

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP 236 URBAN AND REGIONAL POLICY ANALYSIS,**  
**IMPLEMENTATION, AND EVALUATION: TOOLS AND METHODS**  
**SPRING 2020**

|                         |   |
|-------------------------|---|
| <b>Instructor:</b>      | Serena Alexander, Ph.D.                                 |
| <b>Office location:</b> | Washington Square Hall 218B                             |
| <b>Telephone:</b>       | (408) 924-5860  |
| <b>Email:</b>           | serena.alexander@sjsu.edu (preferred method of contact) |
| <b>Office hours:</b>    | Wednesdays 1:00-3:30 pm or by appointment               |
| <b>Class days/time:</b> | Wednesdays 4:30-7:00 pm                                 |
| <b>Classroom:</b>       | Boccardo Business Center 223                            |
| <b>Prerequisites:</b>   | Passage of the Writing Skills Test                      |
| <b>Units:</b>           | 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. Prerequisites: Passage of the Writing Skills Test.

### **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. Analyze economic values, ethics and other contextual variables potentially impacting policy development, decisions and/or implementation.
  9. Describe and explain how the methods of analysis covered in this course can be used to influence the future.
  10. 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 <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>.

## **Course Format**

This 4-unit course has a community engagement component which accounts for 25% of the grade. Assignments 2a and 2b, 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 and experiences through an online

discussion board activity. For the 1-unit engagement activity, the instructor will spend an additional 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.

In an effort to go paperless, I do not provide a hard copy of course materials (e.g. syllabi, assignment guidelines, etc.). Please remember to bring the documents needed for each class using your preferred electronic device and/or print. All materials will be posted on Canvas.

## Required Course Texts

Patton, C.V., D.S. Sawicki, and J.J.Clark, *Basic Methods of Policy Analysis and Planning*. 3<sup>rd</sup> ed. New York: Routledge, 2012. (ISBN-13: 978-0-13-749509-2. Price: Rent for \$34.04 on Amazon, buy used for around \$59 from various online sellers or buy new for \$88.59 on Amazon.) This book has also been placed on reserve in the SJSU Library.

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

Recommended:

Lejano, Raul P. *Frameworks for policy analysis: Merging text and context*. New York: Routledge, 2006. (ISBN-13: 978-0415952750. Price: Buy used for around \$30 from various online sellers or buy new for \$44.58 on Amazon.)

## Course Requirements and Assignments

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

| Assignments and Other Graded Activities                    | Due Date(s)                               | Percent of Course Grade | Course Learning Objectives Covered         |
|--|---|-------------------------|--|
| Class Participation and Engagement                         | NA  | 10%                     | 2b, 2f                                     |
| Assignment 1a: Problem diagnosis                           | February 19 (Initial)<br>March 11 (Final) | 10%                     | 1d, 2b, 2f, 3d                             |
| Assignment 1b: Peer feedback and reflection                | February 26                               | 5%                      | 2b, 2e, 2f                                 |
| <b>Assignment 2: Engagement Unit Activity (25% total)</b>  |   |                         |  |
| Assignment 2a: Community engagement report                 | April 08                                  | 20%                     | 2a, 2b, 2c, 2f, 3b                         |
| Assignment 2b: Discussion board activity                   | April 15                                  | 5%                      | 2b, 2e, 2f                                 |
| Assignment 3: Exploring and analyzing relevant information | April 29                                  | 20%                     | 1d, 2a, 2b, 2c                             |
| Final Paper: Policy prescription                           | May 20                                    | 30%                     | 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 3e |

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

## **GWAR**

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. Please check with me if you are unclear about these requirements.

## **Grading Information**

The course grade consists of seven items (i.e. assignments and graded activities) as listed in the table above. For example, “Assignment 3” is 20% of the final grade, and “Class Participation and Engagement” is 10% of the final grade. This means that “Assignment 3” is worth 20 points toward your final grade, and “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+ (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)

## **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 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 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. 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. 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 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.

## 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 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 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

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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).

**URBP 236: URBAN AND REGIONAL POLICY ANALYSIS,  
IMPLEMENTATION, AND EVALUATION  
SPRING 2020  
COURSE SCHEDULE**

*Subject to change with fair notice.*

| Week  | Date    | Topic   | Readings  | Assignments due                               |
|---|---------|---|---|---|
| <b>Part I: Understanding Key Frameworks</b>   |         |   |   |   |
| 1   | Jan. 29 | Introduction<br>Basic vs. researched<br>analysis                                  | Course<br>Syllabus<br>Chapter 1                   |   |
| 2   | Feb. 05 | Policy analysis process   | Chapter 2   |   |
| 3   | Feb. 12 | Problem diagnosis   | Chapter 4   |   |
| 3   | Feb. 19 | Crosscutting methods  | Chapter 3   | Assignment 1a<br>(Initial)                    |
| 4   | Feb. 26 | Evaluation criteria   | Chapter 5   | Assignment 1b                                 |
| <b>Part II: Identifying and Analyzing Alternatives</b>  |         |   |   |   |
| 5   | Mar. 04 | Identifying alternatives  | Chapter 6   |   |
| 6   | Mar. 11 | Evaluation tools and<br>techniques (part I)                                       | Chapter 7<br>(p.243-277)                          | Assignment 1a<br>(Final)                      |
| 7   | Mar. 18 | Evaluation tools and<br>techniques (part II)                                      | Chapter 7<br>(p.277-295)                          |   |
| 8   | Mar. 25 | Evaluation tools and<br>techniques (part III)                                     | TBD   |   |
| 9   | Apr. 01 | No Class (Spring Recess)  |   |   |
| <b>Part III: Dealing with Challenges, Risks, Uncertainties and Equity Concerns in Decision Making</b> |         |   |   |   |
| 10  | Apr. 08 | Displaying alternatives and<br>distinguishing among them                          | Chapter 8   | Assignment 2a                                 |
| 11  | Apr. 15 | Case Studies  | TBD   | Assignment 2b<br>Discussion<br>Board Activity |
| 12  | Apr. 22 | No Class (Online Activity)  |   |   |
| 13  | Apr. 29 | Policy implementation<br>(A framework of analysis)<br>Gathering political support | (Sabatier &<br>Mazmanian)<br>Appx. D<br>(Bardach) | Assignment 3                                  |
| <b>Part IV: Implementation, Monitoring and Evaluation</b>   |         |   |   |   |
| 14  | May 06  | Monitoring and Evaluation   | Chapter 9   |   |
| 15  | May 13  | Final Presentations   |   |   |
| Finals Week   | May 20  | No Class  |   | Final Paper                                   |