USCPrice

Sol Price School of Public Policy

PPD 300-Social Justice Issues in Public Policy and Urban Planning

4 Units – Fall 2023   **Dates/Times/Loc:** W/F 10-11:50AM/DMC 201

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Office Hours: WF 12:00 pm-1:30 pm (via Zoom or in-person drop-ins and appointments welcome)

COURSE DESCRIPTION

This class is designed to help students think critically about the fields of public policy and urban planning and their relevance to social justice. Los Angeles County will be our main area of focus throughout the semester (along with some attention to state and national government), allowing us to analyze these cross-cutting issues in a defined space and context. Through readings, class discussion, group facilitations, guest presentations, and fieldwork, we will explore Los Angeles County as an exemplar of how a city/county responds (or fails to respond) to the problems and opportunities it faces in the 21st century.

COURSE OBJECTIVES

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

1. Describe concepts and perspectives of relevance for social justice, public policy, and urban planning.
2. Explain how public policy and urban planning decisions impact social justice.
3. Identify social justice related issues and analyze proposed strategies to address those issues.
4. Describe the effects of policy and planning problems on different priority populations.
5. Identify the relevant local decision makers in multiple policy and planning areas.
6. Analyze, synthesize, and think critically about policy options at local, state, and national levels of government.
7. Communicate policy and planning options clearly and persuasively based on an assessment of local priorities and local tools.
8. Conduct credible research and demonstrate professional-quality writing skills.
9. Demonstrate professional attitudes and behaviors
10. Integrate classroom lessons with interactions with local policy and planning organizations to develop a high-quality consultative project deliverable.

TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Accessing our class blackboard: Go to https://blackboard.usc.edu/.

EXPECTATIONS FOR ENGAGEMENT

We will strive in this course to welcome and to accept one another in order to form and sustain an inclusive learning community. Doing so will require that each of us shows respect for the other's viewpoints, recognizing that our experiences, assumptions, and beliefs may be different. We will strive to create a discursive space free from bias or intimidation, recognizing that while none of us is immune to the sociocultural biases and stereotypes that permeate our everyday lives and likely form a regular but regrettable part of our personal experience. We commit to strive to do

better than each of us has done before to welcome and to learn from the experiences of persons of different races, genders, cultures, nationalities, religions, and sexual orientations.

We recognize that the success and productivity of our discussions and of the work that each of us individually develops as a consequence of having been informed by these discussions depends upon the extent to which we follow through on this commitment. My intention is that this community will be enriched and strengthened by honest engagement with the grounds of our disagreements rather than by shying from those topics about which we are not likely to agree. To that end, each of us should commit to a standard of honesty, open-mindedness, and compassion for others in all interactions with other members of this learning community.

REQUIRED READINGS

1. Adams, Maurianne, Blumenfeld, Warren J., Catalano, D. Chase J., DeJong, Keri, Hackman, Heather W., Hopkins, Larissa E., Love, Barbara J., Peters, Madeline L, and Zúniga, Ximena. (Eds.) 2018. *Readings for Diversity and Social Justice*, *Fourth Edition* New York, NY: Routledge.
2. Johnson, Allan. 2017. *Privilege, Power, and Difference Third Edition*. Boston, MA:McGraw Hill
3. Sloane, David, (Editor). 2012. *Planning Los Angeles*. Washington DC: American Planning Association. **Will be posted on Blackboard**
4. Eugene Bardach. 1996. *Policy Analysis: A Handbook for Practice.* **Will be posted on Blackboard**
5. Biller, Bob, Juliet Musso, and Bob Myrtle. 1999. *Tradecraft: Writing and Analysis for Public Policy and Management*. **Will be posted on Blackboard**

Description and Assessment of Assignments

Final Exam (25%)
There will be a comprehensive final exam, consisting of 3 major essay questions. Make-up exams will be given if you notify the instructor before the time of the exam, and you have verifiable excuse. The final exam, which accounts for 25% of your grade, is Monday, December 11, 8:00 am – 10:00 am.

Mid Semester and End of the Semester Reflective Essays (20% total)
This paper is to be a summary and reflective analysis of what you consider the most important and surprising about what you have learned in your work for this course. It is essentially an identification of what you most want to remember and use from what you have learned in this class, with attention to the relevant ***authors*** and ***concepts***. The mid-semester reflective essay should summarize your thoughts on material covered through October 6th and is due ***October 11th*** and the end of the semester reflective essay covers October 11 forward and is due on ***December 1st***. Each essay should be between 3 to 4 pages, double spaced in length. Each reflective essay accounts for *10%* of your grade.

Informational Interview (10%)
In consultation with the professor, students will select an administrator or employee of a public, for profit, or not-for profit organization to interview to describe and assess the nature, scope, content, and character of their social justice work, related to your priority population. Each student is to conduct an extended interview. The interview is to be written up in a 3-4-page, double spaced paper, covering what was learned from your interview subject and to make note especially of things that might make a difference for your group project. Be sure to include with your interview their full name, title, and address.   Your interview paper is due on ***October 27th*** and it accounts for 10% of your final grade. See page 12 for additional information.

Group Project (35%)
The class will be divided into 8 groups, one of the following priority populations: 1) racial minorities, 2) low-income, 3) non-Christian religious groups, 4) women, 5) LGBTQA, 6) people with disabilities, 7) youth (ages

12-21) or 8) seniors (ages 65 and up). The priority population assignments allow students to 'specialize' in the relevant issues for a defined group and provide several opportunities to practice application of the concepts and tools learned in the course. Project development guidelines and team assignments will be addressed in class sessions during our second week of class. Late submission of any component of the group project will result in the loss of one or more points for the relevant team. The final project consists of four components:

Work Plan
By Thursday, *September 15th* all groups are to submit 1 copy of the following: project topic, organizations and individuals to be contacted regarding the topic, and a work plan (who is going to do what). The work plan can change, but not your topic. If changes are made to your work plan they must be submitted to me as soon as possible. The work plan will count as *2%* of your grade.

Project Update
To make sure that you work is progressing all groups are required to submit 1 2-page project update on *October 20th*. The update should provide a summary of your progress on your project to date including lessons learned to date from your research and/or your interview subjects. The project update will count as *3%* of your grade.

Oral Presentation (5%)
Oral presentations of 10 minutes will be held on Nov 29 and Dec 1. Copies of any presentation materials, e.g., slides or other handouts, need be submitted to the instructor via email before 11am on *Nov 28th*. Professionalism is expected in manner and style, verbal effectiveness in conveying ideas, and the quality of visuals and/or handout materials. Mastery of the material presented should be evident. Adherence to the requested time duration is essential. Please arrange for any computer, media and equipment needs, or handouts in advance.

Group Policy Papers (20%)
The final paper involves both a draft paper (*due Nov 8*), worth *5%* of your grade and a final paper (*due Dec 1st*), worth *15%* of your grade.   The group paper should include an executive summary of the project and should be followed by the complete project narrative and supporting materials and will follow the tradecraft of writing format. The group paper is expected to be between 10-15 single spaced in length (not including references and appendices). Email a copy of both the draft and the final paper before or on the relevant due dates to mromerom@usc.edu.

Individual Commentary Paper (5%) due Dec 1st

The individual paper is a 3-4 page reflection paper offering personal commentary on the following questions:
1. What skills do you wish to emulate from your group members?
2. What skills and behaviors do you believe you need to develop and grow to become a successful ally?
3. What would you have changed to make your group work better?
4. What is the most important lesson you have learned from this project?
5. Based on what you now know, what would you change to make the lives of your priority population group members better?
6. Email a copy to mromerom@usc.edu.

Class Participation (10%): Individual (5%) and Group (5%)
The class will involve a mixture of lecture, class discussions, group presentations, informal group work, and scenarios. Students are expected to have done the appropriate readings and assignments before class and to participate fully in all class activities and discussions. Exemplary performance in this class requires that you:
- read all materials assigned for each class session prior to the class meeting days listed on the syllabus;
- effectively participate in the seminar discussions and class activities;
- analyze all assigned reading with sufficient preparation to engage in critical thought and discussion;
- make oral and written presentations of responses to cases and other problems.

Extra Credit
Throughout the semester this course will offer opportunities to attend campus events (in- person or virtually) for extra credit. These events must have an *identifiable* social justice emphasis that can be linked to course content, and you must provide a 1-2 page written summary of the event. Each Extra Credit event attended counts up to 1 point on the final grade and you can add up to 5 points to your grade through these activities. Last day to submit an assignment for extra credit is *Dec 11th.*

Notes / Questions:

GRADING RUBRIC

Below is a grading rubric that will help you to understand how your written assignments will be evaluated. It is based on a 10-point scale, but it is relevant for assignments that range from 5 points to 20 points.

Assessment Aspects		Total Points	A	C	B	D
		10	2	1	1.5	0.5
Understanding of the problem		2	Demonstrates a sophisticated understanding of the problem.	Demonstrates an acceptable understanding of the problem.	Demonstrates an accomplished understanding of the problem.	Demonstrates an inadequate understanding of the problem.
Use of appropriate terminologies, concepts and tools		2	Correctly uses the terminology and tools learned	Only see a few uses and application of concepts and tools learned.	Show general understanding of terminology and tools	See frequent incorrect application of concepts in paper.
Powerful and logical alignment among sections		2	Makes powerful connections between sections and shows strong reasoning.	Makes appropriate but sometimes vague connections between sections.	Makes appropriate connections between sections with adequate reasoning.	Sections are disjointed, fall apart and in general lacks sound reasoning.
Clarification and readability		2	Writing shows clarity and is concise; extremely well-organized	Writing lacks clarity, not concise and contains numerous errors; lacks organization	Writing is accomplished in terms of clarity and is concise; well-organized	Writing is unfocused, or contains serious errors; poorly organized
Follows the required format		2	Follows listed guidelines, meets page limits, cites references	Fails two requirements	Fails one requirement	Fails all requirements

Assignment Submission Policy
Assignments listed on the syllabus must be emailed or handed to the professor by the beginning of the relevant class session to be considered an on-time submission.

Additional Policies
IN Incomplete is assigned when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar's Note: Recommended definition of emergency: "A situation or event which could not be foreseen, and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non- letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent semesters, since the completion of the incomplete should be the student's first priority.

Attendance
No portion of the grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade. For student athletes, you will need to submit an approved Travel Request Letters for excused absence. If you need to miss class due to religious observation, please provide me with an advanced notice.

Classroom norms
Classroom norms describe the behaviors that are encouraged and discouraged during class. They are a powerful tool for establishing a supportive learning environment. We will discuss the menu of discussion norms.

CLASS SCHEDULE:

SUBJECT TO CHANGES READING ASSIGNMENTS AND COURSE DUE DATES

Course Format: Wednesday Meetings: primarily lecture-based, Friday Meetings: primarily interactive and discussion-based (student-led case studies, group exercises, webinars/videos, guest speakers, etc.)

COURSE OUTLINE BASED ON 2023 ACADEMIC CALENDAR

DATE	TOPIC
Week 1 August 23, 25	Course Overview, Introductions, Assessments and Expectations for Engagement
SECTION I: KEY CONCEPTS-LAYING THE FOUNDATION	
Week 2 August 30, Sept 1	Key Concepts: Conceptual Frameworks (Part 1) Adams et al Readings 1-8
Week 3 Sept 6, 8	Key Concepts: Conceptual Frameworks (Part 2) Johnson-Chapters 1-6
Week 4 Sept 13, 15	Key Concepts: Conceptual Frameworks (Part 3) Johnson-Chapters 7-Epologue
**Work Plan Due-September 15	
Week 5 Sept 20, 22	Public Policy Analysis and Problem Oriented Writing - *Policy Analysis Handbook Tradecraft of Writing*
Week 6 Sept 27, 29	Urban Planning (Part 1): Sloane Chapters 1-4
Week 7 Oct 4, 6	Urban Planning (Part 2): Sloane Chapters 5-7
SECTION II: EXPLORING DIFFERENCES THAT MAKE A DIFFERENCE	
Week 8 Oct 11	Classism: Adams et al Introduction (pg. 163) and Context Readings 26-34
**Mid Semester Essay Due – Oct 11	
**October 12-13 Fall Recess	
Week 9 Oct 18, 20	Racism: Adams et al Introduction (pg. 65) and Context Readings 9-16
**Group Project Update Due – October 20	
Week 10 Oct 25, 27	Religious Oppression: Adams et al Introduction (pg. 247) and Readings 45-55
Informational Interview Due – October 27	
Week 11 Nov 1, 3	Sexism, Heterosexism, and Trans* Oppression: Adams et al Introduction (pg. 341) and Readings 63-78
Week 12 Nov 8	Ableism: Adams et al Introduction (pg. 467) and Context Readings 96-105
Group Project Draft Due - November 8	
Veterans Day – Friday, November 10 NO CLASS	
Week 13 Nov 15, 17	Youth Oppression and Elder Oppression: Adams et al Introduction (pg. 545) and Context Readings 116-121
**Thanksgiving Week - Nov 22 - 26	

SECTION III: ENGAGING IN CHANGE	
TBD	Working for Social Justice: Visions and Strategies for Change Adams et al Introduction (pg. 599) and Readings 130-140
End of Semester Essay Due – December 1	
Week 14 Nov 29, Dec 1	All Group Presentations + End of Semester Review
**Final Policy Paper + Individual Commentary Paper Due December 1	
Study Days December 2 – 5	
Week 15 Dec 11	Final Exam 8:00-10:00am - Refer to the final exam schedule in the USC *Schedule of Classes* at classes.usc.edu.

GRADING POLICY

USC policies for grades are:

Grade	Criteria
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
C-	Failing grade for graduate credit
D-	Minimum passing for undergraduate
F	Failed

Statement on Academic Conduct and Support Systems

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.

In this course, I do not discourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. However, you should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you **must cite any AI-generated material** (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

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
studenthealth.usc.edu/counseling
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.

PPD 300 INFORMATIONAL INTERVIEW

You are required to interview a person who has expertise in responding to issues for your priority population. The first thing you need to do is decide who you would like to interview. Next, call/email the person to schedule an appointment. Tell them you are a student at the University of Southern California and that you are taking a class that requires to you interview people who have expertise meeting the needs of your priority population, and you would like to do your report on them. You will have to design your own interview based on your knowledge of the person you are interviewing (do some research before going to the interview) and your own interests. Some suggested questions might include:

1. How did you become interested in this field of work?

2. How did you enter the field? What type of education and training did they have and where: on-the job, in school, training programs, etc.

3. What are specific duties of the job? What kinds of skills are needed?

4. About what proportion of your work (in an average week) involves contacts with officials or administrators in governmental units - local, county, state, or federal? (e.g., 20%, 1/3?)

5. Does your unit/agency/organization receive local, county, state, or federal aid? If yes, about what proportion of your budget comes local, county, state, or federal aid?

6. Apart from contacts with other governments what other organizations and nonprofit entities do you have regular contacts? How often and for what purpose(s)?

7. What would you say is the biggest problem or issue you are working on for this population? Do you work on these issues with any of the governmental entities or organizations that you mention above? How often and in what way?

8. What do you like best about what you do?

9. What do you like least about what you do?

10. What advice would you give for someone just starting out in this field?

11. Are there any other general observations, comments, or views about working with this population that you would like to volunteer?

Send a hand-written thank you note to the person you interviewed within a week following the interview.