SAN JOSE STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 236
URBAN AND REGIONAL PLANNING POLICY ANALYSIS:
TOOLS AND METHODS
SPRING 2016

Instructor: Andrea Broaddus
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Telephone: 510-314-1065
Email: andrea.broaddus@gmail.com
Office hours: Thursdays, 3:00 – 4:00 pm in the Student Lounge
Class days/time: Thursdays, 7:30 – 10:00 pm
Classroom: Clark 318
Prerequisites: Passage of the Writing Skills Test (WST)
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
Planners are often called upon to define, analyze, and explain complex urban problems, as well as to propose, compare and evaluate potential solutions. This course uses the six-step policy analysis process described in the course textbook as a basis for learning a systematic approach to urban and regional policy analysis. Students will gain experience applying analytical tools and methods for each step of the process to real-world problems working with examples from the book, policy case studies, and the City of San Jose.

This course satisfies the GWAR requirement for SJSU. In order to meet the GWAR requirement, you must receive at least a “C” grade on the “Policy Analysis Paper” portion of this course. Students who receive a grade below “C” for this part of the course will not meet the GWAR requirement, even if their overall grade for the course is higher. Please check with this instructor if you are unclear about these requirements.
Upon successful completion of the course, 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 decision makers and the general public with the help of clear, accurate and compelling text and graphics in written documents and oral presentations.

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

4. Apply quantitative policy analysis / program evaluation tools such as forecasting, fiscal impact analysis and cost-benefit analysis.

5. Apply qualitative policy analysis / program evaluation skills such as stakeholder surveys and interviews and political feasibility analysis.

6. Evaluate the potential environmental impacts of policy decisions and describe how different policy alternatives can negatively or positively impact sustainability.

7. Evaluate the potential economic impacts of policy decisions and describe how economic factors can impact growth and change.

8. Evaluate the equity implications of policy decisions.

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

Planning Accreditation Board (PAB) Knowledge Components
This course partially covers the following PAB Knowledge Components: 1e, 2a, 2b, 2c, 3c, 3d, 3e.

✔ 1e. The future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

✔ 2a. Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
2b. Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

2c. Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

3c. Sustainability and Environmental Quality: appreciation of natural resources and pollution control factors in planning, and understanding of how to create sustainable futures.

3d. Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.

3e. Social Justice: appreciation of equity concerns in planning.

Course Format
This 4-unit course has a community engagement component which accounts for 25% of the grade. This means that students are expected to undertake field activities, that is, engage with local organizations and/or members of the community. To meet this requirement, students will form teams and choose a contemporary urban issue to apply the six-step policy analysis process.

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 practica. 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 team meetings for a group project, fieldwork and data collection. Details on how to complete these activities will be provided in handouts distributed in class and on the course website later in the semester.

Required Course Text

Required materials for purchase:
We will use three policy cases published by Harvard Business Publishing, which students may purchase for approximately $4 each. These are available at this unique link that I created for this course: https://cb.hbsp.harvard.edu/cbmp/access/39485608
Recommended:


Additional short readings will be assigned throughout the semester and provided on the course website.

**Course Assignments and Grading Policy**

Your grade for the course will be based on the following assignments and class activities. Additional details on each assignment will be distributed in class and posted to the course website.

<table>
<thead>
<tr>
<th>Assignments and Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td>2b</td>
</tr>
<tr>
<td>Assignment 1: Paper topic memo</td>
<td>(5%)</td>
<td>2a, 2b</td>
</tr>
<tr>
<td>Assignment 2: Methods of policy evaluation</td>
<td>10%</td>
<td>1e, 2a, 2b, 2c</td>
</tr>
<tr>
<td>Assignment 3: Analyzing a policy case</td>
<td>10%</td>
<td>1e, 3c, 3d, 3e</td>
</tr>
<tr>
<td>Assignment 4: Policy memo on downtown development</td>
<td>10%</td>
<td>2b, 2c, 3c, 3d, 3e</td>
</tr>
<tr>
<td>Assignment 5: Policy memo on University parking policy</td>
<td>10%</td>
<td>2b, 2c, 3c, 3d</td>
</tr>
<tr>
<td>Group Project</td>
<td>25%</td>
<td>1e, 2a, 2b, 2c, 3c, 3d, 3e</td>
</tr>
<tr>
<td>Policy Analysis Term Paper</td>
<td>30%</td>
<td>1e, 2a, 2b, 2c, 3c, 3d, 3e</td>
</tr>
</tbody>
</table>
Class participation
Your participation in class is extremely important. Students are expected to complete the readings in order contribute to discussions and in-class group activities. There will be short in-class assignments that will not be graded, but used to calculate your participation grade and assess improvement.

Assignment 1: Paper topic memo
The purpose of this assignment is to identify a topic and resources for the term paper. You will write a memo identifying the research question and sources to be used for the paper, as well as potential data sources and analytical methods. It will be due to the instructor well in advance of the final paper. This memo will be shared with a classmate during the in-class memo-writing workshop.

Assignment 2: Methods of policy evaluation
The purpose of this assignment is to practice commonly used methods of policy evaluation, including population forecasting, discounting, cost benefit analysis and political analysis. You will apply these methods using exercises from Chapter 7 of the text.

Assignment 3: Analyzing a policy case
The purpose of this assignment is to practice working through a policy case to identify and evaluate policy alternatives. Using a real-world policy case, you will consider alternative actions, support your analysis with quantitative analysis and argumentation, and make a recommendation.

Assignment 4: Policy memo on downtown development
The purpose of this assignment is to practice working through a policy case to identify and evaluate policy alternatives. You will use the case presented in Chapter 10 of the text. After reading the entire case, you should follow the assignment in section 10.2, which asks you to evaluate three policy alternatives. You will select appropriate methods of analysis and show your work evaluating each alternative, then write up a one-page cover memo summarizing the results and which alternative you will recommend.

Assignment 5: Policy memo on University campus parking policy
The purpose of this assignment is to further practice and refine skills of policy analysis and memo writing. You will apply the six-step policy analysis process, using the case provided in Chapter 13 of the text. You have been hired by the Planning Office of State University to write a policy memorandum on campus parking policy. The memo should be addressed to the Chief of the Planning Office and include an executive summary, data analysis, and recommendations. Be sure that your memo considers key constituencies and impacts on stakeholders.

Policy Analysis Term Paper
For the writing component of this course, each student will author a 3,000 word policy analysis paper on a topic of their choice. This paper represents 30% of the course grade, but 5% will be based upon completion of a Paper Topic Memo (Assignment 1), and 25% upon the completed paper.

Group Project
For the community engagement component of this course, students will form teams and conduct a policy analysis project, applying each of the six steps of the policy analysis process to a local policy issue. Each student team will present the results of their policy analysis to the class. Time will be
given during class for group work, but groups will also be expected to conduct fieldwork on their own time.

**Calculation of Final Course Letter Grade**

The scores for each activity and assignment will be summed to determine the total final score for the course. The final score is then converted into a letter grade according to this grading scheme:

A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

**Example course score calculation**

The following is an example of how this method would determine the course grade for a hypothetical student named “Jane”, who received the following scores:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>4/5</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>8/10</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>8/10</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>9/10</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>26/30</td>
</tr>
<tr>
<td>Field Activity</td>
<td>14/15</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>12/15</td>
</tr>
<tr>
<td><strong>Total Final Score</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

“Jane’s” final score was 85, and so her final course grade is B. Her final score on the Policy Analysis Paper was 26/30, or 86.6%, which equates to a B and therefore satisfies the GWAR requirement.

**Assignment Policy**

All assignments are expected to be typed and submitted at the beginning of class in hard copy (on paper). Students are expected to turn in all assignments on or before the due date. Late assignments will be accepted but the the score will be reduced by half. Missed assignments or quizzes will result in a score of zero.

**Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Plagiarism will not be tolerated in this course. 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 referencing 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 footnotes or endnotes, plus a corresponding bibliography.

**Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/acc to establish a record of their disability. You can find information about the
services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

**Accommodation to Students’ Religious Holidays**
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**Consent for Recording of Class and Public Sharing of Instructor Material**
Common courtesy dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In this course, you may ask the instructor for permission to make audio or video recordings by emailing prior to class and describing the type of recording.

**Library Liaison**
The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. The SJSU Writing Center is located in Room 126 in Clark Hall.

**SJSU Counseling and Psychological Services**
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Classroom Protocol
Students are expected to:

1. Attend all classes. If a student knows in advance that they will miss a class, due to an emergency, illness or other type of unavoidable conflict, they must notify the instructor by email and provide appropriate documentation.

2. Be in the classroom on time. Late arrivals are disruptive and distracting to the other students. If a student knows in advance that they will be late for a class, due to an emergency or other type of unavoidable conflict, they should notify the instructor by email.

3. Pay attention. No computer use is permitted during class, and cell phones should be turned off. Research has shown that writing notes manually leads to a higher retention of course material. Computer use for note-taking may be granted by the instructor upon request, but wifi must be turned off. Students may request permission by emailing the instructor.
All readings are from the course text unless noted otherwise. Students should complete the readings before the class they are assigned for, and be prepared to discuss them in class. Additional readings and other changes will be discussed in class and announced on the course website with fair notice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading for class on this date</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 4</td>
<td>Policy analysis: introduction to the 6-step rational model</td>
<td>Chapter 2&lt;br&gt;Policy reports provided on the course website as assigned</td>
</tr>
<tr>
<td>February 11</td>
<td>Problem definition, quick decision analysis and political analysis</td>
<td>Chapter 4&lt;br&gt;Herman, L. 2011. “Short Policy Memos,” Harvard Kennedy School Communications Program.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>March 10</td>
<td>Methods of policy evaluation: Descriptive statistics, discounting, cost benefit analysis</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Comparing policy alternatives</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>April 7</td>
<td>Selecting a policy alternative; Monitoring and evaluating implemented policies</td>
<td>Chapter 9 and Chapter 10</td>
</tr>
<tr>
<td>May 12</td>
<td>Group project presentations</td>
<td></td>
</tr>
<tr>
<td>May 23</td>
<td>Final paper due</td>
<td></td>
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</tbody>
</table>