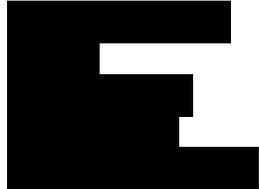


DEMOGRAPHICS for PLANNING & POLICY



What this course is about:

Plans or policies should start with a description of the affected population and an assessment of its likely changes over the life of the plan or policy. The need for such “demographics” is acute in local practice, yet solid estimates and forecasts of population at the local level (areas the size of counties or smaller) are seldom available. Thus, the task of wisely adapting and interpreting, if not actually constructing such estimates and forecasts, often falls to local planners and practitioners who lack demographic training.

Completion of this course should enable you (1) to sketch a nearby locality by interweaving elementary population, housing, and socioeconomic statistics; (2) to explore the history and locality of this locality by producing and explaining small-area population projections using demographic, extrapolation, and structural methods; and (3) filling out your sketch through basic field work. This course will interest anyone who intends to work with local populations. Population projection methods parallel those used in other fields, for example, housing, employment, consumer behavior, education, public health, environmental quality, and regulatory compliance, to name only a few,

Work:

Work will center on constructing alternative population projections for a set of census tracts (“neighborhoods”) that you will select and follow throughout the quarter. There are five problem sets (and corresponding in-class presentations). The last problem set will synthesize and annotate parts of the previous four. Submit all problem sets both in print and electronic form.

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JUST UNDER THE SURFACE

One sub-text of this course concerns the synthesis of numeric and qualitative measurement. This begins in the first problem set, where students are asked to take site visit photographs to complement their later numeric analyses.

Another sub-text concerns technical communication: a phrase and concept that joins two equal parts, "technical" and "communication." Technical excellence in forecast construction is only the first half of a job well done; excellence in communicating the results must follow. Thus we devote much to the critique and revision of our communications (oral and written).

The course grade will be based on problem sets (75%), and on seminar participation (25%) including attendance, discussion and presentation of work in progress, and completion of the course's EEE evaluation.

Required Reading:

1. Menand, Louis (2005). "Everybody's an expert." *The New Yorker*, December 5, pp. 98-101.
2. Smith, Stanley, Jeff Tayman and David Swanson. 2001. *State and Local Population Projections: Methodology and Analysis*. New York: Kluwer Academic.
3. Haupt, Arthur, Thomas Kane, and Carl Haub. 2011. *PRB's Population Handbook, 6th Edition*. <http://www.prb.org/Publications/Reports/2011/prb-population-handbook-2011.aspx>
4. Miller, Jane. 2004. "Seven Basic Principles," Chapter 2, in *The Chicago Guide to Writing About Numbers*. Chicago: University of Chicago Press.
5. Rayer, Stefan and Stanley Smith. 2010. "Factors affecting the accuracy of sub-county population forecasts." *Journal of Planning Education and Research* 30(2): 147-61.

Fervently recommended:

6. Macris, Natalie (2000). *Planning in Plain English: Writing Tips for Urban and Environmental Planners*. Planners Press <https://www.planning.org/store/books/>. Available in e-formats.

Week 1 [REDACTED]	Menand (2005); STS ¹ , Chapter 1 (Introduction)	Due dates + reference reading ▼
Week 2 [REDACTED]	■ STS, Chapter 3 (Overview of the cohort-component method) ■ HK ² , “About population” and “Age-sex composition” (pp.4-8); “Race and ethnicity” and “Households and families” (pp.26-27)	Miller (2004)—“Seven basic principles.”
Week 3 [REDACTED]	HK, “Mortality” (pp.16-20); “Fertility” (pp.9-13)	Problem Set # 1 due³
Week 4 [REDACTED]	HK, “Migration” (pp.24-25).	STS, Chapter 6 (Migration) and 7 (Implementing the cohort-component method)
Week 5 [REDACTED]	STS, Chapter 8 (Trend extrapolation models)	Problem Set # 2 due³
Week 6 [REDACTED]		Problem Set # 3 due³
Week 7 [REDACTED]	Rayer & Smith (2010)	STS, Chapter 11 (Special adjustments)
Week 8 [REDACTED]	STS, Chapter 12 (Evaluating projections)	Problem Set # 4 due³
Week 9 [REDACTED]	STS, Chapter 14 (A practical guide to small area projection)	Miller (2004)—“Seven basic principles.”
Week 10 [REDACTED]	<i>Student presentations of Problem Set # 5</i>	
Exam Week [REDACTED]	Problem Set 5, final document	

TABLE NOTES

(1) STS = Smith, Tayman, and Swanson (2001). (2) HK = Haupt and Kane.

(3) Designated students to present in class; all students to submit print in class and electronically via EEE/Canvas.

PROFESSIONAL CONDUCT

First and foremost, our conduct should exemplify the UCI Principles of Community, which are based on civility and mutual respect:

<http://catalogue.uci.edu/appendix/#otherprinciplespoliciesinformationtext>.

In addition, I endorse, and vigorously enforce University policies regarding academic integrity: <http://catalogue.uci.edu/appendix/#academichonestytext>.

Finally, our conduct should reflect the principles of personal responsibility and promotion of the public good, as embodied in the best practices of our profession <http://www.planning.org/ethics/ethicscode.htm>.