SAN JOSÉ STATE UNIVERSITY

URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 236 URBAN AND REGIONAL PLANNING POLICY ANALYSIS:
TOOLS AND METHODS
FALL 2016

Instructor: Serena Alexander, Ph.D.
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Telephone: (408) 924-5860
Email: serena.alexander@sjsu.edu
Office hours: Mondays 2:00-4:00 pm; and Thursdays 5:00-7:00 or by appointment
Class days/time: Thursdays 7:30-10 pm
Classroom: WSQ 105
Prerequisites: Passage of the Writing Skills Test.
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.

6. 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.

8. 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, 3d, and 3e. A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm.

Course Format
This 4-unit course has a community engagement component which accounts for 25% of the grade. Assignments 2b and 3, which account for 5% and 20% of the grade respectively, are 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 with their peers to receive feedback.

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

Recommended:


**Course Requirements and Assignments**

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

<table>
<thead>
<tr>
<th>Assignments and Graded Activities</th>
<th>Due Date(s)</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Engagement</td>
<td>NA</td>
<td>10%</td>
<td>2</td>
</tr>
<tr>
<td>Assignment 1: Problem diagnosis</td>
<td>September 8</td>
<td>10%</td>
<td>1a, 2</td>
</tr>
<tr>
<td>Assignment 2a and 2b: Peer feedback and reflection (on Assignments 1 and 3)</td>
<td>September 15</td>
<td>5%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>October 13</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Assignment 3: Community engagement report</td>
<td>October 6</td>
<td>20%</td>
<td>1b, 2, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Assignment 4: Exploring and analyzing relevant information</td>
<td>November 17</td>
<td>20%</td>
<td>1d, 1f, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Final Paper: Policy Prescription</td>
<td>December 15</td>
<td>30%</td>
<td>1a, 1b, 1c, 1d, 1e, 1f, 1g, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
</tbody>
</table>

Additional details on each assignment will be communicated with the students through e-mail and/or class handouts.

**Grading Information**

The final letter grade for the course will be calculated by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A = 4.0, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0). I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 2.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.50 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

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 “Final Paper: Policy Prescription” portion of this course. Students who receive a grade below “C” for this part of the course will not meet the GWAR requirement.
requirement, even if their overall grade for the course is higher. Please ask me to provide more detailed information, if you are unclear about these requirements.

Other Grading and Assignment Issues

Students are expected to hand in all assignments at the beginning of the class on the assigned due dates. Late assignments will be accepted but the score will be reduced by half. Missed assignments will result in a score of zero. Students who turn assignments in on time will normally receive comments from me and (if applicable) their peers within one week. For late papers, the turnaround time may well take ten or more business days, or these students may lose the opportunity to receive feedback from their peers. Students who are assigned to review an assignment that is not submitted on time by their peers, have the option to review another student's work. This could significantly impede a student's ability to pass the course because these assignments are the building blocks for writing the policy prescription paper.

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 [add detail for your class]. Details on how to complete these activities will be provided [add explanation for your class: i.e., in this syllabus or on handouts distributed in class later in the semester].

Classroom Protocol

Students are expected to attend every class. Attendance will be recorded regularly. Moreover, 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.

Students have a responsibility to show respect to fellow classmates during the class and group assignments. 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.
- 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.
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 Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.
# Course Number and Title

**Fall 2016**

**Course Schedule**

*Subject to change with fair notice.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Understanding Key Frameworks</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aug. 25</td>
<td>Introduction</td>
<td>Course Syllabus Chapter 1</td>
<td></td>
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<tr>
<td>2</td>
<td>Sep. 01</td>
<td>Problem diagnosis</td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td>3</td>
<td>Sep. 08</td>
<td>Policy analysis process</td>
<td>Chapter 2</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>4</td>
<td>Sep. 15</td>
<td>Crosscutting methods</td>
<td>Chapter 3</td>
<td>Assignment 2a</td>
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<tr>
<td>5</td>
<td>Sep. 22</td>
<td>Evaluation criteria</td>
<td>Chapter 5</td>
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<tr>
<td><strong>Part II: Analyzing Alternatives and Trade-offs</strong></td>
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<tr>
<td>6</td>
<td>Sep. 29</td>
<td>Identifying alternatives</td>
<td>Chapter 6</td>
<td></td>
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<tr>
<td>7</td>
<td>Oct. 06</td>
<td>Evaluating alternatives</td>
<td>Chapter 7</td>
<td>Assignment 3</td>
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<tr>
<td>8</td>
<td>Oct. 13</td>
<td>Displaying alternatives</td>
<td>Chapter 8</td>
<td>Assignment 2b</td>
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<tr>
<td>9</td>
<td>Oct. 20</td>
<td>Collecting and aggregating evidence</td>
<td>TBD</td>
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<tr>
<td><strong>Part III: Evaluating Risks and Uncertainties</strong></td>
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<td>10</td>
<td>Oct. 27</td>
<td>Analyzing evidence</td>
<td>TBD</td>
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<tr>
<td>11</td>
<td>Nov. 03</td>
<td>Making tradeoffs</td>
<td>TBD</td>
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<td>12</td>
<td>Nov. 10</td>
<td>Stakeholder and political analysis</td>
<td>TBD</td>
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<td>13</td>
<td>Nov. 17</td>
<td>Decision-making under uncertainty</td>
<td>TBD</td>
<td>Assignment 4</td>
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<td><strong>Part IV: Synthesis and Prescription</strong></td>
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<td>14</td>
<td>Nov. 24</td>
<td>Thanksgiving (No Class)</td>
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<td></td>
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<tr>
<td>15</td>
<td>Dec. 01</td>
<td>Implementation, monitoring and evaluation</td>
<td>Chapters 9 and 10</td>
<td></td>
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<tr>
<td>16</td>
<td>Dec. 08</td>
<td>Policy case analysis</td>
<td>TBD</td>
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<tr>
<td>Final Paper Presentations</td>
<td>Dec. 15</td>
<td>Meeting Time: TBD</td>
<td>Final Paper due</td>
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