USCPrice
Sol Price School of Public Policy

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COURSE DESCRIPTION

Far too often planning is defined in terms of physical structures and abstract economics. Planning's central concern is people, and the society that they create. This course examines the social context of planning, especially the ways in which race and ethnicity, gender, and class shape people's experience within the city, and how social attitudes towards others affect the planning profession. Specifically, we are going to look at some transcendental issues -- ones that could be defined differently worldwide, but are present in some form virtually everywhere -- such as discrimination, poverty, and identity, and discuss how those are manifested in the social and physical landscapes of the city. That said, this course is not a history of social planning, nor a sociology of the city. Instead, it is a rather idiosyncratic approach to understanding the complex inter-relationship of urban landscapes and the people who live in them through the lens of planning values. Throughout the course students will examine the social context of Los Angeles communities through case studies, best practice analyses, and relevant readings. Students will consider the role that individual experiences and perceptions shape community planning and impacts the collective.

LEARNING OBJECTIVES

Discussion of readings, cases, current affairs and the exploration of community planning as implemented by various organizations will provide students with insight into the basis of good community planning that effectively considers the social context of the community that the planning is intended to serve. Every student in the course will be required to submit written assignments, make oral presentations, and participate in class discussions. At the end of the course, students should be able to:
1. Understand the basis of good community planning
2. Develop the ability to self-consciously discuss key planning and societal values
3. Understand and value the role that community members and stakeholders play in assessing and analyzing a community
4. Critically analyze community planning, identify areas for where transcendental issues are being overlooked, exacerbated, or ignored, and propose ways to address the issues

TECHNOLOGY PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Accessing our class blackboard:
1. Go to https://blackboard.usc.edu/
2. Additional reading, lecture slides, and assignments will be posted under PPD 527.

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REQUIRED READINGS AND SUPPLEMENTARY MATERIALS
There are four books required for this course (listed below). Each book is available for purchase at the bookstore. Additional required readings are listed in the weekly schedule and can be found (for free) using a Google or Google Scholar search. Other relevant readings might be added throughout the course and will be posted on Blackboard. Lecture slides and other materials will also be posted on Blackboard.

- DiAngelo, Robin (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*
- Jobin-Leeds, Greg (2016). *When We Fight, We Win!: Twenty-First Century Social Movements and the Activists that Are Transforming Our World.* New York, NY: The New Press.
- Moskowitz, Peter (2017). *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood*. New York, NY: Nation Books.
- Vitale, Alex (2017). *The End of Policing.* Brooklyn, NY: Maple Press.

ASSIGNMENTS
There are four key areas/assignments that will constitute your final grade for this course. These key areas include:

1. **Group Project**
2. **Planning Issue Papers**
3. **Final Paper**
4. **Class Participation**

The following are descriptions for each area/assignment:

1. **Group Project** *(40% of final grade):* In addition to informal small groups that will work together during select class sessions, students will be divided into formal teams (assigned by the professor) that will work together on a group project for the duration of the course. Each group will assess the social context of a community in Los Angeles. Team members will work together to:
   - Create a community profile that highlights key findings
   - Discuss a planning problem that is relevant to the community and identify its root causes
   - Complete a site visit with one community based organization to better understand the community
   - Identify key stakeholders who are directly and indirectly impacted by the problem
   - Develop and present a detailed proposal with recommendations to address the problem and engage stakeholders in the process
   - Discuss potential unintended consequences of proposed solution

   Groups will submit the community profile (worth 10% of final grade), planning problem paper (worth 15% of final grade), and make a class presentation (15% of final grade). The presentation will incorporate internal peer feedback from fellow team members, as well as feedback from classmates. Presentations will take place the last two weeks of class. Note that individual contributions to the group project will be considered in final grading, which means that grades may not be the same for all team members.

2. **Planning Issue Papers** *(30% of final grade):* Each student will be responsible for writing two planning issue papers, each worth 15% of your final grade, for a total of 30%. The planning issue papers provide each student with the opportunity to select a planning issue that is of personal interest to them and analyze the issue within the context of a real community that they select. Students must write a short paper (1 page, single-spaced) that outlines the planning issue, discusses it within the context of the selected community and proposes ways that a planner might work to address the issue. The selected issue should be current and have upcoming choices that can or should be made.

The paper is to be action oriented, and is to provide a specific recommendation that you come to see as important and worth doing on the issue you have identified. The paper is to provide a brief summary of the problem on which the issue is focused and the context within which that problem is set. At least two course readings must be included in the analysis and/or recommendation.

3. **Final Paper** *(20% of final grade):* For the final paper, students will be asked to make the issues discussed in this course personal. Students should select a planning issue related to their concentration within the planning program (non-MPL students should select a concentration that is of greatest interest to them), look at the issue within the context of their hometown, or other familiar community, and discuss the social context surrounding the issue using theories and concepts that have been discussed over the course of the semester and should draw on class readings to provide a thoughtful analysis. The final paper must be 2 pages single-spaced (or less) and will be due on the last day of class.

4. **Class Participation** *(10% of final grade):* This course will offer a combination of lecture, discussion, case studies, group presentations, informal group work, site visits and guest speakers who will offer insights from their experiences in the realm of social innovation. Students are expected to have completed all readings and assignments before class and arrive at each session on time, fully prepared to engage in meaningful discussion, provide thoughtful commentary and ask questions that will encourage fellow classmates to think critically and consider new perspectives on each topic of discussion. It is expected that, as students work to develop their leadership skills, they will articulate personal viewpoints in a clear and respectful manner, as well as listen and respond to the viewpoints of others with respect and an open mind. The class participation grade will consider:
    ○ Regular attendance in class
    ○ Consistent engagement in class discussions
    ○ Willingness to speak in class, articulate understanding of readings, engage with others, ask meaningful questions and move discussions forward
    ○ Participation in and contributions to informal groups during in-class exercises
    ○ Engagement with guest speakers
    ○ Completion of in-class assignments

Note that assignments must be submitted via Blackboard by 8am on the date that they are due. Please do not submit hardcopies of any assignments unless explicitly requested by the professor. All papers should be single spaced and citations for every written assignment must be in APA format. Assignments will be graded within two weeks of submission and all grades and feedback will be posted to Blackboard. Late assignments will not be accepted, unless permission is given by the professor before the assignment is due.

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Sol Price School of Public Policy

GRADE BREAKDOWN

The table below provides a breakdown of how each assignment will be graded.

Grade %	Assignment	Due Date(s)
40%	**Group Project** ● Community Profile (10%) ● Planning Problem Paper (15%) ● Presentation (15%)	1/25/2019 2/8/2018 2/15 or 2/22
30%	**Planning Issue "PIP" Papers** ● Two One-Page Papers	1st PIP: 1/18 2nd PIP: 2/1
20%	**Final Paper**	2/22/2018
10%	**Class Participation** ● Group Interactions & Contributions ● Questions, Comments, General Discussion ● Engagement in in-class exercises	Ongoing
100%	**Total**	

GRADING POLICY

USC policies for grades are as follows:

Grade	Criteria
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
C-	Failing grade for graduate credit
D-	Minimum passing for undergraduate credit
F	Failed

USCPrice
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WRITTEN ASSIGNMENT RUBRIC

Below is the grading rubric that will be used when evaluating each of your written assignments.

ASPECT	POINTS	A	B	C	D
	10	2	1.5	1	0.5
Understanding of problem	2	Demonstrates sophisticated understanding of problem	Demonstrates accomplished understanding of the problem	Demonstrates acceptable understanding of the problem	Demonstrates inadequate understanding of the problem
Use of appropriate terms, concepts, tools	2	Correctly uses terms and tools learned	Show general understanding of terms and tools	Few uses and application of concepts and tools learned	Frequent incorrect application of concepts in paper
Powerful and logical alignment among sections	2	Makes powerful connections between sections and shows strong reasoning	Makes appropriate connections between sections with adequate reasoning	Make appropriate but sometimes vague connections between sections	Sections are disjointed, fall apart and in general lacks sound reasoning
Clarification and readability	2	Writing shows clarity and is concise; extremely well organized	Writing is accomplished in terms of clarity and is concise; well-organized	Writing lacks clarity, not concise and contains numerous errors; lacks organization	Writing is unfocused, or contains serious errors; poorly organized
Follows required format	2	Follows listed guidelines, meets page limits, cites references	Fails one requirement	Fails two requirements	Fails all requirements

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PPD 527: SOCIAL CONTEXT
Term: Spring 2018 - 2 Units
Days & Time: Fridays, 9pm - 12:20pm
Location: VPD 112

DETAILED COURSE SCHEDULE

Week 1 (January 11th): Course Introduction & Overview, Historical Snapshot of Social Context

- ❏ Coates, Ta-Nehisi (2014): The Case for Reparations
- ❏ Miller, Greg (2016): Newly Released Maps Show How Housing Discrimination Happened, also see *Mapping Inequality: Redlining In New Deal America*
- ❏ DiAngelo, Robin, *White Fragility* (2018)
  - ❏ Introduction
  - ❏ Chapter 1: The Challenges of Talking to White People About Racism
  - ❏ Chapter 2: Racism and White Supremacy
  - ❏ Chapter 3: Racism After the Civil Rights Movement
  - ❏ Chapter 4: How Does Race Shape the Lives of White People
- ❏ Vitale, Alex S., *End of Policing* (2017) Chapter 7, The War On Drugs

Week 2 (January 18th): Assessing Communities (Site Visits)*
First PIP Due

- ❏ Kretzmann, J. P. and John L. McKnight (1993): Introduction: Building Communities From the Inside Out (download here)
- ❏ Moskowitz, Peter. *How to Kill a City* (2017):
  - ❏ Introduction
  - ❏ Chapter 2: How Gentrification Works
- ❏ DiAngelo, Robin, *White Fragility* (2018)
  - ❏ Chapter 5: The Good/Bad Binary
  - ❏ Chapter 6: Anti-Blackness

Students will visit and assess communities in the Los Angeles area in groups using the ABCD model as a guide. Groups will be assigned to complete a 2 hour site visit with a community based organization that is working to address a social issue in the community. Community based organizations will be selected by the professor. Readings this week should be used as a framework through which to view and assess communities.

Week 3 (January 25th): Building Healthy Cities, Communities and Neighborhoods
Community Profile Due

- ❏ Jobin-Leeds, Greg, *When We Fight, We Win* (2017), Chapter: 6: Environmental Warriors Going to the Root of the Problem
- ❏ Wolfe-Powers, Laura (2010): Community Benefits Agreements and Local Government: A Review of Recent Evidence
- ❏ Scorza, Henderson and Castillo (2012). Facilitating Change in the Food Justice Movement
- ❏ DiAngelo, Robin, *White Fragility* (2018), Chapter 7: Racial Triggers for White People

Week 4 (February 1st): Beyond the Physical: Families, Education, Economics
Second PIP Due

- ❏ Vitale, Alex S., *End of Policing* (2017) Chapter 3: The School to Prison Pipeline
- ❏ Jobin-Leeds, Greg, *When We Fight, We Win* (2017)
  - ❏ Chapter 1: Reclaiming Wholeness- The LGBTQ Movement
  - ❏ Chapter 2: Grounded in the Community- The Fight for The Soul of Public Education
  - ❏ Chapter 5: The Struggle for Economic Power

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USCPrice
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Week 5 (February 8th): Gentrification
*Group Planning Problem Paper Due
- ❏ Moskowitz, Peter (2017). *How to Kill a City* (2017):
    - ❏ Chapter 3: Destroy to Rebuild
    - ❏ Chapter 6: How the Slate Got Blank
    - ❏ Chapter 7: The Gentrified City
    - ❏ Chapter 8: Growth Machine
    - ❏ Chapter 9: The New Geography of Inequality
- ❏ Fayyad, Abdallah (2017). The Criminalization of Gentrifying Neighborhoods

Week 6 (February 15th): Policing & the City
*Group Presentations
- ❏ Cooper, Hannah L. F., and Mindy Fullilove (2016): Editorial: Excessive Police Violence as a Public Health Issue
- ❏ Vitale, Alex S., *End of Policing* (2017)
    - ❏ Chapter 4: "We Called for Help, and They Killed My Son"
    - ❏ Chapter 5: Criminalizing Homelessness
    - ❏ Chapter 9: Border Policing
- ❏ Jobin-Leeds, Greg (2017). *When We Fight, We Win*, Chapter 3: Transforming Visions: Ending Mass Incarceration

Week 7 (February 22nd): Calling It What It Is: "Isms" and Phobias in Planning
*Group Presentations; Final Paper Due
- ❏ We will discuss how racism, classism, sexism, ageism, homophobia and xenophobia show up in planning. Readings TBA.

POLICIES
Assignment Submission Policy
All assignments must be submitted via Blackboard by 8am on the day that they are due. Please do not print or submit hardcopies of any assignment. Late assignments will not be accepted unless prior approval is given.

Class Attendance
Class participation is a key part of your grade and is taken seriously. Although attendance is not taken formally (the professor will not conduct roll call), notes are taken during each class to gauge individual participation in small and large group discussions. Being late and/or missing class is unacceptable and will impact your final grade. Excused absences are granted in case of emergencies and/or if discussed with the professor prior to class.

Support
While your success in this class is a priority, I recognize that you are a whole person with other priorities and issues outside of the classroom. If you are dealing with a personal issue or challenge that is acting as an impediment to your success in the class, please reach out so we can work together to identify resources and supports.

Incomplete Assignment Policy

IN Incomplete is assigned when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar's Note: Recommended definition of emergency: A situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent semesters, since the completion of the incomplete should be the student's first priority.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

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USC Student Affairs

STUDENT JUDICIAL AFFAIRS AND COMMUNITY STANDARDS

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

Violation	Recommended Sanction for Undergraduates*
Copying answers from other students on any course work. **	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course.
Possessing or using material exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor.	F for course.
Continuing to write after exam has ended.	F for course.
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for further disciplinary action (possible suspension).
Fraudulent possession of exam prior to administration	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration	Suspension or expulsion from the university; F for course
Having someone else complete course work for oneself.	Suspension or expulsion from the university for both students; F for course.
Plagiarism – Submitting other's work as one's own or giving an improper citation.	F for course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action (possible suspension).
Submission of the same assignment to more than one instructor, where no previous approval has been given.	F for course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission applications (including supporting documentation).	Revocation of university admission without opportunity to re-apply.
Documentary falsification (e.g., petitions and supporting materials; medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. ***

* Assuming first offense ** Exam, quiz, tests, assignments or other course work. *** Applies to graduate students