SAN JOSÉ STATE UNIVERSITY

URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 236: URBAN AND REGIONAL PLANNING POLICY ANALYSIS

SPRING 2015

Instructor: Susan Walton
Office location: Washington Square Hall 218B
Telephone: 831-462-3398
Email: susan.walton@sjsu.edu
Office hours: Wednesdays, 3-4 pm
Class days/time: Section 1: Wednesdays, 4:30-7 pm; Section 2: Wednesdays: 7:30-10 pm
Classroom: Sweeney Hall 241 (both sections)
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.

Prerequisite: Passage of the Writing Skills Test

Course Description and Course Learning Objectives
Robust policy analysis is one of the most important tools a planner can wield in attempting to solve complex urban problems. To this end, primary goals of this course are to equip planners to identify problems, work with data and establish evaluation criteria for analysis, then to assess alternatives and follow-up with evaluation after implementation. The course reflects this process, starting with study of the general process of policy analysis and concluding with monitoring and evaluation.

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.
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. Apply policy analysis/program evaluation tools such as fiscal impact analysis and cost-benefit analysis
4. Construct and apply the quantitative tools for extrapolating data and projecting populations and employment data.

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

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

7. Evaluate the implications and challenges of policy choices made using the "Classical Rational Problem-Solving Process".

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

Planning Accreditation Board (PAB) Knowledge Components

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

1.e) 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.

2.a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

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

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

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

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


Required Course Texts


Additional short readings will be assigned throughout the semester.
Course Assignments and Grading Policy

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1</td>
<td>5%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>10%</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>10%</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>2</td>
</tr>
<tr>
<td>Student/Team-Led Seminar (Engagement)</td>
<td>10%</td>
<td>1,2,4,6</td>
</tr>
<tr>
<td>Planning/field activity (Engagement)</td>
<td>10%</td>
<td>2</td>
</tr>
<tr>
<td>Final Policy Evaluation Report (min 3000 words):</td>
<td>30%</td>
<td>2,7</td>
</tr>
<tr>
<td>Final Presentation (Engagement)</td>
<td>15%</td>
<td>1,2,4,6</td>
</tr>
</tbody>
</table>

*Overall Engagement unit is 25% of course. Engagement grade is comprised of seminar, planning/field activity, and 1/3 Final Presentation.

**Assignment # 1: Case Study on Teenage driver accident rates**
Use the six-step policy analysis process to analyze policy issues in case study related to teenage driver auto accident rates. Respond with a short policy paper including an executive summary, and include a cover memorandum. Address your memorandum to one of the two prospective clients mentioned in the exercise, and phase your memorandum accordingly.

**Assignment # 2: Case Study on Downtown Development Site**
Write a memorandum exploring the alternatives presented for development of a downtown parcel of land. Present and justify your recommendation for best course of action, include any supportive data in appropriate graphic format, and include a brief executive summary.

**Assignment # 3: Proposed State Tax on Plastic Shopping Bags**
Write a memorandum providing analysis of a case study for a state tax on plastic bags and include a recommended course of action. Be sure that your memorandum considers the political aspects of the decision. Include calculations and explanations of methodologies in a technical appendix. Also include a brief executive summary.

We will further discuss these assignments in class.

**Class Participation**
Your presence and participation in class is extremely important. There will be short individual and group exercises, in-class writing assignments, and other learning activities given on a regular basis to promote group discussions. While most of these exercises will not be graded, they will be used to
calculate your class participation grade percentage. Consistent completion of assigned writing, including in-class writing, may be used to indicate ongoing improvement effort.

I hope to bring planners and other professionals from the City of San Jose and other nearby jurisdictions to our class throughout the term to provide their experiences on a wide range of policy analysis and development topics, and to generate in-class discussions. These sessions will provide an opportunity to connect with the application of planning and policy analysis in "real world" situations.

**Student/Team-Led Seminar**

Each student is expected to lead the class in a seminar session he or she organizes on a current planning policy topic (usually alone, or occasionally in teams of two), and is responsible for about 30 minutes of class time per leader. Student seminar sessions should include a reading/internet reference list (these items should require about an hour to read), and a short set of discussion questions presented to the instructor two weeks before the seminar date, and distributed at the class meeting previous to the seminar. Student seminar leaders should both make brief initial presentations and then lead the discussion which should include aspects of policy alternatives, the need for and potential use of additional data and information, and likely interested stakeholders. This selected topic can be the same as you select for the major class assignment of the Policy Evaluation Plan Report discussed below, and can serve as an early "brainstorming session" with your fellow students. Student/team sign-ups, topics and dates will be finalized at or after the second class meeting.

**Examples of Possible Student-Led Seminar Topics (Additional Suggestions are Welcome)**

- Neighborhood design and health
- Local source food and farmers' markets
- Green building and climate change
- Use of downtown sidewalks by pedestrians and bicyclists
- Greenbelts and urban-rural buffers
- Urban Agriculture
- Affordable housing
- Downtown parking
- Water Use Behavior
- Plastic foam packaging
- Solid waste/garbage disposal
- Other issues

Another potential source for current topics and contemporary policy issues is the SPUR San Jose website [www.spur.org/san jose].
Planning/Field Engagement
Each student is expected to explore a variety of planning or “field” activities and events during the semester in order to engage in and better understand practical aspects of planning. The course assignments to research and lead a class seminar on a current policy topic, and to more thoroughly explore policy options for your chosen topic for your Policy Evaluation Plan Report will require some of this type of engagement (for example, web research, newspaper and magazine articles, interaction with planners or members of potential stakeholder groups). In addition, in order to fulfill the course’s overall engagement requirement for a full unit, or 25% of this 4 unit class, every student is expected to seek out other opportunities to engage and participate. The SPUR website has an extensive listing of upcoming event opportunities and tours in both San Jose and San Francisco, many available for non-members. Many other area stakeholder groups hold regular meetings or host special events, and the City of San Jose holds public meetings both at City Hall and out in the community on a range of policy topics.

Policy Evaluation Plan Report
The written policy evaluation plan and presentation will be the major class assignment throughout the semester. You will need to work individually and develop an evaluation plan for a current planning-related policy or social program, which you will also present during one of the last two class periods. This project falls within the realms of Participant Action Research and should be a current issue with sufficient coverage that it can be rigorously evaluated. Your final report should include: an executive summary, a main body that includes a problem statement and definition, background, discussion of a range of alternatives, evaluation criteria, and the proposed evaluation framework. Criteria for evaluation are open, but should consider economic, sustainability and equity/social justice aspects, as applicable. It is expected that your report will include supporting tables, statistics and graphics. During the course of the semester, you should seek out and collect information and perspectives from others in the planning field and stakeholder communities, conducting your own quick research and subsequent analysis; for example, semi-structured interviews with appropriate planning professionals, quick cost-benefit analysis on existing recent data, etc. Any of these primary and secondary source contributions should be appropriately cited in your final report.

*Please note: 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 written "Policy Evaluation Plan Report" 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 consult with me if you are unclear about these requirements.

Evaluation Plan Presentation
Your presentation about your selected policy and evaluation plan should be about 20 minutes long and should entail a brief PowerPoint presentation. This presentation should also address the perspectives of the key stakeholder groups you identified, and briefly highlight your research steps in the field as part of the engagement requirement for this course. These presentations will be made during the last two weeks of class to your instructor and class colleagues, and you should be
prepared to respond to any comments and questions in the class and incorporate the nature of those responses into your final report.

Graduation Writing Assessment Requirement for Master of Urban Planning Students

This course satisfies the GWAR requirement for SJSU. In order to meet the GWAR requirements, you must receive at least a "C" grade on the individual final written report. 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 the instructor if you are unclear about these requirements.

Calculation of Final Course Letter Grade

The course grade consists of seven assignments and a classroom participation component which may include in-class written exercises. The first assignment is worth 5% of the grade, the next two assignments are worth 10% of the grade each. The student/team-led seminar is worth 10%, planning/field engagement is worth 10%, the final evaluation plan report is worth 30% of the final grade, and the final evaluation plan presentation is worth 15%. Class participation is worth 10%. The first assignment is worth 5 points, the second 10 points, and the third 10 points. The seminar is worth 10 points, and planning/field engagement is worth 10 points. The final individual written policy evaluation report is worth 30 points, and the final presentation is worth 15 points. Class participation is worth 10 points. Thus, the class points add up to 100 points.

As an example, if a student named "Jane" obtains 5 points on the first assignment, 7 points on the second assignment, 8 points on the third assignment, 9 out of 10 points for the seminar, 10 of 10 points for field engagement, 26 out of 30 points on her written evaluation plan, 12 out of 15 on her final presentation, and 10 out of 10 points for classroom participation, her final letter grade can be calculated using the following steps.

A) Calculate the score for each assignment, and sum the total:

- First Assignment: 5/5
- Second Assignment: 7/10
- Third Assignment: 8/10
- Seminar: 9/10
- Field engagement: 10/10
- Final Evaluation Report: 26/30
- Final Presentation: 12/15
- Classroom Participation: 10/10

Total Course Points = 87/100
B) Using the following grading scheme to convert the final score into a letter grade:

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)

The score of 87 gives "Jane" a letter grade of B+ for the course. Because she earned 26 of 30 points on the final written report, equating to 86.6% of available points, she has earned a B on the final written assignment and has satisfied the GWAR requirement.

Other Grading and Assignment Issues

All written assignments must be typed or word processed and submitted in a hard copy, paper format at the beginning of the class session they are due. No handwritten papers will be accepted. 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
2 days late - 50% reduction from total points
3 days late - 75% reduction from total points
4 days late - 100% reduction from total points (no credit)

Consideration of exceptions to the policy will be made only due to extreme illness or death in the family, with appropriate physician's note or copy of death certificate. No assignments accepted after the last class meeting.

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.

Because this is a four-unit class, you can expect to spend a minimum of nine more 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 the Planning/Field Engagement activities and research work for the Final Policy Evaluation report. Further details on how to complete these activities are shown elsewhere in this syllabus, and will be discussed in class.

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 San José State University

Urban and Regional Planning Department
http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic coursework. 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 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 Option 1.
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 and professional behavior dictate 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.

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.

This Policy Analysis course will satisfy the GWAR, Graduation Writing Assessment Requirement for SJSU for your Master's degree only if you receive a grade of "C" or better on your final written report of a minimum of 3000 words. Not everyone writes easily or has had practice in professional or persuasive types of writing, which will be commonly used in future employment situations you
may encounter. It is important for this course and as an imperative skill for future jobs that you invest time now in improving your writing skills.

**SJSU Counseling Services**
The SJSU Counseling 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 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**
As your instructor, I will make a concerted effort to be prepared in class and conduct myself in a responsible and professional manner. I expect the same effort from you -- that you arrive on time, having read and/or prepared your material, and are ready to participate in the day's activities. I encourage you to take notes either in writing or on a computer, but ask that you not multi-task, surf the web, or use your cell phones to talk or text while in class so that your full attention is devoted to the in-class activities and the discussion with your colleagues.
# COURSE NUMBER AND TITLE
## SPRING 2015

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28</td>
<td>Course Intro/Policy Analysis Framing</td>
<td>BMPAP, Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>Policy Analysis: Process and Verification</td>
<td>BMPAP, Ch. 2 and 4</td>
<td>Assignment #1 assigned</td>
</tr>
<tr>
<td></td>
<td>Confirm Seminar Topics/Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/11</td>
<td>Methods of Data Analysis: Population and Basic Statistics</td>
<td>BMPAP Ch. 3</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Methods of Data Analysis: Problem Definition</td>
<td></td>
<td>Assignment # 1 due&lt;br&gt;Assignment #2 assigned</td>
</tr>
<tr>
<td></td>
<td>Seminar Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td>Methods of Data Analysis: Evaluation Criteria</td>
<td>BMPAP, Ch. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>Policy Analysis: Identify Alternatives</td>
<td>BMPAP, Ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>Policy Analysis: Evaluate Alternatives</td>
<td>BMPAP, Ch. 7</td>
<td>Assignment #2 due</td>
</tr>
<tr>
<td></td>
<td>Seminar Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>Policy Analysis: Evaluation Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>Methods of Data Analysis: Interviews and Surveys</td>
<td></td>
<td>Assignment #3 assigned</td>
</tr>
<tr>
<td></td>
<td>Seminar Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Seminar Topic</td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Policy Analysis: Multiple Criteria/Matrix Assessment</td>
<td>BMPAP, Ch. 8</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>Monitoring and Evaluating: Implemented Policies</td>
<td>BMPAP, Ch. 9</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Open (TBD)/Catch-Up</td>
<td>Assignment #3 due</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>Final Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/13</td>
<td>Final Presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Finals Week Schedule: Both Section 1 and Section 2 will meet on 5/20 in the regular classroom. Final written Policy Evaluation Report due at the beginning of your class section on 5/20.