

## San Jose State University

### URBP 236- Urban and Regional Development Policy Analysis

Fall 2010

<b>Instructor:</b>	Yifat Rodeh, PhD
<b>Office location:</b>	WSQ 218B
<b>Telephone:</b>	Office: 408- 924-5867    Home: 408-264-3432
<b>Email:</b>	<a href="mailto:linial3@gmail.com">linial3@gmail.com</a>
<b>Office hours:</b>	Tue. 3:00-4:00 PM, By Appointment
<b>Class days/time:</b>	Tue. 4:00-6:45 PM
<b>Classroom:</b>	Hugh Gillis Hall 227
<b>Group web address:</b>	<a href="http://groups.google.com/group/urbp-236-fall2010">http://groups.google.com/group/urbp-236-fall2010</a>
<b>Prerequisites:</b>	Writing Skills Test (WST). For more information about the WST, visit the Learning Assistance Resource Center website at <a href="http://www.sjsu.edu/larc/resources/wst_prep/tips/">http://www.sjsu.edu/larc/resources/wst_prep/tips/</a>

### Course Catalog Description

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

### Course Description and Objectives

This course will introduce you to important substantive areas and concepts in the field of urban and regional planning and development. We will explore ways to analyze urban policies presented by 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.

This course will bring methods for the policy analyst. Emphasis will be given to coping with the conceptual, methodological, organizational, political, and ethical problems that face evaluators.

I believe that methods cannot be effectively learned without a context. Thus, in this course we will describe the process of policy analysis and planning and illustrate the methods with examples. There will be a combination of traditional learning and learning by doing.

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

1. Understand the framework for policy analysis and practice.
2. Study and explore the main policy issues challenging urban and regional planning today
3. Implement the theoretical issues discussed in the course into an evaluation plan of an ongoing social policy.

The course is not designed to develop technical mastery of the various evaluation and analytic techniques available, but it will provide an opportunity for students to become more comfortable with the language and techniques of policy analysis.

## Required Course Readings

Patton, C.V., Sawicki D.S. (1993). *Basic Methods of Policy Analysis and Planning*. 2<sup>nd</sup> Ed. New Jersey: Prentice Hall.

Rossi, P.H., Lipsey, M.W. Freeman, H.E. (2007). *Evaluation: A Systematic Approach*. 7th Ed. (Preferred. 6th ed. Acceptable). Beverly Hills: Sage.

\*Chapter number and content is roughly the same in the 6th Ed and the 7th Ed. 6th Ed is what is listed in the course modules.

Spicker, P., 2006. *Policy Analysis for Practice: Applying Social Policy*. Bristol, UK: The Policy Press.

The instructor will provide readings, case studies, and other course materials as required. Any additional readings will be announced in class.

## Course Assignments and Grading Policy

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.

Your grade for the course will be based primarily on the following assignments:

Assignment Title	Percent of Total Grade
Policy issue memo (Ass.#1)	15%
Policy critique (Ass. #2)	15%
Student led discussion and presentation on the policy project (Ass.#3)	10%
Final policy case study written paper based on project that you choose to work on over the course of the semester. (Ass. #4) <i>(Serves as final exam)</i>	30%
Student led discussion on a syllabus topic (Ass. #5)	15%
Upload to Google group lecture outline (Ass. #6)	5%

### Other grading/assignment issues

All assignments must be computer typed. No handwritten papers will be accepted. I will accept a paper copy or email text. The formats I accept are: PDF, DOC.

Papers and assignments must be turned in on time. **Papers and assignments submitted late 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.

No assignments will be accepted after the last class meeting.

Grading scale:

Grade Symbol	Grade Value			
A+	4.0	Excellent		
A	4.0	Excellent		
A-	3.7	Excellent		
B+	3.3	Above average		
B	3.0	Above average		
B-	2.7	Above average		
C+	2.3	Average		
C	2.0	Average		
C-	1.7	Average		
D+	1.3	Below average		
D	1.0	Below average		

D-	0.7	Below average		
F	0	Failure		

## Academic integrity statement, plagiarism, and citing sources properly

SJSU's Policy on Academic Integrity states: "Your own commitment to learning, as evidenced by your enrollment at San Jose 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 Student Conduct and Ethical Development" (Academic Senate Policy S07-2). [The policy on academic integrity can be found at http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm).

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 examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even part of a sentence) that someone else wrote and don't reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a webpage or book and don't reference the source, you have committed plagiarism.
- If your work 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 the following pages:

- [Overview of plagiarism at http://www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- [Examples of plagiarism at http://www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- [Plagiarism quiz at http://www.indiana.edu/~istd/test.html](http://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, 7th edition" (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). 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.

## Dropping and Adding

You are responsible for understanding the policies and procedures about ass/drops, academic renewal, etc. found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). You should be aware of the deadline and penalties for adding and dropping classes. **Drop deadline is September 7, and the add deadline is September 14. No late Adds will be approved except for documented error on the part of admissions and records.**

## 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

# URBP 236- Urban and Regional Development Policy Analysis

Fall 2010

## Tentative Course Schedule

*\*Any changes will be discussed in class with as much notice as possible.*

Date	Topic	Reading and Assignments
1) 8/31	Course overview, Introduction of class members, syllabus handout.  The nature of policy analysis	Spicker: Chapter 1 - catch up after class
2) 9/7	The policy analysis process	Patton and Sawicki: Chapter 2 Spicker: Chapters 2-3 Rossi et. al.; Chapter 2 <b>*Due: Program ideas to discuss in class</b> Student seminar leaders, topics and dates agreed upon with the instructor.
3) 9/14	Identifying Issues and Formulating Questions	Rossi et al.; Chapter 3 Patton and Sawicki: Chapter 4
4) 9/21	Assessing Program Theory	Rossi et al.; Chapter 5 <b>Activity:</b> Video- A Crude Awakening- The Oil Crash <b>*Due: Policy Issue Memo (Assignment #1)</b>
5) 9/28	Impact Assessment Measuring and Monitoring Outcomes	Rossi et al.; Chapter 7 Patton and Sawicki: Chapter 9 <b>Activity:</b> a quick case study- Curitiba <b>Mid semester survey of teaching effectiveness</b>

Date	Topic	Reading and assignments
6) 10/5	Case studies and Topics: Climate change- Los Angeles	<p>Boarnet M. and Crane R. (1997), "L.A. Story: A Reality Check for Transit Based Housing", <i>Journal of the American Planning Association</i> 63 (2): 189- 204.</p> <p>Buliung R.N. and Kanaroglou P.S. (2006), "Urban Form and Household Activity- Travel Behavior", <i>Growth and Change</i> 37 (2): 172-199</p> <p>Qudeer M.A. (2004), "Urbanization by Implosion", <i>Habitat International</i> 28: 1-12.</p>
7) 10/12	Case studies and Topics: Shanghai	<p>Shen Q. (1997), "Urban Transportation in Shanghai, China: Problems and Planning Implications", <i>International Journal of Urban and Regional Research</i> 21 (4): 589-606</p> <p>Su Y. and Hung L. (2009), "Spontaneous vs. Policy-driven: The Origin and Evolution of the Biotechnology Cluster", <i>Technological Forecasting &amp; Social Change</i> 76: 608-619.</p> <p>Walcott S.M. and Pannell C.W. (2006), "Metropolitan Spatial Dynamics: Shanghai", <i>Habitat International</i> 30: 199-211.</p>
	Water in Israel	
8) 10/19	Topics: Thomas Friedman on Globalization	<p>Robinson J. (2002), "Global and World Cities: A View From Off the Map", <i>International Journal of Urban and Regional Research</i> 26 (3): 531-554.</p> <p>Wu F. and Ma L.J.C. (2006), "Transforming China's Globalizing Cities", <i>Habitat International</i> 30: 191-198.</p> <p>Zaho S.X.B., Chan R.C.J. and Sit K.T.O. (2003), "Globalization and the Dominance of Large Cities in Contemporary China", <i>Cities</i> 20 (4): 265-278.</p> <p><b>*Due: Policy critique (Assignment #2)</b></p>

Date	Topic	Reading and Assignments
9) 10/26	Case studies and Topics: Public Transit	<p data-bbox="776 342 1414 512">Kain, J.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 data-bbox="776 558 1414 657">Pickrell D. (1992), "A Desire Named Streetcar: Fantasy and Fact in Rail Transit Planning", <i>Journal of the American Planning Association</i> 58(2): 158-176.</p> <p data-bbox="776 703 1414 835">Pucher J. (2002), "Renaissance of Public Transport in the United States?", <i>Transportation Quarterly</i> 56(1): 33-49. <a href="http://www.vtppi.org/tqtransi.pdf">http://www.vtppi.org/tqtransi.pdf</a></p>
10) 11/2	Parking	<p data-bbox="776 884 1414 1016">Arnott R., Rowse J. (2009), "Downtown Parking in Auto City", <i>Regional Science and Urban Economics</i> 39 (1): 1-14.</p> <p data-bbox="776 1062 1414 1161">Martens K. (2007), "Promoting Bike and Ride- The Dutch Experience", <i>Transportation Research Part A: Policy and Practice</i> 41 (4): 326-338.</p> <p data-bbox="776 1207 1414 1266">Shoup D.C. (1999), "In Lieu of Required Parking", <i>Journal of Planning Education and Research</i> 18: 307-320.</p> <p data-bbox="776 1312 1414 1409">Still B., Simmonds, D. (2000), "Parking Restraint Policy and Urban Vitality", <i>Transport Reviews</i> 20 (3): 291-316.</p>
11) 11/9	Urban Sprawl	<p data-bbox="776 1457 1414 1556">Brueckner J. K. (2005), "Transport Subsidies, System Choice, and Urban Sprawl", <i>Regional Science and Urban Economics</i> 35 (6): 715-733.</p> <p data-bbox="776 1602 1414 1772">Cutsinger J., Galster G., Wolman H., Hanson R., Towns D. (2005), "Verifying the Multi-Dimensional Nature of Metropolitan Land Use: Advancing the Understanding and Measurement of Sprawl", <i>Journal of Urban Affairs</i> 27 (3): 235-259.</p> <p data-bbox="776 1818 1414 1877">Newman M. (2005), "The Compact City Fallacy", <i>Journal of Planning Education and Research</i> 25:11-26.</p>

Date	Topic	Reading and Assignments
12) 11/16	Team presentations	<b>*Due: Presentation (Assignment #3)</b>
13) 11/23	Team presentations	<b>*Due: Presentation (Assignment #3)</b>
14) 11/30	Team presentations	<b>*Due: Presentation (Assignment #3)</b>
15) 12/7	Course reflection	<b>*Due: Written final report (Assignment #4)</b>

## Assignments

### Policy analysis project

Students are required to work on a single policy issue or problem throughout the semester. Students will explore and compose a paper about this policy issue both individually and as a group. At the beginning of the semester, you will be assigned to a team (about 3 people). Below you can find a list of possible seminar topics. Students are encouraged to suggest their own ideas. Please choose your topic and group by September 7<sup>th</sup>.

Potential Policy Issue Topics:

- 1) Green building
- 2) Public spaces
- 3) Affordable housing
- 4) Regional industry and its influence on urban economic development
- 5) Water use behavior
- 6) Downtown parking
- 7) Public transit
- 8) Urban agriculture
- 9) Garbage disposal
- 10) Gas stations
- 11) Public health
- 12) Other issues

### Assignment #1- Policy issue memo

Each student is required to write a short topic statement on the public policy issue or problem he/she will study. In the memo, the main research questions to be answered and initial bibliography

of at least three key sources should be included. The memos are limited to 5 double-spaced pages plus any necessary attachments. Due: February 16.

### **Assignment #2- Policy critique**

Students will form groups of three and deal with a specific policy issue. Initially (Assignment #1), each student will perform a preliminary research. Toward the middle of the semester, team members will combine their insights to draft a single policy document that incorporates some of the prior written work. The group should submit a 4 page memo that defines the problem and the main factors affecting the problem, specifies alternatives, and summarizes the criteria that will be used to evaluate the alternatives. It should also include as an attachment a list of bibliographic references and your data sources used in the analysis and any necessary tables (e.g., summary of the alternatives or criteria) or figures (e.g., map of the causes of the problem). Due: September 21<sup>st</sup>.

### **Assignment #3- Student led discussion and presentation.**

Each team will be responsible for presenting its analysis to the class. A team will have 30 minutes to present its analysis (about 10 minutes for each group member).

Your individual grade on these assignments will be the group grade. Groups are free to allocate responsibilities between group members. A peer evaluation form will be used and an individual's grade may be reduced if the team reports that one of its members did not contribute to the group memos. On: 11/16, 11/23, 11/30.

### **Assignment #4- Final report**

Your final report should include: a cover, table of contents, executive summary, the main body of the report (i.e., discussion of problem, discussion of evaluative criteria, discussion of each alternative, the systematic comparison of each alternative using the evaluative criteria and data gathered from your research, a recommended course of action supported by the data you're your analysis, and an implementation strategy for that alternative), supporting tables and figures, a bibliography, and any necessary appendices or supporting materials. The report is expected to be clear, concise, and professional. It should communicate your findings effectively to your client. Final reports will be around 20 double-spaced pages in length but will vary based on the problem and the type of analysis.

If work remains uncompleted at the end of the course, students will be graded on that portion which has been completed. Incompletes will be given only after consulting the instructor and will be based on her discretion.

Due: 12/7, Last class.

### **Assignment #5- Discussion on a syllabus topic**

Each student will be assigned a specific topic from the syllabus. The student is expected to explore and research this topic. At the agreed date, the student will introduce the topic to the class, and discuss specific aspects of the topic, as will be instructed by the lecturer. Further communication will be sent by email to the students.

### **Assignment #6- Upload the lecture outline to the course's webpage**

Students will be asked to upload the lecture outline and notes taken to the course webpage at Google groups. Exact dates will be sent by email. You are expected to upload the material up to three days after the lecture. Please send a notification email to the class members, so they can download the material.