SAN JOSÉ STATE UNIVERSITY

URBAN AND REGIONAL PLANNING DEPARTMENT

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

Instructor:	Christopher Teng, Ph.D., AICP
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Office hours:	Mondays or Fridays

Prerequisites:	None
Units:	4

Course Catalog Description

Analytical approaches to explain and evaluate the public policy making process with particular

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

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

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 vo4eshenshe, studnshe2RM

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Last Update: 8/22/2022

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 (min

Policy Evaluation

9) Patton, C.V., Sawicki, D.S., et.al. Chapter 5 in Basic Methods of Policy Analysis and Planning. 3rd 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*

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). "Foc

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 tot5 Tw 0.29 0 T

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

Examples of plagiarism at www.indiana.edu/~istd/examples.html

Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's A Manual for Writers of Research Papers, Theses, and

Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system: in-text parenthetical references, plus a corresponding reference list.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera (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.

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		

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?