TUFTS UNIVERSITY DEPARTMENT OF URBAN AND ENVIRONMENTAL POLICY AND PLANNING
UEP 250 FOUNDATIONS OF PUBLIC POLICY AND PLANNING
FALL 2016

CLASS TIMES AND VENUES:
Mondays and Wednesdays, 10:30-11:45 am
Class meets in Tisch Library, Room 316
Note: Foundations students are also required to attend 3 sessions of the UEP Colloquium on Wednesdays 12pm – 1pm (Alumnae Lounge, 40 Talbot Ave.).

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Elijah Romulus - Elijah.Romulus@tufts.edu

COURSE DESCRIPTION AND OBJECTIVES
This course provides a critical overview of facets of planning and public policy formation and implementation that are fundamental to a range of urban, environmental, and social issues. It introduces major ideas and debates regarding planning and public policy; historical, legal, and theoretical and conceptual bases of policy and planning; and processes and tools employed by planners and policy makers. Consideration will be given to both spatial and non-spatial issues and challenges in planning and public policy.

The class is designed to provide you – and your cohort of UEP students who have varied experiences, expertise, and interests – with a common set of frameworks for thinking and acting effectively as public policy and planning practitioners. The concepts and theories we will examine together and the skills and research, critical analysis, and communication you will develop will also help prepare you for the UEP Field Projects course in the spring. They also promise to enhance your learning in other courses and enable you to continue learning from practice over the course of your professional lives in the policy and planning fields.

These frameworks will guide us in exploring a question that will continue to be central to your future careers: **What does it mean to be an agent of change in the fields of policy and planning?**

Among the questions we will entertain are:

- How can we understand the dynamics of stability and change as they impact the social and environmental well-being of people and places?
Why and when should we intervene to steer those dynamics so as to enhance people’s lives and protect and improve places?

How should we consider which approaches to intervention we should endorse and pursue (or oppose and resist)?

How can we take into account potentially competing priorities and perspectives about problems and interventions among our colleagues, constituents, and other key stakeholders?

With which stakeholders will we interact and in what ways? How will the institutional contexts in which we operate influence our efforts?

How can we acknowledge the enduring effects of racism and inequality on the policy and planning institutions and systems intended to address urban, environmental, and social problems? How can we help design more cultural competent policy and planning practices?

Developing Critical Thinking and Communication Competencies: The course also aims to develop critical thinking and communication skills that are essential to policy and planning practice. Written assignments will allow you to hone your critical thinking and exposition of that thinking for a variety of audiences and in various styles. We will also take advantage of our interactions throughout the course to develop your ability to communicate effectively among people with similar and divergent backgrounds, perspectives, and interests. (See the assignment descriptions below.)

Course Format and Structure

The course uses readings, lectures, small group discussions, interactive exercises, and written assignments to provide students with a range of lenses through which to examine, analyze, and understand essential planning and policy dynamics and elements.

The course is organized into three main sections:

1. The rationale for planning and public policy intervention.
   The first three weeks introduce students to the overarching goals of planning and public policy and rationales for intervening to influence dynamics of stasis and change as driven by markets and politics.

2. Approaches to planning and policy intervention.
   In weeks 4 through 7, we examine different approaches to intervention and consider both the tensions and the potential complementarities among them.

3. The context for planning and policy interventions.
   In the final weeks, we examine the institutional contexts and power dynamics in which planning and policymaking processes unfold.
UEP Colloquium
Because the course cannot survey many of the areas of planning and policy interest within UEP, students are also required to attend at least three (3) sessions of the UEP Colloquium in the Fall. These sessions will introduce students to other UEP core faculty and current issues in policy and planning research and practice. Students are encouraged to attend all the other sessions of the UEP Colloquium as well. The Colloquium is held from 12 p.m. - 1 p.m. on Wednesdays in the Alumnae Lounge (40 Talbot Ave).

Readings and Other Course Materials:
Course readings span classic and recent planning and policy scholarship and publications intended for practitioners.

Required Text:

This book is available through the Tufts University Bookstore. (Note that the Third edition is considerably different from earlier versions.) The book is also on reserve at Tisch Library.

Trunk Website:
The majority of readings and other course materials are located on the course Trunk site, either as documents for download or as links to Tisch Library or external websites. (Tufts’ Trunk site can be found at http://trunk.tufts.edu/.)

Please check Trunk weekly for announcements and updates to the readings and guidance to prepare for class participation and assignments.

Primary Assignments:
The following assignments are designed to encourage you to draw connections between the course themes and explorations of policy and planning practice in the real world. Each assignment is also an opportunity to develop critical thinking, communication, and other core competencies. Detailed guidance for each of these assignments will be posted on Trunk.

(Note you will also prepare additional exercises to be used during class sessions as indicated in the schedule and as communicated in class or via the Trunk site.)

Interview with UEP Alumna/us:
Select by Sept. 12; Summary by Oct. 5 (5% of grade)

You will interview a UEP alum about what it means to be an agent of change in the fields of policy and planning, the knowledge and skills essential to effective practice, and which of these skills are best learned while at UEP or on the job.
The Literature Review and Policy/Planning Brief and supporting assignments allow you to apply the course’s core concepts and frameworks to an urban, environmental, or social issue of interest to you. The assignments complement one another. Each focuses on understanding both the underlying problem and policy/planning solutions (or interventions) to address it as well as the context in which the problem and solutions are embedded.

In the Literature Review, you leverage applied social science (or “rational” analysis) to learn about the issue. The Policy/Planning Brief is an opportunity to use that knowledge and your understanding of the institutional, economic, political, and social context and power dynamics among key stakeholders to persuade relevant a decision-maker to adopt a concrete recommendation.

The following sequence of assignments is designed to guide you through a cumulative process of inquiry that follows the course themes. Feedback on each assignment will help you develop critical analysis and communication skills and offer guidance for subsequent assignments.

**We encourage you to meet outside of class with the instructors and TAs to discuss and hone your topic ideas. We also suggest that you select a partner to review and comment on each other’s drafts before submitting your assignments.**

1. **Identify the issue** you will explore in the assignments.
   Post on Trunk Discussion Forum by **Friday, September 23 at 4pm.** (No grade.)

2. **Prospectus and Preliminary Literature Search Exercise**
   Due by **Friday, October 7th at 4pm** (3 double-spaced pages; 5% of grade)
   You will use the sources you have begun to identify and review with the guidance from the library session to narrow your focus and plan your Literature Review and Policy/Planning Brief. Use the results of the Literature Search exercise for the 10/3 session with librarian, Josh Quan.

3. **Literature Search and Review** (35% of grade)
   a. **Detailed, Annotated Literature Review Outline:** Due by **Friday, Oct. 14th at 4pm** (about 5-7 pages)
      The outline should reference the literature you have reviewed to date to 1) Explain how your specific topic is situated in the broader discourse on the issue and indicate why the focus on this facet is significant; 2) Characterize the significant areas of agreement and
at least one tension or debate regarding both the nature of the problem and selected policy/planning interventions and 3) Raise a few questions that will guide the next steps of your literature search and critique of these arguments.

b. Literature Review Draft: Due by Friday, Nov. 18 at 4pm (10 pages, double spaced)

Build on your previous assignments to synthesize what you have gleaned about the state of the knowledge about the specific urban/environmental/social problem and policy/planning interventions you have selected. Refine and extend your discussion of areas of consensus and points of contention -- including critical analysis of the underlying assumptions and substantiating evidence -- in the scholarship you reviewed. Include additional references and refined analysis and incorporate feedback from instructors and peers.

c. Revised Literature Review: Due by Friday, December 16th at 4pm.

The revised literature review should incorporate feedback on the previous draft. (Please re-submit your earlier draft as well.)

4. Policy/Planning Brief: (35% of grade)

The purpose of the brief is to communicate persuasively to a key decision-maker about the importance of addressing the problem you discussed in the literature review and to recommend a course of action based on your analysis of policy/planning interventions.

a. Detailed Plan due by Friday, Nov. 18 (with Literature Review draft)

Use the institutional field, stakeholder analysis, and multiple-stream analysis exercises prepared for class sessions to plan the content of your memo and your strategy for persuading your intended audience. Briefly explain your decisions (1-3 sentences for each). (You may propose a few options you are considering and pose questions for feedback to guide your next steps.)

b. Final Policy/Planning Brief and Annotation due by Friday, December 16th at 4pm

Craft your framing of the problem, your assessment of possible policy/planning responses, and your recommendation for action to appeal to the decision-maker you are addressing. (No more than 1,500 words, not including references)

Accompany the brief with a short memo that explains your strategy for formulating the recommendation and persuading the decision-maker to adopt it (2-3 pages).
Observation and Analysis of a Public Meeting (10% of grade):

Due by Monday, Nov. 14th 4-5 pages double-spaced

Attend a public meeting focusing on an issue or concern of relevance to urban, environmental, and/or social policy and planning. Write an account of your observation that reflects on the value and challenges of engaging residents (or other constituents) in decision making processes.

Small Group Discussions and Reflections (5% of grade) -- Ongoing

You will be discussing the course concepts and their application to real world situations on several occasions throughout the course. These discussions are also intended to develop communication and group facilitation skills.

To facilitate reflection on both the concepts and the communication process, each group will post brief minutes from their discussion to the Trunk Discussion Forum at the end of class or by the following morning (at 9am). These memos will include:

1. A concise summary of the main points discussed according to the guidance for that day.
2. Acknowledgement of any differences in group members’ interpretations, perspectives, or opinions, including differences that relate to the focus of your class projects.
3. An explanation of how the group took these differences into account in the conversation (e.g., clarifying the basis for the differences, reconciling differences to reach agreement, leveraging the differences to generate new ideas).
4. Raise at least one question about the day’s topic for further reflection by the group and the class as a whole.

Groups of 4-6 students will be determined a few weeks into the semester. (The configuration of the groups may change as we experiment with this approach.) Group members will rotate responsibility for 1) facilitating the discussion, 2) time keeping with respect to the day’s discussion questions, 3) notetaking during the conversation, and 4) recording and posting the memo to Trunk.

A few times during the semester, you will be asked to complete a short (anonymous) survey to assess your contribution to the group as well as the group dynamic. We will adopt criteria for this assessment in the first weeks of the course.

Engaged Participation and Personal Reflections (5% of grade) – Ongoing

Attendance and active participation in class discussion is required; it is important for our cumulative learning process, both individually and collectively.

We encourage you to reflect on your personal career goals and your identity as policy/planning professional throughout the course. To this end, you will have several opportunities for reflection in writing and in conversation with your classmates. We will occasionally ask you to submit these written reflections; they will not be graded.
# Calendar of Assignment Due Dates and Submission Guidance

Unless otherwise noted, all assignments are due on Fridays by 4pm.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Survey on syllabus and personal goals</td>
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<tr>
<td>Select UEP alum to interview</td>
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<tr>
<td>Selection of issue for Literature Review and Policy/Planning Brief</td>
<td>9/23</td>
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<tr>
<td>Summary of interview with UEP alum</td>
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<tr>
<td>Prospectus and literature search exercise</td>
<td>10/7</td>
<td>5%</td>
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<tr>
<td>Annotated Literature Review Outline, with preliminary analysis of major arguments</td>
<td>10/14</td>
<td>Incorporated into Final Grade for these Assignments*</td>
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<tr>
<td>Draft Literature Review &amp; Policy/Planning Brief Plan</td>
<td>11/18</td>
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<tr>
<td>Public Meeting Observation and Analysis</td>
<td>11/14 (Monday in class)</td>
<td>10%</td>
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<tr>
<td>Literature Review Final Draft</td>
<td>12/16</td>
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<tr>
<td>Policy/Planning Brief Final Draft</td>
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<tr>
<td>Small Group Discussions and Reflections</td>
<td>Ongoing</td>
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<td>Engaged Participation and Personal Reflections</td>
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<td>Personal reflection on your role/s as a change agent</td>
<td>12/12 in class</td>
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All written assignments are to be submitted both electronically and in hard copy paper format. Please use 12 point font, double-spaced, with one-inch margins. **Be sure to include your name and page numbers.**

- Upload assignments in Word format to the Assignment section of the Trunk site. Please include your name as part of the file name.
- Submit hard copies to the UEP office, 97 Talbot Avenue. There will be a box set up at the UEP office, near Mike Flanary’s desk, where you can drop off your assignments, during normal business hours. Be sure to staple your papers. Double-sided is preferred but not required.

* You will receive grades along with written feedback on the Annotated Literature Review Outline, the Literature Review draft, and the Policy/Planning Brief plan. These grades are intended to acknowledge the potential for improvement and as a means to track your progress. The final grades for the assignments will take into account your progress and will replace the initial grade.

Late assignments will be penalized, but accepted through the end of the semester. All late assignments should be submitted in the same formats and locations as on-time assignments (both electronic submissions and hard-copies).

**Final class grades will be on the following scale:**
A+ =99-100; A=94-98; A- =90-93; B+= 87-89; B=84-86; B- =80-83; C=70-79; D=60-69; F =<60.
**Writing Support**

Good writing is an essential tool for public policy and planning practitioners. Through the written assignments, you will have the opportunity to develop your writing skills in various styles: informal personal journal entries, a journalistic news account, academically-focused literature review, research-based analysis, and decision briefing. For citations, please use Chicago Manual of Style (we encourage you to purchase a copy of the Chicago Manual of Style, subscribe to the Manual’s website, or you can review a short summary sheet on Trunk).

You are encouraged to use the Academic Resource Center and the Graduate Writing Consultants. This site leads you through setting up an appointment with a Graduate Writing Consultant: [http://uss.tufts.edu/arc/writingtutoring/consultants.asp#About_the_Graduate_Writing_Consultants](http://uss.tufts.edu/arc/writingtutoring/consultants.asp#About_the_Graduate_Writing_Consultants).

**Policy on Academic Integrity and Avoiding Plagiarism**

Students’ work will be closely scrutinized for plagiarism and violations of the University policy will not be tolerated. Please review the materials on plagiarism – including accidental or inadvertent plagiarism – to [http://uss.tufts.edu/arc/writingresources/plagiarism.asp](http://uss.tufts.edu/arc/writingresources/plagiarism.asp). You can find Tufts University’s policy on academic integrity for graduate and undergraduate students at: [http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf](http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf).
**COURSE SCHEDULE AND READINGS**

All of the course readings can be found on the Trunk site or as links to websites or Tisch Library resources, with the exception of Deborah Stone’s *Policy Paradox*.

Note that this list of readings is subject to change in response to the class discussions. Be sure to check the Trunk site frequently for updates. You will also find questions and additional instructions to guide your active reading and thinking about the materials. (Such instructions will often appear as additional files in the folder for that week’s session.)

**SECTION I: The rationale for planning and public policy intervention.**

Section I will introduce students to the fields of public policy and planning. This section will review the rationales for policy and planning from a historical and theoretical perspective. It will also help students develop skills for literature searches and reviews.

**Session 1 Sept 7 (Wed.): Course Overview and Introduction**

Introduce faculty, teaching assistants, and students. Provide overview of the course goals, assignments, and schedule. Reflect on your motivations and aspirations for joining the fields of policy and planning as the foundation for your learning.

- What does it mean to be an agent of change in the fields of policy and planning?
- What are the various positions UEP alumni hold in the fields of policy and planning?
- What are your aspirations as a planning/policy practitioner?
- What knowledge, skills, and experience do you (and will you) bring to your work in the field and your learning with fellow students?

**Session 2 Sept 12 (Mon): What are Policy and Planning?**


Peruse “Greening Somerville: To Improve Environmental Health and Community Well Being Prepared For: Groundwork Somerville, UEP Field Project, 2016 by Tony Lechuga, Lauren Lynch, Sharon Ron, Brooke Schwartz, Cecilia Smith, and Gabo Sub.


See the guidance for preparing for this session on the Trunk site.

**Due:**

* Respond to the survey about the course syllabus and your learning goals.
* Select the alumna/us you plan to interview and/or shadow.
Session 3 Sept 14 (Wed): The Roots of Planning and Justification for Intervention

- How does policy/planning relate to changes and problems arising in cities?
- In what ways has the scope of policy/planning changed over time?
- How has the nature of the policy/planning profession evolved?


Sessions 4 & 5: Sept 19 (Mon) and Sept 21 (Wed): Planning and Policy for Advancing the “Public Interest”

There is a long association between rationality and planning and policy. The development of the rational model and methods for testing policy alternatives grew out of efforts to transform city planning from a primarily design profession to a social science. Applied social science was introduced into the policy field as a counter to decision-making based on bargaining and other political activity. Today, rationalism is one among several approaches to discerning and advancing “the public interest.”


Professional Codes of Ethics from the American Institute of Certified Planners (AICP) and the American Society for Public Administration (ASPA).


Peruse one or more journals that target policy and planning professionals. (See the list on the Trunk site.) Select one article that interests you and read it to identify the urban, environmental, and/or social problem and the type of intervention intended to address the problem. How does the problem and approach to addressing it compare and contrast with the depiction of planning and the “public interest” in today’s readings? How are the principles of the professional codes of ethics reflected in the discussion?

Post your reflection on the Discussion Forum on Trunk by 9:00 am, no more than 150 words.

Due by 4pm Friday, Sept 23: Policy/Planning Issue Selection for your Literature Search and Review and Policy/Planning Brief.
SECTION II: Approaches to planning and policy intervention.

In this section, we examine different approaches to intervention and consider both the tensions and the potential complementarities among them.

Sessions 6 & 7: Sept 26 (Mon) and 28 (Wed): Rationality and Efficiency and Their Limits

How are the principles of “rationality” and the tools of applied social science instrumental to effective policy and planning practice? What are the limitations of rational approaches? What are other types of knowledge and sources legitimacy influence decision-making? Are tensions between the values of equity and efficiency inevitable?


Case: The Flint Water Crisis and the Role of Expert Knowledge

In Wednesday’s session we’ll consider the week’s questions about “rationality” by examining responses to the crisis about contamination in Flint, Michigan’s water system.


Oct. 3 (Mon) Effective Use of Library Resources: Session in Tisch Library

This session will be held in Tisch library, Room 223 and will be led by librarian Josh Quan. The session will introduce you to the Tisch library resources and the web-based databases that are critical to research in the fields of policy and planning.

You will participate in hands-on exercises to learn how to conduct effective and efficient literature searches (or to improve your strategies if you are already familiar with these techniques).

An exercise to guide your exploration of the sources you discover will be distributed in advance of this session. It will be designed to help you prepare your Prospectus due on Friday Oct 7th.

This session is required. (If you are observing the Rosh HaShanah holiday, please make arrangements to meet with Josh Quan and let the teaching assistants know you have done so.) Josh Quan holds regular office hours from 1-3pm. in Tisch Library 224.
Session 8, Oct 5 (Wed): Contending with Multiple Values and Values Tradeoffs & Literature Reviews

Due by 9:00 am, Wed. Oct 5: (on Trunk only): Summary of gleanings from interview with UEP alum about being a change agent (Instructions for this summary will be distributed.)


Review at least two of your classmate’s interview summaries before class.

- How might these tensions among core values (or the others we’ve discussed) be relevant to the issue you are pursuing in your projects for the course?
- How do you think the UEP alumni we interviewed contend with these value tensions?

Literature Review Guidance: Review the materials on conducting literature reviews (on the Trunk site) in advance of class. Come prepared with questions about how you will pursue your literature review.

Due Friday, October 7th: Prospectus and Literature Search Exercise (3 pages, doubled spaced plus results of the literature search exercise.)

No Class 10/10 (Indigenous People’s Day) and 10/12 (Yom Kippur)

Sessions 9 & 10, Oct 17 (Mon) and 19 (Wed): The Roles of Advocate, Mediator, and Facilitator – Planning for and with Stakeholders

How can engaging stakeholders in the planning and policymaking process help us contend with the tradeoffs discussed last week? What are the limitations and pitfalls of advocacy and collaborative planning?


Case: The Union Square Somerville redevelopment process.

Review the materials and follow the guidance on the Trunk site to prepare for the session.
SECTION III: The context for planning and policy interventions.

Session 11 Oct 24 (Mon) Legal and Other Institutional Foundations of Land Use Planning

How do laws and regulations planning and policy activities? What are the federal and state influences on local autonomy?


Additional materials to facilitate Jon’s session will be posted on Trunk in advance of this session.

Session 12, Oct 26 (Wed) The Ongoing Legacy of Structural Racism; Towards Culturally Competent Planning and Policy Practice

Guests: Donna Bivens, Boston Busing/Desegregation Program Director and Allentza Michel, Powerful Pathways (UEP alumna) will join us for an interactive exploration of questions including:

- How does the legacy of racism and its impact on policies, institutions, and social norms continue to influence policies and plans?
- How does racism influence our thinking and interactions, despite our abhorrence of racism and our dedication to equity?
- What are the implications for culturally competent policy and planning practice?


Kirwin Institute for the Study of Race and Ethnicity (2008), Systems Primer.

**Recognizing Implicit Bias:**

Take one or more of the tests on Harvard’s Project Implicit website: https://implicit.harvard.edu/implicit/takeatest.html

Watch: NBC News correspondent, Sara James, reports for Dateline NBC a psychological experiment (The Implicit Association Test) designed to reveal hidden "racial bias". Broadcasted, April 15, 2007 https://www.youtube.com/watch?v=sYQVDik69Nw&list=PL802298AE45D8652C&index=1

(Continued on next page....)
Song, L. K. “Race, transformative planning, and the just city.” Planning Theory 14(2): 152-73. (Optional)

**Due Friday, October 14th:** Annotated Literature Review Outline with preliminary analysis of major arguments (5-7 pages).

**Session 13 & 14 Oct 31 (Mon) and Nov 2 (Wed) Institutional Fields and Mid Course Review**

**One (or more) of the following:**

**Due in class:** Follow the guidance the Hubert Project module and “Note on Mapping” to identify stakeholders relevant to your Policy/Planning Issue Brief topic and analyze their relationships with one another. Details to be posted on the Trunk site.

**Sessions 15 & 16, Nov 7 (Mon) and 9 (Wed): Agenda Setting and Assessing the Opportunity for Change**
How do politics and power dynamics influence the window of opportunity for change? Who holds power over policy and planning processes and what are the various types of power that influence these processes? How can agents of change in policy and planning harness that power?
(Continued on the next page....)
Choose one of the following and come prepared to discuss:


Sessions 17 & 18: Nov. 14 (Mon) and Nov. 16 (Wed)  Power, Local Knowledge and Community Planning Practice

Due in Monday, November 14th in class: Public Meeting Observation and Analysis.
Come prepared to discuss your observations and analysis and reflect on the power dynamics you witnessed.

Interpersonal Power Dynamics in Policy and Planning Practice


Urban Power Regimes

Case: Community Benefits and Union Square Community Planning

Guests:  On Wednesday’s session members of the Union United coalition will join us to discuss a community planning effort involving the design and advocacy of a community benefits agreement. They will also demonstrate the use of a power analysis technique.

To prepare for class, review the materials on Union United, the Kingsbridge Community Benefits Agreement, and other materials on community benefit agreements from the Sugar Law Center for Economic and Social Justice and the Partnership for Working Families (on the Trunk site.)

Due Friday, November 18th:  Draft Literature Review (10 page double-spaced) and Policy/Planning Brief Plan (1-3 sentences for each question)
Session 19  Nov 21 (Mon): The Power of Facilitative Leadership


Reflection on your power maps and discussion of your Policy/Planning Briefs.

November 23th:  NO CLASS. HAPPY THANKSGIVING!

Describe your career objectives and the fields of policy and planning to your family and friends. What were their reactions? What resonated? What was confusing? Do you have additional questions as a result?

Post brief reflections (150 words) on the Trunk Discussion Forum by 9:00 am Monday.

Session 20 & 21  Nov 28 (Mon) & Nov 30 (Wed): Communicative Planning and the Power of Framing

How do people’s deeply seated biases and ways of effect policy and planning and public support for initiatives? How might we use strategic framing and the media to influence attitudes and opinions?


(Additional materials may be posted to guide a hands-on exercise.)

Sessions 21 & 22, Dec 5 (Mon) and 7th (Wed): Implementation of Policies and Plans

Implementing plans and policies is a process of ongoing evaluation, development controls, budgeting and financing, drafting detailed plans, and problem solving.

- What are the key elements of policy implementation?
- What regulatory tools can local governments use to implement comprehensive plans?
- What are the major sources of financing for local policy implementation?
**Case: 2016 Clean Energy Bill Enactment and Metropolitan Area Planning Council’s Clean Energy program implementation.**

Axum Teffera, Energy Planner (UEP Alumna) and Meg Aki, Clean Energy Analyst, will provide an overview of when and how to engage in the legislative process in Massachusetts and an understanding of how wins and losses in the policy realm can directly impact on the ground program implementation for a regional planning agency. As an example of the incrementalism of progressive policy change, our presenters from the Metropolitan Area Planning Council’s (MAPC) Clean Energy Department will walk us through their advocacy during the Legislature’s development of the Energy Bill enacted this past summer and further explain how this legislation will impact their clean energy work with cities and towns within the MAPC region.”


MAPC’s Clean Energy Department: [http://www.mapc.org/clean-energy](http://www.mapc.org/clean-energy)


**Session 23, Dec 12 (Mon):  Being a Change Agent in Policy and Planning, Reflections on the Course and Future Learning and Practice Plans**

Reflections and synthesis of the course themes and gleanings from interviews, meeting observations, reading of the literature, guest presentations, and class discussions.

Review the syllabus and your notes from class.

**Personal Reflection, due in class.** How do you see yourself as an agent of change in the fields of policy and planning? What questions will you ask yourself as you continue with your education at UEP?

**Due Friday, December 16 by 4pm:**
- Policy/Planning Issue Brief and Annotation
- Final draft of the Literature Review