



PLUS 652: Place, Institutions, and Governance

Term: Spring 2024
Instructor: William D. Leach, PhD ♦ Professor (Teaching)
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Office hours: By appointment, on campus or Zoom
Zoom Link: Available in Blackboard

Key Dates

Semester Begins: January 8 (Monday)

Recesses: Martin Luther King’s Birthday, January 15 (Monday)
 President’s Day, February 19 (Monday)
 Spring Break, March 10-17 (Sunday - Sunday)

Select Holy Days: Passover, April 23-24... 29-30
 Ramadan, March 10 - April 9

Semester Ends: April 26 (Friday)

Final Exam (literature review submission online): May 6 (Sunday)

Weekend Intensive Class Schedule (50 hours):

Weekend	Saturday	Sunday	Location
Jan 20-21	9:00 to 12:30 1:30 to 5:00	9:00 to 12:30 1:30 to 3:30	RGL 209
Feb 24-25	"	"	"
Mar 23-24	"	"	"
Apr 20-21	"	"	"

Syllabus Contents

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Textbooks and Materials

All required readings are provided in the Readings Folder within Blackboard.

Course Catalogue Description (numbers added)

(1) Concept of place; investigation of the problems and issues confronting metropolitan communities; how the actions of public, private and nonprofit sectors can affect various areas including economics, health, civic life, and the environment;
(2) Contemporary issues in policy, planning and development;
(3) Theoretical frameworks for solutions.

Learning Objectives

The course presents students with opportunities to develop proficiency in research methods, social science theories, and planning/policy issues relevant to the DPPD dissertation.

By the end of this course, students should be able to:

1. Use contemporary social scientific theories to analyze place-based issues in planning, public policy, and governance.
2. Design and implement a systematic content analysis as a data collection technique for investigating spatial environments or written documents.
3. Conduct a systematic literature review suitable for publication in a peer-reviewed journal.

Assignments Overview

1. Participation. Constructive participation during class meetings is integral to your learning success and that of your classmates.
2. Neighborhood Walkability Audit. Students will conduct an observational walking audit in their own neighborhood or another public space to document aspects of the built and natural environment that affect health, safety, and sustainability. Students will practice content analysis as an approach to the collection of qualitative and quantitative data using both systematic and improvised data collection instruments. In paper of about 2,500 words, with reference to one or more theoretical frameworks introduced in the course, students will analyze the data they collected to make descriptive or causal inferences regarding how the environment influences attributes such as walkability, public safety, psychological welfare, food access, nature access, and accessibility of the space for demographic subgroups (e.g. age, disability, ethnicity, socioeconomic status).
3. Discussion Leader Assignment. Each student will be assigned to briefly analyze and lead the class discussion for one set of assigned readings. On the day of the discussion, the discussion leader will submit a slide presentation that includes a short list of discussion questions.
4. Case Study or Policy Analysis, Paper and Presentation. Students will choose one of two assignment options: (1) writing an original case study of an example of place-based governance, drawing upon previously published source materials, or (2) writing an essay on one of the main topics of the course, selected from a list of assignment prompts, or proposing a topic of their own with prior instructor approval. Paper should be >2,500 words (~5 single-spaced pages plus reference list). One week before the paper deadline, students will present their preliminary findings to the class.

5. Systematic Literature Review, Paper and Presentation. Students will develop expertise in a well-defined topic in the student's chosen area of interest. The assignment provides training and practice in the use of systematic content analysis as a data collection technique for analyzing written documents. The assignment consists of six deliverables, including five staged, interim products that culminate with the completed literature-review paper (>3,000 words, ~6 single-spaced pages plus reference list). Aspirationally, the final product could serve as a chapter of the student's dissertation, and will be of quality suitable for publication in a peer-reviewed academic journal.

Course Grade Components	Weight	Due Date
Participation	10%	Sessions 1-4
Neighborhood Walkability Audit	20%	Feb 18
Discussion Leader Assignment	8%	Feb 25
Case Study or Policy Analysis Paper		
• Presentation to class	5%	March 24
• Paper	20%	March 31
Systematic Literature Review		
• Lit review concept brief w/ search criteria and strategy	3%	Feb. 4
• Bibliography of sampled literature	3%	March 3
• Code form and coding guidelines for content analysis	3%	March 10
• Content analysis coding data	3%	April 14
• Presentation to class	5%	April 20-21
• Final, complete, literature review paper	20%	May 5

Course Calendar Outline

* Assignments submitted in Blackboard by 11:59 pm Sunday

Assignments completed during class (Saturday or Sunday)

Week	Sat-Sun	Activity or deliverable
1	Jan 13-14	
2	Jan 20-21	Weekend Session 1
3	Jan 27-28	30-minute office hours
4	Feb 3-4	* Literature Review - concept brief
5	Feb 10-11	
6	Feb 17-18	* Neighborhood Walkability Audit
7	Feb 24-25	Weekend Session 2
		# Discussion Leader Assignment
8	Mar 2-3	* Literature Review - bibliography
9	Mar 9-10	* Literature Review - code form
10	Mar 16-17	
11	Mar 23-24	Weekend Session 3
		# Case Study or Policy Analysis Presentation
12	Mar 30-31	* Case Study or Policy Analysis Paper
13	Apr 6-7	
14	Apr 13-14	* Lit Review - content analysis
15	Apr 20-21	Weekend Session 4
		# Literature Review - presentations
16	Apr 27-28	
17	May 4-5	*Literature Review - final paper

Course Topics Outline

Weekend 1

- Saturday-AM1 Concepts of place and placemaking. Introduction to theories of place and governance
- Saturday-AM2 Economic and rational-actor theories of place, institutions, and governance
- Saturday-PM1 Behavioral theories of place, institutions, and governance
- Saturday-PM2 Health and environmental justice in urban and regional planning.
- Sunday-AM1 Research Methods: Systematic reviews guest lecture
- Sunday-AM2 Research Methods: Systematic reviews guest lecture
- Sunday-PM Research Methods: Systematic reviews content analysis concepts, using the USC libraries, reference management software, content analysis software

Weekend 2

- Saturday-AM1 Housing policy 1 - quantity, quality, density, affordability, ownership
- Saturday-AM2 Housing policy 2 - local control versus state preemption
- Saturday-PM1 Student-Led Discussion of Readings 1,2 (affordable housing; gentrification)
- Saturday-PM2 Student-Led Discussion of Readings 3,4 (homelessness; state vs local control)
- Sunday-AM1 Student-Led Discussion of Readings 5,6 (urban design for ageing; transportation policy)
- Sunday-AM2 Collaborative governance for urban and regional planning
- Sunday-PM Research methods: How to read scientific journal articles

Weekend 3

- Saturday-AM1 Collaborative governance for watershed and groundwater planning
- Saturday-AM2 Collaborative governance for marine spatial planning
- Saturday-PM1 Native American tribal institutions and the governance of place
- Saturday-PM2 TBD
- Sunday-AM1 Policy or Case Analysis Presentations 1,2
- Sunday-AM2 Policy or Case Analysis Presentations 3,4
- Sunday-PM Policy or Case Analysis Presentations 5,6

Weekend 4

- Saturday-AM1 Theories of urban poverty and economic mobility
- Saturday-AM2 Neighborhoods and Economic Opportunity
- Saturday-PM1 Neighborhood-scale governance through Homeowners Associations
- Saturday-PM2 TBD
- Sunday-AM1 Literature Review Presentations 1,2
- Sunday-AM2 Literature Review Presentations 3,4
- Sunday-PM Literature Review Presentations 5,6

Assigned Readings (to read before class)

Weekend 1 -👉- January 20-21

Weekend 1 Saturday-AM1

Concepts of place and placemaking;
Introduction to theories of place and governance

Key Questions

- How are the concepts of place and placemaking influencing contemporary approaches to urban planning and design?
- What is theory and how can we use it to analyze policy, planning and development?

Readings

- Vey, Jennifer S. and Hanna Love (2019) "[Transformative placemaking: A framework to create connected, vibrant, and inclusive communities.](#)" Brookings Institution. Nov. 19, 2019.
- Weible, Christopher M. (2020) "[Theories of policy processes: Ways to think about them and use them.](#)" Medium.com. August 14, 2020.

Related Readings (optional)

- Zitcer, Andrew (2020) "Making Up Creative Placemaking." *Journal of Planning Education and Research* 40(3): 278-288.
- Brain, David (2019). "Reconstituting the urban commons: Public space, social capital and the project of urbanism." *Urban Planning* 4(2): 169-182.
- Ellery, Peter J., and Jane Ellery (2019). "Strengthening community sense of place through placemaking." *Urban planning* 4(2): 237-248.
- Friedmann, John (2010) "Place and place-making in cities: A global perspective." *Planning Theory & Practice* 11(2): 149-165, DOI: 10.1080/14649351003759573
- Schlager, Edella (2007) "A Comparison of Frameworks, Theories, and Models of Policy Processes." Ch. 10 in *Theories of the Policy Process, second edition*, edited by Paul A. Sabatier (Westview Press), pp. 293-320.

Instructional Materials

- Video (4:24): "[What is transformative placemaking?](#)" Bass Center for Transformative Placemaking, Brookings Institution. October 30, 2018.

Weekend 1 Saturday-AM2

Economic and rational-actor theories of place, institutions, and governance

Key Questions

- What is the "economic" rationale for governmental intervention into the private use of place?

Readings

- Bardach, Eugene, and Eric M. Patashnik (2016) "Things governments do" (Appendix B) and "Understanding public and nonprofit institutions" (Appendix C) in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 5th Edition*. CQ Press.

Related Readings (optional)

- Hardin, Garrett (1968). "The tragedy of the commons: the population problem has no technical solution; it requires a fundamental extension in morality." *Science*, 162(3859), 1243-1248.

- Ostrom, Elinor (2007) "Institutional Rational Choice: An Assessment of the Institutional Analysis and Development Framework." Ch. 7 in *Theories of the Policy Process, second edition*, edited by Paul A. Sabatier (Westview Press), pp. 21-64.
- Ostrom, E. (2010). Polycentric systems for coping with collective action and global environmental change. *Global Environmental Change*, 20(4), 550-557.
- Ostrom, E. (2010). Beyond markets and states: polycentric governance of complex economic systems. *American Economic Review*, 100(3), 641-72.
- Dietz, T., Ostrom, E., & Stern, P. C. (2003). The struggle to govern the commons. *Science*, 302(5652), 1907-1912.
- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press. (Book not available in readings folder)

Weekend 1 Saturday-PM1

Behavioral theories of place, institutions, and governance

Key Questions

- How can "nudge theory" and related behavior theories inform urban planning and policy to support public health, safety, and sustainability?

Readings

- Bandsma, Koen, Ward Rauws, and Gert de Roo (2021) "Optimising nudges in public space: Identifying and tackling barriers to design and implementation." *Planning Theory & Practice* 22(4): 556-571, DOI: 10.1080/14649357.2021.1962957

Related Readings (optional)

- Handy, Susan L., Boarnet, Marlon G., Ewing, R., & Killingsworth, R. E. (2002) "How the built environment affects physical activity: Views from urban planning." *American Journal of Preventive Medicine* 23(2): 64-73.

Weekend 1 Saturday-PM2

Health and environmental justice in urban and regional planning.

Key Questions

- How do urban planning issues such as sprawl and walkability affect health and safety?
- What are *food deserts*, how prevalent are they, and what policy tools can overcome them?
- What is *environmental justice*, and how can urban planners pursue it?

Readings

- Wolch, J. R., Byrne, J., & Newell, J. P. (2014) "Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'." *Landscape and Urban Planning* 125: 234-244.
- Boeing, Geoff (2016) "How our neighborhoods lost food, and how they can get it back." *Progressive Planning* 206: 35-37

Related Readings (optional)

- Frumkin, H. (2002) "Urban sprawl and public health." *Public Health Reports*, 117, 201-217.
- Sloane, D. C., Diamant, A. L., Lewis, L. B., Yancey, A. K., Flynn, G., Nascimento, L. M., et al (2003) "Improving the nutritional resource environment for healthy living through community-based participatory research." *Journal of General Internal Medicine* 18: 568-575.

Instructional Materials

- Website: Healthy Food Access Portal

- Podcast (5:39) "With Porches and Parks, a Texas Community Aims for Urban Utopia" NPR Cities Project, February 12, 2015.
- Video (4:33) "A Tale of Two Zip Codes." Narrated by George Takei. The California Endowment. April 18, 2016.
- Video (4:08) "How systemic racism shaped the ecosystems of U.S. cities." Meagan Cantwell, *Science*, October 9, 2020. doi:10.1126/science.abf1918.

Weekend 2 -🐇- February 24-25

Weekend 2 Saturday-AM1.1

Housing Policy: Low income housing programs

Key Questions

- What are the major public policies and programs that affect the price and quality of housing?
- What are the most important goals the public and non-profit sectors should pursue regarding housing, and what policies or programs would support these goals most effectively?

Readings Set 1

- Phillips, Eric S. (2021). "From RHAM to RHNA and Beyond: A Look at State Affordable Housing Requirements." *Southern California Quarterly*, 103(3), 319-329.
- McClure, Kirk (2006) "The low income housing tax credit program goes mainstream and moves to the suburbs" *Housing Policy Debate* 17(3): 419-446.

Related Readings (optional)

- Freeman, Lance (2006) "Comment on Kirk McClure's 'The low-income housing tax credit program goes mainstream and moves to the suburbs.'" *Housing Policy Debate* 17(3): 447-459.
- Varady, David P. (2006) "Comment on Kirk McClure's 'The low-income housing tax credit program goes mainstream and moves to the suburbs.'" *Housing Policy Debate* 17(3): 461-472.
- Lyons, Christina (2018) "Affordable housing shortage: Can new policies increase the supply?" *CQ Researcher* 28:193-216.
- Blackwell, Angela (2006) "Ensuring broad access to affordable neighborhoods that connect to opportunity." Chapter 5 in *The Covenant with Black America*, Third World Press pp. 97-121.
- Garde, Ajay and Qi Song (2022) "Housing Affordability Crisis and Inequities of Land Use Change." *Journal of the American Planning Association*, 88(1): 67-82. <https://doi.org/10.1080/01944363.2021.1911673>
- Elmendorf, Christopher S., Nicholas J. Marantz, and Paavo Monkkonen (2022) "A Review of California's Process for Determining, and Accommodating, Regional Housing Needs" January 4, 2022. Background paper prepared for the California State Auditor in relation to the audit ordered by the Joint Legislative Audit Committee on Oct. 11, 2021.

Instructional Materials

- Video (11:37) "Renting versus Buying a Home." Khan Academy. December 31, 2013.
- Graphic: "A summary of public housing programs."

Weekend 2 Saturday-AM1.2

Housing Policy: Places for Whom? - Gentrification

Key Questions

- What is gentrification? Is gentrification an issue that urban planners should be concerned about? If so, what should they do?

Readings Set 2

- Brown-Saracino, Japonica (2017) "Explicating Divided Approaches to Gentrification and Growing Income Inequality." *Annual Review of Sociology* 43:515-39.
- Greenblatt, Alan (2015) "Gentrification. Are the young and wealthy displacing the urban poor?" *CQ Researcher* 25:169-192.

Related Readings (optional)

- Vives, Ruben (2017) "[A community in flux: Will Boyle Heights be ruined by one coffee shop?](#)" *Los Angeles Times*, July 18, 2017.
- James, Julissa (2019) "[The Free Cafe wants to talk about gentrification. But some say it's part of the problem.](#)" *Los Angeles Times*, December 8, 2019.
- Crisman, Jonathan and Annette Kim (2019) "Property outlaws in the Southland: The potential and limits of guerrilla urbanism in the cases of arts gentrification in Boyle Heights and street vending decriminalization in Los Angeles." *URBAN DESIGN International* 25:179-191.

Weekend 2 Saturday-AM2.1

Housing Policy: Unhoused individuals in public spaces

Key Questions

- How should state and local governments address homelessness?

Readings Set 3

- TBD

Related Readings (optional)

- TBD

Weekend 2 Saturday-AM2.2

Housing policy: Local control versus state preemption

Key Questions

- How should state and local governments share jurisdiction over regulation and promotion of housing development?

Readings Set 4

- Zerunyan, Frank Vram (2017) "[The Evolution of the municipal corporation and the innovations of local governance in California to preserve home rule and local control.](#)" *Fordham Urban Law Journal* 44(1):217-245. Alternative link: <https://ir.lawnet.fordham.edu/ulj/vol44/iss1/7>
- Zerunyan, Frank (2022) "[Opinion: Local officials defending local land use control have nothing to be ashamed of.](#)" *Daily Breeze*, January 29, 2022.
- LA Times Editorial Board (Jan. 18, 2022) "SoCal needs housing leaders: It's a shame that local politicians would back a ballot measure to override state legislation" (Online title: "[Shame on SoCal leaders for backing a ballot measure to roll back housing fixes](#)").

Related Readings (optional)

- Zerunyan, F. (Feb. 1, 2022) ["The value of local public service."](#) *Western City Magazine*.
- TBD

Weekend 2 Sunday-AM1.1

Urban design for ageing

Key Questions

- What are the key principles of age-friendly urban design?
- How should society ensure basic financial and emotional security for seniors?

Readings Set 5

- Servat, Caroline and Nora Super (2019) *Age Forward Cities for 2030*. Milken Institute Center for the Future of Aging.
- Gammon, Katharine (2020) "How can cities adapt to the needs of their aging populations?" *USC News*. September 1, 2020. <https://news.usc.edu/166817/aging-in-cities-transportation-home-design-education-usc-experts/>

Related Readings (optional)

- Rémillard-Boilard, Samuèle (2018) "The development of age-friendly cities and communities." In *Age-friendly cities and communities: A global perspective*. Edited by Tine Buffel, Sophie Handler and Chris Phillipson. Bristol University Press; Policy Press.
- Buffel, Tine, Sophie Handler and Chris Phillipson, editors. (2018) *Age-friendly cities and communities: A global perspective*. Bristol University Press; Policy Press. https://uosc-primo-exlibrisgroup-com.libproxy2.usc.edu/permalink/01USC_INST/hs9vaa/alma991043427197403731
- Erickson, Claire (2019) "Supporting the diffusion of senior villages." *Journal of Science Policy & Governance* 14(1).
- Butler Stuart M. and Carmen Diaz (2015) "How 'villages' help seniors age at home." USC-Brookings Schaeffer on Health Policy.

Weekend 2 Sunday-AM1.2

Urban transportation policy

Key Questions

- What is the role of Transit Oriented Development (TOD) in creating livable communities?
- How can transportation policy be informed by theories of governance and social mobility?

Readings Set 6

- Jamme, H. T., Rodriguez, J., Bahl, D., & Banerjee, T. (2019) "A twenty-five-year biography of the TOD concept: From design to policy, planning, and implementation." *Journal of Planning Education and Research*, 39(4), 409-428.

Related Readings (optional)

- NAS (National Academies of Sciences, Engineering, and Medicine) (2018) *Critical Issues in Transportation 2019*. Washington, DC: The National Academies Press.
- Marcantonio, R. A., Golub, A., Karner, A., & Nelson Dyhle, L. (2017) "Confronting inequality in metropolitan regions: Realizing the promise of civil rights and environmental justice in metropolitan transportation planning." *Fordham Urban Law Journal* 44(4), 1017-77.

Instructional Materials

- Graphic: Shifting ideas in transportation policy. Susan Handy, March 2, 2021
- Podcast (3:36): "Amid Climate and Housing Crises, Cities Struggle to Place Housing Near Transit." All Things Considered, NPR, February 16, 2020.

Weekend 2 Sunday-AM2

Collaborative governance for urban and regional planning

Readings:

- Meek, Jack Wayne (2021) "Preface" and "Introduction: collaborative public management as an emergent field." In *Handbook of Collaborative Public Management*, edited by Jack Wayne Meek (Elgar), pp. 1-15.
- Stout, Margaret and Robyn Keast (2021) Chapter 1. "Collaboration: What does it really mean?" In *Handbook of Collaborative Public Management*, edited by Jack Wayne Meek (Elgar), pp. 17-31.
- Ansell, C., & Gash, A. (2008) Collaborative governance in theory and practice. *Journal of Public Administration Research and Practice*, 18(4), 543-571.

Related Readings (optional):

- Collaborative Democracy Network (2006) "A Call to Scholars and Teachers of Public Administration, Public Policy, Planning, Political Science, and Related Fields." *Public Administration Review* 66(s1):168-170.
- Innes, Judith E. and David E. Booher (2010) "Stories from the Field." Chapter 3 in *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy* (Routledge), pp. 41-88.
- Firehock, Karen (2011) "Preface" and Chapter 1. "The Community-Based Collaborative Movement in the United States." In *Community-Based Collaboration: Bridging Socio-Ecological Research and Practice*, edited by E. Franklin Dukes, Karen E. Firehock, and Juliana E. Birkhoff (Univ. of Virginia Press), pp. vii-xi and pp. 1-18.

Instructional Material:

- O'Leary, Rosemary (2013) "Collaboration Across Boundaries: Ten Compelling Ideas." Eldon Fields Lecture, presented to the International City/County Management Association.

Weekend 3 -🍷- March 23-24

Weekend 3 Saturday-AM1

Collaborative governance for watershed and groundwater planning

Key Questions

- How have collaborative governance, complexity theory, commons theory, and institutional analysis been used to understand sustainable management of groundwater resources?

Readings

- Leach, William D., Brian Y. An, and Shui-Yan Tang. 2021. "Evaluating California's Sustainable Groundwater Management Act: The first five years of governance and planning." *Journal of the American Water Resources Association* 57(6): 972-989.
- Meek, J. W., & Marshall, K. S. (2018). Cultivating resiliency through system shock: the Southern California metropolitan water management system as a complex adaptive system. *Public Management Review* 20(7): 1088-1104.

Related Readings (optional)

- Leach, William D. and Neil W. Pelkey. 2001. "Making watershed partnerships work: A review of the empirical literature." *Journal of Water Resources Planning and Management* 127(6): 378-385.

Weekend 3 Saturday-AM2

Collaborative governance for marine spatial planning

Key Questions

- TBD

Readings

- TBD

Related Readings (optional)

- TBD

Weekend 3 Saturday-PM1

Native American tribal institutions and the governance of place

Key Questions

- How can tribal and non-tribal governments and stakeholders work together effectively for place-based governance?
- How are tribal land acknowledgement statements & The Landback Movement altering the governance and meaning of place in the United States?

Readings

- *Handbook of Collaborative Public Management*
 - Ch. 16 "Tribal sovereignty and the limits and potential of inter-governmental collaboration." Kathy Quick, pp. 253-267.
- Garcia, Felicia (2018) "Guide to Indigenous Land and Territorial Acknowledgements for Cultural

Institutions." pp. 1-2 <http://landacknowledgements.org/>

Journalism

- Herrera, Jack (2024) "Native tribes are getting a slice of their land back – under the condition that they preserve it." *Los Angeles Times*, December 2, 2024. <https://www.latimes.com/world-nation/story/2024-01-03/these-tribes-are-getting-a-slice-of-their-land-back-under-the-condition-that-they-preserve-it>
- Associated Press (2022) "California redwood forest returned to native tribal group." NBC News. January 25, 2022. <https://www.nbcnews.com/news/us-news/california-redwood-forest-returned-native-tribal-group-rcna13439>
- Barajas, Julia (2022) "Land Acknowledgments Are Becoming Common. But Colleges Are Finding More To Do For Their Native Students" January 20, 2022. *LAist* <https://laist.com/news/education/land-acknowledgments-are-becoming-common-but-colleges-are-finding-more-to-do-for-their-native-students>
- Sobo, Elisa J., Michael Lambert, and Valerie Lambert. 2021. "Land acknowledgments meant to honor Indigenous people too often do the opposite - erasing American Indians and sanitizing history instead." *The Conversation*. October 7, 2021. <https://theconversation.com/land-acknowledgments-meant-to-honor-indigenous-people-too-often-do-the-opposite-erasing-american-indians-and-sanitizing-history-instead-163787>

Related Readings (optional)

- California Indian Culture and Sovereignty Center (2019) *Land Acknowledgement: You're on California Indian Land, Now What? Acknowledging Relationships to Space & Place: Toolkit*. California State University, San Marcos.
- Ethington, Philip and Wolf Gruner (2021 February). "History Department Acknowledgement of the Tongva and Greater Indigenous Lands occupied by the University of Southern California." With contributions by Alice Baumgartner, Willie Cowan, Peter Mancall, and Julia Lewandoski

Weekend 3 Saturday-PM2

TBD

Key Questions

- TBD

Readings

- TBD

Related Readings (optional)

- TBD

Weekend 4 - 4 - April 20-21

Weekend 4 Saturday-AM1

Theories of urban poverty and economic mobility

Key Questions

- What are the main causes of poverty, as identified by various social science theories?
- What can public agencies and private organizations do to help poor people ascend the socioeconomic ladder?

Readings

- Bradshaw, Ted K. (2007) "Theories of poverty and anti-poverty programs in community development." *Community Development* 38(1): 7-25.
- Brady, D. (2019) "Theories of the Causes of Poverty." *Annual Review of Sociology* 45:155-175.

Related Readings (optional)

- Curley, A. (2005) "Theories of urban poverty and implications for public housing policy." *Journal of Sociology and Social Welfare*, 32(2): 97-119.
- Pew Charitable Trust (2012) Pursuing the American Dream: Economic Mobility Across Generations.
- Chetty, Raj , David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, Jimmy Narang (2017) "The fading American dream: Trends in absolute income mobility since 1940." *Science* 356: 398-406.
- NAS (National Academy of Sciences) (2019) "Ten Policy and Program Approaches to Reducing Child Poverty." Chapter 5 in *A Roadmap to Reducing Child Poverty*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25246>.
- Giordono, Leanne S., Michael D. Jones, and David W. Rothwell (2019) "Social Policy Perspectives on Economic Inequality in Wealthy Countries." *Policy Studies Journal* 47(S1):S96-S118.
- Teitz, Michael B. and Karen Chapple (1998) "The causes of inner-city poverty: Eight hypotheses in search of reality" *Cityscape: A Journal of Policy Development and Research* 3(3):33-70.

Instructional Materials

- Video (6:18) "President Lyndon B. Johnson, Voting Rights Speech" March 15, 1965.
- Video (3:02) "Economic Mobility & the American Dream." Pew Charitable Trusts, Aug 11, 2011.
- Podcast (36:00) "The Scarcity Trap: Why We Keep Digging When We're Stuck In A Hole" Hidden Brain, NPR, April 2, 2018.

Weekend 4 Saturday-AM2

Neighborhoods and Economic Opportunity

Key Questions

- How does the people-vs-place dichotomy guide urban planning and policymaking?
- How does neighborhood form and function affect economic opportunity for residents?
- How can neighborhoods be better planned to promote economic mobility?

Readings

- Crane, Randall and Michael Manville (2008) "People or place? Revisiting the who versus the what of urban development." *Land Lines*, July:2-7.
- Bostic, R. (2016) "When Your House Is Not a Home: The Tragedy of Concentrated Poverty." USC

Bedrosian Center, March 24, 2016.

- Chetty, Raj, Nathaniel Hendren, and Lawrence F. Katz (2015) "The effects of exposure to better neighborhoods on children: New evidence from the moving to opportunity experiment." Harvard University and NBER.

Related Readings (optional)

- Rothwell, Jonathan (2015) "Sociology's revenge: Moving to Opportunity (MTO) revisited." Brookings.
- Neumark, David and Helen Simpson. (2014) "Place-Based Policies, Working Paper 20049, National Bureau of Economic Research. (especially pp. 1-28).
- Ross, Robert K. (2015) Place: The Final Frontier." Chapter 5 in *Place-Based Initiatives in the Context of Public Policy and Markets*, Elwood M. Hopkins and James M. Ferris, eds. Sol Price School of Public Policy, University of Southern California, pp. 77-81.

Instructional Materials

- Video (4:06) "Former Secretary of HUD Henry Cisneros on the evolution and future of place-based initiatives." USC Price, May 6, 2015.
- Podcast (41:18) "Is the American Dream Really Dead?" Freakonomics, January 18, 2017.

Weekend 4 Saturday-PM1

Neighborhood-scale governance through Homeowners Associations

Key Questions

- TBD

Readings

- TBD

Related Readings (optional)

- TBD

Weekend 4 Saturday-PM2

TBD

Key Questions

- TBD

Readings

- TBD

Related Readings (optional)

- TBD

Course Policies

Numeric Ranges for Final Course Grades

A ≥ 94%	C+ ≥ 77%, < 80%
A- ≥ 90% < 94%	C ≥ 74%, < 77%
B+ ≥ 87% < 90%	C- ≥ 70%, < 74%
B ≥ 84%, < 87%	D ≥ 60%, < 70%
B- ≥ 80%, < 84%	F < 60%

Minimum passing grade for graduate course credit: "C" ≥ 74%

Assignment Submission Policy

Submit all graded assignments via Blackboard. Microsoft Word is preferred. Label your file with your last name and the name of the assignment (e.g Leach_literature.review.doc)

Contacting the Instructor

Email is the most reliable way to contact me. I typically respond within a few hours, and rarely more than 24. Email is also the best way to schedule a time for a phone or video call. You may call or text me if you need my immediate attention.

Form and Style for All Written Work

Write in plain, concise prose (such as described in Strunk and White's classic *Elements of Style*). Provide in-text author-date citations for all ideas, phrasing, or facts you borrow from other sources. Include page numbers in citations wherever feasible; if your citation is especially insightful, novel, or contentious, your instructor or classmates may wish to look it up. Provide a list of cited references in APA format. Err on the side of being too inclusive in your citations of facts and ideas included in your work. It is good professional practice to guide your readers to your source materials, and liberal citations helps avoid plagiarism issues.

If addressing a topic that is highly contested, one way to strengthen your response is to clearly and fairly articulate both sides of the controversy. Analytical arguments that come down on one side or the other are welcome, especially if they critique the opposing perspective through theoretical or empirical arguments that reference the assigned readings, videos, lectures, or other sources. In addition to demonstrating your knowledge of the assigned readings, feel free to cite sources beyond the required materials. This helps you integrate your new knowledge from this course with ideas you have gleaned from your other courses or experiences.

File Submission Protocol

All file submissions will be handled electronically through Blackboard. In the event of electronic submission problems via Blackboard, you may provide duplicate submissions via e-mail to the instructor as a record of your timely submission.

Unless otherwise noted by your instructor, all written assignments and submissions should be single-spaced and submitted as a Microsoft Word document.

Please label all submitted files with your last name followed by the name of the assignment (e.g., Lastname_Week7Paper1.doc).

Late Assignments

No assignments are accepted after their due dates without prior permission. At their discretion, faculty may grant extensions for extenuating circumstances, as defined in the USC student handbook. If you are unable to complete an assignment on time, please notify your instructor as soon as feasible. Please

communicate with your instructor if you find yourself falling behind or if you need any assistance with an assignment.

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.

Prohibition on Uploading Course Materials to Generative AI Services

Submitting assignment prompts or other course materials to an AI generator is a violation of intellectual property and is disallowed under the USC policy prohibiting distribution of course materials ([Living our Unifying Values: The USC Student Handbook](#), p. 13).

Policy on Generative AI

The learning goals for the writing assignments in this course are (1) to prod students to expand their knowledge of course concepts through careful research and thoughtful writing, and (2) to teach students how to construct written arguments (in various formats such as essays, reports, memoranda) that are enlightening, credible, reliable, and professional.

Use of artificial intelligence (AI) tools such as Grammarly or generative AI tools such as ChatGPT is allowed in this course so long as it helps you achieve both of these learning goals, and so long as it otherwise adheres to the principles of academic integrity described elsewhere in this syllabus and in The USC Student Handbook.

In professional and academic writing, it is essential to cite sources for all evidence and ideas borrowed from others. The main purposes of proper citation are (1) to support your argument with evidence from reliable and credible sources, and (2) to give credit to other people whose intellectual product you have borrowed.

Do not cite generative AI tools in your writing because (a) such tools are not a credible and reliable source of information or analysis, and (b) these tools are not human sources that need to be credited for their "ideas" or "labor." (Similarly, avoid citing other unreliable or non-credible sources such as Wikipedia.org or ProCon.org, to name two. By the same token, there is usually no need to use citations to give credit to non-human writing and research aids including commonplace computerized tools such as internet search engines, PC software, or AI tools).

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).

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.

Other Resources Available to USC Price Students
<https://priceschool.usc.edu/students/resources/>