

**PPD 431**

**Planning Studio – Port of Long Beach**

**Units: 4.0**

**Fall 2024 | Wednesday 6:00 PM - 9:20 PM |  
In-Person**

**Instructor: Pedro Spindler-Ruiz, PhD**

**Email: [pedrorui@usc.edu](mailto:pedrorui@usc.edu)**

**Office Hours: By appointment (via Zoom)**

**Course Description**

The Port of Long Beach (POLB) is one of the busiest seaports in the United States and a critical gateway for trade between the U.S. and the Pacific Rim (Port Master Plan, 2022). The Port is designated as one of five key locations in the state’s coastal zone approved for international maritime commerce. It handles over \$194 billion in trade annually, supports around 52,000 jobs locally, over 576,350 jobs in Southern California, and around 2.6 million trade-related jobs across the nation. As an essential element of the national maritime industry, the POLB plays a significant role in the local, national, and global economy.

This course will focus on creating an inclusive community engagement plan for the POLB to support its Community Grants Program ([link](#)). The Port recognizes that despite great efforts to mitigate negative environmental impacts on neighboring communities, particularly those located in the adjacent West Long Beach area, there are still lasting cumulative impacts due to Port operations. To address this concern, in 2017 the Port created the Community Grants Program through an initial investment of \$46.4M to alleviate or reduce impacts from Port-related activities. The Community Grants program focuses on: Community Health, Facility Improvements, and Community Infrastructure. The Port has also designated a Priority Funding Zone to help target these efforts.

Through this course, students will explore how to develop an inclusive and culturally informed community engagement plan for the Community Grants program that is informed by data analysis and an understanding of the history of Long Beach’s diverse communities. Students will propose innovative solutions to overcome group-specific challenges that are common in community engagement efforts to ensure that the concerns of stakeholders help shape the future planning of the Community Grants Program. The approach will be informed by best practices based on readings, guest lectures, and other material in class.

## Learning Objectives

- ✓ Students will develop skills for organizing and creating professional-level reports that clearly show the problem they are addressing and how their strategy can resolve some of those issues.
- ✓ Students will become familiar research methods to profile neighborhoods/communities, such as collecting and analyzing socio-demographic indicators through the use of state-of-the-art tools and databases.
- ✓ Students will learn how to use data to create a narrative that supports the strategic deployment of resources
- ✓ Students will improve their communication skills through oral and visual presentations of their work.
- ✓ Students will learn effective strategies for creating inclusive community engagement.

**Prerequisite(s):** none

**Co-Requisite(s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** It is recommended that students have some background, experience, or interest in conducting quantitative and/or qualitative research to analyze neighborhood- and community-level socio-economic and environmental disparities to inform inclusive community engagement processes. The course is multi-disciplinary and intended for students of all concentrations.

## Course Notes

Each class will roughly consist of a 90-minute lecture and class discussion, followed by 30 minutes of individual work, and at least one hour of group project work. Some in-class assignments will require that students have access to a laptop for research and to complete written assignments. Alternative accommodations can be made with the instructor. Class information will be posted on Brightspace, including assignments and lecture slides.

## Technological Proficiency and Hardware/Software Required

Students will need access to a laptop during some class periods. If needed, laptops can be rented out from Leavey Library.

## Required Readings and Supplementary Materials

All readings and supplemental materials will be provided via Brightspace.

## Description and Assessment of Assignments

Required assignments will include weekly readings, individual written assignments, and group work including midterm and various group assignments leading up to the final project which will consist of a full proposal for a community engagement strategy for the Port of Long Beach.

## Grading Breakdown

Assignments will be weighted using the following breakdown:

In-class participation (Discussion and Exercises)	10%
Individual Assignments (written assignments and assignments specific to project)	30%
Midterm: Community-level analysis	20%
Final Project: Community Engagement Plan	30%

## Key Assignments

Weekly readings/assignments: Students must complete assigned readings and review of background materials. This will be evaluated based on participation in class discussions and integration of assigned readings into submitted assignments.

In-class Group assignments: Students are expected to contribute to group discussions during class time. These activities are meant to keep your group accountable and help you complete the midterm and final.

Class participation: All students are expected to contribute to class discussions, in class assignments and group project work.

Best Practice/Precedent: Students will conduct a 10 minute presentation on a Community Grant Program that will inform the rest of the class on potential strategies for their teams.

Midterm: Teams will present data and analysis of communities in the Priority Zone Area to inform community engagement efforts and prioritize funding strategies.

Final Project: Building off in-class assignments, readings, lectures, and data analysis, teams will develop and present a community engagement strategy to the Port of Long Beach's Community Grant Program in order to provide the highest positive impact on the community, and be a catalyst for change. Teams should challenges their strategy may encounter, and provide possible solutions.

## Grading Scale

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

D+	67-69
D	63-66
D-	60-62
F	59 and below

**Assignment Submission Policy**

All assignments must be uploaded to Blackboard by deadline provided.

**Grading Timeline**

Grading will be done in a timely manner to provide feedback that will inform the final project.

**Additional Policies**

The instructor may revise the syllabus depending on progress and student feedback throughout the course.

## Course Schedule: A Weekly Breakdown

Class # - Date	Description	Deliverable/ Due Dates (Assignments due by start of class unless otherwise noted) <b>NOTE: Readings subject to change</b>
<b>Week 1 – Aug 28</b>	<p>Welcome and introductions, review syllabus, goals and learning objectives, class flow, expectations. Assigned readings and where to access them.</p> <p>Introduction to Port of Long Beach</p>	<p><b>In-class assignment</b> – Why did you select this studio? What do you hope to gain from it? What specific skills/experience would you like to gain? What is your level of experience using MS Excel and Census data? Anything specific you want covered in class?</p> <p>Map of Long Beach Neighborhoods (<a href="#">link</a>)</p> <p>Readings: TBD</p>
<b>Week 2 – Sep 4</b>	<b>Port of Long Beach: The Port of Choice</b>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• History of Port of Long Beach <ul style="list-style-type: none"> <li>○ Development</li> <li>○ Communities</li> <li>○ Economic importance</li> <li>○ Environmental impacts</li> </ul> </li> <li>• Community Grants Program and other similar programs in the US and around the world</li> </ul> <p><b>Assignments: TBD</b></p>
<b>Week 3 – Sep 11</b>	<b>Part 1. Creating Community/Neighborhood Profiles: Demographic indicators and Maps</b>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Open and free data sources: <ul style="list-style-type: none"> <li>• US Census/American Community Survey <ul style="list-style-type: none"> <li>○ Other Census Products</li> </ul> </li> <li>• CDC’s Social Vulnerability Index</li> <li>• OpenLB</li> </ul> </li> </ul> <p><b>Assignments: TBD</b></p>
<b>Week 4 – Sep 18</b>	<b>Part 2. Creating Community/Neighborhood Profiles: Environmental indicators and Maps</b>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Environmental Datasets: <ul style="list-style-type: none"> <li>○ CDC PLACES Dataset</li> <li>○ Healthy Places Index</li> <li>○ EPA CEJST/EJScreen</li> <li>○ CalEnviroScreen</li> </ul> </li> </ul> <p><b>Assignments: TBD</b></p>
<b>Week 5 – Sep 25</b>	<b>Identifying Neighborhood/Community Resources</b>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Deficit vs. Asset framing</li> <li>• Asset map</li> <li>• SWOT analysis</li> <li>• Scale of engagement</li> </ul> <p><b>Assignments: TBD</b></p>

<b>Week 6 – Oct 2</b>	<b>Beyond the numbers</b>	<b>Topics covered:</b> <ul style="list-style-type: none"> <li>Crash course on qualitative research methods</li> </ul> <b>Assignments: TBD</b>
<b>Week 7 – Oct 9</b>	<b>What is the purpose of a Community Engagement Plan?</b>	<b>Topics covered:</b> <ul style="list-style-type: none"> <li>Purpose of engagement</li> <li>Identify key stakeholders</li> <li>Power Analysis</li> <li>Examples of great and not-so-great Community Engagement Plans</li> </ul> <b>Assignments: TBD</b>
<b>Week 8 – Oct 16</b>	<b>Midterm presentation*</b>	Groups will present findings from neighborhood/community analysis to inform targeted efforts for Community Grants Program.  <b>Guest panelists: POLB staff</b>
<b>Week 9 – Oct 23</b>	<b>What is the Message?</b> This week will cover how to develop the proper messaging technique for various stakeholders and focus on hard-to-reach populations.	<b>Topics covered:</b> How do you design and communicate the message you want for the neighborhood project? How does it vary by stakeholder? Who are you trying to reach? How do factors like age and language impact your messaging approach?  <b>Assignments: TBD</b>
<b>Week 10 – Oct 30</b>	<b>Approach and Tips (validating data):</b> this week will cover effective community engagement techniques to get more information from key stakeholders. This information can be used to validate your findings from your analysis and gain greater insight into needs of the community.	<b>Topics covered:</b> How to get info to and from stakeholders <ul style="list-style-type: none"> <li>Charettes</li> <li>Open houses</li> <li>Townhalls</li> <li>Online engagement</li> <li>Social media</li> <li>Focus groups (targeted)</li> <li>Surveys</li> </ul> <ul style="list-style-type: none"> <li><b>Assignments: TBD</b></li> </ul>
<b>Week 11 – Nov 6</b>	<b>Designing the Process</b>	<b>Topics covered:</b> <ul style="list-style-type: none"> <li>Logic model</li> <li>Process design</li> </ul>
<b>Week 12 – Nov 20</b>	<b>Putting it all together</b>	<b>Topics covered:</b> Review of semester material and dry run of final presentation
<b>Week 13 – Nov 27</b>	<b>No class</b> (Thanksgiving Holiday)	Groups to continue working on final project independently
<b>Week 14 – Dec 4</b>	<b>Final Presentation</b>	Groups will present final project to POLB staff and guest panelists. Groups will integrate feedback into the final report, to be submitted via email, along with presentation slides, and any data/material collected ( <a href="mailto:pedrorui@usc.edu">pedrorui@usc.edu</a> )

## **Statement on Academic Conduct and Support Systems**

### **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems**

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

### **National Suicide Prevention Lifeline – 1 (800) 273-8255**

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

### **Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

### **Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

### **Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086**

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

### **Bias Assessment Response and Support**

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

### **The Office of Disability Services and Programs**

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

### **Student Support and Advocacy – (213) 821-4710**

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

## **Diversity at USC**

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](https://diversity.usc.edu)

## **USC Emergency Information**

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](https://emergency.usc.edu)

**USC Department of Public Safety** – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. [dps.usc.edu](https://dps.usc.edu)

## **Price Student Resources**

Prepared by the Price Student Leaders' Online Education Subcommittee (OES)

\*USC's Student Basic Needs Department offers a variety of food, housing, financial, and technological resources, including the Trojan Food Pantry and Student Basic Needs Emergency Relief Grant, learn more here: <https://studentbasicneeds.usc.edu>

\*Price's Terry L. Cooper Scholarship Fund offers small awards for emergency financial situations, more information: <https://priceschool.usc.edu/students/financial-aid/>

\*Internet hotspots and laptops can be rented by students through USC Student Basic Needs Department by emailing [basicneeds@usc.edu](mailto:basicneeds@usc.edu) or filling out the following link: <https://studentbasicneeds.usc.edu/resources/technology-assistance/>

\*Comprehensive compilation of USC's university-wide resources: <https://we-are.usc.edu/students/>

### **Health:**

- USC Covid-19 testing: <https://studenthealth.usc.edu/pop-testing-hours-and-locations/>
  - For non-USC household members, there are a variety of testing services, including the following: <https://la.curativeinc.com/welcome>
- USC student health services and Covid-19 updates: <https://we-are.usc.edu/health-and-safety/student-health-services/>

### **Academic:**

- USC Disability Services and Programs is here to support students during remote classes and exam delivery:  
<https://dsp.usc.edu/>
- USC's Kortschak Center offers free virtual academic support services, such as workshops for online learning and time management strategies Korshack Center study center, explore here: <https://kortschakcenter.usc.edu/programs-services/>
- USC DSP online learning guidance for current DSP students:  
<https://dsp.usc.edu/coronavirus-update-students/>
  - New DSP student registration steps: <https://dsp.usc.edu/new-to-dsp/main-facilities/>
- USC's Writing Center offers free virtual services, such as workshops for proofreading and polishing essays, as well as one-on-one reviews of assignments with a consultant:  
<https://dornsife.usc.edu/writingcenter/>
- USC Keep Teaching Student Toolkit with tips for basic troubleshooting and getting started with software such as Zoom and Slack for online learning:  
<https://keep-teaching.usc.edu/students/student-toolkit/>

## **Mental Health & Well Being**

- For a compilation of USC's mental health, well-being, and support services, including counseling services, therapy groups, mindfulness practice, and crisis intervention, explore here: <https://we-are.usc.edu/mental-health-well-being-and-support-for-students/>
- USC Student Health Counseling and Mental Health Services:  
<https://studenthealth.usc.edu/counseling/>
- Relationship and Sexual Violence Prevention Service (RSVP)  
<https://studenthealth.usc.edu/sexual-assault/>
- USC Recreational Sports online classes, including free live classes:  
<https://recsports.usc.edu/programs-classes/fitness/group-ex-classes/>
  - USC Recreational Sports paid virtual physical therapy, pilates, private instruction: <https://recsports.usc.edu/programs-classes/fitness/private-instruction/>
- USC Religious Life sponsors a variety of opportunities for exploring spiritual dimensions of life and learning: <https://orsl.usc.edu/>

## **International Students:**

- International Student FAQ: <https://we-are.usc.edu/faqs/faq-international-students/>

- USC Office of International Services (OIS) offers updates, guidance, various forms, and information about living in Los Angeles and the United States for international students: <https://ois.usc.edu/>
  - OIS guidance for newly arriving students, including Passport Verification (PPV): <https://ois.usc.edu/new-students/>
  - OIS contact information, including appointment scheduling: <https://ois.usc.edu/contact/>

### **BIPOC and LGBTQ+ Students and Allies:**

- La CASA works with all USC Latinx students to provide academic, personal, and cultural support, including hosting a virtual welcome week, calendar on their website: <https://lacasa.usc.edu/>
- USC Center for Black Cultural and Student Affairs provides spaces online for students to connect and build community through virtual engagement opportunities: <https://cbcsa.usc.edu/>
- USC Asian Pacific American Students Services offers programming to educate, engage, and empower Asian Pacific American students and facilitate cross-cultural programming: <https://apass.usc.edu/>
- USC LGBT Resource Center provides support, education, advocacy, and connection to community for all students at USC: <https://lgbtrc.usc.edu/about/>

### **Incoming Students:**

- For new and incoming students, including a calendar for programming with events such as virtual tours and a Black & Latinx New Student Symposium, welcome site here: <https://we-are.usc.edu/welcome-experience/>
- 
- Current Subscriptions and Software Licenses:
- At the start of the fall semester, Price students will have access to free Grammarly Premium and VoiceThread software for collaborative presentations
- USC students have free access to the New York Times, sign up here: <http://nytimesaccess.com/usc/>
- A compilation of software available to USC students to download for free can be found here: <https://software.usc.edu/free-to-campus/>

### **USC Homelessness Initiative**

- <https://homelessness.usc.edu/general-resources/>

## General Resources

- **WIN App**
  - WIN is a free mobile and web app designed to connect homeless or resource insecure youth ages 12-25, families and adults to essential services- all accessible without a referral. Developed by Our Children LA with guidance from our region's unaccompanied youth, WIN users can search a database of over 1800 essential service providers and connect to 12 categories of resources.
  - <https://www.ourchildrenla.org/win-app/>
- **211**
  - 211 LA is the central source for providing information and referrals for all health and human services in LA County. The 2-1-1 phone line is open 24 hours, 7 days a week, with trained Community Resource Advisors prepared to offer help with any situation. website for more info
  - If you are calling from outside Los Angeles County or cannot directly dial 2-1-1, call (800) 339-6993
  - <https://www.211la.org/>
- **Department of Public Social Services**
  - "DPSS 2018 RESOURCE GUIDE"
    - [http://file.lacounty.gov/SDSInter/dmh/1037112\\_DPSSResourceGuide\\_V3\\_030818.pdf](http://file.lacounty.gov/SDSInter/dmh/1037112_DPSSResourceGuide_V3_030818.pdf)
  - <https://yourbenefits.lacirs.org/ybn/Index.html>
    - CalFresh Fact Sheets
    - California Department of Social Services
    - CalWORKS Fact Sheets
    - CBO/FBO listing
    - Contact DPSS
    - Covered California
    - Customer Satisfaction Survey
    - Department of Children and Family Services
    - Department of Health Care Services
    - DPSS Program Information
    - EatFresh.org
    - EBT ATM locator

Search

### Recent Updates

COVID-19 Homeless System Response: Rehousing Activation and Racial Equity – HUD Exchange  
JULY 29, 2020

Link Between Homelessness and Racism  
JULY 21, 2020

See all

### Categories

Featured (9)

From the Director (4)

Strategies (98)

Big Voice (15)

Arts and Media (6)

Faith Based Involvement (4)

Policy Advancement (23)