

 Sol Price School of Public Policy

# Syllabus

PPD 431 -- Undergraduate Capstone Laboratory – Applied Sustainable Planning

Spring 2023 – Monday - Wednesday 8.00 am – 9.50 am

Location: VPD 110

**Instructor: Donald R Spivack, AICP, FRSA**

**Office:**  Adjuncts’ Office in RGL 107 if available, and via Zoom

**Office Hours:** By Appointment

**Contact Info:** **spivack@usc.edu**

## COURSE OVERVIEW

### COURSE DESCRIPTION

This Undergraduate Laboratory provides students an opportunity to apply prior and current course studies in planning, policy, health, real estate and related fields to real world situations. The applied portion of the course focuses on preparing (in teams) a sustainable development plan and program for a specific community and (individually) drafting a policy, program, paper or site proposal geared to the student’s area of concentration (further discussed below).

The class includes lectures, slide decks of which are posted on Blackboard, discussions, short written assignments to develop writing skills, group presentations to develop public speaking skills and the development laboratory. Class lectures, discussions, readings and exercises provide background on the forces that affect urban and regional growth, development and decline, including historic policies that impacted especially lower income communities and communities of color; and on mechanisms to address these forces in both the private and public sectors.

The focus of the course is sustainable planning and development, which embraces:

* Determining the needs and desires of a broad range of stakeholders, including those less likely to participate in the planning and development process,
* Analyzing an area’s realistic ability to attract and support investment, including those derived from stakeholder-based stated needs and desires and from basic market analysis of demand and available community spending power,
* Exploring forces that affect investment decision-making from both private and public sector perspectives,
* Examining how various interventions can attract desired development and "bend the market," while seeking to control issues such as adverse impacts of potential gentrification,
* Identifying mechanisms to better the lives and livelihoods of stakeholders, mitigating adverse impacts, and
* Embracing elements of environmental and social justice, equity, sustainability and resilience into the planning and development process while still making development economically viable.

Target areas for the team projects may be proposed by class members and would be subject to the proposer being able to provide access to appropriate data. When classes are held on campus, preferred target areas are in and near Central and South Los Angeles. These areas contain physical, social and economic conditions including freeways, which (while they provide for person and goods movement) are major sources of air pollution and create physical barriers to local movement; transit station locations where the City seeks transit-oriented development; the Figueroa Corridor, a key link between downtown and lower income communities of color; the University of Southern California and its surrounding communities and Historic South Los Angeles.

To make for a meaningful planning exercise, target areas should be in the range of not less than ½ to 1 square mile in area, contain a mix of commercial, residential and, where possible, light industrial uses, and exhibit sub-areas of potential or actual growth as well as sub-areas with a mix of urban physical, social, environmental, economic and/or health issues needing to be addressed.

The first portion of the semester involves studying planning policies and regulatory procedures; market and related analytical processes; and the specific roles that transportation, housing, health, sustainability and open space play in urban development. Community makeup and built form; market environment; opportunities and constraints; and the process for establishing an overall vision and conceptual plan are explored and applied; culminating in an issues analysis, vision and conceptual plan for each team’s selected geography. Students will, in the second half of the semester, carry that vision into a proposed development plan and program and recommended actions to implement key elements of the conceptual plan. In addition, students will individually prepare a policy paper, work plan or a development proposal focusing on the student’s chosen area of concentration. It is often beneficial to draw the paper or project from the same geography analyzed by the team given that data are already being collected for that area.

The course does have a final examination to review major concepts and demonstrate the ability to apply material in the course to a series of questions and scenarios.

### COURSE LEARNING OBJECTIVES

This course provides broad exposure to applying principles of planning and development, focused on (1) sustainable, mixed-use and program or project implementation and (2) building healthier and more resilient places. This course covers fundamental concepts and analytical methods used in making investment decisions from the perspectives of both private developers and a municipality, and how developers, investors, community organizations and the public sector can use land use and other policies to generate resources, address historic environmental and social justice issues and enhance health, livability and equity.

At the conclusion of the course, students should have a fuller understanding of:

* The planning process, including land use, infrastructure, open space, transportation and circulation plans, zoning and other regulations that affect and direct development,
* Basics of site planning and urban design,
* Public policy making,
* The entitlement process and opportunities to create community benefits through entitlements and project approvals,
* Feasibility analysis and
* Considerations in operating for-profit and non-profit developments, including public-private partnerships.

**Prerequisite(s):** Junior or Senior level

**Co-Requisite (s):** None

**Concurrent Enrollment:** None

**Recommended Preparation**: No special preparation is required

### INSTRUCTOR AND COMMUNICATION POLICY

**Donald R. Spivack, AICP, FRSA**

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Best way of contact is by email: spivack@usc.edu or text to 213 590-1600. Please note cell calls must provide caller ID or will not be answered, nor will calls be answered during meetings or other classes.

### TEXTBOOKS AND MATERIALS

The preferred textbook is Blakely, Edward J. and Leigh Green, Nancey: *Planning Local Economic Development*, Fifth Edition, Sage Publications, Los Angeles, CA, 2013 or Sixth Edition, 2016. Other readings and useful background information will be on Blackboard. The Blackboard site is <http://blackboard.usc.edu>.

Other reading and background data sources include selections from:

* Benner, Chris and Pastor, Manuel: *Just Growth: Inclusion and Prosperity in America’s Metropolitan Regions*, Rutledge, New York, NY, 2012.
* City of Los Angeles, CA: *PLAN LA*, Transforming Los Angeles (Mayor's Sustainability Plan), Los Angeles, CA, 2015.
* City of Los Angeles, CA, Department of City Planning: *Mobility Plan 2035*, Los Angeles, CA, 2016. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: *Plan for a Healthy Los Angeles*, Health Element of the Los Angeles General Plan, Los Angeles, CA, 2015. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: *Southeast Los Angeles Community Plan*, Los Angeles, CA, 2017. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: *South Los Angeles Community Plan*, Los Angeles, CA 2017. (<http://cityplanning.lacity.org>)
* City of Los Angeles, CA, Department of City Planning: "Transit Oriented Communities Guidelines", Los Angeles, CA 2018.
* City of Los Angeles, CA, Department of City Planning: "Walkability Checklist", Los Angeles, CA, 2007.
* Florida, Richard: *The Great Reset: How the Post-Crash Economy will Change the Way We Live and Work*, HarperCollins, New York, NY, 2011.
* Fulton, William: *Guide to Planning in California*, Solano Press, Point Arena, CA, 2005.
* Gehrke, Amanda, Ohland, Gloria, Thorne-Lyman, Abigail, Wampler, Elizabeth, Wood, Jeffrey and Zimbabwe, Sam: *Creating Successful Transit Oriented Districts in Los Angeles*, Center for Transit Oriented Development, Los Angeles, CA, 2010.
* Glaeser, Edward: *Triumph of the City*, The Penguin Press, New York, NY, 2011.
* Health Impact Partners: *A Health Impact Assessment Toolkit*, Oakland, CA 2011.
* Jackson, Kenneth: *Crabgrass Frontier*, Oxford University Press, New York, NY, 1985.
* Loukaitou-Sideris, Anastasia and Soureli, Konstantina: “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods,” *Economic Development Quarterly* 26(1), Sage Publications, New York, NY, 2012.
* Lynch, Kevin: *The Image of the City*, Joint Center for Urban Studies/Massachusetts Institute of Technology and the President and Fellows of Harvard College, Cambridge, MA, 1960.
* McHarg, Ian L.: *Design with Nature*, Natural History Press, Garden City, NY, 1969.
* Pollack, Stephanie, Bluestone, Barry and Billingham, Chase: *Maintaining Diversity in America’s Transit Rich Neighborhoods*, Dukakis Center for Urban and Regional Policy, Northeastern University, Boston, MA, 2010.
* Porter, Michael: “The Competitive Advantage of the Inner City,” *Harvard Business Review* 35, 1995.
* Prevention Institute: "Healthy Development without Displacement: Realizing the Vision of Healthy Communities for All," Prevention Institute, Oakland, CA, 2017.
* Raimi and Associates for City of Los Angeles, CA, Department of City Planning: *Health Atlas*, Los Angeles, CA, 2013. (<http://cityplanning.lacity.org> )
* Sloane, David C, Editor: *Planning Los Angeles*, American Planning Association, Chicago, IL, 2012.
* Trust for Public Land and Philadelphia Park Alliance: *How Much Value Does the City of Philadelphia Receive for its Park and Recreation System*, Trust for Public Land, Washington, DC, 2007.
* Urban Land Institute: *Building Healthy Places Toolkit* (National), Urban Land Institute, Washington, DC, 2014 and "Building Healthy Places Toolbox" (Southern California Specific), Urban Land Institute-Los Angeles, Los Angeles, CA, 2016.

For those with a strong interest in real estate, an optional source book (not required) is Peiser, Richard B. and Hamilton, David: *Professional Real Estate Development*, Third Edition, Dearborn Financial Publishing and The Urban Land Institute, Washington, DC, 2012. This textbook describes the development process, as do various chapters in Blakely and Leigh Green. For those whose interest is environmental justice, a second optional source book (beyond the one selected reading assignment) is Benner, Chris and Pastor, Manuel: *Just Growth: Inclusion and Prosperity in America’s Metropolitan Regions*, Regional Studies Association/Routledge, New York, NY, 2012.

## GRADING AND COURSEWORK POLICIES

### Grade Breakdown

This course uses a percent-base grading schema, as shown below.

|  |  |
| --- | --- |
| Category | Percentage  |
| In Class Discussion | 10 |
| Written Assignments | 10 |
| Midterm Project (Team) | 20 |
| Final Project (Team) | 20 |
| Final Paper | 20 |
| Final Examination | 20 |
| Total | **100%** |

### Grade Category Descriptions

**Description and Assessment of Assignments**

The focus of the class will be in-class discussions of readings and relevant current issues, along with preparation of the mid-term and final projects and papers (these constitute examples of the type of professional analyses and presentations required in planning and related professions). Both the mid-term and final projects consist of a team power point presentation as described more fully in the course schedule below. Midterm presentations should be a maximum of 10 minutes per team, final presentations 15 minutes (each team member is expected to participate). In addition, each student will prepare an approximately 10-page individual paper, essay or project as discussed in the Course Description above, or a 3-4 page technical memorandum of the type typical of professional office work.

Other assignments will be occasional short memoranda on particular topics covered in classes, some assigned and completed in class and others assigned for home completion.

Project grading will be based largely on (1) class participation, (2) how the mid-term and final projects identify and address the conditions facing the chosen community as set forth in the team’s analysis, (3) how the recommendations in the development plan and program respond to those issues, (4) how well the individual paper or project addresses the selected issue or issues and (5) a summary final examination. Grading will also consider how well the student has included creative, analytical and feasible solutions, along with class participation, completion of other written exercises, and the final examination.

The following categories comprise the final grade:

**In-Class Discussion (10%)**

* The grade in this component of the course reflects the degree to which students actively participate in class discussions.  Opportunities include responding to questions posed during class sessions, bringing issues to the class discussion based on their own work which is germane to the content of that session, and taking a lead in commenting on work of other students when peer review is indicated in the session description.

**Witten Assignments (10%)**

* In specific classes, students will complete an assignment, either in-class or take home. These are short responses to issues covered in those classes.

**Midterm Project (20%)**

* The midterm consists of a 10-minute team power point summarizing the data analysis done to that point in the semester, a “strengths-weaknesses-opportunities-threats/constraints” (SWOT) analysis, and a vision for the future of the targeted area. Since the 10-minute presentation allows for a limited time to show work done to date, a supplemental document with additional information and analysis can also be submitted.

**Final Project (20%)**

* The final project consists of a 15-minute team power point, setting out the vision, relevant data that support the vision and the plan and program for the area. The plan and program set forth a desired end state in more detail than the vision, means by which that end state might be achieved (including financing sources and, if needed, proposed changes to land use and zoning, and the identification of catalytic projects or actions that the team believes necessary to begin to evolve the target area and implement the plan. A supplemental document that explains the team’s thinking along with additional data that cannot be covered in the 15-minute presentation can also be submitted.

**Final Individual Paper (20%)**

* As noted in the syllabus, each class member should identify an individual project, area of exploration or proposal the class member wants to examine in further detail. This can be (1) a proposed development project on a specified site with a scope, market data supporting the demand for the proposed project, a project proforma, costs and expected financing, development schedule and approach and expected results, (2) a write-up of a topic of interest with appropriate research, thesis, findings and conclusions, proposed course of action and expected outcomes, or (3) a technical memorandum to an elected or appointed official analyzing a specific community issue that includes basic information, consideration of options, a recommended course of action for the official to take and expected results of acting, or failing to act, on the community.

**Final Examination (20%)**

* The class culminates with a final examination that will consist of a series of short (1/2 page) and long (1-2 page) essay questions covering the major topics of the class. It is expected that the final examination will take place in class during finals week.

**Grading Description**

* A – Work of excellent quality exceeding requirements and exceeding expectations
* B – Work of good quality meeting requirements and meeting expectations
* C – Work of fair quality
* D – Work of minimum passing quality
* F – Failure to adequately complete coursework

To receive an “A” grade, students must complete all work on time and submit work of superior quality at every stage. Work must address all aspects of the required assignments, exceed the minimum requirements and demonstrate critical and creative thinking. Students must consistently contribute to class discussion.

**Assignment Submission Policy**

* The midterm and final project shall be submitted in electronic format by 4.00 pm Pacific time the day before the class sessions in which the presentations are scheduled (see schedule below). A member of the team should be responsible for uploading and screen sharing the presentations during the class. Outlines of oral presentations for the midterm and final project shall also be emailed to the instructor by 5.00 pm the day prior to the first presentation date. Understanding that 10 minutes provides for only an abbreviated presentation, supplemental materials may be submitted in addition to the midterm and final projects. Homework and other assignments shall normally be submitted electronically.

### Grading Timeline

Every effort will be made to provide feedback within 72 hours of the submission deadline. Feedback may be through annotations on the submittal or through a response email or document.

### Assignment Submission Deadline

All assignments are due no later than **4.00pm Pacific Time** on the indicated due date unless otherwise noted.

### Late Work

Late assignments will be graded down. Assignments more than 72 hours late may not be accepted unless the lateness involves any of the excuses granted in the USC Student Handbook. A passing grade will not be assigned unless all assignments have been completed and submitted. While allowance will be made for medical or personal emergencies, unexcused absences will be penalized. Make-up work may be allowed on a case-by-case basis at the discretion of the instructor.

### Class Sessions

Attendance at all sessions is expected. If you are unable to attend regular class sessions, your instructor may require an alternative assignment.

Students are expected to complete all readings and instructional materials prior to attending class meetings. Synchronous class meetings are regularly provided over Zoom and recorded for students’ review, or if students are unable to attend in person. If you miss a class you are urged to watch the recording prior to the subsequent class session.

Please review the [USC Price Zoom Etiquette Tips](https://www.youtube.com/watch?v=7ZM9X2wJ7EY&feature=youtu.be) before attending your first session. You may find it helpful to periodically review this video throughout the semester.

### Grading Ranges

USC’s grading system uses both numbers and letters, ranging from 1.9 to 4.1, with letter-grade equivalents ranging from F to A+. “CR” is assigned as the satisfactory passing grade in courses that are not graded numerically or when a student has elected to take a numerically graded course on a CR/D/F basis.

| **Percentage/Course Total** | **Numerical Grade** | **Letter Grade** |
| --- | --- | --- |
| 100 | 4.1 | A+ |
| 95–99 | 4.0 | A |
| 90–94 | 3.7 | A- |
| 87–89 | 3.3 | B+ |
| 83–86 | 3.0 | B |
| 80–82 | 2.7 | B- |
| 77–79 | 2.5 | C+ |
| 73–76 | 2.4 | C |
| 70-72 | 2.2 | C- |
| 60–69 | 2.0 | D |
| 59 and below | 1.9 | F |

**Course Notes**

Student are expected to take notes in class. Selected materials will be posted on Blackboard.

**Technological Proficiency and Hardware/Software Required**

The class is expected to be live on campus though it may also be conducted concurrently or partially on line using the USC Zoom platform. Students will need access to both Zoom and Blackboard. Basic maps, diagrams and written reports and occasional spread sheets will be prepared. Microsoft Word or other compatible word processing is required for written documents. Presentation materials should normally be prepared using Microsoft Power Point. Microsoft Excel is the preferred format for spread sheets. Most assignments are expected to be submitted electronically. Exhibits, selected reading assignments and supplemental materials will be posted in PDF, Word, Power Point or Excel format on Blackboard, usually organized by week for ease of access.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Platforms Used in This Class

The class will be conducted on one or more of the following platforms:

[**Blackboard**](https://blackboard.usc.edu/) – Learning Management System

* This is the main course site, where you will find learning materials, assignments, Zoom links, and other class materials.
* All students are automatically enrolled in Blackboard courses before the start of the semester.
* If you are new to Blackboard, [please review this introductory video](https://www.youtube.com/watch?v=lBeNFKmNY9Y&t=1s) to familiarize yourself with the platform.

[**Zoom**](https://keepteaching.usc.edu/students/student-toolkit/classroom/zoom/) – Video Conferencing

* Online synchronous sessions and virtual office hours will take place on Zoom.
* All students will access the Zoom meetings through our Blackboard course.
* Please review [Zoom etiquette tips](https://www.youtube.com/watch?v=7ZM9X2wJ7EY) to be ready for our class sessions.

[**Perusall**](https://blackboardhelp.usc.edu/third-party-tool-perusall/) - Active reading and asynchronous discussion tool

* E-reader platform that allows users to annotate and comment to the assigned readings.
* All students will access the Perusall readings through our Blackboard course.

[**Flipgrid**](https://info.flip.com/) - Video discussion tool

* A synchronous video discussion platform that allows users to record and comment on other students' videos.
* All students will access the Flipgrid assignments through our Blackboard course.

**VoiceThread-** Interactive collaboration and presentation tool

* A presentation tool that allows users to create a multimedia presentation and discuss asynchronously.
* All students will access the VoiceThread assignments through our Blackboard course.

### Technology Requirements

Before classes begin, students must be certain that the hardware, software, and internet capabilities being utilized for online classes and coursework meet the minimum standards to access Zoom and Blackboard, listed below.

| **Technology** | **Requirement** |
| --- | --- |
| Computer | Mac or PC made within the last four years |
| Hardware | Webcam with microphone (headset with microphone recommended) |
| Operating System | Windows 7+ or OSX 10.6+ |
| Memory | 4GB+ memory |
| Browser | Chrome/Firefox (current version of either) |
| Internet Speed | >1.5Mbps+ up/down for internet speed |

### Technology Support

[Blackboard Support](https://itservices.usc.edu/blackboard/)

Students can visit the [USC Blackboard Help website](https://blackboardhelp.usc.edu/) as well as contact Blackboard Support via email and phone, (213) 740-5555 (*select option 2*).

[NetID and Zoom](https://itservices.usc.edu/contact/)

Students can contact the USC Customer Support Center at (213) 740-5555 to obtain help with NetID or Zoom.

[USC Information Technology Services Student Page](https://itservices.usc.edu/students/)

Includes information about USC Student Computing Resources.

## Course Calendar

Course calendar is subject to change.

**Course Schedule: Weekly Breakdown**

|  |  |  |
| --- | --- | --- |
| **Period** | **Topic** | **Readings and Assignments; Key Deliverables** |
| Week 0109-11 January | Welcome and Introduction. Purpose, format of class. Basics of applied planning. Natural forces of urban growth and decline. Natural distribution of land uses. Overview of city form. | Glaeser, Introduction “Our Urban Species“ pages 1 to 15, Chapter 2, “Why Do Cities Decline“ pages 41 to 67 McHarg, “Nature in the Metropolis“ pages 55 to 65 |
| Week 0218 January | Analytical methods and evaluating development potential. Strengths, weaknesses, opportunities and threats/constraints assessment. Market analysis and trade areas. Supply chains, competitive and complementary uses. Development potential. Site valuation. | Blakely, Chapter 5 “The Local Economic Development Planning Process” pages 113 to 135Blakely, Chapter 12 “Detailed Feasibility Analysis” pages 371 to 381Porter, “The Competitive Advantage of the Inner City” pages 55 to 71In class Data ExerciseIn class Field Reconnaissance Exercise |
| Week 0323-25 January | Land use and zoning. General, community and specific plans, building codes and other regulations. How regulations can facilitate or inhibit development.Participants in the planning and development process: stakeholders.Infrastructure. Site development issues. Constraints of built form. | Benner and Pastor, Chapter 1 Pages 1 to 9, Chapter 6 Pages 185 to 186Southeast Los Angeles Community Plan and South Los Angeles Community plan, skim document to see organization and structure of such plans**Formation of teams**.  |
| Week 0430 January-01 February | Housing and housing finance; affordable and market rate housing production. Public housing. Housing and homelessness. Gentrification. Role of housing in economic development. | Jackson, Chapter 12 “The Cost of Good Intentions: The Ghettoization of Public Housing in the United States” pages 219 to 230 (skim)Prevention Institute, Healthy Development without Displacement Pages 9 to 21Articles: Denser Housing near Transit, Single Family Zoning (2 articles), Legacy of Red-Lining |
| Week 0506-08 February | Transportation and open space. Transportation and circulation plans. Street classifications, dimensions and dedications and their effect on urban design and mobility. Mass transit, bicycle and pedestrian plans and considerations. Walkability, safe streets, complete streets.Physical impacts of transportation facilities. Parking requirements and Implications for development. | Mobility Plan Chapter 1 pages 59 to 70, Chapter 2 pages 75 to 94, Chapter 3 pages 99 to 110PLAN LA pages 87 to 97Trust for Public Land Park Value Report (skim)Walkability Checklist**Identification of selected geographies—submit map or other descriptor of area selected and reason(s) for selection (1-page map or diagram and statement).** |
| Week 0613-15 February | Mixed use development and place-making. Transit Oriented Development. Transit Oriented Communities. Cultural tourism. | Gehrke et al Creating Successful Transit Oriented Districts in Los Angeles, Chapter 2 “Defining Successful Transit Oriented Districts in Los Angeles” pages 16 to 22 (skim rest of report)Blakely, Chapter 11 “Targeting and Marketing Neighborhood/Community Assets” Pages 346 to 349Transit Oriented Communities Development GuidelinesFlorida The Great Reset Chapter 3 "Urbanism as Innovation" pages 18 to 24Loukaitou-Sideris, “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods”In class open space-placemaking exercise**Submittal of initial socio-demographic description of selected geography (data tables and paragraph written summary of conclusions)**. |
| Week 0722 February | Sustainability and resilience. Health aspects of planning. Environmental analysis. Environmental Justice.Project meetings regarding study area and determination of issues to be addressed in team vision plans. | Plan for a Healthy Los Angeles pages 7 to 19 and 27 to 28, Chapter 2 pages 30 to 45; other Chapters as relevant to individual area of concentrationPLAN LA pages 76 to 86Health Impact Assessment Toolkit Chapter 1 pages 7-16 and 19, Chapter 2 pages 21 to 30, Chapter 3 pages 37 to 38, Chapter 5 pages 49 to 72 |
| Week 0827 February-01 March | Project meetings. Working sessions to prepare for mid-term presentations. | **DRAFT VERSIONS OF MID-TERM PRESENTATIONS FOR IN-CLASS REVIEW WITH TEAMS (individual review with each team)** |
| Week 0906-08 March | **Mid-term presentations**. Area identification, socio-demographic and economic analysis; strengths, weaknesses, opportunity and constraints (SWOT) findings; key issues; vision; concept. Initial identification of site-specific development proposals. | **10-MINUTE IN CLASS TEAM POWER POINT PRESENTATIONS COVERING AREA IDENTIFICATION, SOCIO-DEMOGRAPHIC AND ECONOMIC ANALYSIS, SWOT FINDINGS, KEY ISSUES, VISION, CONCEPT; INITIAL IDENTIFICATION OF SITE SPECIFIC DEVELOPMENT PROPOSALS****INDIVIDUAL SUBMITTAL (1-PAGE) TOPIC DESCRIPTION FOR INDIVIDUAL PAPER OR PROJECT** |
| Week 1013-15 March | Spring Break |  |
| Week 1120-22 March  | Role and consideration of public sector. Public sector as regulator and facilitator.Project implementation. The entitlement process.Public-private partnerships. Value added/value capture. Community benefits and Community Benefits Agreements. | Fulton, Chapter 14 “Economic Development”Sloane, “Community Benefits, Negotiations and (In)Justice“ (Gilda Haas) pages 272 to 278In class Environmental Exercise |
| Week 1227-29 March | Strategic Interventions. Catalytic projects and changing the trajectory of a place. Project meetings. Update to vision/concept plan based on mid-term feedback. Status of individual development projects. | VERBAL REVIEW OF VISION/CONCEPT PLAN AND NEXT STEPS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS |
| Week 1303-05 April | Project meetings. Update to vision/concept plan. Status of individual development projects. | IN CLASS TEAM WORKING SESSIONS |
| Week 1410-12 April | Project meetings. Update to vision/concept plan. Status of individual development projects. | IN CLASS TEAM WORKING SESSIONS |
| Week 1517-19 April | Project meetings. Update to vision/concept plan. Status of individual development projects. | VERBAL REVIEW OF VISION/CONCEPT PLAN AND NEXT STEPS; “DRY RUN” OF FINAL PRESENTATIONS; ONE-ON-ONE DISCUSSIONS OF INDIVIDUAL PROJECTS TO BE SCHEDULED DURING THIS WEEK |
| Week 1624-26 April | **Final presentations**. | **FINAL 15-MINUTE IN CLASS TEAM POWER POINT PRESENTATIONS: AREA IDENTIFICATION, SUMMARY OF MID-TERM ANALYSIS, KEY ISSUES, VISION, PLAN AND COURSE OF ACTION, IMPLEMENTATION RECOMMENDATIONS.** |
| Week 17Week of 29 April | Study Days |  |
| Week 18 | FINAL EXAMINATION | **Monday 08 May 11.00am – 1.00pm** |

## ACADEMIC POLICIES AND STUDENT CONDUCT CODE

### 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 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](https://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](https://policy.usc.edu/research-and-scholarship-misconduct/).

### Copyright

The uploading to other websites or distribution of class materials outside the learning environment is explicitly prohibited per university policy [(SCampus Part B § 11)](https://policy.usc.edu/wp-content/uploads/2021/08/SCampus-Part-B-Student-Conduct-Code.pdf).

“Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.”

### Student Conduct Code

Please review the [Student Conduct Code](https://policy.usc.edu/wp-content/uploads/2021/08/SCampus-Part-B-Student-Conduct-Code.pdf) for more information about expectations for student behavior and academic integrity.

### Students and Disability Accommodations:

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](http://osas.usc.edu/). You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

### USC Policies on Accessibility for Online Courses

The University of Southern California is dedicated to maintaining an environment that ensures that all students with documented disabilities, including deafness, ADHD, dyslexia, visual impairments, learning disorders, physical/chronic health conditions and other disabilities, have equal access to its educational programs, activities and facilities. This policy covers all students at USC and in distance learning programs. The accommodations are designed to level the playing field for students with disabilities, while maintaining the integrity and standards of USC’s academic programs.

Accommodations are determined on a case-by-case basis. Examples of typical accommodations include assistance in providing note-takers, sign language interpreters, real-time captionists, readers, scribes, advocacy with faculty, accommodated exam proctoring, alternative text formats, adaptive technology, referrals to community resources, support groups and other support services for individual needs unique to a student’s disability.

Therefore, any student requesting academic accommodations based on a disability is required to register with the [Office of Student Accessibility Services (OSAS](https://osas.usc.edu/)) each semester. OSAS will review all complete files with documentation; however, please know that additional follow-up steps may be necessary prior to final accommodation decisions. Once a decision has been made, access your approved accommodations from the [myOSAS Portal](https://urldefense.proofpoint.com/v2/url?u=https-3A__andes.accessiblelearning.com_USC_ApplicationStudent.aspx&d=DwMGaQ&c=0YLnzTkWOdJlub_y7qAx8Q&r=6CU_zjHJNf4HbzFjdlPiONM4T4UUKVgZbvphKyBGivI&m=aZ4dQxsA5e7Z9da2U0c51A2Y_zHii7PCRvxjjgEyzmk&s=tCEORPKV1JMlsj7wdN19pDNhJYlQPXKOyUpotC_Dqwc&e=) and generate accommodation letters to provide to your instructor.

### USC Price Student Resources

Please see the [comprehensive list of all resources available to students enrolled in the Price school](https://priceschool.usc.edu/students/resources/#computing-resources).

## SUPPORT SYSTEMS

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://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](http://www.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](https://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](https://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](https://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](http://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](https://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](https://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](http://dps.usc.edu/), [emergency.usc.edu](http://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](http://dps.usc.edu/)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](http://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](http://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.