

City Planning and Public Policy Analysis-Applied Community and Economic Development (Summer 2020)



Summer 2020

Edited 5/28/20

DISCLAIMER-Due to COVID 19, the class is 100% remote, with Zoom. There are now asynchronous (online/videos/readings) and synchronous (live participation) options provided throughout the quarter. Please refer to canvas and email for up to date information and refer to <https://evergreen.edu/covid19> for additional information regarding The Evergreen State College.

Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Faculty	Email	Office Hours
Eric S. Trevan, Ph.D.	trevane@evergreen.edu	By appointment and after class

Time and Location

- Friday Through Sunday
- August 21-23, 2020
 - Friday August 21, 2020 1pm-4pm Synchronous/Zoom
 - Saturday August 22, 2020 9am-4pm Synchronous/Zoom
 - Sunday August 23, 2020 Online Asynchronous
- Remote

Course Description

Planning for the future is critical to the overall progress of the community. This dynamic online learning community will focus on the intersection of policy and its impacts on city planning decisions. Throughout the applied portion of class, equity will remain a common theme, including the outcomes of incorporating equity structures as well as consequences for not utilizing a well thought out strategy. Through an analysis of planning principals combined with economic and community development foundations, students will participate in discussion of new approaches and tools used to analyze public policy, build scenarios and provide recommendations based on assets in the community. An interactive live online component will provide the class forum and then an independent project building on the application of applied techniques will expand an understanding of data analytics, technology tools available for city planning and strategies to intersect planning and public policy.

Course Objectives

1. Demonstrate KSA's related to Planning and Public Policy
2. Synthesize praxis of Planning and Public Policy
3. Understand applied principals of planning and public policy related to positive social change and equity
4. Experience professional techniques in public participation, policy scenarios and planning techniques.
5. Utilize planning/public policy tools/software and apply to specific scenarios
6. Understand the multiple stakeholders and political landscape associated with community development
7. Learn about national planning trends and how they translate to local community efforts

Technology

- Internet capabilities and access are required
- Zoom Meetings

Books/Readings/Software

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, its good idea to order the books online in order to get them earlier and access lower prices/ rentals, etc. Due to the small size of the class, a limited number of books should be available in the bookstore. Additional readings or handouts will be posted on Canvas in February or handed out in class.

Books

- Patton, C. V., & Sawicki, D. S. (1993). Basic methods of policy analysis and planning.

Other (posted on canvas - additional items may be included until class)

Articles

- Phillips, R., Trevan, E., Kraeger, P. (Eds.) (2019) *The Research Handbook on Community Development*, Edward Elgar Publishing, Ltd. (UK) – **WE WILL SCAN ARTICLES AND SAVE ON CANVAS**
 1. How to build an “intentional community”, Brenda M. Elias
 2. Inclusionary zoning and inclusionary housing in the United States:measuring inputs and outcomes, Katrin B. Anacker
 3. Managing competing interests in the public participation process: lessons from an analysis of residential displacement in Buffalo, New York’s transitioning neighborhoods, Robert Mark Silverman, Li Yin and Henry Louis Taylor, Jr.
- Sabatier, P. (2019). *Theories of the policy process*. Routledge. – **WE WILL SCAN ARTICLES AND SAVE ON CANVAS**
 1. The Multiple Streams Framework: Structure,Limitations,Prospects,Nikolaos Zahariadis
 2. The Advocacy Coalition Framework: Innovations and Clarifications,Paul A.Sabatier and Christopher M.Weible
- Zaferatos, N. C. (2015). *Planning the American Indian reservation: From theory to empowerment*. Syracuse University Press. **WE WILL SCAN ARTICLES AND SAVE ON CANVAS**
- The Tribal Cultural Community

Video

APA Road to Recovery https://www.youtube.com/watch?v=9L8GpYqYrBw&feature=push-fr&attr_tag=ztq8Tfo6pcFvRJLm%3A6

Software

- aLocal Planning Software
 - 6 Month Student Edition aLocalDevelopment.com
 - help@aLocalSolutions.com

Assignments

Assignment #1 Intersection Between Public Policy and Planning

Due: August 21, 2020 (Before Class)

Description: Please provide a 3-page reflection paper on public policy intersections and your thoughts how they work together and potentially conflict. This is a brainstorming exercise to prepare for the discussion on Planning and Public Policy. Use the readings assigned for 8/21/2020 and any other information that may provide value to the assignment.

Assignment #2 Final Presentation

Due: August 23, 2020

Description: Each individual will provide a presentation (recorded) focused on a public policy issue/program/event/policy/advocacy effort, how it connects with planning and public policy and how it affects public policy. The presentations will be 10 minutes each. THE PRESENTATIONS WILL BE COMPLETED ON ZOOM, RECORDED AND SUBMITTED VIA CANVAS-NOT VIA EMAIL. The presentation will provide an overview of the public policy, stakeholders involved with implementing the effort, political implications and outcomes of the community policy focus. No paper is required for the presentation in order to focus on a well-prepared, professional presentation. Below is a suggested outline to use for the presentation:

- Overview
- Specific components of the public policy
- Information representing effective planning respective of the policy
- Stakeholders involved
- Political implications
- Policy Impacts
- Final outcomes/impacts
- Summary and Future Recommendations

Assignment #3 Faculty Evaluations

Due: August 30, 2020

Description: All Students must complete Faculty Evaluations and Self Evaluations for full credit.

Schedule (subject to change at the discretion of Faculty)

Friday August 21, 2020 1pm-4pm

- Introduction
- Overview Planning and Public Policy
- Seminar
- Readings/Video/Assignments
 - Assignment #1: Comprehensive Plan Overview Due 4/8
 - Patton, C. V., & Sawicki, D. S. (1993). Basic methods of policy analysis and planning.
 - Sabatier, P. (2019). *Theories of the policy process*. Routledge. – **WE WILL SCAN ARTICLES AND SAVE ON CANVAS**
 1. The Multiple Streams Framework: Structure, Limitations,Prospects, Nikolaos Zahariadis
 2. The Advocacy Coalition Framework: Innovations and Clarifications, Paul A. Sabatier and Christopher M. Weible

Saturday August 22, 2020 9am-4pm

- Overview Of COVID19 Recovery and Future of Planning
- Break
- Workshop-Public Policy That Supports Community Planning
- Lunch
- Planning With Community As A Priority
- Break
- Workshop-Planning Alternatives Based On Public Policy (aLocal Planning Software Required)
- Readings/Video/Assignments
 - Before Class (Not In Class)
https://www.youtube.com/watch?v=9L8GpYqYrBw&feature=push-fr&attr_tag=ztq8Tfo6pcFvRJLm%3A6
 - Phillips, R., Trevan, E., Kraeger, P. (Eds.) (2019) *The Research Handbook on Community Development*, Edward Elgar Publishing, Ltd. (UK) – **WE WILL SCAN ARTICLES AND SAVE ON CANVAS**
 1. How to build an “intentional community”, Brenda M. Elias
 2. Inclusionary zoning and inclusionary housing in the United States:measuring inputs and outcomes, Katrin B. Anacker
 3. Managing competing interests in the public participation process: lessons from an analysis of residential displacement in Buffalo, New York’s transitioning neighborhoods, Robert Mark Silverman, Li Yin and Henry Louis Taylor, Jr.
 - Zaferatos, N. C. (2015). *Planning the American Indian reservation: From theory to empowerment*. Syracuse University Press. **WE WILL SCAN ARTICLES AND SAVE ON CANVAS**
 1. The Tribal Cultural Community

Sunday August 23, 2020 Asynchronous

- No Active Class/Asynchronous
- Readings/Assignments
 - Assignment #2-Final Presentation August 23, 2020
 - Assignment #3-Final Evaluations August 30, 2020

Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it is up to you to control how your case is handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue.

All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the social contract: WAC 174-121-01.

We abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We abide by the non-discrimination policies and procedures at TESC.

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; <https://www.evergreen.edu/policy/studentswithdisabilities>).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

Multiculturalism & Diversity

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community, students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Students will need the ability to access zoom and actively participate with this online meeting platform.

Reasonable Accommodations

Are provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Permission to Record Lecture, Workshop and Other Similar Discussions

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of ***Reasonable Accommodations*** (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Guest Policy

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather

In the event of bad weather or emergencies, students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. We recommend, if you've not already done so, that you sign up for the automatic alert system. More, here: <https://evergreen.edu/emergencyresponse>

Communicating

Email and Canvas are our primary and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Submissions Format

Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation & Attendance

Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After recurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments

Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit

Students will receive two (2) credits if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

Evaluations

Faculty evaluations and Student self-evaluations are required for credit– posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit– posted to your my.evergreen.edu portal.