

PPD 599
Public Private Partnerships (P3)
Spring 2020

Sol Price School of Public Policy
University of Southern California
4 Units

Course Syllabus

Lecturer	Lt. Gen. (Ret) Jeffrey W. Talley, Ph.D., P.E., BCEE, D.WRE jwttalley@usc.edu; 213-740-0636
Class Time	Four On-Campus F2F Sessions (9 AM - 4:00 PM on Saturday) and Eleven Distant Sessions via Zoom (5:30 - 7:30 pm on Thursday)
Office Hours	One hour after class or by appointment; RGL 330

I. COURSE OVERVIEW

Public Private Partnerships (P3) are becoming common around the globe. P3s are mutually beneficial relationships that bring together the public and private sectors to address complex challenges that cannot be solved effectively and efficiently by governments and businesses alone. Historically, they have been used in banking and financial deals, infrastructure projects and housing developments, but the potential for P3 is far greater.

This graduate course will examine new and novel applications of P3 with specific attention being placed on the roles policy, technology and business play in the implementation of projects. As this course is interdisciplinary, readings will draw from literature in government and public policy, engineering and technology, business and capital investment, and social work. Global case studies will be used to reinforce discussion around traditional and new applications of P3 projects.

The course is a combination of lectures, guest presentations, case studies, and discussions. There is also a group project to be completed by student teams. Each team will describe and argue for a P3 research project. Each team will prepare a written project proposal, give an in-class presentation of their project, and submit a project research report. The midterm exam will be a one-hour in-class exam. The final exam will be take-home. Both the midterm and the final will be comprehensive.

The format of this course will be a hybrid intensive to accommodate the schedules of traditional students and working professionals. It will include four (9 am - 4 pm) Saturday on-campus classes and eleven (5:30 - 7:30 pm) Thursday distance classes via Zoom. *Although designed for graduate student in the Price School of Public Policy, students from the Viterbi School of Engineering, the Marshall School of Business, and the Suzanne Dworak-Peck School of Social Work would greatly benefit from this course and are welcome.*

II. LEARNING OBJECTIVES

Students who successfully complete this course will gain a basic understanding of the concepts related to public private partnerships (P3). The course provides the history, state of practice, and policies of P3 from the perspective of government, not-for-profit, and business enterprises. The primary objective of this course is to combine the theory of P3 with the practice of implementing integrated solutions in a variety of settings and applications. The teaching and discussion of the weekly topics will connect the theoretical and analytical approaches associated with P3 as demonstrated in multiple case studies and current events.

This course will enable students to:

- Understand the principles of P3.
- Gain an appreciation for the differing viewpoints of government, not-for-profit, and commercial organizations as it relates to P3.
- Be aware of the wide global impact P3s have on citizens, economies, and nations.
- Learn the role that policy, social, technology, and business play in P3s.
- Apply critical thinking to previous implemented P3 solutions through case studies.
- Understand the basics of building P3s and how it can mitigate risks.
- Develop, present, and write a P3 research project report, as part of a team.

III. STUDENT EVALUATION

Student performance assessment will be based on individual work as evaluated through case study presentations/summaries, and two examinations, comprising 65% of the total grade. The remaining 35% will be based on group work as part of a project team.

The following criteria are used for grading:

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|--------------------------------------|-------------------|
| • Case study presentations/summaries | 10% |
| • Midterm exam | 25% |
| • Final exam | 30% |
| • Project presentation | 10% |
| • Project report | 25% |
| | Total 100% |

Course final grades will be determined using the following scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

IV. CLASS PARTICIPATION / GROUP DISCUSSION

This course uses an applied approach that integrates lecture material with hands-on in-class analysis and discussion. Students are expected to attend all class meetings and participate fully in class activities. Because attending all class meetings and completing all in-class work is the minimum expected of all students, class participation is not included directly in the grading breakdown above; instead, a student's overall score in the course may be increased or decreased by up to 5% points to reflect particularly outstanding contributions to class discussions or failure to meet these expectations. In extreme cases, repeated unexcused absences (including missing classes in their entirety and/or in large parts by arriving late and/or leaving early) will result in a non-passing grade for the course regardless of performance on other assignments.

V. GROUP RESEARCH PROJECT

Students will be organized into small group (i.e., approximately 2 - 4 students to a group) and conduct an independent research project on a selected topic related to Public Private Partnership (P3) challenges. This project is a significant part of this course and student evaluation. *Do not underestimate the time required to deliver a first-class presentation and report.* Each project proposal and presentation will benefit from student peer evaluation from those classmates that are not part of that team. The instructor will grade each group's project presentation and report, but will take into account the peer evaluations in the overall assessment.

The steps in fulfilling the group research project requirement are as follows:

- i) Project Topic Selection
- ii) Project Proposal
- iii) Project Class Presentation
- iv) Paper/Report Submission

The specific requirements and expectations for completion of the group research project are as follows:

i) Project Topic Selection

The topic chosen for the research project may deal with technology, social, policy, and/or governmental/commercial perspectives of Public Private Partnerships (P3). The topic will be selected in consultation with the instructor and the final selection will be with his approval.

In selecting the topic, the group should think beyond presenting simply a history or a literature search. The goal is to think of what innovative and futuristic solutions can be added to a particular topic. The group's research report must ensure proper citation of sources.

For the research project, each group must identify factors that influence outcomes for implementation of recommended actions. The group can choose a topic that is of interest to them and it can be a project that they are working on or intend to develop in the future.

ii) Project Proposal

Each group is required to prepare a project proposal. The proposal is limited to two pages.

The proposal shall include the following:

- Name of students in group
- Research project title
- Specific objectives of the research project
- Preliminary outline of research report
- Information on preliminary literature and market research (minimum of twenty recent relevant journal articles or technical reports)

iii) Project Class Presentation

Each group is required to present the research project in a class presentation. The presentation should take no longer than 30 minutes, followed by with a 30-minute period for questions and discussions. The presentation is to be made with slides (Power Point, etc.), videos, or other visual aids.

Students are required to attend all group presentations. The presentations should be looked upon as an opportunity to gain experience making a professional presentation in a supportive environment, among peers.

Presentation Evaluation

Each group will be evaluated on their presentation as follows:

- Quality of visual aids
- Relevance of topic
- Logic of conversation and recommendations
- Degree to which the proposed work is new and novel
- Ability to answer questions
- Overall impression

iv) Final Research Report Format

The report requirements are similar to those found at IBM Center for The Business of Government (see <http://www.businessofgovernment.org>).

The report should include the following sections, in the given order:

- Title page
- Abstract (no longer than 250 words)

- Table of Contents
- Main body of the report including tables, figures, graphs, etc.
- Acknowledgement, in any
- References
- Appendices, if any

All tables, figures, and graphs must be labeled, with sources cited. Use on-inch margins at top, bottom, left, and right. Number pages in lower right corner. Special binding is not required. Additional details and instructions will be made during lectures.

VI. CASE STUDY PRESENTATIONS/SUMMARIES, MIDTERM AND FINAL EXAMS

Case studies will be used throughout the course to reinforce the principles and practices of P3. Each student will be given the opportunity to present/summarize 1 or 2 cases studies (depending on class size) to their classmates for discussion. The instructor will assign the case study and provide key questions/points that should be addressed during the presentation/summary based upon the current lecture topics of that week.

Midterm and final exams will be comprehensive multiple choice and essays questions of broad topics included in the lectures, class discussions, readings, reference materials, guest lectures, and student presentations. Midterm will be in class at USC. Final will be take-home. *No collaboration of any kind can be used for the final exam. It must be your individual work only, in keeping with USC Academic Guidelines reference in Section X.*

VII. REQUIRED TEXTS AND REFERENCES

The reading material for the class include the required text books, instructor's handouts, and lecture slides/notes. *Slides and/or additional handouts will be provided the week prior to class.*

The following text books are required:

Ref. 1) E. R. Yescombe, Edward Farquharson, *Public-Private Partnerships for Infrastructure - Principle of Policy and Finance*; Butterworth-Heinemann, Elsevier, 2018.

Ref. 2) Akintola Akintoye, Matthias Beck, Mohan Kumaraswamy (Editors), *Public Private Partnerships: A Global Review*; Routledge, Taylor & Francis Group, 2016.

The following handouts will be provided:

Handout 1: Friedman, Stephen B., editor. *Successful Public/Private Partnerships: From Principles to Practices*. Washington DC: Urban Land Institute, 2016: Chapters 1 & 2.

Handout 2: Bayliss, Kate, & Van Waeyenberge, Elisa, Unpacking the Public Private Partnership Revival, *The Journal of Development Studies*, 2018: 54:4, 577-593.

Handout 3: The World Bank, *Procuring Infrastructure P3 Report: Assessing Government Capability to Prepare, Procure, and Manage PPPs*, 2018.

Handout 4: Friedman, Stephen B., editor. *Successful Public/Private Partnerships: From Principles to Practices*. Washington DC: Urban Land Institute, 2016: Chapters 3 & 4.

Handout 5: Graeme Hodge, Carsten Greve, & Mhamed Biygautane, *Do PPP's Work? What and How Have We Been Learning So Far?* Public Management Review, 2018: 20:8. 1105-1121.

VIII. COURSE OUTLINE AND SCHEDULE OF TOPICS

Date	Lecture Topics	Reading Assignments	Deliverables
January 16 Week 1 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • Course Overview • Student Introductions • Distance Learning • Introduction to P3 	Syllabus Class slides Ref. 1: Chapter 1 Ref. 2: Chapter 1	
January 20	<i>Martin Luther King's Birthday</i>		
January 25 Week 2 9 am - 4 pm On-campus 7 hrs.	<ul style="list-style-type: none"> • Introduction to P3 (con't) • P3 in the Public Sector: <ul style="list-style-type: none"> ▪ Policy, Legal, and Organizational Framework ▪ Project Cycle • Case Study – Australia 	Class slides Ref. 1: Chapter 2 - 5 Handouts 1 & 2 Ref. 2: Chapter 2	Student Groups Identified
January 30 Week 3 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 in the Public Sector: <ul style="list-style-type: none"> ▪ Project Management ▪ Assessing Needs, • Project Definition & Selection 	Class slides Ref. 1: Chapters 6-8 Handout 3	Research Topics Due
February 6 Week 4 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 in the Public Sector: <ul style="list-style-type: none"> ▪ Making the P3 Decision ▪ Procurement 	Class slides Ref. 1: Chapters 9 & 10	
February 13 Week 5 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 Risk Analysis & Allocation 	Class Slides Ref. 1: Chapters 11-12	
February 17	<i>President's Day</i>		

Date	Lecture Topics	Reading Assignments	Deliverables
February 20 Week 6 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 Risk Analysis & Allocation 	Class slides Ref. 1: Chapters 13-14	
February 29 Week 7 9 am - 4 pm On-Campus 7 hrs.	<ul style="list-style-type: none"> • Midterm Exam • Research Proposal Presentation • Case Study - Canada • Case Study – China 	Class slides Ref. 2: Chapter 4 & 5	Research Project Proposals Due
March 5 Week 8 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 in the Private Sector: Sponsors, Investors & Project Finance 	Class slides Ref. 1: Chapters 20-22	
March 12 Week 9 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • Applying P3 to Practice 	Class slides Handouts 4 & 5	
March 15 – 22	<i>Spring Recess</i>		
March 28 Week 10 9 am - 4 pm On-Campus 7 hrs.	<ul style="list-style-type: none"> • Midterm Exam Review • P3 Alternative Methods • Case Study – Ireland • Case Study - Nigeria • Case Study - Turkey 	Class slides Ref. 1: Chapters 27 Ref. 2: Chapters 11,15, & 20	
April 2 Week 11 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 Pros & Cons 	Class slides Ref. 1: Chapter 28	
April 9 Week 12 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 & Technology 	Class slides	
April 16 Week 13 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • P3 & Humanitarian Assistance/Disaster Relief 	Class slides	

Date	Lecture Topics	Reading Assignments	Deliverables
April 25 Week 14 9 am - 4 pm On-Campus 7 hrs.	<ul style="list-style-type: none"> • Research Project Presentations • Case Study – USA 	Class slides Ref. 2: Chapter 22	Project Presentation Evaluations
April 30 Week 15 5:30 - 7:30 pm Distance 2 hrs.	<ul style="list-style-type: none"> • Review for Final Exam 	Class slides	
May 1	Classes End	Submit your Final Research Project Reports Electronically	Final Project Reports Due
May 2 - 5	Study Days		
May 6 - 13	Final Exams		Take Home
May 15	Commencement		

IX. ABOUT THE INSTRUCTOR

General Jeff Talley is a retired three-star general of the United States Army, with over 34 years of active and reserve military service, culminating as the 32nd Chief of Army Reserve (CAR) and Commanding General, U.S. Army Reserve Command. At the time, the Army Reserve consisted of approximately 215,000 Soldiers and civilians, 134 general officers and senior executives, with an annual operating budget of approximately \$9 billion dollars, and activities in over 30 countries, including all states and territories of the U.S., while providing a strong connection to America's industrial base, universities, and communities. He has received numerous medals and awards, including two Army Distinguished Medals, three Bronze Star Medals, and the Silver de Fleury Medal.

A dynamic business, academic, and government leader, his unique career as a Citizen-Soldier was recognized by the U.S. Senate on June 28, 2016 with *Tribute to Lieutenant General Jeffrey W. Talley*, as reflected in the congressional record. He is a proven executive who brings exceptional foresight regarding the integration of technology, business, and public policy for holistic applications. He has significant global experiences in the public, private, and academic sectors in large-scale organizational leadership, geopolitics, data/analytics and technology, and the environment.

Recruited by the International Business Machines (IBM) Corporation as one of the foremost leaders and thinkers today, General Talley joined IBM in 2016. He currently serves as Vice President, Global Public Sector, IBM Global Markets and as a Global Fellow at the IBM Center for the Business of Government. He leads multiple efforts worldwide on delivering solutions sets to clients that utilize big data integration with cognitive analytics for applications in defense and intelligence, cyber security, disaster and complex emergencies,

infrastructure resilience, climate change and environment, business and government operations, and improved decision-making.

General Talley also holds a faculty appointment as a Professor of the Practice in the Price School of Public Policy and the Viterbi School of Engineering, and Scholar-in-Residence, Brittingham Social Enterprise Lab, Marshall School of Business, University of Southern California (USC). At USC, he teaches and conducts research on Public Private Partnerships (P3) and Disaster and Complex Emergency Management. Additionally, he serves on the Board of Directors for BluMetric, a diverse water, earth, and energy company.

Prior to his current appointments, General Talley's career transitioned back and forth between business, academia, and government. Business experiences ranged from President & CEO of Environmental Technology Solutions (ETS), a holding company in Arizona that owned multiple small tech companies, to consulting services as an Associate for Malcolm Pirnie, a well-respected Architect-Engineering (AE) firm. Academic positions held include Assistant Professor, Associate Professor (w/ tenure), Professor (w/ tenure), Department Chair, Endowed Chair, Institute Director, and Adjunct Professor with faculty appointments at the University of Notre Dame, Southern Methodist University, and The Johns Hopkins University. He was also an Advanced Leadership Fellow and Cabot House Scholar-in Residence at Harvard University. Government experience includes military command and staff positions at every level (active and reserve) and federal civil service with the U.S. Army Corps of Engineers.

General Talley received his Ph.D. in Engineering from Carnegie Mellon University, an Executive MBA from the University of Oxford, England, an MSE from The Johns Hopkins University, an MLA from Washington University in St. Louis, an MSS from the U.S. Army War College, an MA from Assumption College, and an BS from Louisiana State University (LSU). He is a registered Professional Engineer (P.E.), a Board-Certified Environmental Engineer (BCEE) in Sustainability, and a Diplomate, Water Resources Engineer (D.WRE).

X. GENERAL INFORMATION

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words is a serious academic offense with significant consequences. Please familiar yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" (<https://policy.usc.edu/scampus-part-b/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct>).

Support Systems

Student Counseling Services (SCS): (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention (<https://engemannshc.usc.edu/counseling>).

National Suicide Prevention Lifeline: 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week (<http://www.suicidepreventionlifeline.org>).

Relationship and Sexual Violence Prevention Services (RSVP): (213) 740-4900; 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm (<https://engemanshc.usc.edu/rsvp/>).

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website (<http://sarc.usc.edu>).

Office of Equity and Diversity (OED)/Title IX Compliance: (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around the issues of protected class (<https://equity.usc.edu>).

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response (<https://studentaffairs.usc.edu/bias-assessment-response-support/>).

The Office of Disability Services and Advocacy: (213) 821-4710

Provides certification of students with disabilities and helps arrange relevant accommodations (<http://dsp.usc.edu>).

Student Support and Advocacy: (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic (<https://studentaffairs.usc.edu/ssa/>).

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students (<https://diversity.usc.edu/>).

USC Emergency Information

Provides safety and other updates, including ways in which instructions will be continued if an officially declared emergency marks travel to campus infeasible (<http://emergency.usc.edu>).

USC Department of Public Safety: (213) 740 4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community (<http://dps.usc.edu>).