



51134

Policy, Planning and Development Studio 431

**Revitalization of our Urban Communities through Sustainable and Innovative Economic Development
Spring 2023**

Urban Planning and Spatial Analysis

RGL 219

4 Credits

[Blackboard Information](#)

COURSE OVERVIEW

COURSE DESCRIPTION

This undergraduate studio provides students an opportunity to apply class and core studies of planning, policy, and real estate development to a "real world" economic development and planning situation. Traditional economic development strategies focus specifically (and often exclusively) on business and job attraction/retention, or built environment real estate developments, leaving out, or worse negatively impacting underrepresented segments of the urban core communities.

Sustainable economic development considers not only the quality and long-term viability of businesses and jobs but the broader context of socially equitable and comprehensive mixed use urban development serving the broadest constituencies. Additionally, many innovative economic development models such as the "Incubation Model", and "The Cleveland Model" (utilizing placed-based anchor institutions) prove community wealth generation as a plausible long-term solution to economic development in our city's poorest neighborhoods.

Often, we hear in board rooms, city council chambers or project sites, a community being "pro-development" or "anti-development", when the most compelling solutions can be found in the balance of growth (development) and equity. **The intersection between development, policy and planning provides us the most sustainable solutions for our communities.** This course explores such solutions through critical problem solving and building strategic frameworks for our economic development models.

The following Concentrated Poverty Neighborhoods (CPN) of Los Angeles (subject to change) present a timely case study for sustainable and innovative economic development strategies. Through evolving land use, housing, policies, and public/private sector collaborative governance, projects taking place in these communities play an important role, as the city attempts to revitalize areas through updates to the local Community Plans and substantial new public and private investments. The following communities, based on current CPN data and the Urban League of LA, identify these prime areas for economic development: *Boyle Heights, Compton, El Monte, Hawthorne, Southeast LA, Westlake, and Wilmington.*

PROGRAM LEARNING OUTCOMES

- Identify needs assessment and create community goals for CPN neighborhoods of greater Los Angeles.
- Design the community's innovative strategic economic development plan, while providing a community-wide wealth- generation approach through the balance of growth and equity.
- Apply and integrate, through group collaboration, various planning sub-disciplines (sustainability, community-based engagement, land use planning, health, and environmental justice, etc.) to formulate an innovative economic development strategy and plan
- Develop project management tools with a deeper understanding of a project implementation plan, such as timeline, phasing, and funding.
- Succinctly communicate and distill, both orally and visually, complex plans and ideas
- Comprehend the intersection of policy, planning and development and the importance of intersectoral collaboration
- Determine an actionable mitigation strategy for the barriers facing the success of the projects

COURSE LEARNING OBJECTIVES

Upon successful completion of the course, students will be able to:

- Recognize the factors that play a crucial role in the current state of cities and how historic patterns and policies of segregation by race, income, economic development, and community wealth have negatively impacted communities.
- Comprehend and utilize planning policies and regulatory procedures in comparative frameworks of traditional vs. innovative economic development models. Broadening the view of local economic development from one that emphasizes real estate development and industrial recruitment to one that encompasses workforce development and community determined processes -- Explicitly incorporating the notion of equity, sustainability, and community wealth creation.
- Identify opportunities and constraints of community assets, market environment and built form, establishing an overall vision and conceptual plan for each teams selected geography.
- Design an organizational approach by utilizing strategic planning tools, such as SWOT analysis and Logic Modeling as well as crafting vision and mission statements.
- Further their team's vision into a proposed innovative economic development plan presented in group format, informed by the models reviewed.

INSTRUCTOR AND COMMUNICATION POLICY

Elizabeth Zollars Adjunct Instructor Planning, Policy, and Development

Office: Via Zoom

Office Hours: By Appointment

Contact: Zollars@usc.edu

TEXTBOOKS AND MATERIALS

Required Text(s):

(All readings available online, on Blackboard or in the University Library)

Textbooks

1. Blakely, Edward J. and Leigh Green, Nancey: Planning Local Economic Development. Theory and Practice Sixth Edition, Sage Publications, Los Angeles, CA, 2013.
2. Benner and Pastor: Just Growth. Inclusion and Prosperity in America's Metropolitan Regions, Routledge Taylor and Francis Group, New York, NY 10017
3. Florida, Richard: The New Urban Crisis, Basic Books, The Hachette Book Group, New York, NY 10104
4. Dreier, Peter; Mollenkopf, John and Swanstrom, Todd: Place Matter, Metropolitics for the Twenty-First Century. Third Edition, Revised, University Press, Lawrence Kansas 66045

Other Materials:

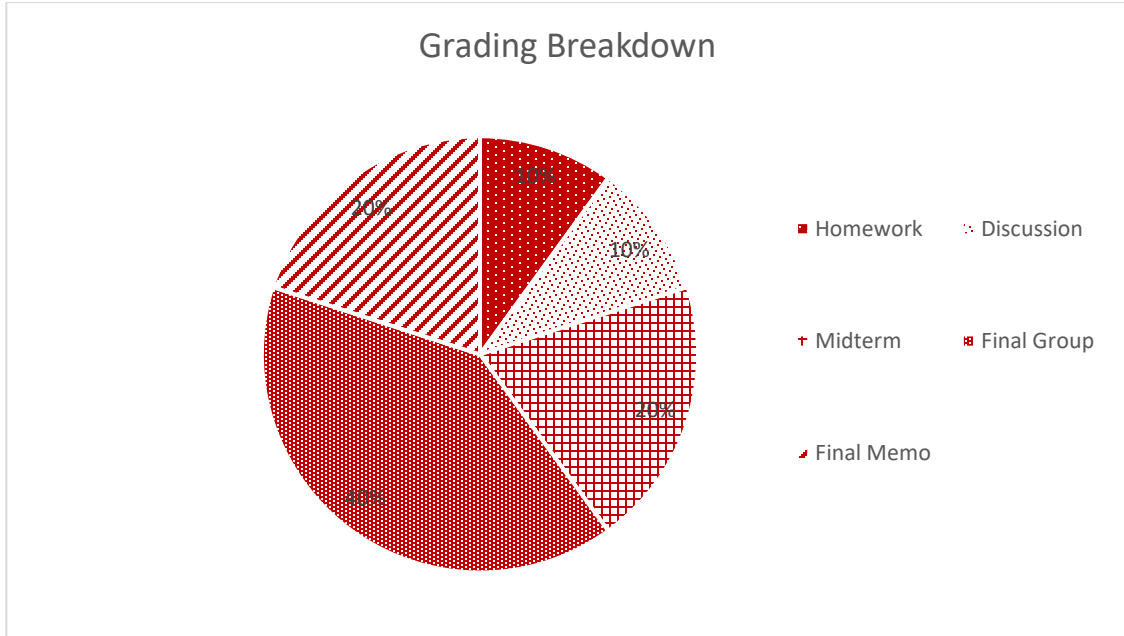
Electronic Reader

1. Richard Rothstein, The Color of Law, Chapter 3 "Racial Zoning"
2. Amy Liu, Brookings Institute, "Remaking Economic Development".
3. International Development Council Report "Lessons Learned".
4. Guinan, J., O'Neill, M. "What is Community Wealth Building".
5. Porter, J., Fisher-Bruns, D., and Pham, B., Anchor Collaborative: "Building Bridges with Place-based Partnerships and Anchor Institutions."
6. Pauwels, C., Clarysse, B., Wright, M., Van Hove, J., Understanding a New Generation Incubation Model: The accelerator.

GRADING AND COURSEWORK POLICIES

Grade Breakdown

This course uses a [points/ percent]-base grading schema, as shown below.



Category	Percentage / points
Homework Assignments	10
Class Discussion	10
Midterm Project SWOT, Logic Models	20
Final Group Presentation	40
Final Individual Memo	20
Total	100% / 100 pts

Grade Components

Certain specific assignments are required in this class; they are outlined below, keyed to class sessions, and repeated in the syllabus.

- Individual Writing Assignment: (Homework) From your perspective (including your chosen professional specialty) and experience, as well as the content of the initial readings, what is your understanding of the role of planning in the context of economic development, growth, and equity in a community? (2-3 pages).
- Individual SWOT and Logic Model Portfolio: (Homework) Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the study area; laying out initial study issues and preliminary concept for your plan. Logic Model, including inputs, activities, outputs, outcomes, and impacts. Two - Three pages word document with templates and graphics for

SWOT and Logic Models. A short one-two paragraph description of your process, roadblocks, and outcomes in creating both tools.

- Team SWOT and Logic Model Presentation: (Midterm) Power Point presentation depicting vision, mission, SWOT analysis and Logic Model. 10 minutes
- Team Assignment: (Final) 25 min. Power Point presentation including all the key components of your Economic Development Plan.
- Individual Memo: (Final) Do you support the group work? If so, what are the next steps for implementation, and/or mitigating negative externalities. Choose one aspect (example, funding, policy, or community engagement) and take a closer examination. Do you want to communicate a different perspective from your group? If so, what concepts would deviate from the group? 2-3 pages.

Syllabus Revision

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary, the syllabus will be revised mid-semester to make it more suitable and/or relevant to the class. Individual assignment rubrics will be shared in class with assignment expectations covered.

Assignment Submission Policy, Late Work and Communication

Assignment Submission

The midterm (individual) and final team projects shall be submitted in electronic format by the beginning of class on the due date and a member of the team should be responsible for screen sharing the presentations during the class on those dates. Understanding that 20 minutes provides for only an abbreviated presentation, supplemental materials may be submitted for final projects, including references. Homework and other assignments shall be submitted electronically per Blackboard.

Late submissions

Will only be accepted by Instructor at Instructor's discretion and will be subject to a grade reduction (depending on how late).

Communication

Every effort will be made to provide feedback within 72 hours of submittal, typically with comments interlined into a copy of the submission or in a stand-alone written comment statement. Additionally, every effort will also be made to answer your communications within a 24-hour period.

Participation Policy

Students are expected to attend all classes and to participate in both written and oral exercises and discussions. Oral and written exercises are intended to help develop their presentation skills, utilized in many associated professions, such as planning, real estate development, and governance.

The class also integrates various sub-elements of planning practice, including land use, transportation, health, and social/community planning, along with community participation and sustainable practices.

Description and Timeline of Assignments

Due dates for all assignments are stated in day numbers. Assignments are due no later than **11:55 p.m. in the Pacific Time zone** on the day that is stated within the assignment page and the weekly activity table.

Class #	Description	Readings and Assignments (due by date of class)
01	<p>Current State of Cities and “The New Urban Crisis”</p> <p>Pt 1. Welcome, introductions, review of class purpose and goals, bibliography, readings, basis for grading, office hours/contact and expectations.</p> <p>Pt. 2 Discussion: What’s wrong with our cities? New urban crisis and post pandemic issues and impacts.</p>	<ul style="list-style-type: none"> ▪ Richard Florida: The New Urban Crisis, Chapter 1 “The Urban Contradiction “(pages 1-12) and Chapter 2 “Winner Take All Urbanism” (pages 13-22) Chapter 3 “City of Elites” (pages 35 -44). ▪ Dreier, et al, Chapter 1 “Place Still Matter” (pages 1-23) Chapter 2 “The Facts of Economic Segregation and Sprawl” (pages 29-42)
02	<p>Issues and Impacts of Cities Case Study Area</p> <p>Pt. 1 Cont. Issues and Impacts/Condition of Cities Policies impact on segregation and economic development</p> <p>Pt. 2 Historical impacts in LA Introduction to our case study area and team assignments</p>	<ul style="list-style-type: none"> ▪ Richard Florida: The New Urban Crisis, Chapter 5 “The inequality of Cities” (pages 79-95) Chapter 10 (pages 185-210). ▪ Dreier, et al, Chapter 4 “The Roads Not Taken” (pages 103-122) ▪ Richard Rothstein: The Color of Law, Chapter 3 “Racial Zoning” (pages 39-48) <i>Reader</i> ▪ Individual Writing Assignment (2-3 pages).
03	<p>Innovative Economic Development</p> <p>Pt 1. Sustainable Planning in the Urban Economic Development Context. Where is Economic Development failing the community?</p> <p>Pt 2. Introduction to - The Case for Community Wealth Creation</p> <p>Formation of Teams</p> <p><i>This session will be supplemented by the case study area tour (if COVID restrictions allow)</i></p>	<ul style="list-style-type: none"> ▪ Blakely: Planning Local Economic Development, Preface and Chapter 1 “The Enduring Argument for Local Planning” (pages 7-19) ▪ Blakely: Chapter 3 “Concepts and Theory of Local Economic Development” (pages 85 -88) Chapter 5” The Local Economic Development Planning Process” (pages 131 -152) ▪ Brookings Institute Article by Amy Liu “Remaking Economic Development”. <i>Reader</i> ▪ International Development Council Report. “Lessons

		Learned (Executive summary and pages 29-49) <i>Reader</i>
04	<p>Collaboration Placed-Based Anchor Institutions</p> <p>Pt. 1 A Migration from Traditional Economic Development to Community Wealth Building: Utilizing Place-based Anchor Collaboratives</p> <p>Pt. 2 Case Studies/ a. Place-based economic development. The Cleveland Model.</p> <p>b. Workforce development – Guest Speaker</p>	<ul style="list-style-type: none"> ▪ “What is Community Wealth Building”. Guinan, J., O’Neill, M., (pages 5-16, 23-31) <i>Reader</i> ▪ Anchor Collaborative: “Building Bridges with Place-based Partnerships and Anchor Institutions.” Porter, J., Fisher-Bruns, D., and Pham, B. <i>Reader</i> ▪ Understanding a New Generation Incubation Model: The accelerator. Pauwels, C., Clarysse, B., Wright, M., Van Hove, J. <i>Reader</i>
05	<p>Strategic Project Planning Framework and Analysis Tools</p> <p>Pt. 1 Strength, weakness, opportunities, threats (SWOT) analysis.</p> <p>Pt. 2 Logic Model/ Four Quadrant Table</p>	<ul style="list-style-type: none"> ▪ Blakely, Chapter 7, “Local Economic Development Strategy” (pages 204 to 215), Chapter 8, “The Link Between Economic Development and Urban Design”, (pages 256 to 280), Chapter 12, “Detailed Feasibility Analysis”, (pages 401 to 436)
06	<p>SWOT Analysis / Logic Model Peer Review Roundtable</p> <p>Pt. 1 Within a team setting, individuals will present their own SWOT and Logic Models to their teams.</p> <p>Pt. 2 Teams will collaborate to choose the most compelling components of both SWOT and Logic Models and form one framework to be presented at the midterms.</p>	<p>Individual SWOT Analysis and Logic Model Submitted prior to class. Team Peer Review. PowerPoint slides (2) depicting both the SWOT analysis and the Logic Model (1 slide each). Teams to critique and review individual work and collaborate, ultimately creating one team SWOT and Logic Model.</p>
07	<p>Data Analysis</p> <p>Pt. 1 Review/discussion of social, economic, and demographic data related to the study area and its surroundings. What data do and do not tell you. Selecting the right data; analysis being driven by</p>	<ul style="list-style-type: none"> ▪ Blakely, Chapter 6 Information and Analytical Requirements for Local Economic Development Planning”, “Understanding an Economy’s Strengths and

	<p>what is appropriate rather than by what is readily available. Trends vs. snapshot analysis.</p> <p>Pt. 2 Continued work on team SWOT/Logic Models</p>	<p>Weaknesses” and “The Economic Profile” (pages 157 to 180,</p> <ul style="list-style-type: none"> ▪ Teams to continue to hone SWOT analysis and Logic Models.
08	<p>Vision/Mission Workshop</p> <p>Pt 1 Vision/Mission/Goals Workshop</p> <p>Pt. 2. Individual teams review with Instructor for Midterm Prep.</p>	<p>Create your personal Vision/Mission Statement (In class workshop)</p>
09	<p>Midterm Presentations. Group presentations on vision, strategic approach (SWOT and Logic Model) and expected outcomes.</p> <p>These tools will be the basis for the vision; steps to follow to support/document or otherwise “ground” the vision in the forthcoming plan.</p>	<p>Midterm Presentations: Shall include Vision/Mission, SWOT, and Logic Model presentation. 10 -15 minutes per team.</p>
10	<p>Spring Break – No Class</p>	
11	<p>Creating your Implementation Plan</p> <p>Pt. 1. Transitioning your Logic Model to your Strategic Framework and component parts: Making it a reality</p> <p>Pt. 2. Creating the Community Wealth Generation Model, based on your findings.</p>	<p>Workshop lab time</p>
12	<p>Continuing Implementation Plan</p> <p>Pt. 1 Timeline, Community Engagement</p> <p>Pt. 2 Funding Plan</p>	<p>Workshop lab time</p>
13	<p>Implementation Plan Cont.</p> <p>Mitigation Plan: Negative Externalities, everyone isn’t always a winner. How do you mitigate those externalities?</p> <p>Metrics/ Rubric Evaluations of your Project</p>	<p>Workshop lab time</p>
14	<p>Working sessions with teams.</p> <p>Review of draft presentations Resolution of any outstanding theoretical or conceptual issues. Resolution of any issues regarding final project.</p>	<p>Workshop lab time</p>

15	Final Presentations	Final Presentations/Peer Reviews
16	Final Presentations	Final Presentations/Peer Reviews
17	Finals Week TBD	

Formatting Guidelines for All Written Work

- All documents should be in Microsoft Word format.
- Papers must be typewritten or word-processed, double-spaced, with 1-inch margins, in 12-point Times New Roman font.
- Make sure you keep a copy of all submitted papers.
- Remember to carefully proofread your work.
- Please cite any non-assigned materials from which you're quoting or drawing information.
- Please use APA/MLA style.

USC Grading Policy

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-

Percentage/Course Total	Numerical Grade	Letter Grade
60–69	2.0	D
59 and below	1.9	F

TECHNOLOGY REQUIREMENTS AND SUPPORT

Platforms

Our class will be conducted on the following platforms

In-person

All classes will be conducted in-person per university guidelines unless otherwise noted.

Blackboard

- This is our 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](#) to familiarize yourself with the platform.

Blackboard Support

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

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [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](#)).

“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](#) 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. 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 \(OSAS\)](#) 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](#) and generate accommodation letters to provide to your instructor.

USC Policies and Policy Governance

Students are expected to familiarize themselves with the [policies that apply to the student population](#).

SUPPORT SYSTEMS

Please see the [comprehensive list of all resources available to students](#).

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.

Course Calendar

TBD/ Course calendar is subject to change.