

**San Jose State University**  
**Urban and Regional Planning**  
**URBP 236, Urban and Regional Development Policy Analysis**  
**Spring 2008**

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Instructor: Roxanne Ezzet-Lofstrom, Ph.D.  
Class Meeting: Thur 7:15-10:00pm, CL318  
Office Hours: Th: 6:00-7:00pm and by appt.  
Office Location: Washington Square Hall TBA  
Email: Roxanne.ezzet@gmail.com

**Course Description and Goals**

Analytical, historical, and cross-cutting approaches to explain and evaluate the public policy making process with particular reference to urban and regional planning and development.

This course will introduce you to important substantive areas and concepts in the field of urban and regional planning and development, and we will explore ways to analyze urban policies facing local governments. This course will prepare you to understand and plan research on programs, projects, policies and processes of the type we study in Social Science. We will learn how to evaluate public programs and policies and analyze some of the major issues facing urban planners and policy makers today.

**Student Learning Objectives**

There are two specific objectives for this class:

1. To study, discuss, and explore together major urban and regional policies affecting regions today.
2. To design a program evaluation for an ongoing social program, process or policy. This project will give you a chance to apply the theoretical issues we will be studying. We will discuss a summary of each program evaluation plan in class so that each student has an opportunity to benefit from constructive criticism before preparing the final plan, and so that you can become familiar with an even wider range of general approaches, specific problems, and creative solutions. Some students may want to use this assignment as a draft of their master's project as appropriate.

## **Required Textbooks and Readings**

There are two required textbooks listed below. The other required readings are available either online or in journals at the library. Articles not available at the library can be requested through Interlibrary Loan.

Required:

O'Sullivan, Arthur. 2006. *Urban Economics*. 6<sup>th</sup> edition. New York: McGraw-Hill Irwin.

Peter H. Rossi, Mark W. Lipsey and Howard E. Freeman. 2004. *Evaluation: A Systematic Approach*. Thousand Oaks, CA: Sage Publications, Inc, 7<sup>th</sup> edition.

Additional readings may also be used. Any additional readings will be announced in class.

## **Course Requirements**

I have selected a format for this class which reflects course objectives. Our class will combine lectures, student led discussions, student presentations, and small group work. You are expected to complete your reading and come to class prepared to actively participate in discussions. An additional part of many class sessions will involve a discussion of policy analysis projects or parts of projects, including your own. Toward the end of the course, we will devote several class periods to discussions of the drafts of class members' policy evaluation plans.

### **Student Led Discussions & Written Critiques**

Each student will be required to write one policy critique/recommendation selected among the four topics listed below. The critiques will be five to six-pages in length. Students will generate discussion questions and lead a class discussion on one of the four topics listed below.

- a) Should the Transit Authority expand the mass transit strategy based on bus transportation or light rail transit?
- b) Should the Bay Area use congestion pricing to alleviate traffic congestion on major area highways (e.g., 101, 280)?
- c) Should the Association of Bay Area Governments adopt policies to discourage urban sprawl?
- d) Should the federal government continue to expand the Housing Voucher Program or invest additional resources into public housing?

### **Policy Evaluation Plan**

Your big project for this class will be to prepare an outcome evaluation plan for an ongoing policy or social program. At the first class meeting, we will discuss the types of

policies or programs you might consider, and each class member will describe several possible policies/programs of interest. For example, you could design an evaluation of a brownfield redevelopment program, an affordable housing program, or a growth management strategy. More information will be provided in class over the next few weeks. Final policy evaluation plans will be due in class on May 8<sup>th</sup>.

### **Oral Presentation**

You will prepare a short presentation (10-15 minutes) on your policy evaluation which will highlight your program/policy, its intended goals and outcomes, and your evaluation criteria. You will present your evaluation plan towards the end of the semester.

### **Class Participation & Commentaries on classmate papers**

Students will be assigned to work in small groups during the semester. You will get to know the policy evaluation plan for a few of your classmates and help them design an appropriate evaluation proposal. You will provide oral feedback to your group members throughout the semester. At the end of the term, you will provide written and oral feedback on their final drafts.

### **Course & Instructor Policies**

All assignments must be word processed or typed. No handwritten paper topics, critiques, or papers will be accepted.

Papers and assignments must be turned in on time. **Papers and assignments submitted late to Professor Ezzet may be subject to the following penalty:**

- 1 day late – 15% reduction from total points possible
- 2 days late – 50% reduction from total points possible
- 3 days late – 75% reduction from total points possible
- 4 days late – 100% reduction from total points possible

Consideration of exceptions to this policy will be made only due to illness and with appropriate documentation from a medical professional.

## Course Grading

Your final grade will be based on the following:

Policy critique and student led discussion	15%
Policy Evaluation plan	40%
Oral presentation of policy evaluation plan	20%
Class Participation & commentaries on classmate papers	<u>25%</u>
	100%

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: <60

## University Policies

### Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). You should be aware of the deadlines and penalties for adding and dropping classes.

### Academic Integrity

SJSU's Policy on Academic Integrity states: "Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)."

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

**Plagiarism on either draft or final work handed in to your instructor will lead to grade penalties and a record filed with the SJSU Office of Judicial Affairs. It may also result in your failing the course.**

**If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues *before* you hand in written work.**

**Faculty will from time to time submit student work to Turnitin.com to check for plagiarism.**

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- 1 If you use a sentence (or even a part of a sentence) that someone else wrote and don't identify the language as a quote by putting the text into quote marks and referencing the source, you have committed plagiarism.
- 2 If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- 3 If you use a picture or table you found in a web page, book, or report and don't reference the source, you have committed plagiarism.
- 4 If your paper incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular:

- 1 <http://www.indiana.edu/~istd/overview.html>
- 2 <http://www.indiana.edu/~istd/examples.html>
- 3 <http://education.indiana.edu/~frick/plagiarism/item1.html>
- 4 [http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

The last two pages listed have quizzes that test how well you understand proper paraphrasing.

If you still have questions after reading these pages, feel free to talk to your advisor. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

## Urban and Regional Development URBP 236 Course Schedule

(Note: subject to change with fair notice.)

Readings listed are required and should be done prior to the class meeting.

**O’Sullivan** = textbook *Urban Economics*

**RLF** = Rossi, Lipsey & Freeman textbook *Evaluation: A Systematic Approach*

**Electronic Journal** = journal article available online through the Library’s subscription to this journal.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	<p><b>Topic: Why Cities Exist</b>  <b>Readings:</b> O’Sullivan: Chapter 1-2                      Paul Krugman, <u>Geography and Trade</u>, 1991, pp. 59-67                      Jane Jacobs, <u>The Economy of Cities</u>, 1969  <u>Section or Idea/Pages</u>                      How new work begins/pp. 49-55                      The valuable inefficiencies of cities/pp. 85-93                      Explosive city growth/pp. 145-150                      Los Angeles and other cases of explosive growth/pp. 150-159                      Some patterns of future economic development/pp. 233-247                      Economic conflict: Stagnation and development/pp. 247-251</p> <p>RLF: Chapter 1 (Intro to Program Evaluation)</p>
2	1/31	<p><b>Topic: City Size, Agglomeration Economies</b>  <b>Readings:</b> O’Sullivan: Chapters 3-5                      RLF: Chapter 2 (Tailoring Evaluations)</p> <p><b>*DUE: Program ideas to discuss in class</b></p>
3	2/7	<p><b>Topic: Land Rent, Land Use and the Monocentric Model</b>  <b>Readings:</b> O’Sullivan: Chapters 6-7                      William Alonso, “A Theory of the Urban Land Market,” in <u>Readings in Urban Economics</u>, edited by Matthew Edel and Jerome Rothenberg, 1972, pp. 104-111                      RLF: Chapter 3 (Identifying Issues and Formulating Questions)</p>
4	2/14	<p><b>Topic:</b> Land use in modern cities, land use controls, zoning, eminent domain  <b>Readings:</b> O’Sullivan: Chapters 8-9                      RLF: Chapter 5 (Assessing Program Theory)  <b>Activity:</b> Tentative video – <i>What’s Good for General Motors</i></p>

5	2/21	<p><b>Topic: Autos, highways and transit</b>  <b>Readings:</b> O’Sullivan: Chapter 10 -12  RLF: Chapter 7 (Measuring &amp; Monitoring Outcomes)  <b>Activity:</b> Tentative video – <i>Taken for a Ride</i></p>
6	2/28	<p><b>Topic: Public Transit</b>  <b>*Due: Policy Critique</b>  <b>Activity:</b> Student Led Discussion</p> <p><b>Readings:</b>  Adler, Sy (1991). “The Transformation of the Pacific Electric Railway: Bradford Snell, Roger Rabbit, and the Politics of Transportation in Los Angeles,” <i>Urban Affairs Quarterly</i>, 27(1): 51-86. [Library Journal]</p> <p>Slater, Chris (1997). “General Motors and the Demise of Streetcars,” <i>Transportation Quarterly</i> 51(3): 45-66.  <a href="http://www.lava.net/~cslater/TQOrigin.pdf">http://www.lava.net/~cslater/TQOrigin.pdf</a></p> <p>Snell, Bradford (1995). “The Conspiracy Explained,” <i>The New Electric Railway Journal</i>, 8(1): 26-29.  <b>Reserve at Library</b></p> <p>Kain, John F. (1999) “The Urban Transportation Problem: A Reexamination and Update,” in José Gómez-Ibáñez, et. al (Eds) <i>Essays in Transportation Economics and Policy</i>, Washington, DC: Brookings Institution Press. [Electronic book from the library]</p> <p>Kain, John (1990). “Deception in Dallas: Strategic Misrepresentation in Rail Transit Promotion and Evaluation,” in <i>Journal of the American Planning Association</i>, pp 184-196. [Electronic Journal ]</p> <p>Pickrell, Don (Spring 1992). “A Desire Named Streetcar: Fantasy and Fact in Rail Transit Planning,” in <i>Journal of the American Planning Association</i>, pp 158-176. [Electronic Journal]</p> <p>Garrett, Mark and Brian Taylor (1999). “Reconsidering Social Equity in Public Transit,” <i>Berkeley Planning Journal</i>, 13: 6-27.  <a href="http://www-dcrp.ced.berkeley.edu/bpj/pdf/13-GarrettTaylor.pdf">http://www-dcrp.ced.berkeley.edu/bpj/pdf/13-GarrettTaylor.pdf</a></p> <p>Pucher, John (2002). “Renaissance of Public Transport in the United States?” <i>Transportation Quarterly</i>, 56(1): 33-49.  <a href="http://www.vtpi.org/tqtransi.pdf">http://www.vtpi.org/tqtransi.pdf</a></p>

6 con't	2/28	<p>Simon, Richard (2003). "For Nation's Drivers, Bumpy Roads Ahead," <i>Los Angeles Times</i>, 2003 February 3.  <a href="http://www.sactaqc.org/resources/literature/funding/federal_funding_reduction.htm">www.sactaqc.org/resources/literature/funding/federal_funding_reduction.htm</a></p> <p>Brown, Jeffrey. 1998. "Race, Class, Gender, and Public Transportation Planning: Lessons from the Bus Riders Union Lawsuit," <i>Critical Planning</i>, 5(Spring): 3-20.  <a href="http://www.bol.ucla.edu/~jrbgeog/busriders.pdf">www.bol.ucla.edu/~jrbgeog/busriders.pdf</a></p> <p>Arosemena, Martha and Maria Lane (eds.) (2000). "Point/Counterpoint Questions about the Future of Light Rail in America," <i>Planning Forum</i>, Community and Regional Planning Program, School of Architecture, The University of Texas at Austin, 6:79-90.</p> <p>O'Meara, Molly (1999). "How mid-sized cities can avoid strangulation," <i>Public Management</i>, 81(5): 8-15. [Electronic Journal]</p> <p>Solow, David R. (2003). "Commuter Rail is the Way to Go; It's Safer, cheaper and less stressful than travel by car," <i>Los Angeles Times</i>, February 1.  <a href="http://www.utu.org/worksite/detail_news.cfm?ArticleID=5517">www.utu.org/worksite/detail_news.cfm?ArticleID=5517</a></p> <p><b>Websites of interest on this topic</b>  <i>BART</i> <a href="http://www.bart.org">www.bart.org</a>  <i>ABAG</i> <a href="http://www.abag.org/abag/local_gov/transit.htm">www.abag.org/abag/local_gov/transit.htm</a>  <i>Bus Riders Union</i> <a href="http://www.thestrategycenter.org">www.thestrategycenter.org</a>  <i>Surface Transportation Policy Project</i> <a href="http://www.transact.org">www.transact.org</a>  <i>Reason Public Policy Institute</i> <a href="http://www.rppi.org">www.rppi.org</a>  <i>Texas Transportation Institute</i> <a href="http://tti.tamu.edu">http://tti.tamu.edu</a></p>
7	3/6	<p><b>Topic: Introduction to road pricing.</b></p> <p><b>Readings:</b>  Shoup, Donald "Evaluating the Effects of Cashing Out Employer-Paid Parking: Eight Case Studies," <i>Transport Policy</i>, Vol. 4, No. 4, October 1997, pp. 201-216. [Electronic Journal]</p> <p>RLF: Chapter 10 (Detecting Program Effects)</p>

8	3/13	<p><b>Topic: Congestion pricing</b>  <b>Due: Policy Critique</b>  <b>Activity: Student led discussion</b></p> <p><b>Readings:</b>  RLF: Chapter 11 (Measuring Efficiency)  Small, Kenneth A., and Jose A. Gomez-Ibanez (1995) “Road Pricing for Congestion Management: The Transition from Theory to Policy,” in Tae Hoon Oum, et. al (Eds) <i>Transport Economics: Selected Readings</i>, Republic of Korea: Seoul Press.</p> <p>Gómez-Ibáñez, José (1999) “Pricing,” in José Gómez-Ibáñez, et. al (Eds) <i>Essays in Transportation Economics and Policy</i>, Washington, DC: Brookings Institution Press.[Electronic book]</p> <p>Brownstone, David, and Kenneth A. Small. (2003) “Valuing Time and Reliability: Assessing the Evidence from Road Pricing Demonstrations” UCTC Working Paper, Fall 2003  <a href="http://www.uctc.net/papers/668.pdf">www.uctc.net/papers/668.pdf</a></p> <p>Johnston, Robert A., Jay R. Lund, and Paul P. Craig. (1995) “Capacity-Allocation Methods for Reducing Urban Traffic Congestion” in <i>Journal of Transportation Engineering</i>; Jan/Feb95, Vol. 121 Issue 1, p27, 13p [Electronic Journal ]</p> <p>Mead, Tom. (2003). “Buy your way out of traffic jams.” <i>Christian Science Monitor</i> on the Web 17 July 2003.  <a href="http://www.csmonitor.com/2003/0717/p14s01-sten.htm">www.csmonitor.com/2003/0717/p14s01-sten.htm</a></p> <p>“Drivers buy into congestion pricing.” (1996). <i>Planning</i>, 62(7): 24, Section: Planning News.[Electronic Journal]</p> <p>Small, Kenneth A. (1997). “Economics and Urban Transportation Policy in the United States.” <i>Regional Science and Urban Economics</i>, 27 (6): 671-691. [Electronic Journal]</p>
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8 con't	3/13	<p><b>Websites of interest on this topic:</b>  Orange County's 91 Express lanes <a href="http://www.91expresslanes.com">www.91expresslanes.com</a>  San Diego I-15 FasTrak <a href="http://argo.sandag.org/fastrak">http://argo.sandag.org/fastrak</a>  U.S. DOT <a href="http://www.fhwa.dot.gov/policy/otps/valuepricing.htm">www.fhwa.dot.gov/policy/otps/valuepricing.htm</a>  University of Minnesota  <a href="http://www.hhh.umn.edu/centers/slp/projects/conpric/index.htm">www.hhh.umn.edu/centers/slp/projects/conpric/index.htm</a>  NCTCOG  University of California, Irvine – Institute for Transportation Studies  <a href="http://www.its.uci.edu/its">www.its.uci.edu/its</a>  Curbing Gridlock: Peak-Period Fees to Relieve Traffic Congestion -  - Special Report 242  <a href="http://www.nap.edu/books/0309055040/html/R7.html">www.nap.edu/books/0309055040/html/R7.html</a>  ABAG <a href="http://www.abag.org/abag/local_gov/transit.htm">www.abag.org/abag/local_gov/transit.htm</a></p>
9	3/20	<p><b>Topic: Household location and housing policy</b>  <b>Readings:</b> O'Sullivan: Chapters 13-14</p>
10	4/3	<p><b>Topic: Subsidized Housing</b>  <b>Due: Policy Critique</b>  <b>Activity: Student Led Discussion</b>  <b>Readings:</b>  Hartman, Chester (1998). "The Case for a Right to Housing," <i>Housing Policy Debate</i>, 9(2) 223-246.  <a href="http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0902_hartman.pdf">www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0902_hartman.pdf</a></p> <p>Carr, James H. (1998). "Comment on Chester Hartman's "The Case for a Right to Housing": The Right to 'Poverty with a Roof' - A Response to Hartman," <i>Housing Policy Debate</i>, 9(2): 247-257.  <a href="http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0902_carr.pdf">www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0902_carr.pdf</a></p> <p>Salins, Peter D. (1998). "Comment on Chester Hartman's 'The Case for a Right to Housing': Housing is a Right? Wrong!" <i>Housing Policy Debate</i>, 9(2): 259-266.  <a href="http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0902_salins.pdf">www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0902_salins.pdf</a></p> <p>MacDonald, Heather I. (2000). "Renegotiating the Public-Private Partnership: Efforts to Reform Section 8 Assisted Housing," <i>Journal of Urban Affairs</i>, 22(3): 279-299. [Electronic Journal]</p> <p>Crump, Jeff (2002). "Deconcentration by Demolition: Public Housing, Poverty, and Urban Policy," <i>Environment and Planning D: Society and Space</i>, 20: 581-596. [<b>Reserve</b>]</p> <p>Epps. Gayle (1996). "Emerging Strategies for Revitalizing Public Housing Communities," <i>Housing Policy Debate</i>, 7(3): 563-588.  <a href="http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0703_epp.pdf">www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0703_epp.pdf</a></p>

10 con't	4/3	<p><b>Websites of interest on this topic:</b>          HUD <a href="http://www.hud.gov">www.hud.gov</a>          Housing Authority of Santa Clara County <a href="http://www.hacsc.org">www.hacsc.org</a>          State Department of Housing <a href="http://www.sjhousing.org/departs.html">www.sjhousing.org/departs.html</a> National          Low Income Housing Coalition <a href="http://www.nlihc.org">www.nlihc.org</a>          Texas Low Income Housing Information Service  <a href="http://texashousing.org/txlihis/index.html">texashousing.org/txlihis/index.html</a></p>
11	4/10	<p><b>Topic: Urban Sprawl</b>  <b>Activity:</b> Tentative Video <i>Urbanism, Suburbanism, and the Good Life</i></p>
12	4/17	<p><b>Topic: Urban Sprawl</b>  <b>Activity: Student Led Discussion</b>  <b>Due: Policy Critique</b>  <b>Readings:</b> Burchell, Robert W., Naveed A. Shad, David Listokin, Hilary Phillips, Anthony Downs, Samuel Seskin, Judy S. Davis, Terry Moore, David Helton, and Michelle Gall (1998). "Defining Sprawl," and "Historical Overview" <i>The Costs of Sprawl Revisited</i>, Transit Cooperative Research Program, Report 39, Transportation Research Board, National Research Council. (pp 1-41)  <a href="http://gulliver.trb.org/publications/tcrp/tcrp_rpt_39-a.pdf">http://gulliver.trb.org/publications/tcrp/tcrp_rpt_39-a.pdf</a></p> <p>Downs, Anthony (1999). "Some Realities about Sprawl and Urban Decline," <i>Housing Policy Debate</i>, 10(4): 955-974.  <a href="http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_1004_downs.pdf">http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_1004_downs.pdf</a></p> <p>Firestone, David (2001). "90's Suburbs of West and South: Denser in One, Sprawling in Other," <i>The New York Times</i>, April 17.  <a href="http://inic.utexas.edu/~bennett/_cwd/UBC/Census+Suburbs.pdf">http://inic.utexas.edu/~bennett/_cwd/UBC/Census+Suburbs.pdf</a></p> <p>Gordon, Peter and Harry W. Richardson (1997). "Are Compact Cities a Desirable Planning Goal?" <i>Journal of the American Planning Association</i>, 63 (1): 95-106. [Electronic Journal]</p> <p>Ewing, Reid (1997). "Is Los Angeles-Style Sprawl Desirable?" <i>Journal of the American Planning Association</i>, 63(1): 107-126. [Electronic Journal]</p> <p>Lang, Robert E., and Patrick A. Simmons (2001). "Boomburbs: The Emergence of Large, Fast-growing Suburban Cities in the United States." <i>Census Notes and Data</i>, Fannie Mae Foundation Census Notes 06 (June 2001).  <a href="http://www.fanniemaefoundation.org/programs/census_notes_6.shtml">http://www.fanniemaefoundation.org/programs/census_notes_6.shtml</a></p>

12 con't	4/17	<i>National Center for Smart Growth Research and Education</i> <a href="http://www.smartgrowth.umd.edu">http://www.smartgrowth.umd.edu</a> <i>Congress for the New Urbanism</i> <a href="http://www.cnu.org/">www.cnu.org/</a> <i>National Resources Defense Council</i> <a href="http://www.nrdc.org/default.asp">www.nrdc.org/default.asp</a> <i>Planners Web</i> <a href="http://www.plannersweb.com/sprawl/home.html">www.plannersweb.com/sprawl/home.html</a> <i>Sierra Club</i> <a href="http://www.sierraclub.org/sprawl/">www.sierraclub.org/sprawl/</a> <i>Smart Growth Network</i> <a href="http://www.smartgrowth.org/">www.smartgrowth.org/</a> <i>Sprawl Watch Clearinghouse</i> <a href="http://www.sprawlwatch.org/">www.sprawlwatch.org/</a> <i>Lincoln Institute of Land Policy</i> <a href="http://www.lincolninst.edu">www.lincolninst.edu</a> <i>The Urban Institute</i> <a href="http://www.urban.org">www.urban.org</a> <i>The Brookings Institution</i> <a href="http://www.brook.edu">www.brook.edu</a> <i>U.S. Dept. of Housing &amp; Urban Development</i> <a href="http://www.hud.gov">www.hud.gov</a> <a href="http://www.oup.org">www.oup.org</a>
13	4/24	<b>Topic: Evaluation Budgeting; Reporting; Vitae Preparation; Utilization; Evaluation Research as a Discipline and Profession</b> <b>Due: Draft Papers for May 1 presentations</b>
14	5/1	<b>Activity: Student Presentations</b> <b>Due: Draft Papers for May 8 presentations</b> <b>Due: Comments to classmate</b>
15	5/8	<b>Activity: Student Presentations</b> <b>Due: Comments to classmate</b>
16	5/15	<b>Due: Final Papers</b> <b>Activity: Course reflection</b>