Lincoln Institute of Land Policy (125-145). **(21 pages)**

Choo, J., J.H. Kim, & Y. Kim. (2019). Metropolitan governance structure and growth–inequality dynamics in the United States. *Economy & Space* 51(3). **(16 pages)**

SKIM: Bird, E. (2004) Fiscal Aspects of Metro Governance (white paper—longer version of above 2007 paper).

WEEK 9. (10/19): ENVIRONMENTAL PLANNING AT THE REGIONAL SCALE (PGS.)

Ledda, A., E. Di Cesare, G. Satta, G. Cocco, A. Montis. (2021). Integrating adaptation to climate change in regional plans and programmes: The role of strategic environmental assessment. *Environmental Impact Assessment Review* (91), **(7 pages)**

Rooney, S. (n.d.) Regional Water Planning for Climate Resilience. APA Regional and Intergovernmental Planning Division Policy Handbook. **(100 pages)**

-- (2021). Collaborative Planning for Climate Resilience. American Planning Association and California-Nevada Climate Applications Program: A NOAA RISA team **(85 pages)**

WEEK 10 – 10/26 - MID SEMESTER READING BREAK

WEEK 11 (11/02). THEORIES AND APPROACHES TO REGIONAL ECONOMIC DEVELOPMENT (44 PGS + SKIM 33)

Koven, S. & T. Lyons. (2003). Introduction and Ch. 1. Theories of Economic Development. In *Economic Development Strategies for State and Local Practice*. Washington, D.C. International City/County Management Association. **(26 pages)**

SKIM Dinc, M. (2015). Ch. 2. Theoretical evolution of economic development, Ch. 5 Traditional Regional Economic Development Theories, & Ch. 7. Traditional methods for local and regional economic analysis (pp. 85-137). (53 pages). In *Introduction to Regional Economic Development: Major Theories and Basic Analytic Tools*. Washington, D.C.: The World Bank, pp. 25-35, 61-84

Liu, A. (2016). *Remaking Economic Development: The Markets and Civics of Continuous Growth and Prosperity*. Washington D.C.: Brookings Institution Metropolitan Policy Program, 1-36. **(36 pages)**

WEEK 12 (11/09). ATTRACTING BUSINESSES FOR REGIONAL GROWTH, PROSPERITY, & EQUITY (84 PGS.)

Koven & Lyons. Ch. 3. Business Attraction and Retention, & Ch. 5. High Tech, education, and development, pp. 139-160. **(57 pages- not counting questions and references)**

Clark, J., & Christopherson, S. (2009). Integrating investment and equity: A critical regionalist agenda for a progressive regionalism. *Journal of Planning Education and Research*, 28(3), 341-354. **(14 pages)**

Donegan, Mary, Joshua Drucker, Harvey Goldstein, Nichola Lowe, and Emil Malizia. 2008. "Which Indicators Explain Metropolitan Economic Performance Best? Traditional or Creative Class." *Journal of the American Planning Association* 74 (2): 180-195. **(13 pages)**

WEEK 13 (11/16) REGIONAL GROWTH & FIRM LOCATION DECISIONS: THE ATTRACTIVENESS OF PEOPLE, AGGLOMERATIONS, INFRASTRUCTURE & LOCATION (38 PGS. + SKIM & OPTIONAL)

Porter, M. E. (1998). *Clusters and the new economics of competition* (Vol. 76, pp. 77). United States: Harvard Business Review. **(14 pages)**

Markusen, Ann. (2004). Targeting occupations in regional & community economic development. *Journal of the American Planning Association*, Vol. 70, No. 3, 253-268. **(15 pages)**

Chapple, K., & Makarewicz, C. (2010). Restricting New Infrastructure: Bad for Business in California? *Access*, 36 (Spring), 14-21. **(7 pages)**

Chuang, T. (2016). "Amazon's First Colorado employees start work at Aurora facility Sortation center still needs 100 more workers. *The Denver Post*, June 17, 2016. **(2 pages)**

SKIM: City of Milwaukee. 2014. *Growing Prosperity: An Action Agenda for Economic Development in the City of Milwaukee*. **(5 page executive summary + skim the rest)**

OPT: Wolf-Powers, L. (2012). Human-capital-centered Regionalism in Economic Development: A Case of Analytics Outpacing Institutions? *Urban Studies*, 49(15), 3427-3446. **(18 pages)**

WEEK 14 (11/23) – FALL BREAK

WEEK 15 (11/30) IMPLEMENTING REGIONAL PLANS (68 PGS.)

McKinney, M.J. & Johnson, S. (2009). Ch. 9 Improving Regional Collaboration. In *Working Across Boundaries: People, Nature, and Regions*. Lincoln Institute of Land Policy (125-145). **(21 pages)**

Flyvbjerg, B. (2014). "What You Should Know about Megaprojects and Why: An Overview," *Project Management Journal*, vol. 45, no. 2, April-May. **(22 pages)**

Piro et al. Report. Ch. 6. Profiles in regional integrated planning, & Ch. 7. Techniques for implementing regional plans (66-90). In PAS Report-586 *Emerging Trends in Regional Planning* **(25 pages)**

WEEK 16 (12/07) FUTURE STRATEGIES FOR REGIONAL PLANNING & ECONOMIC DEVELOPMENT (63 PAGES)

Donahue, R., B. McDearman & R. Barker. (2017). COMMITTING TO INCLUSIVE GROWTH Lessons for metro areas from the Inclusive Economic Development Lab. Washington, D.C.: Brookings Metropolitan Policy Program. **(56 pages)**

OR

Chapple, K. (2015). "Part III. Addressing Poverty, Opportunity, and Accessibility in the Region. In *Planning Sustainable cities and Regions: Towards More Equitable Development*. London: Routledge, pp. 227-293. **(~55 pages)**

Kim, A. (2011) Unimaginable Change, *Journal of the American Planning Association*, 77:4, 328-337. **(8 pages)**

ASSIGNMENTS AND EVALUATION

IX. ASSIGNMENTS

There are four components to your grade in this course: 1) a major project to study the growth and planning in a U.S. region, conducted alone or in student pairs (your choice); 2) an individual research brief on a regional planning solution; 3) weekly class participation; and 4) class participation. For the major project, the assignments will scaffold upon each other, allowing you to develop the content for your final presentation throughout the semester. The final product is a presentation with notes, no final paper. 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 the mechanics, successes, and challenges of collaborative processes for planning issues that cross boundaries.

Assignment	% of Grade	Due Dates
Regional Analysis Case Study	66%	
Case study selection & overview with maps and summary of patterns	5%	8/31
Population Projection & Segregation	5%	9/14
Transportation Planning	6%	10/5
Housing Production Type by jurisdiction & county	10%	10/22
Environmental Challenges & Regional Responses	8%	11/05
Job Change by industry and county with LQ and Basic Industries: 2000, 2010, 2020	12%	11/16
Discussion of one of the topics for your region	5%	1 week: sign-up on Canvas
Regional Analysis Presentation	15%	12/7 & 12/14
Regional Solutions Brief	15%	
Topic due	1%	10/12
Periodic updates to class	1%	
Final Solutions Brief (3-5 pages)	13%	12/14/2021
Course contribution	14%	

Attendance + Participation (1 pt./class through 11/30)	14%	Weekly for 14 weeks
Class Reporter	5%	1 week: sign-up on Canvas
Total	100%	

CASE STUDY (66%)

This is a 1 or 2-person project depending on student preferences. You, or you and your partner will select a region large enough to have a Metropolitan Planning Organization (at least 50,000 people). You will study this region and agency through multiple means throughout the semester to present a multiple-perspective regional analysis by the end of the course. The goal is to assess the nature of planning in the region, how it relates to the urban form and local economy, and its effectiveness for achieving the region’s goals, as well as your own evaluation of their progress toward sustainability (equity, environment, and economy).

In addition to describing the region and studying the agencies’ plans and programs, you will also learn to conduct the following analyses:

- Spatial Structure (land area, concentrations of activity, jobs and income distribution)
- Housing types and production, as well as cost burden, spatial mismatch and location affordability
- Population Forecasts and Measures of economic segregation, e.g., Gini Index, or another index you wish to explore, such as the dissimilarity index, etc.
- Equity in performance measures for regional Transportation Plans
- Economic Base techniques, including location quotient and shift/share analysis
- Regional and interdisciplinary approaches to environmental plans

The final grade is based on the six submissions, 1 in-class update on one of the five submissions besides your case selection, and the final presentation. When the submissions are due, approximately two students will present the findings for their region. The intent is to provide regular updates so that you can learn from the other students through their analysis of their regions. More details for this scaffolded assignment will be provided in class and on Canvas.

SOLUTIONS ORIENTED RESEARCH BRIEF (15%)

This is a 3 to 5-page research brief on a regional solution. It should incorporate text and graphics as necessary and be fully cited from reputable, preferably peer-reviewed, references. Non-peer reviewed sources from experts in policy or practice that are objective, fact-based, and rigorous are also acceptable.

The following are possible topics for your brief. You are not bound to this list; they are suggestions to get you thinking about the range of possible topics. The one requirement is they have to be regional, which means they must involve more than one local jurisdiction.

- Regional action or campaign toward equity and environmental justice
- Approach to developing a regional trail
- Coalition, policies, and funding for land conservation

- Affordable Housing collaboration with targets, funding, policies, etc.
- Workforce Development collaboration among employers, educators, the region, state, nonprofits, specialized chambers of commerce (i.e., small businesses, BIPOC businesses), etc.
- Economic Development consortium, for instance, to diversify the economy
- Environmental collaboration around sustainable growth, watersheds, green ways, water quality of a major body of water
- Policies on economic development claw backs and other provisions to protect the public sector / public good
- Inclusive engagement strategy for the region's long-range planning
- Bike or pedestrian planning collaboration
- Rural preservation
- Heritage corridor
- Technology investment consortium, e.g., fiber installation in a semi-rural area
- Sustainable tourism strategy

COURSE CONTRIBUTION (14%)

This is a seminar course and requires weekly attendance and active participation by all students. You will receive up to 1 point per class. You should be well-prepared for class based on the readings and assignments so that you are able to meaningfully contribute to the discussion. If you are unable to make a class, please notify me in advance. Depending on the reason, we will determine the appropriate means to make up for the missed class and point toward your final grade.

CLASS REPORTER (5%)

For one week during the semester, you will give a 5 to 10 minute report at the end of class on the discussion, readings, or other material. To give a thorough or useful report, you need to be well-versed on the readings, pay close attention to the conversation, while taking notes, and be prepared to give an oral summary of the material. You can add in questions for discussion, if you think it would add to the further understanding and reinforcement of the issues we discussed in class.

You can sign up for your class reporter [session on Canvas under the Pages section](#).

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 periodically throughout the semester and will send a notification via Canvas when these grades are posted. Reading responses will be graded the week in which they are submitted. 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/student-services/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:

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf

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.

DEPARTMENT GRADING SCALE

This course uses the grading scale of the university and the MURP Department:

Letter	Definition
A (94 to 100) A- (90 to 93)	Exceptional scholarship and superior work products that significantly exceed stated requirements in scope and/or quality
B+ (87 to 89) B (84 to 86) B- (80 to 83)	Commendable scholarship and accomplished work products that somewhat exceed stated requirements in scope and/or quality
C+ (77 to 79) C (74 to 76) C- (70 to 73)	Satisfactory scholarship and work products that meet or almost meet stated requirements in scope and/or quality
D+ (67 to 69) D (65 to 66) D- (60 to 63)	Inadequate scholarship and inferior work products that clearly fail to meet stated requirements in scope and/or quality
F (59 or lower)	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. I prefer that you email me through Canvas so that I can track course-related questions in the Canvas Inbox. These are forwarded to my main email so I will see them as soon as they're sent. If you don't have access to Canvas for some reason, i.e., you're on your phone, etc. you may email directly, carrie.makarewicz@ucdenver.edu. 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. You may also call my office phone (303.315.1008) and leave a voicemail. The voicemails are forwarded to my email.

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 their laptop to class most weeks, especially the weeks when we are learning new data sets. 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/>. 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:

- Karen Sobel is the Urban Affairs librarian (<http://library.auraria.edu/directory/staff/Sobel/Karen>, <http://library.auraria.edu/directory/staff/Archibeque/Orlando>)
- 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 3:15pm– 3:30pm

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 acknowledged.

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.