



PPD 640 Climate, Sustainability, and Environmental Planning

Units: 4.0

Term: Fall 2023, Mondays 2:00pm – 5:20pm

Location: VPD 112

Instructor: Santana L. Contreras, Ph.D.

Office: RGL 317

Office Hours: Mondays 12:00pm-1:00pm; or by appointment

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Course Description

With climatic and hazard risks (e.g., sea-level rise, heat waves, droughts, extreme storms, flooding, etc.) on the rise worldwide, it is critical for future professionals and researchers to understand the concepts, approaches, challenges, and future impacts that arise in planning for climatic and hazard risks. The purpose of this course is to understand the fundamentals of climate, sustainability, and environmental planning from an urban planning and policy perspective. The course will address global climate change and environmental risks in the urban context and will center on addressing equitability and justice concerns in past, current, and future approaches to climate, sustainability, and environmental planning. Through lectures, discussions, case studies, and research presentations, students will explore the roles planners, governments, and communities play in the environmental planning process by examining the impact of climate change in the U.S. and international contexts.

The course is designed around three modules that address:

1. Introducing key concepts in climate, sustainability, and environmental planning (climate mitigation, climate adaptation, and natural hazard mitigation)
2. Strategies, approaches, and tools in environmental planning (land use, growth management tools, land conservation, ecosystem management, and collaborative environmental management)
3. Equity and justice issues in environmental planning (environmental justice, environmental racism, gender justice, activism, community organizing, and environmental gentrification)

Learning Objectives

The goal of this course is to explore the principles and practices of environmental planning. Specifically, upon successful completion of this course, students will understand

- The key concepts and theories of environmental planning
- The history and evolution of environmental planning practices and policies
- The various approaches toward planning for climate, sustainability, and the environment (climate adaptation, natural hazard mitigation, measurements, indicators, and action plans)
- The factors that give rise to differential environmental impacts across diverse communities
- The use of environmental equity and justice frameworks

Required Readings and Supplementary Materials

All required and additional class readings are available on the course Blackboard site.

Description and Assessment of Assignments

Evaluation for the course will be based on the following components.

In-Class Work (10%)

Active engagement is a critical component of this course. Attendance, preparation, active listening, and contribution to small group discussions are expected during each class session. As a record of active engagement, throughout each class session, students will be required to complete small, in-class work activities individually or in teams. Students will be graded individually for their involvement in in-class work assignments. Such assignments may be assigned at any point during the class; students who miss the assignment due to arriving late or leaving early will not have an opportunity to make up the work. Examples of in-class work include small group dialogues, class discussions, 1-minute writing assignments, submission of questions, and other activities that may emerge throughout the semester.

Reflection Papers (30%)

Students are required to write brief (no more than one-page, double-spaced) reaction papers on the week's readings. These papers should include a (1) statement of what you believe are the critical themes of the week's articles, (2) your reaction to these arguments, and (3) two discussion questions you would like to pose to the class based on the topic. Questions may be points in support or critique of the main claims made in the readings, questions that come to mind as you are reading, or more! We will use the questions posed by the class to guide our in-class discussion of the week's topic.

Reaction papers will be graded based on their completion of the described three components. Starting week 2, reflection papers will be due to Blackboard every Monday by 12pm. Students may miss one submission over the course of the semester with no penalty.

Environmental Planning Strategy Public Campaign - group assignment

Throughout the course of the semester, you will work in teams to develop a public campaign focused on creating awareness of an environmental planning strategy of your choice. Your campaign must center on addressing (1) a specific planning or policy approach/tool, (2) a specific climate or hazard risk, and (3) a specific location or community. For example, land use zoning strategies for addressing wildfire risks in Colorado; social vulnerability of indigenous communities to urban heat. The case study project will be evaluated through the following milestones.

- **Project Proposal (10%).** Once teams are formed, each group will turn in a proposal outlining their chosen project topic, a preliminary list of references/data sources you will be drawing on in your project, a project timeline, and team assignments for the remainder of the semester.
- **Project Brief (15%).** Each team will submit a project brief summarizing the key findings of their project.
- **Presentation of Final Creative Output (20%).** Each team will submit a creative output of their choice for use in disseminating their public campaign. This output can be an infographic, poster, brochure, audio/video recording, website, zine, etc. Students are encouraged to think creatively in finding a format that best fits their chosen topic.

Final Exam - Reflection Essay (15%)

Students will submit a final reflection essay focused on summarizing key takeaways from the course for you and how you intend to apply lessons learned in your professional/personal work in the environmental space.

Grading Breakdown

Activity	Percentage
In-Class Work	10%
Reflection Papers	30%
Team Project Proposal	10%
Team Project Brief	15%
Team Project Presentation of Creative Output	20%
Final Exam	15%
	100%

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

The submission, grading, and return of all assignments will be through Blackboard unless otherwise noted in this syllabus. Any changes to submission dates will be made in class and electronically (via email or Blackboard announcement).

Course Specific Policies

Students are expected to submit all assignments by the established deadline listed in the Course Schedule. Students who miss deadlines due to valid, extenuating circumstances may submit the required work at an agreed-upon date. Students should contact me to arrange a discussion within one week of the missed deadline. Late assignments (without approved extensions) will receive a 5% deduction for each day of late submission, with no credit given if submitted more than one week past the deadline. Incomplete projects will be evaluated in relation to their degree of completion.

Attendance

Students are expected to be in class each week during the semester. In the event of an absence, students should notify the instructor of their absence as soon as they are able to work out a plan for getting caught up on content and making up any missed assignments to compensate for the absence. Please do not attend class in person if you are experiencing any possible Covid-19 symptoms. Students who are required to quarantine may be offered an opportunity to log in via Zoom when feasible. Students participating via Zoom should not expect full participation in class discussions nor active engagement with the instructor.

Classroom norms

Students are expected to attend all weekly class sessions and engage in class discussions. In order to facilitate the best learning experience, students should complete all assignments and readings for a given session before class begins so as to allow for an informed discussion of the material. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, complete in-class activities, and link material across readings, lectures, and topics.

We are all responsible for ensuring that this class is a supportive environment for everyone. No space is automatically safe for people because of our different backgrounds and knowledge. We must not just be aware of this but also be sensitive to how this will shape our class environment throughout the semester. I expect that all students will contribute to creating a safe space for everyone during our class lectures. As the instructor, I will work to support discussions that are respectful and engage critically with our course material. I will NOT support discussions that are deemed disrespectful and purposefully tangential to the material and will immediately shut down any inappropriate discussions. If you would like to be referred to by a name and/or pronoun that is different than how you are identified in the official roster, please let me know. I will do my best to ensure that your fellow classmates and I address you as preferred.

Zoom etiquette

Zoom will be used for office hours as necessary and as a secondary option for disseminating course content in the case of emergencies.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit the recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

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. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

Students are encouraged to share their feedback on what is working, what can be improved, additional topics of discussion, etc., anytime throughout the course of the semester. Students will also have a formal opportunity to complete a course evaluation at the end of the semester.

Course Schedule: A Weekly Breakdown

The following describes the topics to be covered and the assignments due at each course session. Note the syllabus is subject to change as deemed necessary by the instructor throughout the semester. Students will be notified of any changes through email and the course Blackboard site.

Week	Date	Topic	Readings and Assignments
Module 1: Understanding Climate, Hazard, and Environmental Risks			
Week 1	Monday, Aug 21	Overview	<p><u>Class Plan</u> Overview of Course and Introductions</p> <p><u>Assignments</u> Get started on Readings/Assignments for Week 2</p>
Week 2	Monday, Aug 28	Science of Climate Change and Sustainability	<p><u>Required Readings</u> Crimmins, A., Balbus, J., Gamble, J.L., Beard, C.B., Bell, J.E., Dodgen, D., Eisen, R.J., Fann, N., Hawkins, M., Herring, S.C., Jantarasami, L., Mills, D.M., Saha, S., Sarofim, M.C., Trtanj, J., & Ziska, L. (2016). Executive Summary. The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment. U.S. Global Change Research Program, Washington, DC.</p> <p>Purvis, B., Mao, Y., & Robinson, D. (2019). Three Pillars of Sustainability: in Search of Conceptual Origins. <i>Sustainability Science</i>, 14(3), 681-695.</p> <p><u>Optional Readings</u> Clark, W., & Harley, A. (2019). <i>Sustainability Science: Towards a Synthesis</i>. <i>Annual Review of Environment and Resources</i>, 45(1), 331-386.</p> <p>IPCC. (2023). Summary for Policymakers. In: <i>Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change</i>. IPCC, Geneva, Switzerland, 1-34.</p> <p>USGCRP. (2022). <i>The U.S. Global Change Research Program 2022–2031 Strategic Plan</i>. U.S. Global Change Research Program, Washington, DC, USA.</p> <p><u>Assignments</u> Reflection Paper 1 (upload to Blackboard by noon on Monday, Aug 28) Submit Team Project Ideas (upload to Blackboard by noon on Monday, Aug 28)</p>
Week 3	Monday, Sept 5	Labor Day – No Class	
Week 4	Monday, Sept 11	Adaptation to Climate Change	<p><u>Required Readings</u> Ayers, J., & Dodman, D. (2010). Climate Change Adaptation and Development I: The State of the Debate. <i>Progress in Development Studies</i>, 10(2), 161–168.</p> <p>Berrang-Ford, L., Siders, A.R., Lesnikowski, A. et al. (2021). A systematic global stocktake of evidence on human adaptation to climate change. <i>Nature Climate Change</i>, 11, 989–1000.</p>

			<p>Klein, R.J.T., Midgley, G.F., Preston, B.L., Alam, M., Berkhout, F.G.H., Dow, K., & Shaw, M.R. (2014). Adaptation opportunities, constraints, and limits. In: <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change.</i> Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 899-943.</p> <p>Optional Readings Klein, R.J.T., Huq, S., Denton, F., Downing, T.E., Richels, R.G., Robinson, J.B., & Toth, F.L. (2007). Inter-relationships between adaptation and mitigation. <i>Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change</i>, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 745-777.</p> <p>Assignments Reflection Paper 2 (upload to Blackboard by noon on Monday, Sep 11)</p>
Week 5	Monday, Sept 18	Natural Hazards and Disaster Resilience	<p>Required Readings Cutter, S.L. (2016). The landscape of disaster resilience indicators in the USA. <i>Natural Hazards</i>, 80, 741–758.</p> <p>Schwab, J. (2010). Hazard mitigation planning: Integrating best practices into planning (Chapter 2). American Planning Association (APA) Planning advisory service, Report Number 560.</p> <p>Solecki, W., Leichenko, R., & O’Brien, K. (2011). Climate change adaptation strategies and disaster risk reduction in cities: Connections, contentions, and synergies. In <i>Current Opinion in Environmental Sustainability</i>, 3(3), 135–141.</p> <p>Optional Readings FEMA. (2021). Mitigation Action Portfolio. https://www.fema.gov/sites/default/files/2020-08/fema_mitigation-action-portfolio-support-document_08-01-2020_0.pdf</p> <p>Sharifi, A. (2016). A Critical Review of Selected Tools for Assessing Community Resilience. <i>Ecological Indicators</i>, 69, 629-647</p> <p>Assignments Reflection Paper 3 (upload to Blackboard by noon on Monday, Sep 18)</p>
Module 2: Strategies, Approaches, and Tools in Environmental Planning			
Week 6	Monday, Sept 25	Land Use Strategies	<p>Required Readings Anguelovski, I., Shi, L., Chu, E., Gallagher, D., Goh, K., Lamb, Z., ... Teicher, H. (2016). Equity Impacts of Urban Land Use Planning for Climate Adaptation Critical Perspectives from the Global North and South. <i>Journal of Planning Education and Research</i>, 36(3), 333–348.</p> <p>Blanco, H., McCarney, P., Parnell, S., Schmidt, M., & Seto, K.C. (2012). The role of urban land in climate change. In <i>Climate Change and Cities</i> (pp. 217–248).</p>

			<p>Grannis, J. (2011). Adaptation Tool Kit: Sea-Level Rise and Coastal Land Use – How Governments Can Use Land-Use Practices to Adapt to Sea-Level Rise. Washington DC: Georgetown Climate Center. http://www.georgetownclimate.org/files/report/Adaptation_Tool_Kit_SLR.pdf</p> <p>Wilby, R.L. & Keenan, R. (2012). Adapting to flood risk under climate change. Progress in Physical Geography, 36(3), 348–378.</p> <p>Optional Readings Rydin, Y. (1998). Land Use Planning and Environmental Capacity: Reassessing the Use of Regulatory Policy Tools to Achieve Sustainable Development. Journal of Environmental Planning and Management, 41(6), 749-765.</p> <p>Assignments Reflection Paper 4 (upload to Blackboard by noon on Monday, Sep 25)</p>
Week 7	Monday, Oct 2	Building, Infrastructure, and Defense Strategies	<p>Required Readings Davis, M. (1995). The Case for Letting Malibu Burn. Environmental History Review, 19(2), 1–36.</p> <p>Oran, K. (2021). Building to Burn. Places Journal.</p> <p>Schwartz, J. (2014). No Easy Way to Restrict Construction in Risky Areas. New York Times, March 28, 2014.</p> <p>Yarina, L. (2018). Your Sea Wall Won’t Save You. Places Journal.</p> <p>Assignments Reflection Paper 5 (upload to Blackboard by noon on Monday, Oct 2) Team Project Proposal (upload to Blackboard by noon on Monday, Oct 2)</p>
Week 8	Monday, Oct 9	Movement Strategies: Migration, Relocation and Managed Retreat	<p>Required Readings Balakrishnan B., Olshansky R., & Johnson, L. (2022). Planning for Disaster-Induced Relocation of Communities, Journal of the American Planning Association, 88(3), 288-304.</p> <p>Matthews, T., & Potts, R. (2018). Planning for climigration: a framework for effective action. Climatic Change, 148, 607–621.</p> <p>Siders, A.R. (2019). Social Justice Implications of U.S. Managed Retreat Buyout Programs. Climatic Change, 152(2), 239-257.</p> <p>Siders, A.R., Hino, M., & Mach, K. J. (2019). The Case for Strategic and Managed Climate Retreat. Science, 365(6455), 761-763.</p> <p>Optional Readings Hino, M., Field, C., & Mach, K. (2017). Managed retreat as a response to natural hazard risk. Nature Climate Change, 7(5), 364–370.</p> <p>Lorenzo, M., & Contreras, S. (2022). Understanding the Impacts of Managed Retreat and Resettlement on Informal Communities. Natural Hazards Center Mitigation Matters Grant Report Series, 8. Boulder, CO: Natural Hazards Center, University of Colorado Boulder.</p>

			<p>Assignments Reflection Paper 6 (upload to Blackboard by noon on Monday, Oct 9)</p>
Week 9	Monday, Oct 16	Assessing Climate Strategies	<p>Required Readings Lyles, W., Berke, P., & Overstreet, K.H. (2018). Where to Begin Municipal Climate Adaptation Planning? Evaluating Two Local Choices. <i>Journal of Environmental Planning and Management</i>, 61(11), 1994-2014.</p> <p>Schrock, G., Bassett, E.M., & Green, J. (2015). Pursuing Equity and Justice in a Changing Climate: Assessing Equity in Local Climate and Sustainability Plans in U.S. Cities. <i>Journal of Planning Education and Research</i>, 35(3), 282-295.</p> <p>Woodruff, S.C., Meerow, S., Stults, M., & Wilkins, C. (2018). Adaptation to resilience planning: Alternative pathways to prepare for climate change. <i>Journal of Planning Education and Research</i>, 42(1), 64-75.</p> <p>Optional Readings Berke, P.R. & Conroy, M.M. (2000). Are we planning for sustainable development? An evaluation of 30 comprehensive plans. <i>Journal of the American Planning Association</i>, 66(1), 21-33.</p> <p>Gahin, R., Veleva, V., & Hart, M. (2003). Do Indicators Help Create Sustainable Communities? <i>Local Environment</i>, 8(6), 661-666.</p> <p>Assignments Reflection Paper 7 (upload to Blackboard by noon on Monday, Oct 16)</p> <p>Extra Credit</p> <ul style="list-style-type: none"> • Attend Assignment: Earth Solutions for a Sustainable Future Seminar on October 17, 10:30am-5pm • Submit 500-word write-up summarizing key takeaways from the seminar and how it was relevant to your personal or professional interests. • Due Monday, Nov 27 (upload to Blackboard)
Module 3: Equity and Justice Issues in Environmental Planning			
Week 10	Monday, Oct 23	Social Vulnerability to Climate Risks	<p>Required Readings Bankoff, G. (2003). Constructing Vulnerability: The Historical, Natural and Social Generation of Flooding in Metropolitan Manila. <i>Disasters</i>, 27(3), 224-238.</p> <p>Thomas, K., Hardy, R.D., Lazrus, H., Mendez, M., Orlove, B., Rivera-Collazo, I., & Winthrop, R. (2019). Explaining Differential Vulnerability to Climate Change: A Social Science Review. <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 10(2), e565.</p> <p>van den Berg, H., & Keenan, J.M. (2019). Dynamic Vulnerability in the Pursuit of Just Adaptation Processes: A Boston Case Study. <i>Environmental Science and Policy</i>, 94(1), 90-100.</p>

			<p><u>Optional Readings</u> O'Brien, K., Eriksen, S., Nygaard, L. P., & Schjolden, A. (2007). Why Different Interpretations of Vulnerability Matter in Climate Change Discourses. <i>Climate Policy</i>, 7(1), 73–88.</p> <p><u>Assignments</u> Reflection Paper 8 (upload to Blackboard by noon on Monday, Oct 23)</p>
Week 11	Monday, Oct 30	Environmental Justice	<p><u>Required Readings</u> Principles of Environmental Justice. (1991).</p> <p>García-López, G. (2018). The Multiple Layers of Environmental Injustice in Contexts of (Un)natural Disasters: The Case of Puerto Rico Post-Hurricane Maria. <i>Environmental Justice</i>, 101-108.</p> <p>Pulido, L. (2000). Rethinking Environmental Racism: White Privilege and Urban Development in Southern California. <i>Annals of the Association of American Geographers</i>, 90(1), 12-40.</p> <p>Schell, C.J., Dyson, K., Fuentes, T.L., Roches, S. des, Harris, N.C., Miller, D.S., Woelfle-Erskine, C.A., & Lambert, M.R. (2020). The ecological and evolutionary consequences of systemic racism in urban environments. In <i>Science</i>, 369 (6509).</p> <p><u>Optional Readings</u> Bullard, R.D. (1999). Dismantling environmental racism in the USA. <i>Local Environment</i>, 4(1), 5–19.</p> <p>Taylor, D. (2011). Introduction: The Evolution of Environmental Justice Activism, Research, and Scholarship. <i>Environmental Practice</i>, 13(4), 280-301.</p> <p><u>Assignments</u> Reflection Paper 9 (upload to Blackboard by noon on Monday, Oct 30)</p>
Week 12	Monday, Nov 6	Climate Gentrification	<p><u>Required Readings</u> Anguelovski, I., Connolly, J.J.T., Pearsall, H., Shokry, G., Checker, M., Maantay, J., Gould, K., Lewis, T., Maroko, A., & Roberts, J.T. (2019). Why green “climate gentrification” threatens poor and vulnerable populations. In <i>Proceedings of the National Academy of Sciences of the United States of America</i> (Vol. 116, Issue 52, pp. 26139–26143). National Academy of Sciences.</p> <p>Gould, K.A., & Lewis, T.L. (2018). From Green Gentrification to Resilience Gentrification: An Example from Brooklyn. <i>City and Community</i>, 17(1), 12–15.</p> <p>Pearsall, H., & Anguelovski, I. (2016). Contesting and Resisting Environmental Gentrification: Responses to New Paradoxes and Challenges for Urban Environmental Justice. <i>Sociological Research Online</i>, 21(3), 121–127.</p> <p><u>Optional Readings</u> Keenan, J.M., Hill, T., & Gumber, A. (2018). Climate Gentrification: from Theory to Empiricism in Miami-Dade County, Florida. <i>Environmental Research Letters</i>, 13(5), 054001.</p>

			<p>Assignments Reflection Paper 10 (upload to Blackboard by noon on Monday, Nov 6)</p>
Week 13	Monday, Nov 13	Community-Based-Strategies and Transformative Futures	<p>Required Readings Garcia, A.P., Wallerstein, N., Hricko, A., Marquez, J.N., Logan, A., Nasser, E.G., & Minkler, M. (2013). THE (Trade, Health, Environment) impact project: A community-based participatory research environmental justice case study. <i>Environmental Justice</i>, 6(1), 17–26.</p> <p>Hernandez, J., Meisner, J., Jacobs, L., & Rabinowitz, P. (2022). Re-Centering Indigenous Knowledge in climate change discourse. <i>PLOS Climate</i> 1(5), e0000032.</p> <p>Ramírez, M. (2020). Take the houses back/take the land back: Black and Indigenous urban futures in Oakland, <i>Urban Geography</i>, 41(5), 682-693.</p> <p>Optional Readings Dodman, D., Mitlin, D., & Co, J.R. (2010). Victims to victors, disasters to opportunities: Community-driven responses to climate change in the Philippines. <i>International Development Planning Review</i>, 32(1), 1–26.</p> <p>Irazábal, C., & Neville, J. (2007). Neighborhoods in the Lead: Grassroots Planning for Social Transformation in Post-Katrina New Orleans? <i>Planning Practice and Research</i> 22(2): 131–53.</p> <p>Assignments Reflection Paper 11 (upload to Blackboard by noon on Monday, Nov 13)</p>
Week 14	Monday, Nov 20	Students Choice	
Week 15	Monday, Nov 27	Final Presentations	<p>Presentations of Final Creative Output (upload to Blackboard by non on Monday, Nov 27)</p> <p>Submit Team Project Brief (upload to Blackboard by non on Monday, Nov 27)</p>
Finals Week	Friday, Dec 8	Final Exam	Blackboard 2pm-4pm Friday, Dec 8

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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.

Support Systems:

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

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services

(though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086
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
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 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) 740-0411
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
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
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) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.