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 nonpriced 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:

- *Cost-Benefit Analysis: Concepts and Practice* by Boardman et al. (3rd or 4th edition)
Grading & Exams

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Economic profile assignment</td>
<td></td>
</tr>
<tr>
<td>Cost-benefit analysis assignment</td>
<td></td>
</tr>
<tr>
<td>IMPLAN assignment</td>
<td></td>
</tr>
<tr>
<td>RIMS II assignment</td>
<td></td>
</tr>
<tr>
<td>Fiscal impact analysis assignment</td>
<td>35%</td>
</tr>
</tbody>
</table>

Your grade will be based on your performance in your presentation, class participation and attendance, hands-on assignments and final paper. The assignments will typically start as classroom exercises and should be turned in as a policy memo/report on due dates announced in class. 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.

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.

Presentation
In addition, you are required to present case studies on cost-benefit analysis and economic impact analysis as part of a group (of 2) or individually. For each presentation, you will need to prepare a 15-minute presentation to introduce two (or three) case studies employing the 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. Please upload your presentation file to D2L Dropbox before class begins.

Potential presentation dates:
- Week 4 (02/01) & Week 5 (02/08) – Cost-benefit analysis case studies
- Week 7 (02/22) & Week 8 (03/01) & Week 9 (03/08) – Economic impact analysis case studies
- Week 10 (03/15) – Hedonic analysis case studies
# USP 578 Course Calendar

Additional readings will be posted on D2L as we get closer to the modules.

## Module I. Introduction & Economic Base Theory - Week 1 (01/11) & Week 2 (01/18)

**No class in Week 1 (01/11)** – independent reading and software installation.

- Install IMPLAN Guide

## Module II. Cost-Benefit Analysis - Week 3 (01/25) & Week 4 (02/01) & Week 5 (02/08)

- Discounting and adjusting for inflation
- Life-cycle analysis (LCA)

## Module III. Economic Impact Analysis –
Week 6 (02/15) & Week 7 (02/22) & Week 8 (03/01)

- Introduction to Economic Impact Analysis
- Using RIMS II for economic impact analysis
- Using IMPLAN for economic impact analysis
- Analysis-by-parts
- Fiscal Impact Analysis

## Module IV. Hedonic Analysis & Additional Case Studies –
Week 9 (03/08) & Week 10 (03/15)

- Introduction of hedonic analysis
- Hedonic analysis of environmental characteristics
- Hedonic analysis of risk and human lives
- Case studies

## Finals Week

**Due: Final Paper (03/22 before midnight)**
POLICIES

Affirmative Action
Portland State University supports equal opportunity in admissions, education, employment, housing, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law. This policy implements state and federal laws. Inquiries about it should be directed to the Office of Equity and Compliance, 1600 SW 4th Avenue, Suite 830, Portland, OR 97201, 503-725-5919, send email to Equity and Compliance staff.

Academic Misconduct Policy
You are expected to display academic integrity and honesty. Cheating, fraud or plagiarism will be dealt with according to the Portland State Student Code of Conduct (http://www.pdx.edu/dos/codeofconduct), which could lead to failing the course or expulsion from the University.

Accommodations
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

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. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, http://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (http://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Safe Learning Environment
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

Calendar/Schedule
Course calendar is tentative and is subject to change as the instructor deems appropriate. Please check online for any updates.