AN JOSÉ STATE UNIVERSITY

URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 236 URBAN AND REGIONAL POLICY ANALYSIS, IMPLEMENTATION, AND EVALUATION: TOOLS AND METHODS

SPRING 2024

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Office hours:	Thursday 3:30 - 4:30 p.m. (or by appointment – preferred)
Class days/time:	Thursday 4:30 – 7:15 pm Classroom: WS111
Prerequisites:	None
Units:	4

Course Catalog Description

Analytical approaches to explain and evaluate the public policy making process with particular reference to urban and regional planning and development. Apply quantitative methods such as extrapolation techniques, population and economic projection models, and spatial interaction models for policy analysis.

Course Description and Course Learning Objectives

Policy analysis is defined as a systematic evaluation of processes and potential outcomes of proposed alternatives to solve our contemporary planning problems. A key objective is to equip students leaving this course with the skills to help communities develop, implement and evaluate policies relevant to the field of urban and regional planning. Together we will examine foundations of policy analysis, and investigate its common models, processes, tools and techniques. In this course, students practice the role of community change agents that are engaged in: diagnosing a public problem related to the field of urban and regional planning, and developing a prescription for intervention and change.

Upon successful completion of the course, the students will be able to:

1. Develop a policy analysis / program evaluation plan for a planning-related public policy. The evaluation plan should organize material logically and clearly, so that a reader can easily understand the ideas presented, and at a minimum it should include:

a. A description of the history and context for the problem to be addressed.

b. A stakeholder analysis that identifies the interests and power of the stakeholders.

c. A description of the criteria to be used in the evaluation and justification of why they were chosen.

d. A discussion of the data needs and sources for acquiring that data.

e. A description of the policy or program options to be evaluated.

f. A description of the analytical methods to be used.

g. Final recommendations.

2. Communicate the policy analysis / program evaluation plan to the general public with the help of clear, accurate and compelling text and graphics in documents and oral presentations.

3. Apply policy analysis / program evaluation tools such as fiscal impact analysis and cost benefit analysis.

4. Construct and apply the quantitative tools for: a. Extrapolating data b. Projecting population and employment data

5. Evaluate the environmental impacts of policy decisions and describe how different policy alternatives can negatively or positively impact sustainability. 5. Evaluate the economic impacts of policy decisions and describe how economic factors can impact growth and change.

7. Evaluate the equity implications of policy decisions, and develop strategies to address the racial and ethnic injustices in our communities.

8. Analyze economic values, ethics and other contextual variables potentially impacting policy development, decisions and/or implementation.

9. Describe and explain how the methods of analysis covered in this course can be used to influence the future.

10. Plan for policy implementation, monitoring, and evaluation.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3c, 3d, and 3e. A complete list of the PAB Knowledge Components can be found at https://www.sjsu.edu/urbanplanning/courses/pabknowledge.html

Course Format

This course adopts an in-person format. Students are expected to attend class meetings on campus every week, unless otherwise stated on the syllabus. Some activities can be completed asynchronously. Any changes to course delivery methods will be communicated with the students through Canvas and/or email. **Students are expected to keep track of assignment deadlines and any changes to the Schedule.**

This 4-unit course has a community engagement component which accounts for 25% of the grade. Assignments 3, which account for 25% of the grade, is designed to meet this requirement. The goal is to provide the students with opportunities to integrate theory and practice, and to get involved in real-life planning processes. The students will engage with local organizations and/or members of the community through participation in and/or observation of planning related activities. Then, the students will reflect on what they learned through engagements with the community by writing a report and sharing their findings and experiences through a discussion activity. For the 1-unit engagement activity, the instructor will spend an additional 15 hours per semester on activities such as: designing the engagement unit activities and the related assignments, coordinating with community partners to implement the activities, advising students outside of class on a weekly basis as needed, and grading the engagement unit activity assignments.

Required and Recommended Course Texts

<u>Required</u>

Meltzer, Rachel, and Alex Schwartz. *Policy analysis as problem solving: A flexible and evidence-based framework.* 1st ed. New York: Taylor and Francis, 2019. (ISBN 9781315209678 (Master eBook); ISBN 9781351807364 (Web pdf); ISBN 9781351807357 (ePub); ISBN 9781351807340 (Mobipocket); ISBN 9781138630161 (hardback); ISBN 9781138630178 (pbk.) Price: Buy eTextbook online for around $31 on Amazon. Buy used for around $41 from various online sellers or buy new for around $42 from various Amazon sellers.)

Additional readings from academic journals, agency reports and other sources may also be used to supplement the course book. Further details will be communicated with the students through e-mail and/or Canvas.

<u>Recommended</u>

Patton, Carl V., David S. Sawicki, and Jennifer Clark. *Basic Methods of Policy Analysis and Planning*. 3rd ed. New York: Routledge, 2016. (IBSN-13: 978-1138463219. Price: Buy used for around $79 from various online sellers, including Amazon, or rent e-Textbook for around $40 on Amazon.) This book is also available at SJSU Library.

Course Requirements and Assignments

Your grade for the course will be based on the following assignments and other graded activities:

Assignments and Other Graded Activities	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
Class Participation and Engagement	Throughout the semester	10%	2b, 2f
Assignment 1: Problem Definition and Diagnosis	February 15	10%	1d, 2b, 2f, 3d
Assignment 2: Identifying Alternatives and Criteria	February 29	10%	2b, 2e, 2f
Assignment 3: Identify Stakeholders; Community Engagement	March 14	20%	1d, 2a, 2b, 2c
Assignment 4: Research and Analysis; Evaluation Tools and Methods	April 18	20%	2a, 2b, 2c, 2e, 2f, 3b
Assignment 5: Draft Policy implementation and presentations; peer review	April 25	10%	2b, 2d
Final Paper: Final Policy prescription and presentation	May 2	20%	1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 3e

The course includes a group assignment to be developed and presented by the class. This will be broken down into five (5) separate assignments plus a final presentation to be conducted and presented by the class.

Following a basic introduction to the policy analysis process, students will be given the opportunity to conduct a diagnosis and definition of a problem or issue to be evaluated through the policy analysis process. The selection of the specific problem or issue will be conducted by the class as a whole. The specific details for a specific problem may be provided by the instructor, or may be developed by consensus of the class as a whole, subject to the instructor's approval. This will involve a "real-world" policy problem, and the individual assignments will consist of individual assessments of progress towards the final paper, including identification of the challenges, analysis of ways to resolve these challenges, and recommendations for next steps in the process. The objective is for each individual to develop and attain increased levels of knowledge and skills as building blocks towards achieving the final objective – a proposed policy prescription and presentation to a hypothetical "real world" client.

At each stage, classroom time will be used to discuss material presented through the assigned reading, individual research and experiences, and formation of teams to work on different

aspects of the final group assignment. Each student is therefore expected to come to class prepared to contribute towards the discussion, as well as to complete the individual assignments.

Students will receive written comments on each assignment they submit on Canvas and are encouraged to make an appointment during office hours to further discuss their progress. All students will have a chance to work on their final policy prescription paper one-on-one with their instructor. Additional details on each assignment will be communicated with the students through Canvas, and/or e-mail. Please note that Canvas offers the most updated and detailed information about assignments and other course activities.

Grading Information

The course grade consists of seven items (i.e. assignments and graded activities) as listed in the table above. For example, "Assignment 3" is 20% of the final grade, and "Class Participation and Engagement" is 10% of the final grade. This means that "Assignment 3" is worth 20 points toward your final grade, and "Class Participation and Engagement" is worth 10 points. I add the points for each assignment or graded activity to arrive at the final score for the course. Then, I use the following grading scheme to convert the final score into a letter grade:

A plus (96 and above)
A (93 to 95)
A minus (90 to 92)
B plus (87 to 89)
B (84 to 86)
B minus (81 to 83)
C plus (78 to 80)
C (75 to 77)
C minus (72 to 74)
D plus (69 to 71)
D minus (63 to 65)
F (below 63)

Other Grading and Assignment Issues

Students are expected to submit all assignments on the specified due dates. **The due dates may be changed, depending on circumstances, but will not be due before the date posted in the Schedule.** Sometimes, situations arise that prevent sufficient time to cover the material required for completion of an individual assignment, in which case the deadline will be modified. All assignments are to be submitted via Canvas. Late assignments will be accepted only up to twelve (12) hours beyond the deadline, but will incur a penalty depending on the extent of how late it is turned in, **unless previously excused by the instructor**. Unexcused late submittals will be penalized 20% for any assignment turned in up to six (6) hours beyond the deadline; and an additional 20% for up to twelve (12) hours beyond the deadline. In other words, an assignment which would otherwise earn the full 20 points would be downgraded to 16 points if turned in up to 6 hours late; a maximum of 12 points if turned in up to 12 hours late; and zero (0) points if turned in more than 12 hours past the assignment deadline. **The point here is to plan ahead, do**

not leave the assignment to the last minute, and communicate with the instructor in advance of you anticipate a problem.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as observation of a community event or interviews with planners. Details on how to complete these activities will be discussed in the class and provided as a part of assignment guidelines.

Classroom Protocol

Students are expected to attend every class meeting. Attendance will be recorded regularly. Moreover, class participation points can only be earned by attending class sessions. An official documented excuse from an authorized person (e.g. doctor, supervisor, etc.) is required to justify absence. Missing more than three classes for any reason (whether excused or unexcused) will seriously impact your ability to pass this course. If you anticipate missing more than three classes, you should consider taking this course later. Students have a responsibility to show respect to fellow classmates during the class meetings and group activities. To do so, please:

- Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session. If you know in advance that you will need to leave early, you should notify me before the class period begins.
- Avoid interrupting other speakers and listen to the ideas of others with respect during class and group activities.
- Do not use electronic devices for purposes not relevant to the class and/or when it is distracting to others or keeps you from being engaged in class activities.

Participation Guidelines

You are expected to have carefully read and thoroughly thought about the assigned readings BEFORE each class session. Failure to read the assigned chapter(s) and/or article(s) will seriously hinder your ability to engage in class discussions and/or activities impacting your participation points and final grade. I encourage you to take notes while reading assigned materials. Participation in class discussions accounts for 10% of your final grade. Other than being physically present, I expect you to:

- Respond to questions raised in class

- Ask good questions

- Present alternative views to those offered by class readings, other students or the instructor

- Raise comments that encourage other students to get engaged in the discussion

- Discuss connections between materials covered in this class and other experiences or materials covered in other classes

- Be alert and attentive and listen carefully to others

- Participate in online discussions (if any)

Please note that you may be randomly selected to answer a question about the readings or apply your knowledge gained through readings to a group activity or an in-class assignment. Your presence means that you are ready to engage in these class activities. If you are unable to attend class for any reason beyond your control, such as an illness or a family emergency, you are requested to notify me at least one hour before the class if possible. If you are not feeling well, please do not come to class, and get the information from a fellow student. The **<u>absence</u>** of any communication could result in documentation of an unexcused absence.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

Plagiarism and Citing Sources Properly

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 will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.**

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

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:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.

- Paraphrasing somebody else's theory or idea without referencing the source.

- Using a picture or table from a webpage or book without reference the source.

- Using data some other person or organization has collected without referencing the source.

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

- Overview of plagiarism at www.indiana.edu/~istd/overview.html

- Examples of plagiarism at www.indiana.edu/~istd/examples.html

- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system: in-text parenthetical references, plus a corresponding reference list.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Lauren DeCelle. If you have questions, you can contact her at lauren.decelle@sjsu.edu.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

1. (a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

   (c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.

2. (b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

   (d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

3.   (b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

    (c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

    Here is an updated link to the Knowledge Components

https://www.sjsu.edu/urbanplanning/graduate-programs/masters-in-urban-planning/pab-knowledge.php

IMPORTANT COMMENTS

1. Changes: The syllabus and the schedule may be modified from time-to-time. Assignment due dates may be adjusted due to situations and circumstances that may occur.
2. Time management: This course will require a significant amount of time outside of class, additional research and reading beyond just the assigned textbook, as well as community engagement. Please make sure you schedule your time accordingly.
3. Communication: E-mail is the preferred means of communication. Please put "URBP 236" in the Subject Line to alert me that the email relates to this class. I may not be able to receive or respond to emails sent less than two (2) hours before the start of class. If I fail to respond within 24 hours, RESEND your email.
4. Office Hours: My goal is to be in the Washington Square building between 3:30 – 4:30 p.m. on Thursday. If you need to meet with me, my preference is to schedule a meeting, either during this time slot, or at a mutually-convenient time on Zoom.

URBP 236: URBAN AND REGIONAL POLICY ANALYSIS, IMPLEMENTATION, AND EVALUATION
SPRING 2024

Week	Date	Topic	Readings	Assignment
Part I: Understanding Key Frameworks				
1	Jan 25	Introduction: Basic v. researched Analysis	Syllabus	
2	Feb 1	Policy Analysis Process	Chap 1	
3	Feb 8	Problem Diagnosis	Chap 2	
4	Feb 15	Identifying Alternatives	Chap 3	
Part II: Identifying and Analyzing Alternatives				
5	Feb 22	Evaluation Criteria	Chap 4	1a - Initial
6	Feb 29	Evaluation tools and Techniques (Part I)	Chap 5	
7	Mar 7	Evaluation tools and Techniques (Part II)	TBD	1b – Peer Revie
8	Mar 14	Analysis and Making Recommendations	Chap 6	
Part III: Dealing with Challenges, Risks, Uncertainties and Equity Concerns				
9	Mar 21	Research and Analysis	Chap 7	1c - Revised
--	Mar 28	No Class – SPRING BREAK	--	
10	Apr 11	Professional context of policy analysis	Chap 8	
11	Apr 18	Case Studies	TBD	
12	Apr 25	Policy Analysis & Community Engagement Workshop	TBD	Assignment 2
Part IV: Implementation, Monitoring and Evaluation				
13	May 2	Policy implementation (Framework of Analysis); Gathering political support	Sabatier Appx D Bardach	Assignment 3
14	May 9	Monitoring and Evaluation	TBD	