

**USP 578 IMPACT ASSESSMENT – FALL 2023****Professor:** Jenny H. Liu, Ph.D.**Office:** URB 370F**Email:** jenny.liu@pdx.edu**OH:** R 12pm – 12:50pm and by appointment**Class Time:** R 1pm – 3:40pm @ URB311 (or Zoom when necessary)**Course Website:** <http://canvas.pdx.edu>**Expected Course Outcomes**

This course will focus on economic impact assessment methods and techniques as they apply in policy contexts. You will gain hands on experience with conducting RIMS II multiplier economic impact assessments, IMPLAN-based input-output economic impact assessments, hedonic pricing analysis, fiscal impact analysis and cost-benefit analysis. Although the course will provide an introduction into the theoretical background of these methods, the emphasis will be placed on case studies and the application of these tools. Students will work progressively towards projects that apply these tools in a practical setting.

**Official Course Catalog Description**

Empirical techniques employed in measuring the impacts associated with land use change. Topics: goals achievement matrix approaches to impact assessment, trade-offs between community and regional welfare, distance and time in urban analysis, estimating the social profitability of land development, cost-benefit analysis applied to freeway location, techniques for valuation of non-priced resources, measuring municipal revenue and expenditure impacts, gravity models and transport demand estimation, economic base analysis for employment and population impact assessment, estimating air and noise pollution associated with land development. Recommended prerequisite: USP 515.

**Readings**

Readings are taken from multiple sources, and may be posted on the course website, found in the library or distributed in class. Some sources may include:

- Regional Impact Models by Schaffer (1999; updated 2020), available at <https://researchrepository.wvu.edu/rri-web-book/7/>
- Transportation Research Board (TRB) Transportation Economics Committee Benefit-Cost Analysis Guide (<http://bca.transportationeconomics.org/>)
- *Cost-Benefit Analysis: Concepts and Practice* by Boardman et al. (3<sup>rd</sup> or 4<sup>th</sup> edition)

## Grading

|  | Percentage of Grade |
|--|---------------------|
| Class participation and attendance   | 10%                 |
| Case Study Presentation  | 15%                 |
| Final Policy Memo  | 30%                 |
| Assignments<br>Economic profile assignment<br>EIA using RIMS II assignment<br>Cost-benefit analysis assignment | 45%                 |

Your grade will be based on your performance in your case study presentation, class participation and attendance, assignments and final policy memo. The assignments will typically start as classroom exercises and should be turned in as a **policy memo** on due dates listed in the calendar below. They will be graded on effort, completeness, methodology chosen and interpretation of results. You may work with your classmates, but you **must** write your own assignments (please note all group member names). The final paper will be a report that is the culmination of the methodologies and techniques learned throughout the course as applied to the analysis of a regional policy or development issue. Due date extensions will **NOT** be given unless there are extenuating circumstances and arranged well in advance with the instructor. Submitting late work will be penalized 20% per day.

### Class Participation and Attendance

Each student is required to participate in class through listening, adequately preparing for class, providing quality contributions and actively participating in discussions. Not attending class, arriving late or leaving early, or not participating in class activities will affect your grade. Lab sessions may be scheduled during regular class hours as well.

### Case Study Presentation

In addition, you are required to present a set of case studies on cost-benefit analysis, hedonic price analysis or economic impact analysis. For each presentation, you will need to prepare a 10 to 15-minute presentation to introduce one to two case studies employing the impact assessment analysis technique on similar policies or topics in different scenarios, and then **facilitate** a short critical discussion (about 10 minutes). You will be graded on content, organization and communication. Additional guidance for the case study presentation will be posted to Canvas. Please upload your case study articles to the designated Canvas Discussion board before your scheduled presentation.

### USP 578 Course Calendar

Additional readings will be posted on Canvas as we get closer to the modules.

| Module I. Introduction & Economic Base Theory - Week 1 (09/28) & Week 2 (10/05)   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Schaffer (updated 2020. 1999). <i>Regional Impact Models</i>. Chap 1-3</li> <li><input type="checkbox"/> Krikelas, A. (1992). Why Regions Grow: A Review of Research on the Economic Base Model. <i>Economic Review</i>, 16-29.</li> <li><input type="checkbox"/> Froeschle, R. (2005). What to do with all this data? The role of economic base analysis in Regional Economic Development.</li> <br/> <li>Case Studies</li> <li><input type="checkbox"/> Rickman, D., &amp; Wang, H. (2022). Industry Aggregation and Assessment of State Economic Development from Motion Picture and Television Production Incentives. <i>Journal of Regional Analysis &amp; Policy</i>, 52(1), 82-104.</li> <li><input type="checkbox"/> Christensen, L. O., Jablonski, B. B. R., Stephens, L., &amp; Joshi, A. (2017). Economic impacts of farm to school: Case studies and assessment tools. <i>National Farm to School Network</i>.</li> </ul> |   |
| Module II. Economic Impact Analysis – Week 3 (10/12) & Week 4 (10/19) & Week 5 (10/26)  |   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Economic Impact Analysis</li> <li><input type="checkbox"/> Using RIMS II and IMPLAN for economic impact analysis</li> <li><input type="checkbox"/> Bureau of Economic Analysis (BEA) – RIMS II An essential tool for regional developers and planners. Chap 1-3</li> <li><input type="checkbox"/> Day, F. <i>Principles of Impact Analysis &amp; IMPLAN Applications</i>. Chap 1.</li> <li><input type="checkbox"/> Garrett and Leatherman (updated 2020). <i>An Introduction to State and Local Public Finance</i>. Chap 6 – Fiscal Impact Analysis</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 3 (10/12) – Economic profile assignment due</li> <li><input type="checkbox"/> Week 4 (10/19) – Case Study Presentation #1</li> <li><input type="checkbox"/> Week 5 (10/19) – EIA using RIMS II assignment due</li> </ul> |
| Module III. Cost-Benefit Analysis – Week 6 (11/02) & Week 7 (11/09)   |   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Boardman. <i>Cost-Benefit Analysis: Concepts and Practice</i>. Chap 1-2</li> <li><input type="checkbox"/> Portney, P.R. (2008) "Benefit-Cost Analysis." <i>The Concise Encyclopedia of Economics</i>. 2008. Library of Economics and Liberty.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 6 (11/02) – Case Study Presentation #2</li> <li><input type="checkbox"/> Week 7 (11/09) – Case Study Presentation #3</li> </ul>  |

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|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrow, K. J et al. (1996). Is there a role for benefit-cost analysis in environmental, health, and safety regulation?. <i>Science</i>, 272(5259), 221.</li> <li><input type="checkbox"/> Net present value (NPV), discounting and adjusting for inflation</li> </ul> |   |
| <b>Module IV. Hedonic Analysis - Week 8 (11/16)</b>  |   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to hedonic analysis – environmental amenities, risk and human lives</li> <li><input type="checkbox"/> Liu and Shi (2017). Impact of Bike Facilities on Residential Property Prices. <i>Transportation Research Record</i>, 2662, 50-58.</li> </ul>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 8 (11/16) – Case Study Presentation #4</li> </ul>  |
| <b>Module V. Additional Case Studies – <del>Week 9 (11/23)</del> &amp; Week 10 (11/30)</b>   |   |
| <p><b>No class in Week 9 (11/23) – Thanksgiving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional case studies</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 9 (11/23) – Cost benefit analysis assignment due</li> <li><input type="checkbox"/> Week 10 (11/30) – Case Study Presentation #5</li> </ul> |
| <b>Finals Week</b>   |   |
| <p><b>Due: Final Policy Memo (12/07 before 5pm)</b></p>  |   |

**COURSE POLICIES**

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways. These are difficult times and we are all experiencing the Coronavirus pandemic and its impacts in different ways - please be gentle with one another and do not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us.

In a hybrid/online learning environment, it is important to work to write clearly, thoughtfully, and respectfully (take your time and consider the impact of your words). Please learn and use the correct pronouns for your classmates, please do not make assumptions. I will work to support you in learning how to engage online in respectful and encouraging ways; begin from the knowledge that behind each comment and profile is a person who deserves to be treated with respect and care. The quality, thoughtfulness, and clarity of your posts will be considered in assessment.

**Academic Misconduct Policy**

You are expected to display academic integrity and honesty. Academic dishonesty will not be tolerated. The PSU Student Code of Conduct defines academic dishonesty as follows:

(1) Academic dishonesty. Academic dishonesty is the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information; (g) Falsification of research data; and (h) Unauthorized collaboration.

(<http://www.pdx.edu/dos/psu-student-code-conduct>)

Students are responsible for knowing both in-class behavior and rules governing use of materials in academic work. Plagiarism includes both other students' work and Wikipedia (or anything from the internet) that is not properly cited. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site. Any student found plagiarizing work or violating any part of PSU's academic integrity policy will receive a failing grade for the course.

Intellectual integrity forms the bedrock of academic communities and serves as the cornerstone for impartial evaluation of your work. All coursework completed and/or submitted for this course must represent your original work and adhere to the University's Academic Integrity Guidelines. Unauthorized collaboration or the use of ChatGPT or any other generative AI applications is strictly prohibited.

**Access and Inclusion for Students with Disabilities**

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need

accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, [drc@pdx.edu](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

### **Title IX Support and Resources**

[Title IX violations](#) and sexual misconduct under [PSU's Prohibited Discrimination and Harassment policy \(Interim\)](#) include gender/sex discrimination, sexual harassment, sexual assault or any other form of gender based violence. We all strive to build a community that treats others respectfully and with civility; however, we want to be sure that you are prepared if incidents occur.

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at [titleixcoordinator@pdx.edu](mailto:titleixcoordinator@pdx.edu) or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at [yesenia.gutierrez.gdi@pdx.edu](mailto:yesenia.gutierrez.gdi@pdx.edu) or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Creating a Safe Campus* in your Canvas.

### **Discrimination and Bias Incidents**

[The Office of Equity and Compliance](#) (OEC) addresses complaints of discrimination, discriminatory Harassment, and sexual harassment against employees (faculty and staff). If you or someone you know believes they have been discriminated against, you may file a complaint. Someone from the OEC will contact you to discuss how to best address your complaint.

[The Bias Review Team](#) (BRT) gathers information on bias incidents that happen on and around campus, and gives resources and support to individuals who experience them. You can report a bias incident you experienced or learned about. A member of the BRT will contact you if you indicate you would like to be contacted.

### **Calendar/Schedule**

Course calendar is tentative and is subject to change as the instructor deems appropriate. Please check online for any updates. The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.