

PPD 431, Section 51120R

Undergraduate Policy, Planning, and Development Studio: *Designing Innovation Districts*

Fall 2022

Syllabus v1

Day/Time: Wed, 6:00 – 9:20 PM

Location: RGL 209

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Office Hours:

- Mon, 6:00 – 8:00 PM (Virtual)
- Wed, 5:00 – 5:45 PM (RGL 209)
- By appointment at <https://calendly.com/ryan-kurtzman/30min>

1. Course Description

Background: Innovation Districts

Innovation districts are one of a suite of community planning tools to facilitate the creation and commercialization of new ideas and businesses by growing jobs in ways that leverage a city's distinct economic attributes. While individual districts may vary in structure, size, and governance – innovation districts have the potential to attract high-growth employers, sustain incubators and start-ups, and provide high-wage jobs and complementary commercial services. As cities face an emerging set of challenges – recovery from the COVID-19 pandemic, the looming threat of climate change, and housing insecurity and homelessness – innovation districts provide an exciting model for incentivizing urban development while simultaneously meeting civic sustainability and community goals.

The City of Long Beach, CA is currently exploring the creation of several economic innovation districts to spur local growth through investments in real estate, infrastructure, community services, and technology. These innovation districts are intended to give Long Beach a competitive edge in the regional economy and incentivize the cultivation of our local technology ecosystem, all while providing community benefits like workforce development, arts and cultural programs, neighborhood amenities, and STEM educational opportunities. However, innovation districts may also introduce risks if local government officials do not account for factors such as housing affordability, local workforce development, data privacy, and community input while districts are planned and formed.

Studio Case Study: Long Beach, CA

The Long Beach Recovery Act (the City's version of the American Rescue Plan Act) includes an allocation of \$2.5M for the establishment of an Economic Empowerment Zone (EEZ) and Economic Innovation District (EID) Program beginning in 2022. EEZs are intended to be community and culturally focused districts, while EIDs are dominant sector-based districts to facilitate the growth of that business sector.

Identification of these areas will be focused on assisting low-to-moderate income communities and business corridors most impacted by COVID-19, with robust demographic data and community outreach feedback supporting these EEZs and EIDs. To identify these zones, the City

will perform community and business outreach, explore land trust development, and assess housing development and private sector investment.

The establishment of the local EEZs and EIDs will also enable alignment with federal and state economic development place-based initiatives like Opportunity Zones (OZ) and special districts, such as Enhanced Infrastructure Finance Districts (EIFDs), Workforce Housing Opportunity Zones (WHZO), Community Revitalization and Investment Authorities (CRIAs), and sustainability districts. Additionally, established EIDs and EEZs will enable implementation of other community benefit programs, such as permitting assistance, small business grants, services to address economic impacts that have been exacerbated by COVID-19, and programs aimed at advancing digital equity in traditionally underserved communities.

In this studio course, students will engage in the development of a real-world innovation district project in Long Beach, CA. Students will consider the Long Beach community from multiple viewpoints and design a data-informed innovation district boundary and strategy that balances economic development goals with latent community needs.

The course will also explore other deployments of innovation districts through case studies and expert guest presentations that span contexts from urban planning to business development. Students will excavate concepts of "smartness" and "innovation" and examine the uneven outcomes produced by a belief in technology as a silver bullet solution. Lastly, students will practice applying the introduced frameworks and concepts through smaller assignments, in-class activities, and group discussions.

2. Learning Objectives:

This course will provide students broad exposure to applied principles of urban planning, policymaking, and real estate development focused on economic development, community planning, and technological innovation. The course will include a mix of foundation concepts and principles, methods, and case studies.

By taking this course, students will accomplish the following objectives:

- Explain the innovation district as a long-term urban planning strategy to spur economic / real estate development and public-private partnerships.
- Summarize the benefits and risks produced by innovation districts. Experience and reflect on the community impacts of innovation districts.
- Apply fundamentals of data analysis, research, community engagement, and equitable policymaking to develop an innovation district program.
- Collaborate in groups to "learn by doing" and apply the skills learned at Price to a real-world scenario in Long Beach.
- Interpret qualitative and quantitative data from a variety of data sources and cite data analysis and findings to support policy recommendations.
- Design an innovation district program with high-level goals and strategies that meet the objectives of the City of Long Beach and other relevant stakeholders.
- Compose a cohesive final report and visual presentation that will serve as a work sample useful for demonstrating capacity for professional work to employers.

3. Course Assignments:

Class Participation (10%)

As PPD 431 is a studio course, active participation, dialogue, listening, and collaboration are required to meet our class learning objectives. To receive full credit for participation, students must consistently and thoughtfully contribute (through asking questions, making comments, sharing relevant stories, describing your lived experiences, etc.) to class discussions and engage with the instructor, one another, and guest presenters.

Reading Reflections (10%)

Students will be asked to write and post a brief reflection to the current week's reading assignments. Reflections must be submitted no later than 5:00 PM the day of class. Reflections should be between one and two short paragraphs long and may focus on just the readings for the class session or may connect themes from multiple weeks.

Students should share what they find interesting about the reading, what key issues the reading raises, questions they have, and/or the importance and broader implications of those issues as they relate to the key themes of the course. Please do not provide a simple summary of the reading. Thoughtfully reflect on the reading and tell us what it means to you. Students may also respond to each other's reflections.

Reflections will be graded based on completion. Reflections that do not demonstrate thoughtful completion of the reading and do not include a unique insight will be marked as incomplete.

Innovation Presentation (10%)

Students will be asked to individually select a current or recent news story about a place-based economic development or community planning innovation (this can be a program, technique, technology, or practice) outside of the Los Angeles region and create a 5-minute presentation of the information to their peers.

Quantitative Analysis Assignment (5%)

Individually, students will complete a quantitative data analysis homework assignment to prepare them for completion of Milestone 1.

Site Visit Assignment (5%)

Students will conduct a site visit to Long Beach and reflect upon their findings and how they relate to their primary studio assignment. Accommodations will be made for students who are not able to complete the site visit in person.

Mid-Term Assignment: Studio Milestone 1 (17.5%)

In their "consultant team" groups, students will produce a preliminary report on findings from their demographic analysis, economic analysis, and market study for their assigned zone. The report will include draft recommendations for boundaries of the EEZ/EID based on their findings. Students will also prepare an accompanying 10-minute semi-formal presentation.

Mid-Term Assignment: Studio Milestone 2 (17.5%)

In their "consultant team" groups, students will produce a preliminary report on findings from their planning, zoning, and land use analysis, and community and business engagement. This report will include refined recommendations for boundaries of the EEZ/EID based on feedback from the instructor and recent findings. Students will also prepare an accompanying 10-minute semi-formal presentation.

Final Assignment (25%)

In their "consultant team" groups, students will produce a final report of their proposed EEZ/EID boundaries and strategies for the City of Long Beach. The final report will build on Milestones 1 and 2 and incorporate instructor feedback and additional findings. The final report will contain recommendations for EEZ or EID boundaries and strategic recommendations for land use, economic development place-based initiatives, community programs, key services, and target investment areas such as industry clusters (EIDs only) and cultural anchors (EEZs only). Students will also prepare an accompanying 12-minute formal presentation, with an audience including representatives from the City of Long Beach. The final assignment will take the place of the final exam.

4. Grades & Expectations

The focus of the class will be on the studio project, including preparation for Milestones 1, 2, and the final assignment, as these are the types of professional documents required in policy, planning, real estate and related professions. The other assignments are meant to keep students engaged with other issues related to innovation districts and related concepts. Students are expected to have completed required readings and reflections prior to class so they can contribute to in-person discussions and receive credit for participation.

Extra credit opportunities may occasionally be offered and will be made available to all students. Each student may earn up to 3 total points on their final grade (a one-step upgrade, i.e. from A- to A) by taking advantage of extra credit opportunities.

Grades will be allocated according to the scale below based on the University standard:

- A – Work of excellent quality exceeding requirements and exceeding expectations
 - ≥ 94 = A
 - 90-93 = A
- B – Work of good quality meeting requirements and meeting expectations
 - 87-89 = B+
 - 84-86 = B
 - 80-83 = B-
- C – Work of fair quality not meeting either requirements or expectations
 - 77-79 = C+
 - 74-76 = C
 - 70-73 = C-
- D – Work of minimum passing quality, meeting neither requirements nor expectations
 - 67-69 = D+
 - 64-66 = D
 - 60-63 = D-
- F – Failure to adequately complete coursework or regularly attend class
 - ≤ 59 = F

To receive an "A" grade, students must:

- Submit all work on time
- Address all aspects of the required assignments
- Demonstrate critical and creative thinking
- Reflect thoughtful research and analysis
- Write / present clearly and professionally
- Consistently contribute to class and be an active participant

Attendance

Students are expected to participate in all learning sessions for the full duration of the class but may miss up to one regular session for any reason without incurring a penalty. This does not apply to sessions which students are scheduled to give presentations. Presentations will not be rescheduled without documentation of illness or an emergency. Students absent for more than one regular session will be asked to consult with the instructor. Additional absences will be excused at the instructor's discretion.

Attendance is doubly important due to the collaborative nature of the course. Students will be working together as consultant teams on studio projects. You will be responsible to your instructor, but also to your groupmates. Absences will make this work difficult to make up and will impact your team's ability to complete their work.

Class sessions will be held in person but also on Zoom for anyone who is required to quarantine, ill, or has missed class due to an excused absence. Class recordings will be available on Blackboard. You may not skip our in-class sessions and rely on Zoom unless you are ill or quarantining. Doing so will negatively impact your participation score

Special Accommodations

Special accommodations will be made for students for whom the class time falls outside reasonable learning hours (7:00 AM – 10:00 PM in a student's time zone).

For students registered with DSP (USC Disability Services & Programs - A Division of Student Affairs), please submit documentation in the form of your official Accommodation Letter, no later than Week 3. If you have questions on that process, call DSP at 213-740-0776, email at ability@usc.edu or visit the office in GFS 120.

Classroom Conduct

While in class, students are expected to refrain from distractions and disruptions. Students should only engage in side conversations during designated group time.

Students must address one another and the instructor in a respectful manner that complies with the set of Classroom Agreements discussed and agreed upon during the first class session.

Teams

The main studio project of this course will be conducted in teams. Students will be given the opportunity to form their own teams, but teams must include at least one representative from each major. Full involvement by all team members is required at every stage of the project. Each student will be given the opportunity to confidentially evaluate their teammates' level of contribution at the end of the project.

Parts of some class sessions will be devoted to team work sessions. This time is not meant for completion of team assignments, but rather team discussion, brainstorming, collaboration, and asking questions of the instructor. Students not using this time wisely will be asked to leave and marked absent for the class session. Team members should communicate consistently (via text, email, Slack, etc.) and plan work sessions outside of class.

This course attempts to mirror the real-world professional environment of group responsibility shared by individual team members. Each team member is responsible for performing at a high-level and contributing to team success. If conflict does arrive, teams should attempt to resolve them on their own before reaching out to the instructor.

Assignment Submission Policy

Assignments are due no later than the date and time indicated in the syllabus and should be submitted electronically via Blackboard unless otherwise specified. Unless excused by the instructor, late work will be penalized by a 3-point deduction in the assignment grade for every 24 hours late, or portion thereof. Unexcused late work will not be accepted more than 96 hours past the due date. Extensions requested less than 24 hours prior to the due date/time will not be granted except in case of emergency.

Every effort will be made to provide feedback with one week of submittal, typically with comments interlined into a copy of the submission.

5. Classroom Agreements

Our interactions both inside and outside the classroom will be guided by the group norms below. These agreements are a commitment to making this course a safe space for students of all backgrounds to share their experiences and learn from one another, and to ensure we are being mindful of who is being left out of the conversation. Students will have an opportunity the first week to discuss these agreements with the instructor and add, edit or remove any of them.

- Do not use offensive, harmful, triggering, or inappropriate terms
- Show respect and dignity to all members of the class
- Embrace multiple perspectives and a diversity of voices
- Create a safe and welcoming space for all students
- Consider who gets left out, who is marginalized, or may be hurt by particular claims
- Build and maintain a brave space
- Don't be a bystander to microaggressions
- Understand the weight that certain words hold when thinking of using them
- Take space, make space: Be mindful of taking up much more time than others. One the same note, empower yourself to speak up when others are dominating the conversation
- During discussions, focus on ideas, content, arguments, and implications — not the person delivering them
- Use "I" statements
- What is said here, stays here
- What is learned here, leaves here

6. Statement on Academic Conduct and Accessibility Services

Plagiarism, presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally

unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

7. Price Student Resources

- Counseling and Mental Health - (213) 740-9355 – 24/7 on call
 - studenthealth.usc.edu/counseling
 - Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
- National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
 - suicidepreventionlifeline.org
 - Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
- Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
 - studenthealth.usc.edu/sexual-assault
 - Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
- Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
 - eeotix.usc.edu
 - Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.
- Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
 - usc-advocate.symplicity.com/care_report
 - Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.
- The Office of Student Accessibility Services (OSAS) - (213) 740-0776
 - osas.usc.edu
 - OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
 - USC Campus Support and Intervention - (213) 821-4710
 - campussupport.usc.edu

- Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
- Diversity, Equity and Inclusion - (213) 740-2101
 - diversity.usc.edu
 - Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.
- USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
 - dps.usc.edu, emergency.usc.edu
 - Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
- USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
 - dps.usc.edu
 - Non-emergency assistance or information.
- Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
 - ombuds.usc.edu
 - A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.
- Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
 - chan.usc.edu/otfp
 - Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

8. Course Schedule

Topics and assignments are subject to change based on course progress, student needs, and availability of guest speakers. Revisions will be posted on Blackboard as needed.

Week	Topic	Assignments Due
<p>Week 1 August 24</p>	<p>Welcome and introductions</p> <p>Land acknowledgement; course purpose, format, learning objectives, expectations, and classroom agreements</p> <p>Introduce Reading Reflections and Innovation Presentations</p> <p>In-class activity: Laying it on the line</p> <p>Lecture: Introduction to core innovation district concepts</p>	<p>N/A</p>
<p>Week 2 August 31</p>	<p>Lecture: History of innovation districts as "city as lab" place-based initiatives; Typologies of innovation districts; Case studies from other cities</p> <p>In-class activity: Innovation scenarios</p> <p>Introduce Studio Assignment, including City of Long Beach background and context</p>	<p>Read Wagner et al. Read Clark (pgs. 1 – 30) Read Walker Read Katz &Wagner (Article)</p> <p><i>Reading Reflection Due: 8/31, 5:00 PM</i></p>
<p>Week 3 September 7</p>	<p>Guest speaker: TBD</p> <p>Case study: Downtown Long Beach</p> <p><i>Innovation Presentations: Cluster 1</i></p> <p>Studio team group worktime</p>	<p>Read Long Beach Economic Development Blueprint Explore DLBA webpage Read Doctoroff (Ch. 4, Ch. 6)</p> <p><i>Reading Reflection Due: 9/7, 5:00 PM</i></p>

Week	Topic	Assignments Due
<p>Week 4 September 14</p>	<p>Lecture: Socio-demographic, market study, and economic analysis methods; Introduction to key data sources</p> <p><i>Innovation Presentations: Cluster 2</i></p> <p>Introduce Quantitative Analysis Assignment</p> <p>Studio team check-ins and group worktime</p>	<p>Read Millener Read Doctoroff (Ch. 8)</p> <p><i>Reading Reflection Due: 9/14, 5:00 PM</i></p>
<p>Week 5 September 21</p>	<p>Lecture: Innovation districts & equity: Racial equity and the impact of innovation districts and technology planning; Gentrification and displacement; Incorporating indigenous voices.</p> <p>Guest speaker: TBD</p> <p>Introduce Site Visit Assignment</p> <p>Studio team check-ins and group worktime</p>	<p>Read FY 23 People's Budget Proposal Read Rusonnello Watch Segregated by Design Read HR&A Advisors</p> <p><i>Reading Reflection Due: 9/21, 5:00 PM</i></p> <p><i>Quantitative Analysis Homework Assignment Due: 9/21, 5:00 PM via Blackboard</i></p>
<p>Week 6 September 28 (asynchronous)</p>	<p>Activity: Site visit to Long Beach</p> <p>Virtual studio team check-ins and group worktime</p>	<p>Read Ruiz Read Flores</p> <p><i>Reading Reflection Due: 9/28, 5:00 PM</i></p>

Week	Topic	Assignments Due
<p>Week 7 October 5</p>	<p>Lecture: Planning and zoning 101; Community planning in practice; Climate planning; Local placemaking</p> <p>Guest speaker: Alison Spindler-Ruiz, City of Long Beach</p> <p><i>Mid-term Assignment: Studio Milestone 1 Presentations</i></p>	<p><i>Milestone 1 Report Due 10/4, 11:59 PM via Blackboard</i></p>
<p>Week 8 October 12</p> <p>(asynchronous)</p>	<p>Milestone 1 feedback and review</p> <p>Lecture: Planning theory and community participation; Community outreach and engagement; Creating innovative channels of community co-design;</p> <p>Introduce Week 9 mock community engagement activity</p> <p>Virtual studio team check-ins and group worktime</p>	<p>Read Clark (pgs. 156 – 180) Read IAP2 Core Values Read K. Lee</p> <p><i>Reading Reflection Due: 10/12, 5:00 PM</i></p>
<p>Week 9 October 19</p>	<p>Lecture: Stakeholder identification and power analyses methods; Asset mapping,</p> <p>In-class activity: Mock community engagement</p> <p>In-class activity: USC power analysis</p> <p><i>Innovation Presentations: Cluster 3</i></p>	<p>Read Long Beach Equity Toolkit (pgs. 12 – 15) Read J. Lee</p> <p><i>Reading Reflection Due: 10/19, 5:00 PM</i></p> <p><i>Site Visit Homework Assignment Due: 10/19, 5:00 PM via Blackboard</i></p>

Week	Topic	Assignments Due
<p>Week 10 October 26 (virtual)</p>	<p>Lecture: Comparison of various "smart city" models; Recent evolution of smart cities; Public-private partnerships, Data collection; Digital and data ethics, dystopian smart cities; Technological discrimination; Data privacy and the digital divide; Case studies</p> <p>In-class activity: Smart city tradeoffs</p> <p>Studio team check-ins and group worktime</p>	<p>Read Benjamin (pgs. 1 - 34) Read Stewart Read Hurtado et al, (pgs. 9 – 27) Read Marshall</p> <p><i>Reading Reflection Due: 10/26, 5:00 PM</i></p>
<p>Week 11 November 2</p>	<p>Lecture: Innovation, information, and knowledge economy; Economic modeling; Workforce development; business accelerators</p> <p>Guest speaker: Dr. Wade Martin, CSULB Institute for Innovation & Entrepreneurship / Long Beach Accelerator</p> <p><i>Innovation Presentations: Cluster 4</i></p> <p>Studio team check-ins and group worktime</p>	<p>Read Chatterji et al. Read Andes (pgs. 14 – 34)</p> <p><i>Reading Reflection Due: 11/2, 5:00 PM</i></p>
<p>Week 12 November 9</p>	<p><i>Mid-term Assignment: Studio Milestone 2 Presentations</i></p> <p>[WELLNESS DAY: Early class release]</p>	<p><i>Milestone 2 Report Due 11/8, 11:59 PM via Blackboard</i></p>

Week	Topic	Assignments Due
<p>Week 13 November 16</p>	<p>Milestone 2 feedback and review</p> <p>Lecture: Financing innovation districts and basics of tax increment financing; Innovative strategies to advance equity and housing affordability</p> <p>Guest speaker: TBD</p> <p><i>Innovation Presentations: Cluster 5</i></p> <p>Studio team check-ins and group worktime</p>	<p>Read Vey Read Morrison and Bevilacqua Read EIFD CRIA and EEZ Cheat Sheet</p> <p><i>Reading Reflection Due: 11/16, 5:00 PM</i></p>
<p>Week 14 November 23</p>	<p>NO CLASS – Thanksgiving Holiday</p>	<p>N/A</p>
<p>Week 15 November 30</p>	<p>Lecture: The future of innovation districts; Basics of strategic visioning; Conclusions and course wrap-up</p> <p>Activity: Laying it on the line (Part 2)</p> <p>Activity: Strategic visioning</p> <p>Studio team check-ins and group worktime</p>	<p>Read Clark (pgs. 201 – 216) Read Doctoroff (Epilogue) Read Wagner & Storring Read Better Neighborhoods, Same Neighbors: East Oakland</p> <p><i>Reading Reflection Due: 11/30, 5:00 PM</i></p>

Week	Topic	Assignments Due
<p>Week 16 December 7</p>	<p>["Exam" Day]</p> <p>Course evaluations</p> <p><i>Final Assignment: Presentations</i></p> <p>Guest panelists: City of Long Beach elected officials and leadership</p>	<p><i>Final Assignment Report Due 12/6, 11:59 PM via Blackboard</i></p>

8. Required Readings

There is no required textbook for this course. Readings will be made available in PDF format on Blackboard and at the links below. Occasionally, readings may be added, updated, or removed, with sufficient notice provided on Blackboard.

- Throughout:
 - Greater than Ever: New York's Big Comeback, Doctoroff, 2017 (PDF)
 - Uneven Innovation: The Work of Smart Cities, Clark, 2020 (PDF)
- Week 2:
 - [The Evolution of Innovation Districts: The New Geography of Global Innovation](#), Wagner, Katz, and Osha, 2019 (PDF)
 - Clark (pgs. 1 – 30)
 - [Urbanism Hasn't Worked for Everyone](#), Walker, 2020
 - [The Rise of Innovation Districts](#), Katz & Wagner, 2014
- Week 3:
 - [Long Beach Economic Development Blueprint](#), City of Long Beach, 2018
 - [Downtown Long Beach Alliance](#)
 - Doctoroff (Ch. 4, Ch. 6)
- Week 4:
 - [How Chattanooga, Tenn. is leveraging digital inclusion to open its innovation district to all](#), Millener, 2020
 - Doctoroff (Ch. 8)
- Week 5:
 - [FY 23 People's Budget](#), Long Beach Forward, 2022
 - [How Big Tech Allows the Racial Wealth Gap to Persist](#), Russonello, 2021
 - [Video: Segregated by Design](#), 2019
 - [Tech's racial equity gap costs Black & Latinx workers \\$50B a year](#), HR&A Advisors, 2021
- Week 6:
 - [City Council Whittles Down Long Beach's Future Density with Approval of Land Use Element](#), Ruiz, 2018
 - [Five Takeaways from the Latest Long Beach Housing Element](#), Flores, 2022
- Week 7:
 - N/A
- Week 8:
 - Clark (pgs. 156 – 180)
 - [IAP2 Core Values](#), International Association for Public Participation
 - [Getting Ready for Racial Equity Work: Community Engagement](#), K. Lee, 2019
- Week 9:
 - [Long Beach Equity Toolkit for City Leaders and Staff](#), City of Long Beach, 2018
 - [Beyond Millennials: Valuing Older Adults' Participation in Innovation Districts](#), J. Lee, 2017
- Week 10:
 - Race After Technology, Benjamin, 2019 (pgs. 1 – 34)
 - Tech in the City, Stewart, 2019 (PDF)
 - [Smart Cities: Integrating Technology, Community, and Nature](#), Hurtado et al., 2021 (pgs. 9 – 27)
 - America's 'Smart City' Didn't Get Much Smarter, Marshall, 2021
- Week 11:
 - [The Origins of Entrepreneurship and Innovation Clusters](#), Chatterji et al, 2013

- [Positioned for Growth: Advancing the Oklahoma City Innovation District](#), Andes, 2017 (pgs. 14 – 34)
- Week 12:
 - N/A
- Week 13:
 - [Does Innovation Equal Gentrification?](#), Vey, 2017
 - [Balancing gentrification in the knowledge economy: the case of Chattanooga's innovation district](#), Morrison and Bevilacqua, 2018
 - EIFD CRIA and EEZ Cheat Sheet, City of Long Beach (PDF)
- Week 14:
 - N/A
- Week 15:
 - Clark (pgs. 181 – 217)
 - Doctoroff (Epilogue)
 - [So, You Think You Have an Innovation District?](#), Wagner & Storrington, 2016
 - [Better Neighborhoods, Same Neighbors: East Oakland](#), 2021

Further readings:

- [The Rise of Innovation Districts](#), Katz & Wagner, 2014 (Full Report)
- [Case Studies in Innovation District Planning and Development](#), Read, 2016
- [Putting Innovation in Place: Georgia Tech's Innovation Neighbourhood of 'Tech Square'](#), Giuffrida
- [Are 'Innovation Districts' Right for Every City?](#), Flint, 2016
- [Connect to Compete: How the University City-Center City innovation district can help Philadelphia excel globally and serve locally](#), Brookings, 2017
- [Asset-Based Community Development](#), Gomez, 2021
- [How Innovation Districts Can Help Drive an Inclusive Recovery](#), Katz et al., 2021
- ['This Doesn't Look Good': Records Show LBPD Failed to Properly Document Over a Thousand Facial Recognition Searches](#), Flores, 2022

Additional City of Long Beach Resources:

- [Long Beach Smart City Initiative](#)
- [Economic Insights Dashboard](#)
- [Opportunity Zones](#)
- [Capital Improvement Program](#)
- [City Budget Information](#)
- [Proposed Long Beach Recovery Act](#)
- [Land Use Element, City of Long Beach General Plan](#)
- [Climate Action & Adaptation Plan](#)
- [Planning Documents](#), including Downtown Plan and Midtown Specific Plan
- [Uptown Planning Land Use and Neighborhood Strategy](#)
- [General Plan](#), including Land Use Element & Map, Mobility Element and Bicycle Master Plan
- [Development Projects Map](#)
- [Fiber Network Master Plan](#)
- [Data Privacy Guidelines](#)
- [Digital Inclusion Roadmap](#)
- [DataLB Open Data Portal](#)
- [Zoning Maps](#)