



Course ID and Title: PPDE 664 Seminar in Social Justice and Social Policy

Units: 4.0

Term—Tuesdays —Time: 6:00 PM to 9:20 PM

Location: Dr. Joseph Medicine Crow (DMC) – Room 258

Instructor: Alisa Orduña, PhD

Office:

<https://us02web.zoom.us/j/84444131872?pwd=MkhZTDMvOStodWhNV3dFcy9YU3g4UT09>

Office Hours: Mondays; 4:00 PM to 5:30 PM by appointment.

Contact Info: aorduna@usc.edu. Instructor will respond to emails within 48 hours.

IT Help:

24/7 Technical Support: Help Desk Phone: (213) 740-5555 Email: consult@usc.edu

“Without community there is certainly no liberation, no future, only the most vulnerable and temporary armistice between me and my oppression” Audre Lorde

“Too often, humanitarian, community, and psychosocial work occurs within the same structure of colonial relations that gives rise to a community’s suffering in the first place.” Mary Watkins

“Long live the rose that grew from concrete when no one else even cared!” Tupac Amar Shakur

Course Description

We will discuss major theories of social justice in the US and globally through the lens of a critical analysis of the Los Angeles houselessness crisis, leaning into how theories of social justice influence policy, urban planning, and public administration; how to bridge theories about justice for professional practice; and how to engage people in closest proximity to the issues such as homelessness.

We will apply an inter-personal dialogue method to center our own positionality through facilitated processes that uncover each of our privileged and oppressed identities, biases, attitudes, and beliefs, to understand how we carry these into the policies and programs that we are or will one day be charged to create.

We will invite in the voices of people with lived experience of houselessness and policy experts from the sector to ground developing ideas in real time qualitative data to humanize and supplement accommodating quantitative data. We will also dive deeply

into intersecting drivers of houselessness such as race, gender, ability, mental health/substance use, immigration status, and climate change as we challenge ourselves in asking, who benefits from today's houselessness crisis.

This course is highly interactive with large and small group discussions. While a virtual option will be available for extenuating circumstances, in-person participation is desired. It is also important that class participants read assigned material ahead of class to enable informed participation. Student responses to the reading material will be captured in a weekly journal to be submitted the Monday before each class session. The lived experience of each student will be valued as a source of knowledge and encouraged to be shared during class discussions and in reflection journal entries.

Students will be graded on weekly participation, weekly reflection journal submissions, a team dialogue project, and an individual policy paper due. Each assignment will build off of each other to create material for the final policy paper.

Learning Objectives

Objective 1: Develop a working understanding of the meaning of social justice and how to apply it to the analysis of public policy, urban planning, and public administration policies and practices that have and may be continuing to cause harm to historically under resourced communities.

Objective 2: Increasing understanding of the roles of socialization, history, culture, power and privilege to critically analyze social power relations among community groups, social institutions and government organizations.

Objective 3: Develop and practice skills including interpersonal dialogue, participatory action research, storytelling, and coalition-building in promoting opportunities for empowerment among historically under resourced individuals, organizations, and social institutions.

Objective 4: Practice written and oral presentation skills that resonate with diverse audiences.

Course Notes

This is a fifteen-week class. Each participant will receive a final grade based on the grading scale described below. Attendance and active participation are strongly encouraged.

Our main landing page for all courserelated materials will be the Blackboard website (<http://blackboard.usc.edu>). Please login using your USC credentials. Once on Blackboard's main page, select PPD 664. Through this website, you will have access to an online version of the course syllabus, course assignments and materials, resources that may be useful to you, announcements posted from time to time, and easy email capability to communicate with the class.

In addition, students will submit all their written assignments on Blackboard in the Assignments section unless otherwise indicated. See Submitting Assignments section below. For technical support on Blackboard, call the Blackboard Help Line (213)740-5555 or email Blackboard Support at blackboard@usc.edu.

Technological Proficiency and Hardware/Software Required

Students should have access to word processing software to type up all assignments for submission. Students should also have access to PowerPoint or other presentation software to prepare Team Presentations. All assignments will be submitted via Blackboard. Students may also access Zoom for weekly office hours and in the event that they need to virtually attend class due to public health safety protocols.

Here are support links to help students meet these requirements: Link information for the [USC Computing Center Laptop Loaner Program](#). USC Technology Support Links [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus.](#)]

Participation

As a record of active participation and attendance, the instructor may require the completion of small, in-class work products individually or in teams. Students will be graded individually for 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, and submission of questions for guest presenters, while other activities may emerge. Credit will be given for thoughtful completion.

Required Readings and Supplementary Materials

Books

- Benjamin, Ruha (2022). *Viral Justice: How we grow the world we want*
- Brown, Adrienne Maree (2020). *We will not cancel us and other dreams of transformative justice.*
- Schirch, Lisa and David Campt (2007). *The Little Book of Dialogue for Difficult Subjects*
- Watkins, Mary (2019). *Mutual Accompaniment and the Creation of the Commons.*

Articles and Reports

- Alston, P. (2018). Report of the Special Rapporteur on extreme poverty and human rights on his mission to the United States of America.
<https://digitallibrary.un.org/record/1629536?ln=en>

- American Psychological Association (2021). Equity, Diversity and Inclusion: Inclusive Language Guidelines. <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>
- Arao, B. and K. Clemens (2013). From Safe Spaces to Brave Spaces: A new way to frame dialogue around diversity and social justice. https://static1.squarespace.com/static/5b6af3b236099ba883a28b1e/t/5dcc5b2ae2b90a3c5af08fc5/1573673770842/From+Safe+Spaces+to+Brave+Spaces_2013.pdf
- Bechard, D. (2020). Sociologist Forrest Stuart on Urban Policing. <https://stanfordmag.org/contents/sociologist-forrest-stuart-on-urban-policing>
- Bonilla, Y. A Legacy of Colonialism Set the Stage for the Maui Wildfires. NYT – August 27, 2023. <https://www.nytimes.com/2023/08/27/opinion/maui-wildfire-colonialism.html>
- Chinchilla, M., D. Yue, N. Ponce (2021). Housing Insecurity Among Latinxs. <https://link.springer.com/content/pdf/10.1007/s10903-021-01258-9.pdf>
- Department of Children and Family Services (2005). December 20, 2005 Amendment to Board Agenda Item #44: Skid Row Outreach Plan. http://file.lacounty.gov/SDSInter/bos/bc/043186_060308_Amendment_to_Board_Agenda_Item_%2344_Skid_Row_Outreach_Strategies.PDF
- Department of Public Health (2023). Mortality Among People Experiencing Homelessness in Los Angeles County. [link will be added once the 2023 report is released by late January]
- Gudis, Catherine and The Los Angeles Poverty Department (2022). Containment and Community: The History of Skid Row and its Role in the Downtown Community Plan. https://www.lapovertydept.org/wordpress/wp-content/uploads/2022/10/skidrow-now-2040_green_paper_final_web_upload.pdf
- Levenson, J., Textor, L., Blumenthal, R. et. Al. (2023) Abolition and harm reduction in the struggles for “Care, Not Cages.” Will be added to Blackboard.
- Los Angeles Homeless Authority (2018). Report and Recommendations of the Ad Hoc Committee on Black People Experiencing Homelessness. <https://www.lahsa.org/documents?id=2823-report-and-recommendations-of-the-ad-hoc-committee-on-black-people-experiencing-homelessness>
- Los Angeles Homeless Authority (2017). Report and Recommendations of the Ad Hoc Committee on Women and Homelessness. <https://www.lahsa.org/documents?id=1586-ad-hoc-committee-on-women-and-homelessness-report-and-recommendations>

- Los Angeles City/County Native American Commission (2019). UNDERSTANDING NATIVE AMERICAN HOMELESSNESS IN LOS ANGELES COUNTY: A Progress Report from the Community Forum on Native American Homelessness.
<https://lanaic.lacounty.gov/wp-content/uploads/2019/03/LANAIC-Mar-2019-Rpt. 2-1.pdf>
- Los Angeles County Women's' Needs Assessment.
<https://www.urban.org/research/publication/los-angeles-county-womens-needs-assessment-findings-2022-survey>
- National Alliance to End Homelessness (2022).
<https://endhomelessness.org/blog/statement-on-the-california-community-assistance-recovery-and-empowerment-care-court-program/>
- 100 Resilient Cities (2020). Global Migration: Resilient Cities at the Forefront.
https://resilientcitiesnetwork.org/downloadable_resources/UR/Global-Migration-Resilient-Cities-At-The-Forefront.pdf
- Ruiz, M. and C. Contreras (2020). Older Homeless Latinos: Aging in Skid Row. (Blackboard upload)
- Rustin, B. (1965). From Protest to Politics: The Future of the Civil Rights Movement. <https://teachingamericanhistory.org/document/from-protest-to-politics-the-future-of-the-civil-rights-movement/>
- Santoro, H. (2022). Advocating for Transgender and Nonbinary Youths.
<https://www.apa.org/monitor/2022/07/advocating-transgender-nonbinary-youths>
- Sheeley, K. et.al. (2021). The Making of a Crisis: A History of Homelessness in Los Angeles. <https://luskincenter.history.ucla.edu/wp-content/uploads/sites/66/2021/01/LCHP-The-Making-of-A-Crisis-Report.pdf>
- Shelton, J. (2009). After the Storm: How Race, Class, and Immigration Concerns Influenced Beliefs about the Katrina Evacuees. (Blackboard upload).
- Sommers, S. (2006). Race & Media Coverage of Hurricane Katrina: Analysis, Implications, and Future Research Questions. (Blackboard Upload).
- Thistle, J. (2017). Definition of Indigenous Homelessness in Canada.
<https://www.homelesshub.ca/sites/default/files/attachments/COHIndigenousHomelessnessDefinition.pdf>
- Tobias, M. and J. Wiener (2022). California Lawmakers Approved Care Court. What comes Next? <https://calmatters.org/housing/2022/09/california-lawmakers-approved-care-court-what-comes-next/>

- Urban Indian Health Institute (2020). Best Practices for American Indian and Alaskan Native Data Collection. <https://aiipi.asu.edu/sites/default/files/best-practices-for-american-indian-and-alaska-native-data-collection.pdf>
- USC Price Center for Social Innovation (2019). City of Los Angeles Women’s Housing Gap Analysis. <https://downtownwomenscenter.org/wp-content/uploads/2020/07/Womens-Housing-Gaps-Analysis.pdf>
- Watkins, M. (2015). The Understanding of Hard Borders: Art at the U.S. Border Against Mexico. [https://www.mary-watkins.net/wp-content/uploads/2016/11/The Un-Doing of Hard-Borders Art at the US Wall Against Mexico.pdf](https://www.mary-watkins.net/wp-content/uploads/2016/11/The_Un-Doing_of_Hard-Borders_Art_at_the_US_Wall_Against_Mexico.pdf)

Optional Readings [Not required but recommended for additional understanding.]

Davis, M. (2006). City of Quartz: Excavating the Future in Los Angeles

Stuart, F. (2016) Down out & under arrest: Policing and everyday life in Skid Row.

Thistle, Jesse. (2021) From the Ashes.

Thompson Fullilove, M. (2005). Root Shock: How tearing up city neighborhoods hurts America, and what we can do about it.

The Kino-nda-niimi Collective. (2014). The Winter we danced: Voices from the past, the future, and the Idle No More Movement.

Description and Assessment of Assignments

Class Participation (15%)

Attendance, preparation, active listening, and contribution to small group discussions on the weekly reading materials will be evaluated during each class.

Weekly Journal Entries (20%)

Submission of a typed weekly journal reflections on the readings that is no more than 500 words. Reflections are an opportunity for students to assess how the themes of the week’s readings resonate with their own thoughts, values, and perceptions on social justice. The weekly reflection essays can also be a space for students to develop ideas that may become the focus of their final papers.

Journal Reflection Entries will be graded on the following rubric:

Clear introduction, body, conclusion	5
Evidence of reflective practice	5
Clarity and cohesive writing style	5
Timely submission	5

Maximum Total Points	20
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Team Presentations on a Homelessness Policy Issue (25%)

The ability to work as part of a team is an important skill set for public policy practitioners as more and more of the work is centered within impacted communities and engage diverse community members as well as staff from across public departments and agencies, and the private sector.

In teams of four (4), students will prepare a 20-minute presentation on a homelessness policy issue related to a domain of social justice discussed in class. The presentations should include a PowerPoint to support the presentation and include the following components:

- Description and scope of a system-level social injustice contributing to homelessness in Los Angeles, the United States, or in a specific country.
- Summary of a landscape analysis describing past or current efforts to address this problem/social injustice and their results.
- Reframing of the problem/social injustice describing the change (goals and objectives) you hope to make.
- Pros and cons of at least 3 solutions/alternatives to address this injustice.
- Summary of your final recommendation including justification and potential unintended consequences.

After each presentation each group will facilitate a 5-minute Q&A with fellow classmates and the instructor.

Each team will need to submit a copy of a presentation outline and PowerPoint by the end of class on the night they are presenting. Teams may submit hard copies or submit via Blackboard.

Team Presentations will be graded on the following rubric:

Organization of content	5
Originality and creativity of ideas	5
Clarity of presentation slides (content layout, graphs, artwork)	5
Depth of solutions and alternatives	5
Overall presentation	5
Maximum Total Points	25

Final Paper – A written Houselessness Policy Issue Paper (40%)

Each student will prepare and submit an individually written houselessness policy issue paper for the final exam. This paper will be a well-cultivated policy recommendation to

address houselessness, drafted *as if* it will be shared with Los Angeles's mayor. The houselessness policy issue paper should represent a topic of interest and/or passion. It may represent the topic selected for your group presentation¹ or may be a different topic.

The final paper must include the following components:

- Letter of transmittal
- Executive summary
- Background of the social injustice (problem)
 - Description of problem/social injustice
 - Statement on why this topic is important to you.
 - Observations of prior efforts to solve the problem/social injustice
- Landscape Analysis (the scope and severity of the social injustice)
 - Assessment of past policy performance
 - Scope of problem situation (any data supporting the scope of the problem)
 - Need for analysis
- Problem Statement
 - Definition of problem
 - Major stakeholders (including persons with lived experience)
 - Goals and objectives
 - Measures of effectiveness
 - Potential policy solutions
- Policy Alternatives
 - Description of alternatives
 - Comparison of future consequences
 - Constraints and political feasibility
 - Approximate costs (if able to estimate)
- Policy Recommendation(s)
 - Criteria for selecting final recommendation(s)
 - Description of preferred recommendation(s)
 - Outline of implementation strategy
 - Provisions for monitoring and evaluation
 - Limitations and possible unintended consequences.
- Conclusion
- Appendices (optional- only if needed)
- References (a minimum of 5 references are required)

¹ If you choose the same topic as your group presentation, please add in your own voice, ideas, and research, and be sure to cite ideas contributed by teammates.

All papers are expected to be clear, concise, and cogently argued using an analytical writing style. The paper should be no more than 12 pages. Each page should be formatted with 1-inch margins. Please use 12-point Times New Roman or Arial font and with 1.5 spacing between each line.

The final paper will be graded on the following rubric:

Clear and concise executive summary.	5
Demonstration of research and citation of at least 5 sources.	10
Concise description of the problem statement and naming of the social injustice.	10
Sound analysis of policy alternatives and logical development of proposed recommendation(s).	10
Timely Submission.	5
Total	40

Grading Breakdown

Table 1 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade	Due Dates
Class Participation	15	15%	Weekly while class is in session
Weekly Journal Reflection Entries	20	20%	5:00 PM on the Monday before class. *No papers are due on 1/7/24, 3/10/23, 4/15/24 and 4/22/24.
Team Presentations – Homelessness Policy Issue	25	25%	Presentation outlines and copy of PowerPoints must be submitted by the end of class on the evening of the presentation; 4/16/24 and 4/23/24
Final Paper-Homelessness Policy Issue Paper	40	40%	11:59 PM May 7, 2024
TOTAL	100	100%	

Grading Scale

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
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 in electronic format unless otherwise noted in this syllabus. Students are expected to submit all of their written assignments by the established deadline listed in the Grading Breakdown section above. Assignments will be submitted via Blackboard unless otherwise indicated. Late submissions will be deducted 5% each day of late submission.

Students should check the Blackboard course site regularly. The instructor may send weekly announcements on the site concerning class, assignments, and any changes or updates. For technical support on Blackboard, call the Blackboard Help Line (213)740-5555 or email Blackboard Support at blackboard@usc.edu.

Grading Timeline

- Students will receive feedback on weekly reflection papers by the start of the following class.
- Students will receive feedback on Team Presentations and grade within 48 hours of the presentations.
- Students will receive feedback on final paper within 3 weeks of submission.

Course Specific Policies

Students are expected to submit all work assignments in a timely manner. If an unexpected circumstance arises that may delay the submission of an assignment, students must contact the instructor ahead of the deadline. Late submissions will be deducted 5% each day of late submission.

Students that must miss class are responsible for completing and submitting make-up assignments before the return to class unless an extension has been granted by the instructor.

During class, please mute mobile phones and store them out of sight unless they are needed for an activity. Please avoid using technology for personal reasons during class,

including texting, social media, and non-class browsing. Repeated use of technology for non-class purposes will result in a reduction in your participation grade.

Attendance

Students are expected to be in class each week during the semester. In-person attendance is an important attribute to this seminar to facilitate rich dialogue with each other and special guests on topics related to social justice and homelessness. However, life happens. In the event of an absence and the student is able, they must notify the instructor of their absence before class begins to work out a plan for make-up assignments to compensate for the absence. Make-up assignments are due before the student returns to class. In the event of an extreme emergency and the student is unable to contact the instructor before the missed class, the student must contact the instructor as soon as possible and before returning to class.

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, provided they inform the instructor at least 3 hours before class start. Students participating via Zoom must follow the Zoom etiquette outlined below. Students participating via Zoom should not expect full participation in class discussions nor active engagement with the instructor.

Classroom norms

Students are expected to participate weekly and attend class meetings (whether in person or on Zoom).

To maximize learning for the class, students are expected to read the assigned readings and review all the key concepts before class. It is strongly recommended that students take notes highlighting key concepts and questions from each reading and prepare to participate in thoughtful small group in-class dialogues and class discussions.

We may discuss current events, successful and failed policies, and other topics that some students may find sensitive. We will practice intergroup dialogue communication style to support the conduct of all discussions with respect and decorum by the instructor and the students. Intergroup dialogues are facilitated, open-ended conversations that highlight and value the diverse experiences of participants using key communication tools that foster deeper engagement. The goal of our dialogues will be to share our responses to the materials that we read based on our own lived experiences and socialization and raise awareness on various points of view about a topic. To cultivate and sustain a brave learning space, we will follow the Community Agreements listed below:

- Assume good intent and take accountability for negative impact (“ouch” and “oops”)
- Share airtime (take space, make space)
- Practice active listening (with empathy) to differing viewpoints
- I Statements; speak from your own experience unless you have consent to share others’ stories

- Respect brave and sensitive statements: take what resonates and apply, but leave who said what in the room/zoom
- Everyone is an expert in their own experience, but they don't represent an entire group
- Review our own political, ideological, or personal attitudes, and noting and/or discussing how those may affect our judgments.
- Take responsibility for self-care

If students are unable to commit to the Community Agreements and present observed patterns of behavior that demonstrate a lack of respect for the professor and/or other students in the course will result in a reduction in your participation grade. Any concerns should be discussed with the instructor a half hour before class or during weekly office hours.

Lastly, please review the USC guide to Emergency Preparedness so we can safely respond in case of emergency: <https://safety.usc.edu/emergency-preparedness>

Zoom etiquette

The Zoom platform will be used for office hours and as a public health safety option should the University transition to online learning in response to COVID 19 or other public health protocols.

Students are expected to always follow these guidelines when engaging on Zoom.

- Log on 3 to 5 minutes ahead of scheduled time to work through any technology or connection challenges.
- Ensure your Zoom name matches the name registered for class.
- Please also add your preferred pronouns.
- **Turn on your camera and keep your camera on for the length of time together, except during scheduled breaks.**
- Mute your audio when not speaking or participating in a group discussion to reduce background noise.
- If students need to take a break, please type "BRB" in the chat and turn off your camera.
- In virtual gatherings of 5 people or more, please use the "raised hand" function when you would like to speak.
- Use of the Chat function is encouraged if the conversation reflects the topic(s) being discussed. The instructor reserves the right to disable the Chat if she notices misuse or it becomes too distracting.

Academic Integrity

In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts. Unless specifically designated as a 'group/team project,' all assignments are expected to be completed individually.

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 contrasts with 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. 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.

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](#).

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit 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 will have a formal opportunity to complete a course evaluation at the end of the semester. This is an opportunity to provide confidential, honest feedback on what worked, what could be improved, and details on how this course met or did not meet expectations.

However, students should feel free to share feedback during office hours over the course of the semester.

Course Schedule

Below is the course schedule. Course work will include dialogues on weekly reading assignments supplemented by guest subject matter experts (SME) who are policy makers, analyst, activists, and researchers in the field of homelessness services. We will also watch mini documentaries in class.

Table 3 Course schedule

Module	Week	Learning Topics	Readings/Preparation	Deliverables
Social Justice Foundation	Week 1 Jan. 9	<p>Introduction to our Social Justice Learning Journey.</p> <ul style="list-style-type: none"> • Why are we here? • What are our expectations • Why does Social Justice matter? 	<p>1. Skim: The Little Book of Dialogue for Difficult Subjects</p> <p>We will review together in class.</p>	
	Week 2 Jan 16	<p>Social Identities:</p> <p>Who are we? How did we come to be this way?</p> <p>Why does it matter?</p>	<p>1. We will not cancel us and other dreams of transformative justice (PP: 1-86)</p> <p>2. From Safe Spaces to Brave Spaces: A new way to frame dialogue around diversity and social justice.</p> <p>3. Equity, Diversity and Inclusion: Inclusive Language Guidelines.</p> <p>4. Identity Object: Bring an identity object to class. This object should connect to one or more of your social identities and be prepared to share about the object and the identities it is tied to for about 1-2 minutes. The identity object should be something easily transportable like a photo, book, piece of cloth, or recipe, etc.</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by Jan 15th</p> <p>Bring an identity object to class.</p>
	Week 3 Jan 23	<p>Defining Social Justice:</p> <ul style="list-style-type: none"> • Key Social Justice Terms 	<p>1. Viral Justice: How we grow the world we want (PP.1-58)</p> <p>2. Rustin, B. (1965). From Protest to Politics: The</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by Jan. 22.</p>

		<ul style="list-style-type: none"> Defining Cultures of Belonging. What is Transformative Justice 	<p>Future of the Civil Rights Movement. https://teachingamericanhistory.org/document/from-protest-to-politics-the-future-of-the-civil-rights-movement/</p> <p>3. Watch: What is Transformative Justice: https://www.youtube.com/watch?v=U-BOFz5TXo&list=PLrknNA_JiaBZTatrPY3b3t1xrovuJyjJy&index=19</p> <p>4. Review: American Psychological Association (2021). Equity, Diversity and Inclusion: Inclusive Language Guidelines. https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf</p>	
	Week 4 Jan 30	<p>Tools to Address Injustice:</p> <ul style="list-style-type: none"> Advocacy Community organizing Cross-sector coalition Movement Building <p>*Special Guest</p>	<p>1. Viral Justice: How we grow the world we want (Ch. 3- Lies: PP 98-140)</p> <p>2. Mutual Accompaniment and the Creation of the Commons (Ch 2. Creating Social Democracy through Mutual Accompaniment - PP. 24-79)</p> <p>3. Watch: The Impact of the SCLC On the Movement https://www.youtube.com/watch?v=BTs-7baoPD4</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by Jan. 29.</p>
	Week 5 Feb 6	<p>Social Justice in Practice:</p> <ul style="list-style-type: none"> Understanding Systems 	<p>1. Viral Justice: How we grow the world we want</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by Feb 5</p>

		<ul style="list-style-type: none"> Working with and valuing lived expertise in impacted communities. Defining your role as a policy maker. <p>*Special Guest</p>	<p>(Ch. 5 – Exposed: PP. 182-224)</p> <p>2. Mutual Accompaniment and the Creation of the Commons (Ch. 7 Pathways through Mutual Accompaniment to Solidarity PP. 167-216.)</p>	<p>Prepare a question for special guests on best practices for working with lived expertise.</p>
Understanding houselessness through a social justice lens	Week 6 Feb. 13	<p>Houselessness: History, Policy, and Race in Los Angeles.</p> <ul style="list-style-type: none"> What is houselessness? Why do racial disparities exist? Data Disparities & Equity <p>*Special Guest</p>	<p>1. The Making of a Crisis: A history of homelessness in Los Angeles.</p> <p>2. The Ad Hoc Committee on Black People Experiencing Homelessness Report and Recommendations.</p> <p>3. Understanding Native American Homelessness in Los Angeles County: A Progress Report from the Community Forum on Native American Homelessness.</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by Feb. 12th</p>
	Week 7 Feb. 20	<p>Skid Row: Disinvestment of a Neighborhood</p> <p>How did planning policy create Skid Row?</p> <p>Why are current conditions allowed to exist?</p> <p>What is being done about Skid Row today – the Skid Row Action Plan (SRAP)?</p>	<p>1. Viral Justice: How we grow the world we want (Ch. 7 – La Casa Azul: PP. 267-284)</p> <p>2. Containment and Community: The History of Skid Row and its Role in the Downtown Community Plan - https://www.lapovertydept.org/wordpress/wp-content/uploads/2022/10/skidrow-now-2040-green-paper-final-web-upload.pdf</p> <p>3. Report of the Special Rapporteur on extreme poverty and human rights on his mission to the United</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry</p> <p>Prepare one question for special guests.</p>

		*Special Guests	States of America (attention to PP 12). https://www.lapovertydept.org/skid-row-now-and-2040/	
	Week 8 Feb. 27	Latine/x and Asian Pacific Islanders Experiencing Houselessness: Meaning making from a Trans-Cultural Perspective *Special Guests	<ol style="list-style-type: none"> 1. Older Homeless Latinos: Aging in Skid Row. 2. Housing Insecurity Among Latinxs. 3. https://www.researchgate.net/profile/Melissa-Chinchilla/publication/335658217_Stemming_the_rise_of_Latinx_homelessness_lessons_from_Los_Angeles_County/links/5e178515a6fdcc283765f61d/Stemming-the-rise-of-Latinx-homelessness-lessons-from-Los-Angeles-County.pdf 4. Watkins, M. (2015). The Understanding of Hard Borders: Art at the U.S. Border Against Mexico. https://www.mary-watkins.net/wp-content/uploads/2016/11/The_Un-Doing_of_Hard-Borders_Art_at_the_US_Wall_Against_Mexico.pdf 5. Watch: History & Change in Chinatown/Ft. King Cheung. https://www.youtube.com/watch?v=iRN2ciqO0XY 6. Watch: From Little Tokyo to Crenshaw Lost LA Season 5, Episode 5 KCET. https://www.youtube.com/watch?v=nUfgnknk2V1M 	<p>Weekly Readings</p> <p>Weekly Journal Entry</p> <p>Prepare one question for a special guest(s).</p>

	<p>Week 9 March 5</p>	<p>Decriminalizing disabilities, mental illness, and addiction.</p> <ul style="list-style-type: none"> • What is harm-reduction? • How do we overcome stigma? • What are best-practices to support people living with mental illness and substance users? 	<ol style="list-style-type: none"> 1. Mutual Accompaniment and the Creation of the Commons (Ch. 5 – After the Asylum - PP.111-142) 2. Levenson, J., Textor, L., Bluenthal, R. et. Al. (2023) Abolition and harm reduction in the struggles for “Care, Not Cages.” 3. Statement on the California Community Assistance Recovery, and Empowerment (CARE) Court Program. 4. California Lawmakers Approved Care Court. What comes Next? 5. Mortality Among People Experiencing Homelessness in Los Angeles County (2023). 	<p>Weekly Readings</p> <p>Weekly Journal Entry due by March 4.</p>
	<p>Week 10 March 12</p>	<p>Spring Break – No Class</p>		
	<p>Week 11 March 19</p>	<p>Houselessness from an Indigenous perspective:</p> <ol style="list-style-type: none"> 1. Understanding the legacy of policies. 2. Exploring different cultural meanings of being unhoused. 3. Importance of the LandBack Movement. 	<ol style="list-style-type: none"> 1. Definition of Indigenous Homelessness in Canada 2. Best Practices for American Indian and Alaskan Native Data Collection 3. Watch: LANDBACK: A Tipi Village Takes on Healing & Homelessness https://www.youtube.com/watch?v=59OrNTsVb7U 	<p>Weekly Readings</p> <p>Weekly Journal Entry due by March 18.</p>

		*Guest Speaker(s)		
	Week 12 March 26	<p>Gender, Discrimination, and Houselessness:</p> <p>1. How has the meaning of gender evolve?</p> <p>2. How are policies impacting gender sovereignty?</p> <p>3) How is houselessness a form of gender violence?</p>	<p>1. Report and Recommendations of the Ad Hoc Committee on Women and Homelessness.</p> <p>2. Los Angeles County's Womens' Needs Assessment https://www.urban.org/research/publication/los-angeles-county-womens-needs-assessment-findings-2022-survey</p> <p>3. Advocating for Transgender and Nonbinary Youths.</p> <p>4. Watch: Berkeley Professor explains gender theory Judith Butler: https://www.youtube.com/watch?v=UD9IOIIUR4k</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by March 25.</p>
	Week 13 April 2	<p>Climate Change and Global Migration</p>	<p>1. Race & Media Coverage of Hurricane Katrina: Analysis, Implications, and Future Research Questions</p> <p>2. After the Storm: How Race, Class, and Immigration Concerns Influenced Beliefs about the Katrina Evacuees</p> <p>3. A Legacy of Colonialism Set the Stage for the Maui Wildfires.</p> <p>3. Global Migration: Resilient Cities at the Forefront.</p> <p>4. Mutual Accompaniment and the creation of the Commons (CH 9- Earth Accompaniment: Standing</p>	<p>Weekly Readings</p> <p>Weekly Journal Entry due by April 1</p>

			with Trees, Waters, Mountains, Earth, and Air PP. 256-285)	
	Week 14 April 9	Team Presentations	Follow guidelines in Description and Assessment of Assignments	Submit presentation outline and copy of PPT by end of class.
	Week 15 April 16	Team Presentations	Follow guidelines in Description and Assessment of Assignments	Submit presentation outline and copy of PPT by end of class.
	Week 16 April 23		Extended Office Hours to support final papers.	
	FINAL EXAM	Final Paper: Homelessness Policy Issue Paper	Follow guidelines in Description and Assessment of Assignments	11:59 PM on May 7

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, comprises 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.