Course Description:

This course provides an introduction to methods for developing and evaluating (for the most part) quantitative information in support of planning. The methods considered are widely used by planning practitioners and policy analysts and embody modalities of thinking that often structure the ways that issues are framed for public discussions and policy decisions. CRP 5250 is a four-credit-hour course; hence, by university expectations, it is assumed that students will spend up to eight hours per week on readings and assignments or in attending recitation sessions outside of class.

“Planning has to do with determining who will do what, when, where, and by how much in order to bring about some intended state of affairs. It has not to do with the taking of a decision (the subject of politics); rather, it has to do with what a decision involves and concerns. Planning analysis supports such decisions.”
CRP 5250 - Introductory Methods of Planning Analysis, Spring 2015

Course Objectives:
Upon successful completion of this course, you should be able to ...

- develop ability to structure complex planning problems
- describe methods’ strengths as well as limitations
- critically evaluate studies in which methods are employed
- apply methods to actual planning practice

Prerequisites:
- General interests in planning issues, and positive attitude towards approaching them analytically
- The material in this course will be presented at a level that is predicated on the assumption that students have a good command of high school algebra and have successfully completed courses in introductory statistics and principles of economic analysis.

Textbooks:

GRADE EVALUATION
Final grade will be determined according to the following scheme:

- 10 % – class attendance and participation
- 30 % – problem sets
- 20% – group project
- 20 % – mid-term exam, and
- 20 % – final exam

Attendance:
This class is like a job. You can miss a day’s work with no problem. However, more than that has consequences. Your attendance score will be determined as follows:

<table>
<thead>
<tr>
<th># of absences</th>
<th>Attendance score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

Homework assignments:
Homework is assigned roughly every other week. I plan to assign 5 or 6 problem sets during the semester. Although responses should be submitted individually, I encourage you to work in study groups. You will have at least 1 week to complete an assignment.

Optional policy paper:
By the May study break you may submit a short policy paper examining a planning/policy topic of your choice. The purpose is to provide an opportunity to apply one of the quantitative methods discussed in class.

Exams:
Final exam is not cumulative. Exams are open book.

Regrading: All regrade requests must be done in writing. Please attach to your work a note explaining why you think the grade you have received is not appropriate. Exception is request to check for arithmetic error in adding up points, which will be granted right away.

Labs:
The Teaching Assistant (TA) will lead recitation sessions on Wed evenings (7~8:30 pm) of select weeks, usually in the same week that a problem set is due or an exam is scheduled.

Students are expected to understand and abide by the Cornell University Code of Academic Integrity http://cuinfo.cornell.edu/Academic/AIC.html

Please let the instructor know if you need special accommodations for the lecture, laboratory, assignments, or exams.
Group project (tentative):
You will be assigned to a small group to work on a planning project for an actual client. The group project’s output is a set of recommendations to be delivered to the client at the end of the semester.

Policy on laptops and cell phones:
Laptops may be used for note-taking and participating in exercises during class. They should not be used for reading or sending e-mail or engaging in other diversions. Cell phones should be turned off at all times during class. No texting during class is permitted.

Course Outline:
The following outline is intended to provide general (and flexible) guidance. I may introduce additional material or change the order of the presentation as the course progresses.

Planning Analysis & the Logic of Plans
- Hopkins, Chapters 1—4

Decision Analysis
- Stokey and Zeckhauser, Chapter 12

Benefit-Cost Analysis
- Stokey and Zeckhauser, Chapter 9

Mapping
- Reading TBA

Difference Equation
- Stokey and Zeckhauser, Chapter 4
Demographic Forecasting


Equity Planning

- Matthew P. Drennan, *The Economic Consequences of Income Inequality*, Report to the Russell Sage Foundation

Queues

- Stokey and Zeckhauser, Chapters 5 & 6

Linear Programming

- Stokey and Zeckhauser, Chapter 11.

IMPORTANT DATES

February Break 02/14 – 02/18. No Class 02/17

Spring Break 03/28 – 04/06. No Class 03/31 and 04/02

AAG Conference 04/21 – 04/25. No Class 04/23 (Tentative)

<table>
<thead>
<tr>
<th>Course Activities &amp; Assignments:</th>
<th>Tentative date/ due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>Homework 1</td>
<td>02/06</td>
</tr>
<tr>
<td>Homework 2</td>
<td>02/20</td>
</tr>
<tr>
<td>Homework 3</td>
<td>03/06</td>
</tr>
<tr>
<td>Homework 4</td>
<td>03/20</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>03/27</td>
</tr>
<tr>
<td>Homework 5</td>
<td>04/22</td>
</tr>
<tr>
<td>Group project report</td>
<td>05/06</td>
</tr>
<tr>
<td>Optional paper</td>
<td>05/14</td>
</tr>
<tr>
<td>Final exam</td>
<td>TBA</td>
</tr>
</tbody>
</table>