

University of Southern California  
Sol Price School of Public Policy

**PPD 431: PPD Undergraduate Capstone Laboratory**  
4 units, Fall 2013

**INSTRUCTOR:** Tomas Duran, MPL  
**TIME & CLASSROOM:** Tuesday and Thursday, 4-5:50 PM in SOS B37  
Class will meet twice a week for 1 hour and 50 minutes for 15 weeks.

**PURPOSE AND OBJECTIVES:** The goal of a UL (Undergraduate Laboratory) is to allow students to synthesize and implement their coursework in a real world project. ULs could be about a wide range of topics in which students would explore a specific project/policy/organization from the multiple perspectives of the five tracks (sustainable planning, real estate development, health policy & management, nonprofits and social innovation, and public policy and law). The instructor has solicited a client with whom the students would work to complete a specific project.

The client for the Fall 2013 class is the East Los Angeles Community Corporation (ELACC). It's mission is to advocate for economic and social justice in Boyle Heights and East Los Angeles by building grassroots leadership, developing affordable housing and neighborhood assets, and providing access to economic development opportunities for low and moderate income families.

Last year ELACC began working with the Los Angeles Street Vendor Coalition (LASVC) to normalize and regulate street vending in the City of Los Angeles.

An estimated 10,000 street vendors ply their trade in the city, selling items such as meals, clothes, fruits and vegetables, sundries, electronics, desserts, and snacks. For many of the vendors, this grass roots economic development is their only entre into business. Street vendors may also be their community's only access to foods and goods. As development and gentrification efforts expand throughout the city core there has been an increase in enforcement and criminalization of vendors. ELACC and the LASVC are seeking to create a legislative solution that will create the framework within which street vendors may legally operate.

These issues in East LA represent an element of a broader health and economic development issues that the UL will explore – the revitalization of the Los Angeles historic core, economic development, and limited access to healthy foods for residents, especially children and youth, in similar communities in the United States.

LACC is looking to the PPD 431 class to help develop a strong case for implementing an effective and successful street vending program. Based on interactions with vendors, agencies, and partners, ELACC believes there is a need to develop a commissary network in order to better serve the vending community. The class will analyze the commissary network from a real estate development perspective as well as research best practices employed by other large cities.

Over the semester the class will support ELACC's effort to pass a street vendor ordinance in the City of Los Angeles. The students will employ the skills and knowledge developed in their undergraduate classes to:

1. Lead and manage group project and deliverables,
2. Research the relationship of health outcomes and land use, public policy, and health policy,
3. Explore the role of nonprofit organizations in community mobilization and health advocacy,
4. Create a strategy to collaborate with local health care institutions that could provide space for a street vendor kitchen,
5. Develop a plan for a commissary development, including site selection, budget and financial analysis, and implementation recommendation
6. Create a plan to navigate the public permitting/entitlement process for the commissary,
7. Produce a professional report which documents the challenges confronting these communities and the policy options, implementation strategy, and other opportunities that will facilitate ELACC's successful passage of street vending legislation.

In addition to the class consulting work, the class will be visited by guest speakers from a variety of public policy and real estate development positions. The speakers will discuss their career paths after graduation, their roles in their perspective organization, and offer insights into the class project. In the past the speakers have include, Project managers from real estate firms, bankers, lawyers, planning consultants, developers, and entrepreneurs.

The UL has two objectives: first, students will examine an interdisciplinary issue that allows them to use skills and knowledge related to a real-world problem; second, the students will work in teams and as a single team to complete a project – reflecting the primary mode of work in the professions represented in the SPPD major.

**LEARNING OBJECTIVES:** In this class, students will achieve the following learning objectives:

To research the relationship of health outcomes and land use, public policy, and health policy;

To explore the role of nonprofit organizations in community mobilization and health advocacy;

To craft urban planning and urban development strategies to increase the quality of life in for residents of neighborhoods like East LA, and;

To produce a professional report that outlines the challenges confronting these communities, and the policy and other opportunities for improving health outcomes.

**REQUIRED TEXTS AND READINGS:** All readings are required and on reserve.

Materials will be refined once the instructor meets with the enrolled students to see what their specific interests are given the broad scope of the UL.

A reading list of selected materials is attached to the last page of this syllabus.

**COURSE FORMAT:** The format for this course is collaborative. The class will function as a team, working together to meet the clients' needs. We will be doing a lot of brainstorming in class, sharing ideas and coordinating design issues. This experience will allow students to learn about the planning, policy, and development processes by watching and experiencing it in real time in the classroom. It will also provide students with the feedback they need to be able to use each deliverable as the components of their final report and presentation.

Class attendance is important. If you have to miss a class, it will be up to you to catch up. Because this class is so focused on participation, more than two absences will almost certainly lead to a lower class participation grade.

**OFFICE HOURS: 1 hour before class.**

### **11.11 Plagiarism**

*A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.*

*B. The submission of material subjected to editorial revision by another person results in substantive changes in content or major alteration of writing style.*

*C. Improper acknowledgment of sources in essays or papers.*

*Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. If any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars.*

**DISABILITIES:** Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP). I encourage you to do it early in the class so we can plan your semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-0776.

**SYLLABUS REVIEW AND REVISION.** During the course of the semester I will regularly review student progress, and may revise the syllabus to meet class needs.

**GRADES AND EXPECTATIONS:** Your grade will be determined by a combination of participation and the completion of written and oral assignments. A person who does not attend class regularly will fail notwithstanding the delivery of written assignments. Your grade will be calculated using the following table.

| Minimum | Maximum | Grade |
|---------|---------|-------|
| 930     | 1000    | A     |
| 900     | 929     | A-    |
| 875     | 899     | B+    |
| 830     | 874     | B     |
| 800     | 829     | B-    |
| 775     | 799     | C+    |
| 730     | 774     | C     |
| 700     | 729     | C-    |
| 650     | 699     | D     |
| 0       | 649     | F     |

#### **CLASS SCHEDULE/ASSIGNMENT DUE DATES**

**Assignments are due at start of class.**

| <u>Assignment</u> | <u>Assignment Due Date</u> | <u>Weight</u> |
|-------------------|----------------------------|---------------|
| 1                 | 09/05/13                   | 5%            |
| 2                 | 9/12/13                    | 5%            |
| 3                 | 9/26/13                    | 5%            |
| 4                 | 10/3/13                    | 10%           |
| 5                 | 10/29/13                   | 20%           |
| 6                 | 11/14/13                   | 15%           |
| 7                 | 11/26/13                   | 10%           |
| 12/11/13          | Final Presentation         | 20%           |
|                   | Participation Throughout   | 10%           |

**One – Introduction:** Introduce the UL project, project area, team building exercise, meet with client.

**Assignment 1:** Review reading materials from bookstore, library reserve and Blackboard. Go drive around the project area and do travel journal. DUE 9/5

**Two – Project Description:** Concerns, questions, or comments about the syllabus,  
 -Creation of sub-groups based on track and interests  
 -Discussion about what you saw in the project area

**In Class Assignment 1:** Map/sketch relationships that are important to our project.

#### **Three – Economic Development: Politics, Planning, and Policies**

- Lecture on economic development and public squares
- Discussion of the data sets and literature review and their relationship to the project

**Assignment 2:** -Define student projects.  
Each student to pick a data set about people, environment or economy and report back in the next class. Create a one-page write up about what your data is telling us. Include what the source of your information is. Each student will also do an annotated bibliography on three articles and compared to discuss one during class. DUE 9/12

#### **Four – Assessing the Current Environment**

- Lecture on context: the relationship between data, the environment and health outcomes
- Presentation of Assignment 2 findings

**Assignment 3 (Group):** Work in groups to outline challenges and opportunities related in the area – including map existing amenities, stakeholders, institutions, transportation, and access points, compile public policies related to historic business districts in LA and other places, create a tree outlining the health groups interested in the issue, etc. DUE 9/26

#### **Five – Built Environment, Planning, and Health**

- Lecture on current efforts to influence people's behavior through environmental design and interventions
- Discussion of environmental explorations
- Group Presentations of Assignment 3

**Assignment 4:** Go to the project site, visually and textually document one example of how the environment facilitates healthy living (or not).  
-Describe context and identify 4 other municipalities with similar contexts and issues. DUE 10/3

#### **Six – Mobilizing a Neighborhood**

- Lecture on the politics and practices of mobilizing communities to participate in public policy advocacy

**In Class Assignment 2:** Outline of research area and list of best practices in area of similar context

#### **Seven – Critique of Preliminary Group Approaches**

Lecture on policy strategies and approaches

#### **Eight – Role of Stakeholders in Development and Policy Processes**

- Lecture on urban development process, competing and complimentary roles of real estate developers, public agencies, politicians, and community residents

**Assignment 5 (Group):** Group Analysis Recommendation Task. DUE 10/29

#### **Nine – Process of Policy Making and Change**

#### **Ten – *Brainstorm Recommendations and Report Components***

*Class members will critique the group recommendations, and consider the overall scope of the project*

**Assignment 6 (Group):** Final Paper Components. DUE 11/14

**Eleven – Work in Groups**

-Lecture on public presentations, discussing graphics, texts, speaking, and persuasive approaches

**In Class Assignment 3:** Creating Info graphics and Presentations

**Focus will be on ensuring that groups have completed their sections and are transforming them for the final report**

**Twelve – Presentation: Program and Policy Recommendations**

-Formal presentation of the report to the client and invited guests

**Assignment 7 (Group):** Paper and presentation assignments. DUE 11/26

**Thirteen – Influencing the Public** Lecture on dissemination to the public, influencing policy processes, and other public relations issues  
Reflections on the presentation

**Fourteen–** *Thanksgiving recess*

**Fifteen – Putting it All Together**

**Group Assignment:** Final Report due at the time of the scheduled final

## Components of the Final Report

We will be producing a single final report that will be a compilation of the work that the groups have completed. This report is the responsibility of the entire class, and the class will receive a single grade based on its success. Simply because your group report is done well and the presentation has gone well does not mean that you should ignore the need to produce the interdisciplinary final report. The final report will include the following sections:

**1. Executive Summary:** Summarize the main design challenge or question, summarize your main concept/theme and recommendations, and show a simplified version of your land use plan.

**2. Introduction:** This is where you present the background for how this project came about. What came before it that lead to this step? Who is sponsoring it? What are the objectives or outcomes that they want to get out of it, and that you will address? This is also where you provide your definition for your group's objectives and aspirations, etc.

**3. Existing Conditions:** This section describes what exists currently in the project area. It is also where you present the changes that are expected in the vicinity due to other events and processes. Describe/show what those changes would mean to our area if we were to do nothing on it.

**4. Analysis:** This section describes what is right and what is wrong with what exists right now, and where the area is headed if we didn't do anything to our site. It should also briefly describe some options for what direction we could take, and basic reasons for and against each. This builds the case for selecting one of these directions, which we will do in the next section.

**5. Plan, Policy, Strategy:** You want to present your plan, policy, or strategy and describe how it builds off of the things that are right, and tries and fix the things that are wrong with the area. You should have a main theme, which all your recommendations support and help create. This theme is what improves the health outcomes of local residents due to changes in the resource environment, public policy, organizational network, or development strategies. Be sure to include your key recommendations.

**6. Implementation:** This is where you should discuss the policy and program recommendations you have. It's best if you can identify what agencies and departments should be responsible for implementing them.

## Readings

- Boarnet, M. G., Day, K., Anderson, C., McMillan, T., & Alfonzo, M. (2005). California's Safe Routes to School Program: Impacts on walking, bicycling, and pedestrian safety. *Journal of the American Planning Association*, 71 (3), 301–317.
- Breslow, Lester, "Social Ecological Strategies for Promoting Health Lifestyles," *American Journal of Health Promotion* 10/4 (March-April 1996): 253-257.
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- Conner, RF, Easterling, D, Tanjasiri, SP, and Adams-Berger, J. "Using Community Indicators to Track and Improve Health and Quality of Life." In D Easterling, K Gallagher and D Lodwick (eds.) *Promoting Health at the Community Level*. Sage Publications: Thousand Oaks, CA, 2003.
- Corburn Jason, "Reconnecting with Our Roots: American Urban Planning and Public Health in the Twenty-first Century," *Urban Affairs Review*, Vol. 42, No. 5, 688-713 (2007)
- Frank, Larry, James Sallis, et al, "Many Pathways from Land Use to Health," *JAPA* 72/1 (Winter 2006), 75-87
- Freudenberg, N., S. Gelea, & D. Vlahov, "Beyond urban penalty and urban sprawl: back to living conditions as the focus of urban health," *Journal of Community Health* 30/1 (February 2005): 1-11.
- Frumkin, Howard, "Urban Sprawl and Public Health," *Public Health Reports* 117 (May-June 2002), 201-217.
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- Stokols, Daniel, "Establishing and Maintaining Healthy Environments: Toward a Social Ecology of Health Promotion," *American Psychologist* 47/1 (January 1992): 6-22.
- Talen, E, Anselin. L. Assessing Spatial Equity: An Evaluation of Measures of Accessibility to Playgrounds. *Environment and Planning A* 30 (1998): 595-613.



