

UEP Policy and Planning Competency Grid

Course Name/Number: UEP 252 - Cities in Space, Place and Time

Instructor: Parmenter

Semester: Fall 09

a) Knowledge Competencies	Specific sub-competencies or examples as developed in this course
1. History, structure, function of urban and metropolitan settlements	Major focus on development of cities in 19 th and 20 th centuries – relationship to technological innovations, market forces, demographic movements, ideological foundations, racism and ethnocentrism
2. Economic influences on policy and planning (e.g. 'market' and 'polis' relationships)	Major focus on industrialization in Europe/US in 19 th and 20 th centuries, deindustrialization in some locations, rise of service, defense, and information industries. Role of market and global economic forces on cities and suburbs.
3. Environmental, social and cultural influences on policy and planning	Major focus on demographic movements and trends in Europe/US in 19 th and 20 th centuries and how these affected and were affected by policy/planning. Minor focus on environmental context and trends over same period. Major focus on impact of racism and ethnocentrism on planning and vice versa.
4. Understanding different roles in policy and planning	
i) Levels of government	Moderate Focus - Discussed in a fair amount of detail – which level of government has responsibility
ii) Governance structures	
iii) Citizens and residents	Major emphasis given to impact of planning initiatives on ordinary citizens and extensive discussions/analysis of concept of diverse and multiple public interests
iv) NGOs	
5. History, theory and processes of policymaking	
6. History, theory and process of planning	Heavy emphasis – the 3 major assignments of the course have history and process has a focus – students write an essay on a pre-1950 plan or policy and analyze how people at the time defined the issues addressed, how they came up with this plan or policy, and how it affected a variety of publics.

7. Implementation of policy and planning	Ditto as above – assignments focus on examining a specific plan or policy and how it was defined and implemented
8. Evaluation of policy and planning	Minor focus – evaluation in terms of how plan or policy affected diverse publics, <i>not</i> a more formal evaluation of meeting goals, etc.
9. Administrative and legal aspects of policy	
10. Administrative and legal aspects of planning	Moderate focus – we emphasize how the US Constitution sets the basic framework of property rights, equal protection and due process. The how state legislatures enable the development of specific planning regulatory framework including zoning.
11. Politics of policy and planning	Heavy emphasis – all discussions of historical planning initiatives focus on the political context and players, and view planning as competition over and struggle to control valuable economic and political resources, especially land. Students in their essay assignments have to consider the ways diverse publics/stakeholders are or are not served.

b) Skills Competencies	Specific sub-competencies or examples as developed in this course
1. Critical thinking	Major focus – essay assignments – students are supposed to explore how the issues/problems were defined <i>by policy makers/planners at the time</i>
i) Defining problem	
ii) Documenting the extent of a problem	Minor focus – students are asked to analyze the evidence with which planners/policy makers established the existence of a problem or issue
iii) Documenting the political and social context	Major focus - Students must collect demographic data about the cities/metro regions they are studying and create tables/and/or charts
iv) Documenting the environmental and spatial context	Major focus - Students are supposed to find maps of the cities/metro areas they are studying and lay out the environmental/spatial relationships within their area and between their metro region and external regions. Environmental context must be defined if pertinent (e.g., if it is an environment-related plan or policy).
v) Identifying possible analysis strategies and their implications	Major focus – again, how did planners/policy makers/advocates identify strategies and why did they choose these approaches
vi) Identifying criteria for proposing solutions	Major focus - again, from the perspective of planners/policy makers/ advocates

vii) Identifying criteria for selecting solutions	Ditto as above
viii) Evaluating the development and results of policies and plans	Formal evaluation of plans not done in this class – informal assessment only
2. Research skills	
i) Understanding research design	
ii) Collecting relevant literature	Minor focus – students find a plan or policy initiative on which to base their essays, but they do not have to do a full literature search (they find out how to look for older plans and/or information on previous policies)
iii) Analyzing relevant literature	Minor – they analyze the planning or policy documents or secondary sources they have identified – again not a full literature review
iv) Identifying and assessing data sources and limitations	
v) Developing data collection instruments and tools	
3. Data Analysis skills	Minor focus – students have to assess planning projects or policy initiatives from readings.
i) Interpreting and synthesizing data	
ii) Drawing inferences from specific observations to make	Major focus – from reading a plan or other primary sources about a plan, students have to infer what planners/policy makers were thinking, what their concept of public interest was, who they were serving, etc.
iii) More generalizable findings	
iv) Comparative analysis	Minor focus – students compare planning project or policy initiatives from two different time periods to assess how the culture/politics/expectations of planning has evolved.
v) Longitudinal analysis	Major focus – students compare planning project or policy initiatives from two different time periods to assess how the culture/politics/expectations of planning has evolved.
vi) Recognizing and accounting for limitations to findings	
4. Qualitative Analysis skills	
i) Direct observation	

ii) Analysis of primary qualitative data	
iii) Analysis of secondary qualitative data	
5. Quantitative Analysis skills	
i) Descriptive statistics	
ii) Inferential statistics	
iii) Basic forecasting	
iv) Use of spreadsheets and statistical software	Very limited – students are required to obtain and chart demographic data to show trends over time (e.g, population)
6. Spatial Analysis skills	Limited discussion – we use Google Earth and maps in the lectures, students are encouraged to have maps in their projects, and are also encouraged to use online spatial tools in their exploration of historical planning topics.
i) Understand how to identify spatial problems and frame spatial questions for analysis and research	
ii) Use Geographic Information System for basic spatial analysis and mapping	
7. Communication skills	Major focus – students turn in drafts of 2 of their essays assignments and receive detailed feedback for re-writing and for putting them together with a third integrative essay that explores planning in a particular city/metro region over time
i) Writing skills	
ii) Speaking skills	
iii) Graphic presentation skills	Minor focus – students are encouraged to use graphics in their essays, and must use charts to show demographic trends
iv) Presentation strategies and methods	Minor focus – students have to place their work online and we encourage the use of web-based strategies.

c) Policy and Planning in Practice Competencies	Specific sub-competencies or examples as developed in this course
1. Collaboration skills i) Negotiation	
ii) Group project management	
iii) Group problem solving	
iv) Perspective-taking	
v) Adaptability, flexibility	
vi) Networking	
2. Organizational management skills i) Decision making	
ii) Strategic problem solving and adapting to change	
iii) Human resource development	
iv) Financial management and resource development	
3. Political and economic power mapping skills i) Understanding political and economic power structures and dynamics	This is a major theoretical focus of the course (in readings, lectures, and discussions) but students are not practicing what they learn.
ii) Modes of influencing their use	Again, only from reading knowledge, not practice.
4. Ethical and professional behavior skills i) Understanding and upholding the role of ethics and accountability in professional policy and planning processes, practices, and behavior	A major focus of discussion when looking at past planning practices. Students are also required to read the AICP Code of Ethics and to think about how it relates to past planning practice and why a code was needed, problems with the current code (e.g., notion of a singular “public interest” and conflicts within the code)

