Planning Theory and Analysis: PAUS 8311 (Graduate level)
Spring, 2003
(Computer #14578)
Dr. Amy Helling
Department of Public Administration and Urban Studies
Andrew Young School of Policy Studies
Georgia State University

Class meetings: Classes will meet Wednesday afternoons from 4:30 p.m. to 7:00 p.m. in Room 300 of the Classroom South building. Please do not bring any food or drink into the classroom.

Contacting the professor: My office is in Room 1274, (Tel. 404-651-3352) in the Urban Life building. I will have office hours on Mondays from noon to 1:45 p.m. and 3:30 p.m. to 4:30 p.m., and Wednesdays from noon to 4:15 p.m. and by appointment. One of the best ways to reach me is by e-mail: ahelling@gsu.edu.

Class webpage: Make a practice of checking our class website at http://webct.gsu.edu. Only students registered for our class can access the website.

Required readings:


Cortright, Joseph and Andrew Reamer. 1998. Socioeconomic Data for Understanding Your Regional Economy. Washington, D.C.: U.S. Department of Commerce, Economic Development Administration. (This publications is available as a .pdf file on our class website. You may read it online or print it.)

The other required readings are on electronic reserve or available on our class webpage. The method for obtaining the electronic reserve readings will be explained in class. I may add required readings over the course of the semester, but will alert you if I do.

Students may wish to purchase supplementary books to help them use Microsoft Excel. This is optional.

Personal GSU Computer Accounts for Students
To log in to the classroom computers, as is required for this class, you must have a personal student e-mail and network account. Such an account is available to each student who has been admitted and is eligible to register for classes. Let me know if you have any problems.

**Course objectives:**

1. To use substantive planning theory and analytic methods to describe and analyze both existing conditions and alternative futures.

2. To practice basic quantitative planning methods using microcomputer spreadsheets and applied problems.

3. To seek out information and resources relevant to planning and policy questions posed by class and class assignments, and use them appropriately.

4. To integrate substantive planning theory, measurement and analytic methods into assignments that would be suitable as professional products.

**Evaluating Students' Progress:** I will determine students' grades in the course as follows:

1. Attendance and class participation: 10%

2. Five lab assignments at 12% each: 60%

3. Final exam: 30%

**Attendance and Preparation for Class**

Students who attend class regularly, who are present and attentive for the entire class period can expect to learn more, and be better prepared to complete high quality lab assignments, as well as making class more interesting for all of us. In order to encourage this, I will take roll regularly, and will require students arriving late or leaving early to sign in or out. Missing all or part of a class will lower the attendance portion of a student’s grade, unless I excuse the absence. I will normally excuse absences for illness, if provided with a doctor’s note. Most other reasons will not be excused. It is also important to come to class having completed the assigned readings and worked on assigned labs, in order to be prepared to understand points made in lecture and discussion.

**Lab Assignments**

I will distribute and explain each lab assignment in class. Some class time will be devoted to working on the labs, but they will also require substantial work outside of class. Students may work together on the spreadsheets required to complete the lab assignments, however each student must turn in their own completed spreadsheet files. Be sure that you can complete the assignment on your own, since no collaboration is allowed during the final examination, which
will require you to use many of the techniques from the labs. No collaboration is permitted on the written memo for each lab, which each student must complete and turn in independently. The grade on each lab will depend primarily on the quality of the written memo. All labs must be completed on time in order to receive full credit.

**Penalty for Late Work**

Labs and the final examination should be completed on the dates scheduled, and it is the student’s responsibility to know those dates. If you have any question about when work is due, ask or e-mail me. I will only accept late work without penalty if there is an important reason and the student contacts me ahead of time to discuss how to reschedule. In all other cases the grade will be reduced for lateness. Some assignments, particularly near the end of the semester, do not lend themselves to rescheduling, and must be received on time receive any credit. See me if you have questions.

**Final Exam**

Our final examination will take place in our classroom and will require each student to apply the spreadsheet techniques and planning methods learned in the lab assignments and in class. Students may use books and notes during the final examination, but no collaborative work will be allowed. The final examination for this course will be given in our classroom at 5:00 p.m. on Wednesday, April 30.

**Course Schedule**

**Week 1:** Introduction, discussion of course outline, introduction to classroom machines and spreadsheets. Lab #1 assigned.

**Readings:**


Cortright and Reamer, Chapter 1, pp. 5-11.


**Week 2:** Existing conditions: Overview of data analysis for strategic planning. Average annual and annualized growth rates. Continue Lab #1. Lab #2 assigned.

**Readings (by class time Wednesday):**

McLean and Voytek, Chapters 1 and 2 and Appendices A and B.
Week 3: Existing conditions: Attributes of the resident population. Lab #1 due and presented. Continue Lab #2.

**Readings (by class time Wednesday):**


Cortright and Reamer, Chapter 3, Sections 3.1 and 3.2, pp. 23-28.

Week 4: Existing conditions: Attributes of the resident population continued. Lab #2 due.


Week 5: Existing conditions: Land use and land development data, density. Lab #3 assigned.

**Readings (by class time Wednesday):**


Week 6: Existing conditions: Attributes of the housing stock. Continue Lab #3.

**Readings (by class time Wednesday):**


Week 7: Existing conditions: Employment and income. Standard industrial classification (SIC) codes and North American Industry Classification System (NAICS), labor force participation rates, part-time and temporary employment. Lab #3 due.

**Readings (by class time Wednesday):**

McLean and Voytek, Chapter 6.

Cortright and Reamer, Chapter 3, Sections 3.3-3.9, and Chapter 5. pp. 28-46 and 51-56.
Week 8: Existing conditions: Economic analysis techniques. Assumption and location quotient approaches. Basic and non-basic employment. Lab #4 assigned.

Readings (by class time Wednesday):

Klosterman, Chapters 9 and 10.

McLean and Voytek, Chapter 4.

Cortright and Reamer, Chapters 8 and 9, pp. 69-78.


Stanback, Chapters 1-3, pp. 1-52 and Appendices A and B, pp. 117-129.

SPRING BREAK! NO CLASS WEDNESDAY, MARCH 5.


Readings (by class time Wednesday):

Klosterman, Chapters 11 and 12 and Appendix C.

McLean and Voytek, Chapter 5.

Stanback, Chapters 4-6, pp. 53-115.


Readings (by class time Wednesday):

Klosterman, Chapter 13.

McLean and Voytek, Chapter 7.


Week 11: Alternative futures: Discounting future value. Lab #4 due.
Readings (by class time Wednesday):

None.

Week 12: Alternative futures: Overview of projection and forecasting, trend extrapolation, evaluating others’ projections, curve fitting. Lab #5 assigned.

Readings (by class time Wednesday):


Klosterman, Chapters 1, 2 and 3 and Appendix A.


Readings (by class time Wednesday):


Week 14: Alternative futures: Cohort-component population forecasting. Continue Lab #5.

Readings (by class time Wednesday):

Klosterman, Chapters 4, 5, 6, 7 and 8.

Week 15: Conclusion. Exam review. Lab #5 due.

Readings (by class time Wednesday):

McLean and Voytek, Chapter 8.

(Note: This course syllabus provides a general plan for the course; deviations may be necessary.)

Policy on Joint Work and Citing Sources

Any student who is expected to do individual work and utilizes the work of others without explicit acknowledgment is guilty of plagiarism or unauthorized collaboration. The following, from the Georgia State 'Policy on Academic Honesty' defines plagiarism:
"Plagiarism is presenting another person's work as one's own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own....Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism...."

The policy also defines unauthorized collaboration:

"Submission for academic credit of a work product, or a part thereof, represented as being one's own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by an instructor is allowed."

The following rules guide this class:

1. All graded class work is to be individual, independent, and not collaborative, unless I explicitly state otherwise. One student may not help another with an assignment or project unless I specifically permit collaboration. Likewise, students may not utilize materials from other students who have taken the course previously. However, students are always free to study together for tests, compare class notes, and share any material not specifically related to the class assignments or tests.

2. Always cite your sources, whether they are published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from an agency planning report, a brochure, a webpage, or a consultant's report. The primary purpose of a citation is to allow a reader to find the references you used, so that they can consult them too if they wish. Use this principle to help you prepare adequate citations to sources other than published books and articles.

3. For this class, if you use material from the internet, be sure you give the name of the site or its sponsoring organization, the complete webpage URL, the title of any document, dataset, map, or other resource you used from the site, and the date you accessed the site. For example: