

Tufts University Department of Urban and Environmental Policy and Planning
UEP 250 Foundations of Public Policy and Planning
Fall 2012

Class venues:

Monday 10:30 – 11:45 a.m.: Lecture in Sophia Gordon Hall

Wednesday 10:30 – 11:45 a.m.: Discussion sections (locations TBD)

[Note: Foundations students are also required to attend 6 sessions of the UEP Colloquium on Wednesdays 12 noon – 1:15 pm (Sophia Gordon Hall). (9/5, 9/19, 10/3, 10/17, 10/31, 11/14)

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Course Description and Objectives

This course provides a critical overview of the basic elements of planning and public policy formation and implementation, involving a range of environmental and social issues. The materials are aimed to give students an introductory understanding of key spatial and non-spatial issues and challenges in planning and public policy. Consideration will be given to major ideas and debates regarding planning and public policy; the historical, legal, and theoretical bases of policy and planning; and the processes and tools employed by planners and policy makers.

Required Texts

Deborah Stone. *Policy Paradox: The Art of Political Decision Making*. Revised Edition. New York: W.W. Norton and Company, 2002.

Judith E. Innes and David E. Booher. *Planning With Complexity: An Introduction to Collaborative Rationality for Public Policy*. New York: Routledge, 2010.

The required books are available through the Tufts University Bookstore and a reader through Gnomon Copy. The reader will also be placed on reserve at Brown House. Additional readings will be posted as links on the course Trunk site. The required texts as well as the following books will be placed on reserve at Tisch Library:

Brooks, Michael. *Planning Theory for Practitioners*. Chicago: American Planning Association, 2002.

Cullingworth, J. Barry and Roger Caves. *Planning in the USA: Policies, Issues, and Processes*. Third Edition. London: Routledge, 2009.

Levy, John. *Contemporary Urban Planning*. 9th Edition. New York: Pearson Longman, 2011.

Course Overview

This course uses readings, lectures, small group discussions, and written assignments to provide students with a range of ‘windows’ by which to examine, analyze, and understand essential planning and policy dynamics and elements. The class is designed to provide entering UEP students (with varied experiences, expertise, and interests) with a common set of frameworks for pursuing your various interests in public policy and planning. The course will help students begin to develop the knowledge base and skills necessary to be effective practitioners, and prepare students for the UEP Field Projects course in the spring.

The course is organized into two main sections: 1) *What and Why of Policy and Planning* and 2) *How of Policy and Planning*. Section I covers roughly the first half of the course and will introduce students to the varied theories of and rationales for public policy and planning. Section II will then explore how planning and policy-making happen, including problem framing, the associated legal and political foundations, various stakeholders and their roles, implementation of policies and plans, and the role of the policy and planning practitioner. Throughout the course, Monday classes will be large group lectures, and on most Wednesdays students will be divided into four discussion groups. Two case study areas will be used throughout the class to ground our understanding of policy and planning. They include: 1) Green Line Extension in Somerville, and 2) Energy Efficiency and Climate Change Policy in Massachusetts.

UEP Colloquium

Because the course cannot survey many of the areas of planning and policy interest within UEP, students are also required to attend six sessions of the UEP Colloquium. 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.-1:15 p.m. on Wednesdays in Sophia Gordon Hall.

Required Colloquium Dates: 9/5, 9/19, 10/3, 10/17, 10/31, 11/14.

Trunk

Please check Trunk weekly for announcements. Tufts’ Trunk site can be found at <http://trunk.tufts.edu/>. The Trunk site is used for posting course materials and announcements. It will also be used for a discussion forum for students to post short responses to questions relating to readings and lectures. On weeks with Wednesday discussion sections, students are expected to post responses by 5pm Tuesday.

Library Research Workshop

One of the core skills introduced in Foundations is how to conduct research into problems or policy areas. An important step in such research is an understanding of the range and scope of literature published on a topic. Therefore, all Foundations students will be required to attend a library workshop on September 24, 12 noon – 1:15 pm (during the Open Block). Be sure to familiarize yourself with the library prior to this workshop. The library offers a formal orientation session and tour on September 7 (10:30-noon) where UEP Reference & Instruction Librarian Regina Raboin will go over library services and help students set up interlibrary loan accounts, borrowing privileges, etc. Attendance at the orientation is strongly recommended.

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, journalistic news account, academically-focused literature review, research-based analysis, and decision briefing. For citations, please use Chicago Manual of Style (see Trunk for style manual). You are encouraged to use the Academic Resource Center and the Graduate Writing Consultants there ([http://uss.tufts.edu/arc/writingtutoring/consultants.asp#About the Graduate Writing Consultants](http://uss.tufts.edu/arc/writingtutoring/consultants.asp#About%20the%20Graduate%20Writing%20Consultants)).

Course Requirements and Grading

Classroom Participation and Attendance (10%)

Assignment #1 (no grade): Interview a 2nd Year Student – due by Sep 24

The goal of this assignment is to give you an opportunity to get to know a 2nd year student, learn from their UEP experience, help you develop your areas of policy and planning interest, and practice interviewing. Interview sessions should be between 30-60 minutes. To prepare for the interview, you should think carefully about what you would like to learn and develop a list of 4-6 questions. Try to hone questions that are more open-ended and that can elicit opportunities for your interviewee to open up and share their experiences. The TAs can help you identify second year students to reach out to. There is no required write-up, but you must email the TAs with the name of the student you interview and the date of the interview.

Assignment #2 (10%): Prospectus – due by October 3

3 pages double-spaced maximum

To plan for your assignments on literature review and issue brief, you need to identify a topic or issue area that is of interest to you. In this assignment you will outline this topic in some detail. For policy and planning, most topics can be explored by asking how a problem originated, why it persists as an issue or problem, what efforts have been attempted to deal with it, and who has been active in addressing it. In addition, you also should discuss why this topic is important in planning or policy. In identifying a topic, you need to go beyond a general area in planning or policy. For instance, it is not sufficient to state that your intended topic is environmental planning. Instead, tell us what aspects or elements of environmental planning you are interested in. One example would be the role of federal legislation in environmental planning; another could be the design and implementation of coastal zone management programs. Other ways of specification include the geographic scale of environmental planning, the level of government where environmental planning is implemented, or the historical evolution of environmental planning. In your prospectus, you are encouraged, but not required, to reference any relevant readings. Please follow the Chicago Manual of Style for any citations.

Assignment #3 (20%): Observation and Analysis of a Public Meeting – due Oct 22

4-5 pages double-spaced

This assignment will require that you attend a public meeting focusing on an issue or concern. This assignment is to be completed in October. The meetings must be open to the public and part of a public policy or planning process, whether the meeting is sponsored by a government agency or another entity. Possible meetings include: Board of Selectmen/Aldermen/City Council

meetings, Planning Board or Zoning meetings, Historic Preservation Commission meetings, or public meetings organized by neighborhood groups. The TAs will put a list of local meetings, together with dates, on Trunk, though you are not limited to this list. The assignment should be written as if you were a reporter writing for a journal for policy and planning students (Note this is *not* a personal diary entry). It should include information about who sponsored the meeting, what happened during the meeting, and when and where it occurred. Most importantly, it should include your commentary and analysis of at least one key issue addressed in the meeting. Some questions to keep in mind: what is the purpose of the meeting, what kind of policy or planning process is it a part of, what are the roles of the various participants (including members of the public), and what are the next steps after the meeting? Note that in your commentary, it is appropriate to express your opinions and perspectives. In your analysis, you are encouraged, but not required, to reference any relevant readings from the course. Please follow the Chicago Manual of Style for any citations. A good reference for framing public participation is Arnstein, Sherry R. "A Ladder of Citizen Participation." *Journal of the American Institute of Planners* 35, no. 4 (1969): 216-224.

Assignment #4 (30%): Literature Search and Review – due Nov 9

10 pages double-spaced

To support the development of strong policy and planning analysis, it is essential to ground your work in the larger conversation that exists in the professional and/or academic world. This assignment will give you an opportunity to apply some of the search and review skills we will learn about throughout the semester. Beginning with the required Library Research Workshop on September 24, you will design a literature search to answer some questions you might have on the topic you have identified in the Prospectus assignment. The first part of this assignment is to use both scholarly and other resources to seek out answers to your questions. You should be finding at least 8-10 relevant journal articles, though you will sort through many more.

The literature search, with all its questions and answers, needs to be written up in a form appropriate for its audience. The second part of this assignment is to write the results of the search in a document called a literature review. While there are various types of literature reviews used by different disciplines, this literature review will be more typical of those written by and for policy and planning professionals. The major characteristics of this format will be discussed in class and examples will be provided.

The literature review should be no more than ten (10) double-spaced pages in length and fully documented with citations (be sure to use the Chicago Manual of Style - you may use either the author date system or you may use end notes). Your reference and bibliography pages will not count toward the 10 page upper limit for this assignment.

Assignment #5 (30%): Policy/Planning Issue Brief – due Dec 7

5 pages double-spaced

The Policy/Planning Issue Brief will build on the Literature Review in assignment #4. In fact, you will have an opportunity to revise your Literature Review based on instructor feedback and resubmit it along with this assignment. The purpose of the paper is to communicate persuasively on the issue you surveyed in the literature review, with solid analysis of the issue

and concrete recommendations for decision makers. Your goal is to persuade someone in a decision-making position to not only embrace your point of view, but also translate it into concrete action. You could be an agency staffer preparing a memo for the agency's director, a policy analyst for a legislator, or an advocate working for a public interest group trying to influence a particular policy. Because decision makers have very limited time, you can creatively format the brief to make it more readable, but you may not exceed 1500 words (not including the references). Each paper should begin with a 1-paragraph summary of your main points.

Your analysis should include:

- Summary of the "problem/situation" (based on the fuller literature review assignment).
- Your assessment of the policy/planning responses proposed (also based on literature review) and their intellectual or theoretical bases.
- Discussion of any key policy/planning or research questions that remain unanswered and your suggestions for future research.
- Your recommendations.

Here are a few tips to keep in mind as you write:

- Frame of reference of the person you are seeking to persuade, such as their position, political leanings, and stakeholders that they are accountable to.
- Problem frames and main arguments of various points of view, including opponents of your view.
- Information important in making a decision on these measures, including other models (successful and not) and impacts on stakeholders.

Final class grades will be on the following scale:

A+	=	99 – 100	points
A	=	94 – 98	points
A-	=	90 – 93	points
B+	=	88 – 89	points
B	=	84 – 87	points
B-	=	80 – 83	points
C	=	70 – 79	points
D	=	60 – 69	points
F	=	0 – 59	points

Course Schedule and Readings¹

SECTION I: What and Why of Public Policy and Planning

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 Wed Sep 5: Course Overview and Introduction [Loh/Wu]

Introduce faculty, teaching assistants, and students. Provide overview of the course goals, assignments, and schedule.

Readings: None.

Session 2 Mon Sep 10: Lecture – What is Policy and Planning [Wu]

Focus on planning and introduce basic ideas and rationales.

- What is planning?
- Why do we plan?
- What are specific concerns of planning?

Readings: (~60 pp)

- [R] Bunnell, Gene. "The Direction of Change." In *Making Places Special: Stories of Real Places Made Special by Planning*, by Gene Bunnell, 1-30. Chicago, IL: Planners Press, American Planning Association, 2002.
- [W] Klosterman, Richard E. "Arguments For and Against Planning." In *Town Planning Review* 56, no. 1 (1985): 5-20.
- [W] Fischler, Raphael. "Fifty Theses on Urban Planning." *Journal of Planning Education and Research*, Vol 32, Number 1, Spring 2012, pp. 107-114.

Session 3 Wed Sep 12: Lecture – What is Policy and Planning [Loh]

Focus on public policy.

- What is policy?
- Who are policy professionals? What do they do?
- What are the implications of values (and specifically UEP's "Core Values") on policy making and planning?

Readings: (40 pp)

- [R] Dye, Thomas R. *Understanding Public Policy*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2008.
- Chpt. 1: "Policy Analysis: What Governments Do, Why They Do It, and What Difference It Makes" (1-12)
 - Chpt. 2: "Models of Politics: Some Help in Thinking About Public Policy" (13-38)
- [W] UEP Core Values at "Welcome to UEP: Message from Chair" (1 pg)
<http://ase.tufts.edu/uep/about/About.aspx#core>
- [W] Center for Social Inclusion: What is Structural Racism? (1 pg)
<http://www.centerforsocialinclusion.org/about-us/what-is-structural-racism/>
- [W] Brookings Institution. State of Metropolitan America: Executive Summary, pp 7-11.
http://www.brookings.edu/~media/Files/Programs/Metro/state_of_metro_america/metro_america_report.pdf

¹ Key to Reading Sources: [T] = textbook, [R] = reader, [W] = web (through Trunk or Tisch Library website)

Session 4 Mon Sep 17: Lecture – Roots of Policy/Planning [Wu]

Review historical roots and justifications for intervention through planning.

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

Readings: (60 pp)

- [R] Chudacoff, Howard P. *The Evolution of American Urban Society*. Upper Saddle River, NJ: Prentice Hall, 1981.
- Chpt. 1: “Urban America in the Colonial Age” (1-31)
- [R] Levy, John. *Contemporary Urban Planning*. 9th Edition. New York: Pearson Longman, 2011.
- Chpt. 3: “The History of Planning: Part I” (29-55)
 - Chpt. 4: “The History of Planning: Part II” (56-69)

Session 5 Wed Sep 19: Discussion – Roots of Policy/Planning

Reflect on roots of policy/planning and the underlying rationales, with a focus on the concepts of equity and efficiency as justification for policy intervention.

Readings: (54 pp)

- [T] Stone, Deborah. *Policy Paradox: The Art of Political Decision Making*. New York: Norton, 2002.
- Chpt. 1: “The Market and the Polis” (17-34)
 - Chpt. 2: “Equity” (39-60)

Session 6 Mon Sep 24: Lecture - Process of Policy/Planning: The Rational Model [Wu]

There is a long association between rationality and planning. 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.

- What are the assumptions of the rational model?
- What are the key stages in this process of planning?
- What are the limits of the rational model?

Readings: (69 pp)

- [R] Brooks, Michael. *Planning Theory for Practitioners*. Chicago: American Planning Association, 2002.
- Chpt. 4 “Rationales for Public Planning” (50-61)
 - Chpt. 6 “Centralized Rationality: The Planner as Applied Scientist” (81-96)
- [R] Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale University Press, 1998.
- Chpt. 4: “The High-Modernist City: An Experiment and a Critique” (103-146)

Library Research Session: Mon Sep 24, 12 noon – 1:15 pm

Sep 24: Assignment #1 (Interview with 2nd Year Student) due

Session 7 Wed Sep 26: Discussion – Process of Policy/Planning

Dive deeper into the process of planning/policy. Why do governments or NGOs intervene in society and the marketplace? What may be the different types of rationalities? Discuss prospectus and issue interests.

Readings: (28 pp)

- [T] Stone, Deborah. *Policy Paradox: The Art of Political Decision Making*. New York: Norton, 2002.
- Chpt. 3: “Efficiency” (61-85)

Session 8 Mon Oct 1: Large Group – Introduction to Green Line Extension Case [Loh]

Panel on the origins and development of the Green Line Extension transit project. Guests: Meridith Levy (Somerville Community Corporation), Matthew Ciborowski (MassDOT Transportation Program Planner).

Readings: (~40 pp)

- [W] Field Projects reports for Somerville (<http://ase.tufts.edu/UEP/Degrees/FieldProjects.aspx>):
- 2011 Lowell Street Station report (read Exec Summ and chapters I-III pp. 1-35, skim rest)
 - 2009 Groundwork Somerville video (20 min)
- [W] Green Line Extension website – <http://www.greenlineextension.org/>
Read Home and About pages. Scan rest of site. You might be particularly interested in the various Factsheets and Final Environmental Impact Report Executive Summary.
- [W] Community Corridor Planning: Summary of Results Community Workshop, June 2010 (read Exec Summary pp. 4-5 and pick two of the station chapters)
Available at: http://www.somervillestep.org/2010/07/final_report_of.html

Session 9 Wed Oct 3: Large Group – Rational Planning and Green Line Extension

Discuss how rational planning process shows up in the Green Line Extension case.

- Are there efficiency-equity tradeoffs?
- Are there process versus outcome tradeoffs?
- How do planners take into account multiple goals?

Readings: (44 pp)

- [T] Stone, Policy Paradox.
- Chpt. 4: “Security” (86-107)
 - Chpt. 5: “Liberty” (108-130)

Oct 3: Assignment #2 (Prospectus) due
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No class on Mon Oct 8 (Columbus Day)

Session 10 Tue Oct 9: Lecture – Alternatives to Rational Model: Planning with Complexity [Loh/Wu]

The rational process of planning has been under scrutiny for its lack of public involvement, elusiveness in serving the public interest, popular resistance to scientific analysis, and other reasons. Several critiques and alternatives have emerged consequently to extend rational planning. Start to envision communicative and collaborative approaches to policy and planning.

- How can we justify advocating for anything other than the “public interest”?
- How does politics factor into the planning process?
- What are communicative approaches to planning?
- How can collaborative approaches be “rational”?

Readings: (64 pp)

- [W] Davidoff, Paul. “Advocacy and Pluralism in Planning.” *Journal of the American Institute of Planners* 31, no. 6 (1965): 331-338.

- [T] Innes, Judith E. and David E. Booher. *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy*. London: Routledge, 2010.
- Preface (vii-xi)
 - Chpt. 1: “Thinking Differently for an Age of Complexity” (1-14)
 - Chpt. 2: “How Can Theory Improve Practice?” (15-40)
 - Chpt. 3: “Stories from the Field” (41-58), (59-88 optional)

Session 11 Wed Oct 10: Discussion – Alternatives to the Rational Model

Discuss alternative planning approaches, as connected to Somerville case and examples from readings.

- What are the limitations and pitfalls of advocacy and collaborative planning?
- Under what conditions can you use objective scientific methods and rationality?

Readings: (42 pp)

- [R] Brooks, Michael. *Planning Theory for Practitioners*. Chicago: American Planning Association, 2002.
- Chpt. 9 “Decentralized Nonrationality: The Planner as Communicator” (119-133)
- [T] Innes and Booher, *Planning with Complexity*.
- Chpt. 4: “Praxis of Collaboration” (89-117)

SECTION II: The How of Public Policy and Planning

This section will explore the “how” of public policy and planning. A second case study on Massachusetts energy efficiency and climate change policy will be introduced.

Session 12 Mon Oct 15: Lecture – Framing Public Problems [Loh]

Understand how public problems are framed for policy and planning purposes. Introduce second case on energy efficiency and climate change policy in Massachusetts. Explore the multiple frames on the energy problem (for example: climate change, dependence on foreign oil, heat poverty, green jobs, sustainable economy). Guest: Darlene Lombos of Community Labor United

Readings: (~59 pp)

- [T] Stone, *Policy Paradox*.
- Chpt. 8: “Causes” (188-209)
- [T] Innes and Booher, *Planning with Complexity*.
- Chpt. 5: “Dialogue as a community of inquiry” (118-141)
- [W] Green Justice Coalition and Community Labor United. “The Green Justice Solution: Summary and Highlights.” Green Justice Coalition, 2008, pp 1-5.
Available at: <http://massclu.org/sites/clud6.prometheuslabor.com/files/TheGreenSolution-short.pdf>
- [W] Dean, Amy B. “Doing Green Jobs Right.” *The Nation*, Sep. 13, 2010 (posted to the web Aug. 26, 2010).
Available at: <http://www.thenation.com/article/154165/doing-green-jobs-right>
- [W] Massachusetts Dept. of Energy Resources. “Energy Efficiency in Massachusetts: Our First Fuel.”
Available at:
http://www.mass.gov/Eoeea/docs/doer/Energy_Efficiency/ee_story_booklet_web.pdf

Oct 22: Assignment #3 (Public Meeting Analysis) due**Session 13 Wed Oct 17: Large Group – Literature Reviews**

Introduce the literature review and the steps involved in drafting one. Discuss examples.

Readings: Literature review examples to be assigned. (~30 pp)

Session 14 Mon Oct 22: Lecture – Legal and Legislative Foundations of Planning [Wu]

Introduce the legal and legislative basis for planning at local, state and federal levels.

- What constitutional principles are most relevant to planning activities?
- What are the key federal statutes with direct implications for planning?
- What is the role of state enabling legislation?

Readings: (35 pp)

- [R] Cullingworth, J. Barry and Roger Caves. *Planning in the USA: Policies, Issues, and Processes*. Third Edition. London: Routledge, 2009.
- Chpt. 5 “The Institutional and Legal Framework of Planning and Zoning” (78-91)
- [R] Levy, John. *Contemporary Urban Planning*. 9th Edition. New York: Pearson Longman, 2011.
- Chpt. 5: “The Legal Basis of Planning” (70-92)

Session 15 Wed Oct 24: Discussion – Legal and Political Foundations

Discuss how structure of decision-making institutions influences and shapes policy and planning practice.

Readings: (55 pp)

- [R] Platt, Rutherford H. *Land Use and Society: Geography, Law, and Public Policy*. Washington, D.C.: Island Press, 1996.
- Chpt. 5: “Local Governments in the United State” (121-152)
- [R] Donahue, John D. *The Devolution Revolution*. Hazardous Crosscurrents: Confronting Inequality in an Era of Devolution. New York, NY: Century Foundation Press, 1999.
- Chpts. 3-6: (23-47)

Session 16 Mon Oct 29: Lecture – Stakeholders [Loh]

Introduce how people are involved in policy and planning decisions.

- How do people participate in policy/planning in a democracy?
- What are different approaches to defining interests and stakeholders?
- What are the relative influences and roles of businesses and nonprofits?

Readings: (74 pp)

- [T] Stone, *Policy Paradox*.
- Chpt. 9: “Interests” (210-231)
- [R] Holland, Dorothy, Donald M. Nonini, Catherine Lutz, Lesley Bartlett, Marla Frederick-McGlathery, Thaddeus C. Guldbrandsen and Enrique G. Murillo, Jr. *Local Democracy Under Siege: Activism, Public Interests, and Private Politics*. New York: New York University Press, 2007.
- Chpt. 6: “Local Politics and the Contemporary American Scene” (107-129)
- [R] Gronberg & Salamon. “Devolution, Marketization, and the Changing Shape of Government-Nonprofit Relations”, in Lester M. Salamon, Ed., *The State of Nonprofit America*. Washington D.C.: Brookings Institution Press (2002) pp. 447-470.
- [W] Arnstein, Sherry R. “A Ladder of Citizen Participation.” *Journal of the American Institute of Planners* 35, no. 4 (1969): 216-224.

Session 17 Wed Oct 31: Large Group – Stakeholders and Power Mapping (Loh)

Learn how to map power by conducting landscape power map analysis for one of the cases.

Readings: (~44 pp)

- [R] Fisher, Robert and Eric Shragge. "Contextualizing Community Organizing," in *Transforming the City*, edited by Marion Orr. Lawrence, KS: University Press of Kansas, 2007, pp 193-217.
- [W] Domhoff, G. William. *The Class-Domination Theory of Power*. April 2005.
Available at: http://sociology.ucsc.edu/whorulesamerica/power/class_domination.html
- [W] Hinson, Sandra and Richard Healey. "Movement Strategy for Organizers." February 2007.
Available from the Grassroots Policy Project at:
<http://www.grassrootspolicy.org/strategy/development/movement>

Optional:

Film – "Holding Ground: The Rebirth of Dudley Street." [58 min, available at Tisch Media Center]

Session 18 Mon Nov 5: Review of Comprehensive Plans and Policy Reports

Focus on comprehensive plans and policy reports.

Readings: (36 pp)

- [R] Cullingworth, J. Barry and Roger Caves. *Planning in the USA: Policies, Issues, and Processes*. Third Edition. London: Routledge, 2009.
• Chpt. 7 "The Comprehensive Plan" (126-138)

Various local plans and policy reports to be assigned.

Session 19 Wed Nov 7: Lecture – Community Planning Case Study [Loh]

Session with guests to discuss community planning process. Case Study: Dudley Street Neighborhood Initiative and Promise Neighborhood process. Guest: May Louie of DSN

Readings: to be assigned

Nov 9: Assignment #4 (Literature Review) due

No class on Mon Nov 12 (Veterans Day)

Session 20 Wed Nov 14: Lecture – Agenda Setting [Loh]

Understand how policy agendas are set.

- What are policy windows?
- How do various stakeholders influence the agenda-setting process?
- What is the role of knowledge in decision making?

Readings: (56 pp)

- [R] Kingdon, John W. "Agenda Setting." In *Public Policy: The Essential Readings*, edited by Stella Z. Theodoulou and Matthew A. Cahn, 105-113. Englewood, NJ: Prentice Hall, 1995.
- [R] Lopez, Cynthia M. and Michael R. Reich. "Agenda Denial and Water Access in Texas Colonias." In *Cultural Strategies of Agenda Denial: Avoidance, Attack & Redefinition*, edited by Roger W. Cobb & Marc Howard Ross, 158-179. Lawrence, KS: University Press of Kansas, 1997.
- [T] Innes and Booher, *Planning with Complexity*.
• Chpt. 6: "Knowledge into action: the role of dialogue" (142-169)

Session 21 Mon Nov 19: Lecture – Communications and Media [Loh]

Explore the role of communications and mass media as critical vehicles for shaping worldviews and public opinion.

- How are frames and messages embedded in broader world views?
- How are media and communications used strategically to advance various approaches to policy and planning?

Readings: (43 pp)

- [R] Lakoff, George. *Don't Think of an Elephant! Know Your Values and Frame the Debate*. White River Junction, VT: Chelsea Green Printing, 2004.
- Chpt 1: "Framing 101: How to Take Back Public Discourse" (3-34)
- [W] Edwards, Lee. "The End of Conservatism?" Heritage Lectures, No. 1120, delivered April 1, 2009. 7 pp. Available at: <http://www.heritage.org/research/lecture/the-end-of-conservatism>
- [W] Reinsborough, Patrick and Doyle Canning. "Call to Innovation! Facing the Slow Motion Apocalypse," excerpt from *Reimagining Change*, 2009, 5 pp. Available at: <http://smartmeme.org/downloads/smartMeme.Call2Innovation.pdf>

Other Resources:

- [W] Gamson, William and Charlotte Ryan. "Thinking about elephants: towards a dialogue with George Lakoff." *The Public Eye Magazine*. Somerville, MA: Political Research Associates, 2005. Available at: http://www.publiceye.org/magazine/v19n2/gamson_elephants.html
- [W] Fischer, Saskia and Margot Hardenbergh. *Media Empowerment Manual: A Guide to Understanding Media Power and Organizing for Media Justice in Your Community*. Washington, DC: OC, Inc. (United Church of Christ), 2004.
- Chpt. 1: "Why Organize Around Media?" (5-18)
- Available at: http://uccfiles.com/ocinc/pdfs/mep_manual_english.pdf
- [W] White, Isobel (ed.). *Whose Media? Our Media! Strategic Communication Tools to Reform, Reclaim, and Revolutionize the Media*. San Francisco, CA: SPIN Project, 2008.
- Section 1: "Preparing for Change" (3-13)
 - Section 3: "Moving Your Message" (29-43)
- Available at: http://www.spinproject.org/downloads/Whose_Media_Entire_Toolkit.pdf

No class on Wed Nov 21 (Thanksgiving Holiday)**Session 22 Mon Nov 26: Lecture – Policy Solutions [Loh]**

Understand how policy solutions are developed and sold. Most often, solutions are already created and ready to adapt to a particular crisis or policy window (a solution looking for a problem). Case Study: Urban Agricultural Zoning in Dorchester. Guests: Tad Read (Boston Redevelopment Authority), Mimi Ramos (New England United for Justice)

Readings: (39 pp)

- [T] Stone, *Policy Paradox*.
- Chpt. 11: "Inducements" (265-283)
 - Chpt. 12: "Rules" (284-304)

Session 23 Wed Nov 28: Large Group Discussion – Policy Briefs

Discussion groups focused on policy briefs.

Readings: Policy brief examples to be assigned.

Session 24 Mon Dec 3: Lecture – Implementation of Policies and Plans [Wu]

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?

Readings: (29 pp)

- [W] Fixen, D., Naom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication # 231), 2005 (full report available at <http://ctndisseminationslibrary.org/PDF/nirnmonograph.pdf>).
- Chpt. 1: “Inducements” (2-6)
 - Chpt. 3: “Rules” (11-22)
- [R] Cullingworth, J. Barry and Roger Caves. *Planning in the USA: Policies, Issues, and Processes*. Third Edition. London: Routledge, 2009.
- Chpt. 8 “Financing and Planning for Development” (139-153)

Session 25 Wed Dec 5: Discussion Group: Role of Planner/Policy Practitioner

Explore the role of professional planner and policy practitioner.

- What are aspects of your own identity and experience (class, race/ethnicity, gender, culture, ...) that will influence your practice and your exercise of power?
- What is the role of ethics in your practice?

Readings: (48 pp)

- [W] Manning Thomas, June. “Planning History and the Black Urban Experience: Linkages and Contemporary Implications.” *Journal of Planning Education and Research* 14, 1 (1994): 1-11.
- [W] Blumenberg, Evelyn. “En-gendering Effective Planning.” *Journal of the American Planning Association* 70, 3 (Summer 2004): 269-281.
- [W] Agyeman, Julian and Jennifer Sien Erickson. “Culture, Recognition, and the Negotiation of Difference: Some Thoughts on Cultural Competency in Planning Education.” *Journal of Planning Education and Research* forthcoming (published online April 10, 2012)
- [R] Brooks, Michael. *Planning Theory for Practitioners*. Chicago: American Planning Association, 2002.
- Chpt. 5 “The Critical Role of Values and Ethics” (62-78)

Dec 7: Assignment #5 (Policy Brief) due**Session 26 Mon Dec 10: Large Group – Conclusion and Reflection**

Reflect on the course and look forward to Field Projects.

Readings: none