

San José State University
Urban and Regional Planning
URBP 236, Urban and Regional Policy Analysis, Implementation, and
Evaluation: Tools and Methods, Spring, 2025

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Office Hours: Tuesdays 1:00PM-3:00PM or by appointment
Class Days/Time: Tuesdays 3:15PM to 5:45PM
Classroom: Clark Hall, 318
Prerequisites: URBP 204 is suggested

Course Description

Policy analysis involves a systematic evaluation of the processes and potential outcomes of proposed solutions to contemporary planning problems. The primary goal is to equip students with the skills necessary to help communities develop, implement, and evaluate policies relevant to urban and regional planning. This course will cover the foundations of policy analysis and explore its common models, processes, tools, and techniques. Students will practice acting as community change agents, focusing on diagnosing public problems related to urban and regional planning and developing interventions and strategies for change.

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.

Course Learning Outcomes (CLO)

Upon successful completion of this course, 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 and develop strategies to address the racial and ethnic injustices in our communities.
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 <https://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>

Required and Recommended Texts/Readings

Required Textbook

Meltzer, Rachel, and Alex Schwartz. Policy analysis as problem solving: A flexible and evidence-based framework. 1st ed. New York: Taylor and Francis, 2019. (ISBN 9781315209678 (Master eBook); ISBN 9781351807364 (Web pdf); ISBN 9781351807357 (ePub); ISBN 9781351807340 (Mobipocket); ISBN 9781138630161 (hardback); ISBN 9781138630178 (pbk.)

- Available to purchase on Amazon: <https://a.co/d/fzqVGA4>
- Hardcopies are available at 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 Canvas.

Recommended

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

- Price: Buy used for around \$55 from various online sellers or rent e-Textbook for \$41.42 on Amazon.)
- This book is also available at SJSU Library.

Lejano, Raul P. Frameworks for policy analysis: Merging text and context. New York: Routledge, 2006. (ISBN-13: 978-0415952767.)

- Price: Buy used for around \$11 from various online sellers or *buy new for \$62.95 on Amazon.*)

Library Liaison

Peggy Cabrera
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eCampus director for software access inquiries
Dr. Jennifer Redd
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Course Requirements and Assignments

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

	Assignment/Graded Activities	Due Date(s)	% of Course Grade	Course Learning Objectives Covered
1.	<i>Class Participation and Engagement (i.e., Discussion Assignment)</i>	N/A	10%	2b, 2f
2. Assignment 1 (Individual submission)	<p><i>Assignment 1: Overview of California's Enterprise Zone and Opportunity Zone Programs</i></p> <p><i>Objective:</i> <i>This assignment is designed to familiarize students with the foundational concepts, policies, and contents of California's Enterprise Zone (EZ) and Opportunity Zone (OZ) programs. Students will explore the background, aims, implementation methods, and geographical coverage of these programs to build a comprehensive understanding of their structure and objectives.</i></p> <p>Check canvas for details</p>	02/18	10%	1d, 2b, 2f, 3d
3. Assignment 2 (Individual submission)	<p>Each student is required to write a synthesis review of at least 5 empirical studies that evaluate Enterprise Zone programs (preferably in California). The goal is to summarize and critically assess the analytical framework used in the study and findings of each study, focusing on the empirical evidence, factual data, and analysis presented in the research.</p> <p>Check canvas for details</p>	03/04	15%	1d, 2b, 2f, 3d
4. Assignment 3 (Teamwork presentation)	<p><i>Objective: The aim of this assignment is for teams to collect, synthesize, and present findings from case studies or research that analyzed policies using ex-ante and ex-post analysis frameworks. This assignment will broaden your exposure to various policies, beyond Enterprise Zones (EZ) programs, while continuing to build on your previous work from Assignment 2.</i></p> <p>Check canvas for details</p>	04/08	10%	2b, 2e, 2f

<p>Assignment 4 (Individual submission):</p>	<p><i>Final Project Proposal</i></p> <p>Overview:; This proposal will guide your final project, so ensure it is thorough, realistic, and methodologically sound. each student will select a California jurisdiction to analyze the application of the Enterprise Zone or Opportunity Zone program. The analysis can either:</p> <ol style="list-style-type: none"> 1. Pre-Implementation Feasibility Analysis: Explore the feasibility of implementing the program in a jurisdiction that currently lacks it. 2. Post-Implementation Impact Analysis: Examine whether the program achieved its intended goals after implementation in a specific jurisdiction. <p>This individual project will help students develop a detailed understanding of policy analysis techniques, program feasibility studies, and impact assessment. Students should aim to present a compelling analysis that leverages their understanding of economic development policies and applies robust data-driven approaches.</p> <ul style="list-style-type: none"> • Feasibility and Relevance of Data and Methods: Data sources, methods, and timeline should be practical, comprehensive, and relevant. • Analytical Rigor: The proposal should demonstrate an understanding of advanced analytical techniques. • Timeline Detail and Realism: The timeline should be specific and achievable within the given timeframe. <p>Check canvas for details</p>	04/22	25%	2a, 2b, 2c, 2e, 2f, 3b
<p>6.</p> <p>Assignment 5 (individual work)</p>	<p>Word Limit: 3,000 words</p> <p>Project Overview</p> <p>Building upon the project proposal, for this final project, each student will analyze the application of the Enterprise or Opportunity Zone program within a California jurisdiction of their choice. The project should either:</p> <ol style="list-style-type: none"> 1. Ex ante or Pre-Implementation Feasibility Analysis: Assess the feasibility and potential impacts of introducing the program in a jurisdiction that does not currently have it, or 2. Ex post or Post-Implementation Impact Analysis: Evaluate whether the program met its intended goals and assess its overall effectiveness in a jurisdiction where it has been implemented. <p>This individual project will allow you to apply policy analysis techniques and develop a meaningful understanding of how Enterprise and Opportunity Zone programs can affect economic and social dynamics within communities in California.</p> <p>Check canvas for details</p>	05/11	30%	1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 3e

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 60 hours over the length of the course (normally four hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

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 Report” 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

Determination of Grade The course grade consists of seven items (i.e. assignments and graded activities) as listed in the table above. For example, “Assignment 2” is 15% of the final grade, and “Class Participation and Engagement” is 10% of the final grade. This means that “Assignment 2” is worth 15 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:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

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. 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 (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 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 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](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

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.

How to Avoid Plagiarism While Using ChatGPT and Ai Tools? Here are great tips: <https://getgenie.ai/how-to-avoid-plagiarism-with-ai-tools/>

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.

URBP 236, Urban and Regional Policy Analysis, Implementation, and Evaluation: Tools and Methods

SPRING 2025

Course Schedule

Subject to change with fair notice. Please follow the Canvas home page, which offers the most updated information.

Week	Date	Topics	Readings	Assignments Due
Part I: Understanding Key Frameworks				
1	01/28	Introduction, Syllabus Review Basic vs research analysis	Course Syllabus	
2	02/04	Opportunity/Enterprise Zone Program	Enterprise Zone Program Readings	
3	02/11	Policy analysis process		
4	02/18	Problem diagnosis	Chapter 1	<i>Assignment 1</i>
Part II: Identifying and Analyzing Alternatives				
5	02/25	Identifying alternatives	Chapter 2	
6	03/04	Evaluation criteria	Chapter 3	<i>Assignment 2</i>
7	03/11	Evaluation tools and techniques	Chapter 4	
8	03/18	Economic Analysis	Chapter 5	
9	03/25	Stats & Data for Policy Analysis	Chapter 6	
10	04/08	Case study team presentations	Reading(s) on canvas	<i>Assignment 3</i>
Part III: Dealing with Challenges, Risks, Uncertainties and Equity Concerns in Decision Making				
11	04/15	Professional context of policy analysis	Chapter 7	
12	04/22	Policy Analysis Case studies	Reading(s) on canvas	<i>Assignment 4</i>
13	04/29	Policy implementation	Chapter 8	
Part IV: Final Project				
14	05/06	Project Progress		
Final Week	05/11	No class (Submit a final paper on Canvas instead of final exam)		<i>Assignment 5</i>