

SAN JOSÉ STATE UNIVERSITY

URBAN AND REGIONAL PLANNING DEPARTMENT

URBP 236 URBAN AND REGIONAL POLICY ANALYSIS, IMPLEMENTATION, AND EVALUATION:  
TOOLS AND METHODS  
FALL 2022

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Office hours:	Mondays or Fridays 12:00 pm -1:00 pm via below class zoom or by appointment
Class days/time:	Tuesdays 4:30-7:15 pm
Classroom:	Washington Square Hall 111
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 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 policy problem related to the field of urban and regional planning developing a prescription for intervention and change. Policy analysis is used by consultants, politicians, urban planners, all levels of government, and academics. To analyze policies, students will focus on defining and framing public problems, identifying and exploring possible best practices for addressing problems, and suggest solutions for implementation. This course contains analytical and theoretical approaches to explain and evaluate an urban and regional policy. Students will be introduced to topics such as the Covid-19 pandemic, Sea Level Rise, Climate Change, Water Management, Natural Disasters, Collective Action, and how empirical research, including case studies, direct observation, focus groups, content analysis, and interviews assists in policy analysis.

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

1. Develop a policy analysis / program evaluation plan for a planning-related 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. Examination of how the selected policy/program is influenced by collective action and interest group politics.
  - b. A description of the history and context for the problem to be addressed.
  - c. A stakeholder analysis that identifies the interests and power of the stakeholders.
  - d. A description of the criteria to be used in the evaluation and justification of why they were chosen.
  - e. A discussion of the data needs and sources for acquiring that data.
  - f. A description of the policy or program options to be evaluated.
  - g. A description of the analytical methods to be used.
  - h. Final recommendations.
1. 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.
2. Evaluate the environmental impacts of policy decisions and describe how different policy alternatives can negatively or positively impact sustainability.
3. Evaluate the economic impacts of policy decisions and describe how economic factors can impact growth and change.
4. Evaluate the social and equity implications of policy decisions and develop strategies to address the racial and ethnic injustices in our communities.
5. Describe and explain how the methods of analysis covered in this course can be used to influence the future.
6. 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. All classes that are not designated as in-person will use the following Zoom information. **All students are required to have their cameras on for all designated zoom classes as this is part of the class participation and attendance.**

**ZOOM ID:**

<https://sjsu.zoom.us/j/85798623774?pwd=TkZHRzhVNWY5QnM3OFN5VE5LOXkvZz09>

**Passcode: 119852**

This 4-unit course has a community engagement component/activity which accounts for 25% of the grade. Assignment #2, which accounts 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 up to 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.

The first class will consist of the following structure:

1. 4:30pm to 5:15pm – Introductions
2. 5:15pm to 5:45pm – Syllabus
3. 5:45pm to 6:00pm – Break
4. 6:00pm to 6:30pm – First Principle, Maslow Hierarchy of Needs
5. 6:30pm to 7:15pm –Individual Assignments/Team Assignments/Policy Overview

A typical class will consist of the following structure:

1. 4:30pm to 4:45pm – Quiz
2. 4:45pm to 6:00pm – Student presentation, Q/A, answers to quiz, and instructor insights
3. 6:00pm to 6:15pm – Students grade presentation and break
4. 6:15pm to 7:15pm – Guest Speaker/Breakout Groups/Team Assignments/Videos

**Interviews for Class Assignments**

You are welcome to reach out to friends, family, or acquaintances to recruit people for the interviews. However, please make sure this person lives in San Jose. Also, please be mindful to recruit people that represent a variety of ages, racial/ethnic identities, and geographies around the city. (We don't want everyone we interview to be a SJSU student!)

If you speak a language other than English and would like to interview someone in that language, that is encouraged! However, translations to English may need to be used in the analysis and reporting.

When you reach out to people you should provide some information about the project you are working on so that people have an idea about what you will be interviewing them about. That said, the interviewees do not need to prepare anything ahead of time. A sample interview with a stakeholder can be found at the end of this syllabus.

If the respondent agrees, you should record the interview(s), so that you can pull out quotes from the interviews afterwards. You will need to ask permission of the person being interviewed before starting the recording. After the interview, you can have the conversations transcribed using services such as [otter.ai](https://otter.ai), which does free transcriptions.

### Interview Request Template

Subject: Request to interview: SJSU project

Dear **Interviewee Name**,

I am reaching out to you on behalf of an SJSU community engagement. I am a graduate student at SJSU in the Department of Urban and Regional Planning. The project is a study of (Fill in project purpose).

As part of this project, several students are interviewing community members. I am interested in interviewing you because **insert specific language here** and feel that your insights will be invaluable to the research. Specifically, I am interested in learning more about how **insert specific language here based on type of interviewee.**

I hope this research is of interest to you and that you'd like to participate in an interview, which will take about half an hour at a location of your choosing or over Zoom. Below are several times that work for me and my research partner, **insert partner's name here**. If these times do not work for you or you are available sooner, please feel free to propose alternatives.

- **Month, Date, Times**
- **Month, Date, Times**
- **Month, Date, Times**

If you have any questions or would like to discuss the research project in more detail please feel free to email me or call me at **insert cell phone number**. I look forward to hearing back from you and appreciate your consideration.

Best,

**Your name**



**Quizzes (20% of grade):** There will be quizzes (10 in total) on the readings starting week on August 30, 2022. These quizzes will be completed on canvas at the beginning of class. Those students that miss classes for officially documented excuses per the below Classroom Protocol section will be given an opportunity to take the quizzes at a later date. Those students that miss class for unexcused reasons will not be given an opportunity to take the quizzes.

**Student Reading and Presentations (10% of grade):** Starting August 30, 2022, students will act as facilitators and present to the class a discussion of the selected readings listed in the syllabus. Presentations will be assigned for each class and students will be expected to guide the discussion using the below questions. This does not absolve the rest of the class from reading the week's material. Encourage discussion, use creativity, and make connections. Ask people questions – even cold calling if need be. The 40-minute discussion should demonstrate your knowledge and understanding of the readings. A minimum of 10 PDF or slides are required to be uploaded to the Canvas website before 4:30pm of the designated presentation class. At the end of each student presentation, all the students and instructor in the class will rate the presentation on completeness based on the below questions on a scale of 1 to 10 via Canvas. The average will be the student's grade. For example, if you are scheduled to present to the class the following questions should be addressed in the presentation:

- 1) Introduce the policy, theory, problem, concepts/terms and how would you explain them to your policymakers?
- 2) What is the importance of the topic and who are the stakeholders?
- 3) What qualitative or quantitative methods were used for analysis?
- 4) What are the social, economic, and equity impacts of the topic?
- 5) Who gains or losses from this topic?
- 6) How is the topic applicable to other current events?
- 7) Do you agree with the argument of the reading?
- 8) What are some of the assumptions of the author?
- 9) What controversies does the author raise?
- 10) Do you agree or disagree with the author's argument?
- 11) How would you develop, implement and evaluate policies based on this topic?
- 12) Have you personally or professionally experienced this topic?
- 13) How does the topic relate to collective action or any other theory/readings you have reviewed in other classes?
- 14) What other urban and regional planning policies could be influenced by this policy, theory, problem, and concepts/terms?
- 15) How does this policy, theory, problem, and concepts/terms impact public health and environmental policies?

**Engagement: Public Meeting and Student Presentations (5% of grade):** Students prepare a written one-page memo (12 point typeface, double spaced) and the structure of the memo should consist of: (1) Background information including how the observation is related to the selected policy issue, (2) Important findings (e.g., what did you learn about the policy issue that you did not know before; what are some of the important dynamics of the policy issue at the community level; what are some of the challenges involved in the process; what are the opportunities; what do you think are the

ignored dimensions of the problem/solution; how the political, economic, and social dimensions of the issue are impacting it; what qualitative or quantitative methods were used for analysis?; how are the stakeholders involved in the planning process; etc.), and (3) Conclusions and policy implications (what are some of the important conclusions and how these conclusions may impact policy decisions). Students will also be required to present their findings in a verbal presentation discussion format using media, such as Microsoft PowerPoint. The presentation shall be 10 minutes in length, with 2 minutes for Q and A. **Your write-up is due no later than 4:30pm PST on September 20, 2022 to Canvas.**

- 1) Observe a public meeting such as a city council, study session, or planning commission meeting that has a discussion of an urban planning and development policy/plan, such as review of a climate action plan or general plan update. Quick Tips: Prepare a list of questions or important considerations; take notes; pay attention to the details; transcribe your notes into a word doc immediately after the meeting.  
OR
- 2) Participate in a planning workshop, community visioning, design charrette, or advocacy event related to a policy of interest, such as affordable housing. Quick Tips: Learn about the workshop goals beforehand; prepare a list of items that you would expect the workshop to focus on (based on the available information); take notes, pictures and/or videos while participating in the event; transcribe your notes into a word doc immediately after the event.

**Engagement: Individual Assignment (10% of grade for presentation and 20% for written report):** The goal is to provide the students with opportunities to get involved in real-life planning processes. Working individually, evaluate a contemporary policy limited to the following: **(1) San Jose State University Vaccination Policy, (2) San Jose State University Mask Policy, (3) Santa Clara Valley Water District One Water Plan, (4) City of Palo Alto Sea Level Rise Policy, (5) California Wildfire and Forest Resilience Action Plan (Governor Newsom issued Executive Order N-82-20), (6) Coastal Conservancy Climate Change Policy (2009), (7) Transportation Analysis Policy (San Jose Council Policy 5-1), (8) San Jose 2030 Greenhouse Gas Reduction Strategy, (9) Climate Smart San Jose, (10) Bay Plan Amendment No. 1-08 adding New Climate Change Findings and Policies, (11) City of San Jose Inclusion Housing Policies, (12) San Jose Green Building Policy Leadership, (13) City of San Jose Living Wage Policy, (14) Envision San Jose 2040 General Plan (Sustainability Policy), (15) City of San Jose Riparian Corridor Policy.**

- Each individual will write and prepare a presentation focusing on the agenda setting, type of empirical research (qualitative or quantitative) that potentially the State of California or any California municipality is using for policy development, theoretical framework, political, economic, and social impact on the community, approval process, implementation, limitations of the policy/plan/initiative, directions for future studies, and monitoring. Stakeholder interviews (minimum of five) and community engagement are required as part of this assignment. All interviews are required to follow the above Interviews for Class Assignments, Interview Request Template, and Consent for Participation in Interview Research. No exceptions or deviations shall be granted. All Consent for Participation in Interview Research forms shall be uploaded to Canvas as evidence of stakeholder interviews.

- It is important to note that each student will prepare their own written report (12 point, double spaced; and a list of at least 10 literature citations) no less than 3,000 words long; photographs and illustrations are encouraged but would be considered in addition to these pages.
- A separate literature review will be required that will be no more than 3 pages. For each literature review (minimum 5), include the following: title, aims of article, methods, results, key takeaways, and limitations of article.

Students will also be required to present their findings in a verbal presentation discussion format using media, such as Microsoft PowerPoint. The presentation shall be 10 minutes in length, with up to 5 minutes for Q and A. **Your write-up is due no later than 4:30pm PST on October 18, 2022 uploaded to Canvas.**

**Engagement: Team Assignment (10% of grade for presentation and 15% for written report):**

The goal is to provide the students with opportunities to become a practitioner by creating their own policy innovation limited to the following challenges in California: **affordable housing, flooding, carbon capture, urban agriculture, transportation (e.g., micro mobility or equity issues in public transit).**

- Working in assigned teams (5 teams of 3 students), evaluate a policy innovation in urban and regional planning.
- Each student should provide a detailed statement of the policy problem and a detailed account of how your innovation will address this problem. The student should evaluate why this innovation will remedy the problem identified, stakeholders who the policy will target, political, economic, and social impact on the community, jurisdiction of where the policy will be implemented, analysis of policy implementation, how you will evaluate the innovation to measure success or failure (short/long timeframe), feasibility of the innovation, ideas for future research and testing, key takeaways, and a brief discussion of community engagement (support and opposition to your policy).
- It is important to note that each student will prepare their own written report (12 point, double spaced; and a list of at least 10 literature citations) on one policy no less than four-pages and no more than six-pages; photographs and illustrations are encouraged but would be considered in addition to these pages.
- A separate literature review will be required that will be no more than 3 pages. For each literature review (minimum 5), include the following: title, aims of article, methods, results, key takeaways, and limitations of article.
- Stakeholder interviews (minimum of five) and community engagement are required as part of this assignment. All interviews are required to follow the above Interviews for Class Assignments, Interview Request Template, and Consent for Participation in Interview Research. No exceptions or deviations shall be granted. All Consent for Participation in Interview Research forms shall be uploaded to Canvas as evidence of stakeholder interviews.
- Each team member will write from a different stakeholder perspective: policy maker, staff, and community/interest group/media. No duplication of perspectives is allowed per team.

- Students will also be required to present their findings in a verbal presentation discussion format using Microsoft PowerPoint or in one PDF document that is required to be uploaded to Canvas. The presentation shall be 20 minutes in length, with 5 minutes for Q and A. **Your write-up is due no later than 4:30pm PST on December 6, 2022 uploaded to Canvas.**

**Extra Credit:** The only opportunity for extra credit that I offer during the semester is the opportunity to conduct two interviews of policymakers (Councilmember, Supervisor, Commissioner (such as Planning, Park, Housing, Transportation, Sustainability) that are proponents/opponents of an urban planning policy. These policymakers are required to be different than those that were interviewed for any assignment in this course. I recommend you take advantage of this opportunity. **Depending on the structure (5%) and completeness of the interviews and background/findings (5%), students may earn up to 10% towards your total semester grade.** Students prepare a written two-page memo (12 point typeface, double spaced) and the structure of the memo should consist of: (1) Background information including how the observation is related to the selected policy issue, (2) Important findings (e.g., what did you learn about the policy issue that you did not know before; what are some of the important dynamics of the policy issue at the community level; what are some of the challenges involved in the process; what are the opportunities; what are the political, economic, and social impact on the community what do you think are the ignored dimensions of the problem/solution; how the political dimensions of the issue are impacting it; how are the stakeholders involved in the planning process; etc.), and (3) Conclusions and policy implications (what are some of the important conclusions and how these conclusions may impact policy decisions). **If you choose to make use of this extra credit opportunity, your write-up is due no later than 5:00pm PST on November 18, 2022 to Canvas.** No exceptions will be made to this deadline. **Students will present the background and findings of these interviews on November 22, 2022.** The presentation shall be 10 minutes in length, with 2 minutes for Q and A.

### Required Reading

#### **Methods and Policy Process**

- 1) Vogler, C. "Joseph Campbell Goes to the Movies: The Influence of the Hero's Journey in Film Narrative." *Journal of Genius and Eminence*, 2 (2), 9-23.
- 2) Cronin, P., Ryan, F., Coughlan, M. (2008). "Undertaking a literature review: a step-by-step approach." *British Journal of Nursing* (17), 1, 38-43.
- 3) Municipal Research & Services Center of Washington. *Local Government Policy-Making Process* (1999).
- 4) Small, M. (2009). "How many cases do I need? On science and the logic of case selection in field-based research." *Ethnography*, 10(5).
- 5) Save the Children. *6 Methods of data collection and analysis*. The Open University.
- 6) Stake, R. *Data Gathering*. Chapter 4 in the art of case study research. (1995), 49-68.
- 7) Sallee, M.W., Flood, J.T. (2012) "Using Qualitative Research to Bridge Research, Policy, and Practice." *Theory into Practice*, 51:2, 137-144.
- 8) Weston, C., et.al. (2001). "Analyzing Interview Data: The Development and Evolution of A Coding System." *Qualitative Sociology*, Vol. 24, No. 3, 381-400.

## Policy Evaluation

- 9) Patton, C.V., Sawicki, D.S., et.al. Chapter 5 in Basic Methods of Policy Analysis and Planning. 3<sup>rd</sup> ed. New York: Routledge, 2016, pp. 176-204.
- 10) Hanberger, A. (2001). "What is the Policy Problem? Methodological challenges in policy evaluation." *Evaluation* 7(1), 45-62.
- 11) Yanow, D. (2001). Qualitative-Interpretive Methods in Policy Research Chapter 27 in *Handbook of Public Policy Analysis : Theory, Politics, and Methods*, edited by Frank Fischer, and Gerald J. Miller, Taylor & Francis Group, 2006.
- 12) Srivastava, A., Thomson, S.B. (2009). Framework Analysis: A Qualitative Methodology for Applied Policy Research. *JOAAG*, Vol. 4. No. 2.

## COVID-19/Wildfire

- 13) Vineburgh, Nancy T., et al. "Workplace resources for crisis management: implications for public-private sector planning, policy and response to disasters." *International Journal of Public Policy* 3.5-6 (2008): 378-388.
- 14) Zhang Q, Gao J, Wu JT, Cao Z, Dajun Zeng D. (2021) "Data science approaches to confronting the COVID-19 pandemic: a narrative review." *Phil. Trans. R. Soc. A* 380: 20210127
- 15) Adolph, Christopher, et al. "The pandemic policy u-turn: Partisanship, public health, and race in decisions to ease COVID-19 social distancing policies in the United States." *Perspectives on Politics* 20.2 (2022): 595-617.
- 16) Hogan, J., Howlett, M., Murphy, M. (2022). "Re-thinking the coronavirus pandemic as a policy punctuation: COVID-19 as a path-clearing policy accelerator." *Policy and Society* (41).

## Climate Change/Sea Level Rise

- 17) Harris, J.M., Roach, B., Codur, A.M. (2021). A Contemporary Approach, Global Development and Environment Institute, Tufts University, found in Chapter 13: Global Climate Change: Policy Responses (bu.edu).
- 18) Biermann, F. (2021). "The future of 'environmental' policy in the Anthropocene: time for a paradigm shift." *Environmental Politics*, 30:1-2, 61-80.
- 19) Abel, N., Gorddard, R., Harman, B., Leitch, A., Langridge, J., Ryan, A., & Heyenga, S. (2011). "Sea level rise, coastal development and planned retreat: analytical framework, governance principles and an Australian case study." *Environmental Science and Policy*, 14(3), 279-288.
- 20) Lubell, M. (2017). The Governance Gap: Climate Adaptation and Sea-Level Rise in the San Francisco Bay Area.
- 21) Lubell, M., Pia Vantaggiato, F.P., Bostic, D. (2019) The Governance of Sea Level Rise in the San Francisco Bay Area: results from a survey of stakeholders.
- 22) California Coastal Commission. (2018). California Coastal Commission Sea Level Rise Policy Guidance Final Adopted Science Update.
- 23) Bragg, Wendy Karen, et al. "Communicating managed retreat in California." *Water* 13.6 (2021): 781.

24) Sea Change San Mateo County. County of San Mateo Sea Level Rise Vulnerability Assessment (2018).

25) Sea Level Rise Adaptation Policy (2019). City of Palo Alto.

### **Water Management**

26) Parkinson, Simon. "Guiding urban water management towards 1.5° C." *NPJ Clean Water* 4.1 (2021): 1-6.

27) Escobedo Garcia, Nataly, and Nicola Ulibarri. "Plan writing as a policy tool: instrumental, conceptual, and tactical uses of water management plans in California." *Journal of Environmental Studies and Sciences* (2022): 1-15.

### **Climate Change and the future**

28) Burby, R. (2006). "Hurricane Katrina and the Paradoxes of Government Disaster Policy: Bringing About Wise Governmental Decisions for Hazardous Areas." *The ANNALS of the American Academy of Political and Social Science* (604), 171-191.

29) Hansen, J. *Climate Change in a Nutshell: The Gathering Storm* (2018). Found in [https://www.columbia.edu/~jeh1/mailings/2018/20181206\\_Nutshell.pdf](https://www.columbia.edu/~jeh1/mailings/2018/20181206_Nutshell.pdf)

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

### **Recommended Reading**

The University of Chicago Harris Public Policy Leadership Programs, click link: [https://harris.uchicago.edu/files/how\\_to\\_write\\_a\\_policy\\_memo\\_that\\_matters\\_0.pdf](https://harris.uchicago.edu/files/how_to_write_a_policy_memo_that_matters_0.pdf)

Miles, M., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook* (3rd ed.). Los Angeles: Sage Publications.

Patton, Carl V., David S. Sawicki, and Jennifer Clark. *Basic Methods of Policy Analysis and Planning*. 3<sup>rd</sup> ed. New York: Routledge, 2016. (ISBN-13: 978-1138463219).

Flick, U. (Ed.). (2013). Chapter 12 in *The SAGE handbook of qualitative data analysis, Qualitative Content Analysis*. Sage.

Yin, Robert. (2009). *Case Study Research Design and Methods*. Thousand Oaks: Sage Inc.

Leech, B.L. (2002). "Asking Questions: Techniques for Semi structured Interviews." *PSOnline*, 665-668.

Cronin, P., Ryan, F., Coughlan, M. (2008). "Undertaking a literature review: a step-by-step approach." *British Journal of Nursing* (17), 1, 38-43.

Popp, D. (2010). "Innovation and Climate Policy." Working Paper 15673. National Bureau of Economic Research.

Ryan. (2015). "From commitment to action: a literature review on climate policy implementation at city level." *Climatic Change*, 131(4), 519–529.

Denney, A.S. & Tewksbury, R. (2013). "How to Write a Literature Review", *Journal of Criminal Justice Education*, 24:2, 218-234.

Birkland, T.A. (1998). "Focusing Events, Mobilization, and Agenda Setting." *Journal of Public Policy*, Vol. 18, No 1 (Jan.-Apr., 1998) , 53-74.

Washington Post Staff (2022), "10 recent climate policies that could make a difference." *Washington Post*, found in <https://www.washingtonpost.com/climate-solutions/2022/04/21/climate-change-policy-examples-list/>

Milkoreit, M. The promise of climate fiction Imagination, storytelling, and the politics of the future. Chapter 10 in *Reimagining Climate Change*. Wapner, P. (ed), Elver, H. (ed) Routledge. (2016).

### Course Requirements and Assignments

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

ASSIGNMENTS AND POINTS ASSIGNMENTS:	DATE DUE	Course Objective/Learning Covered	MAX POINTS
Student Presentations	As Assigned	1b,1d	10
Public Meeting	September 20, 2022	2a, 2b, 2c, 2d, 2e, 2f, 3b	5
Weekly Quizzes	Weekly		20
Individual Assignment	October 18, 2022	1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 3e	30
Team Assignment	December 6, 2022	1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 3e	25
Class Attendance and Engagement	All weeks	2b, 2f	10
TOTAL			100

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. 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.

### GWAR

[University Policy S94-7](#) requires that all graduate students demonstrate competency in written English for advancement to candidacy within a master's program. 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, even if their overall grade for the course is higher. The "Final Paper: Policy Prescription" must be a minimum of 3,000 words exclusive of front

and back materials, figures, tables, and/or appendices. Please check with me if you are unclear about these requirements.

### Grading Information

The course grade consists of several items as listed in the table above. For example, “Class Participation and Engagement” is 10% of the final grade. This means that “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 (66 to 68)
- 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 on Canvas. Please do not e-mail your assignments to me. Late assignments will be accepted but the score will be reduced 15% for missing the due date, and 5% for each day delayed afterwards. 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 7-10 days. For late papers, the turnaround time may well take fourteen or more business days, and these students may lose the opportunity to receive feedback from their peers. Canvas assigns peer-reviewers automatically on the due date. Students that do not submit their assignment on time on Canvas will only have a chance to receive peer-feedback if someone volunteers to review their 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 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 in-person. No zoom classes will be recorded or will be zoomed, unless stated in the syllabus. 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, such as a doctor or supervisor is required to justify absence and sent to the instructor. I do not want students to be pressured to come to class if they are not feeling well. There will be an opportunity for a zoom with that student to quickly review class materials and answer any questions. 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 and attendance 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 have not been able to do the readings for

reasons beyond your control, such as an illness or a family emergency, you are required to notify me at least 30 minutes before the class. This will allow you to avoid losing participation points the first time you come to class unprepared. If this happens more than once, an official documented excuse from an authorized person will be required.

### 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](http://www.sjsu.edu/gup/syllabusinfo/) 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](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [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

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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. Peggy Cabrera ([peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)).

Course schedule below is subject to change (speakers and topics) with fair notice. The Canvas home page will offer the most updated information on the course.

Week	Date	Topic	Readings	Assignments due/Quizzes
Part I: Methods and Policy Process				
1	Aug. 23	Overview of the syllabus, expectations, and grading. Students will be given an opportunity to introduce themselves, have an opportunity to tell their story and predictions in an uncertain world. Overview of a typical policy process and goals of the course.	Course Syllabus	None
2	Aug. 30	Storytelling, Literature Review (Guest Speaker)- Mark T.	1&2 - John L.	
3 (Zoom)	Sept. 6	Policy Analysis, Problem Diagnosis, and data gathering (Guest Speaker)- Kit R.	3&4 -Ana L. 5&6- Shreya C	Quiz #1
4	Sept. 13	Quantitative and Qualitative research, content analysis, interviews, critiquing studie, Crosscutting Methods (Guest Speaker)- Karton M.	7&8 -Shane F	Quiz #2
5	Sept. 20	Public Meeting, Student Presentations, Verifying, Defining, and Detailing the Problem		Paper
6	Sept. 27	Evaluation Criteria (Guest Speaker)-Makana N.*TBD	8&9- Kevin F.	Quiz #3
7	Oct. 4	Evaluation Methods (Guest Speaker)- Brettany S.	10&11- Scott K.	Quiz #4
8 (Zoom)	Oct. 11	Covid-19 Pandemic, Monitoring, Evaluating and Implementing Policy, Case studies (Guest Speaker)- Bill L.	12&13- Santiago R	Quiz #5
9	Oct. 18	Covid-19 Pandemic and Team Assignment #1	14&15- Elisha SL	Paper
10	Oct. 25	Climate Policy (Guest Speaker)- Kostoula V.	16&17- Judi H.	Quiz #6
11 (Zoom)	Nov. 1	Sea Level Rise – (Guest Speaker)- Phillip W.	18&19- Michael W.	
12	Nov. 8	Sea Level Rise Governance and Policy Implementation	20&21- Jonathan B.	Quiz #7
13 (Zoom)	Nov. 15	Future Climate Change and Water Management (Guest Speaker)- Rich D.*TBD	22&23- Lilsel A. 24&25- Adam H.	Quiz #8
14 (Zoom)	Nov. 22	Managed Retreat and Natural Disasters-Jeffrey Onstead	26&27- Nhu N.	Quiz #9

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15	Nov. 29	The Gathering Storm & Extra Credit Presentations	28&29- Steven P.	Quiz #10
16	Dec. 6	Team Assignment #2		Paper
Finals Week	Dec. 12	No Class		

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## Sample Interview with a Stakeholder

Hello! Thank you for agreeing to talk to me about delivery robots. As you know, I am a student with San Jose State University and we are partnering with the City to gain community insights about delivery robots, which are a new technology. Do you mind if I record this interview for note-taking purposes? We won't use your name or any identifying information about you when we write up our findings.

- *If the respondent agrees to recording, begin recording now.*

Thank you, the recording has started.

To begin, we'd like to learn some general things about you. In what area of San Jose do you live and how long have you lived in the city?

Can you tell me about something you love about San Jose?

- Probe: If they don't love anything, just ask them what they like to do.

Before we start talking about sidewalk robots specifically, I'd like to ask a couple of questions about technology generally.

On a scale of 1-10, where do you think you fall in terms of your interest in technology generally with 1 being you generally have no interest in technology and 10 being that you are always interested, and why?

As you know, today I'd like to ask you some questions about sidewalk robots. The kinds of robots we're talking about are usually used for food delivery or grocery delivery, but can be used to transport anything that fits in its storage compartment.

How familiar are you with sidewalk robots?

- *Probe: Have you ever seen them in person? If so, where? What was that encounter like?*
- *Show image of robot on screen, or printed if interview is in person.*

What are your initial feelings about sidewalk robots?

What, if any, concerns do you have about this kind of technology?

- *Probe: How comfortable do you think you would feel sharing the sidewalk with the robots? Do you have safety or security concerns?*
- *Probe: Do you think this kind of technology will have impacts on jobs?*

*If person has concerns:* Are there things that could be done to address your concerns?

What, if any, opportunities or advantages do you see about this technology?

- *Probe on ideas they have about how it could be used*
- *Probe on ideas about how to regulate the technology*

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What do you think the city's role should be in managing these devices?

Is there anything else you'd like to share regarding your feelings about delivery robots?

Is there anyone else you think we should talk to?