USC

Course ID: 51121R
Title: PPD 431 Undergraduate Policy, Planning, and Development Studio
   Celebrating Community, Food, Art and Culture - Local Economic Development in Southeast LA
Units: 4
Term: Fall 2024
Days/Time: Monday & Wednesday - 12-1:50pm
Location: RGL 215

Instructor: Lauren Quan-Madrid, MPL
Office Hours: By appointment in 107 RGL or Zoom - *My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you may want to do after you graduate, and find support.*
Contact Info: quanmadr@usc.edu

Course Description
Students will apply skills and methodologies in urban planning, public policy, real estate and related fields to support local economic development in Bell, CA by assisting Gentefy, a hyper local real estate development firm + small business incubator. Students will also develop professional skills including leadership, communication, giving/receiving feedback, public speaking and working in groups.

The Los Angeles metropolitan area is home to some 12.9 Million people (9.7 Million in Los Angeles County, 3.2 Million in Orange County) and in 2022 had a Gross Domestic Product of $1.227 Trillion. Overall the region is filled with economic prosperity however there is vast inequality in terms of wealth, health, access to nature, environmental conditions, economic development, etc depending on the Zip Code. This course will focus on the small "Gateway City" of Bell, in Southeast Los Angeles. Incorporated in 1927, straddling the 710 freeway and the Los Angeles River with a population of 32,000 and only 2.5 square miles, Bell is a working class city and is the 13th smallest in the United States with populations over 25,000. Current residents face more health, economic, education and safety challenges than those in other parts of the County.

Our client, Gentefy, has partnered with the City of Bell in a public private partnership to spur local economic development with a real estate development project food hall destination that celebrates community, food, art and culture. Building on their success with BLVD MRKT in Montebello, CA, Gentefy's food hall in Bell will incorporate food and drink vendors, have open space for entertainment and pop-up retail while creating positive social and economic impacts for the City, fellow businesses and community members. More than just a real estate firm, Gentefy is also a small business incubator that provides technical assistance to the tenants of its developments to further support each small business. Gentefy follows a long standing tradition of local entrepreneurs, businesses, organizations and grassroots groups to bring positive impact into cities often overlooked by private investment.

Through this studio, students will learn about the inequities faced by Bell and other Gateway Cities and understand recent local economic development efforts undertaken by local Gateway Cities to increase economic prosperity. While drawing from their specific concentrations, students will develop an understanding of Gentefy's work in Montebello, and support the client in their next food hall endeavor in Bell. Students will produce a body of work of market research and policy and economic analysis that will be presented to the Client

to help guide their latest development. Guest speakers by local economic development professionals and small business owners will enhance the lectures and discussions. All students will go on site visits to the client's places of business to interview them.

Learning Objectives

PPD 431 is a studio course designed for project based experiential learning where you will demonstrate understanding individually and in small groups. In addition to traditional written assignments and pitch decks, you will also use 2024 technology such as audio or film in your group mid-term (more to come on this)! You will practice public speaking, work in groups and present your ideas and findings to our client. Upon successful completion of the course, students will be able to:

- Define and explain the socio, cultural and historical factors that contribute to the current inequities faced in the Gateway Cities of Southeast Los Angeles County and the efforts by business, government, grassroots organizations to bring about positive change

- Analyze and critique the the strengths, opportunities, weakness and constraints of local economic development efforts by local governments of Gateway Cities in Southeast Los Angeles

- Conduct demographic, commercial and economic research and analyze it

- Design professional-level pitch decks / marketing presentations and present the findings

- Evaluate and provide peer review for fellow classmates' presentations and for shared group work processes

- Develop and enhance professional skills including leadership, communication, giving/receiving feedback, and speaking in front of an audience

- Apply professional skills and produce shared work with fellow students in small groups

Prerequisite(s): none
Co-Requisite(s): none
Concurrent Enrollment: none
Recommended Preparation: It is recommended that students come in with some background, experience, or interest in conducting quantitative and/or qualitative research to help address challenges facing small businesses in low-income communities, or at least have a broad interest in local economic development, urban planning and real estate. The course is multi-disciplinary and intended for students of all concentrations.

Course Notes
Each class will roughly consist of a 60-minute lecture and class discussion, followed by 50 minutes of individual or group work. Students will need access to a laptop or computer 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 the [USC Computing Center Laptop Loaner Program](). Link information for software support and availability. USC Technology Support Links [Zoom information for students,]() [Brightspace help for students](), [Software available to USC Campus.]()]

Use of Electronic Devices
You are encouraged to bring and use laptops/tablets to class for taking notes and participating in class discussion. But please do not distract yourself and other people by using your technology for purposes that are not related to this class. This is very tempting, so consider setting your technology to "do not disturb" during the class period. Similarly, remove headphones and refrain from holding side conversations during class. You may also lose the privilege of using electronic devices in class if you do not adhere to these norms.

Required and Optional Readings and Supplementary Materials
All required and optional readings and supplemental materials will be provided via Brightspace.

Description and Assessment of Assignments

Certain specific assignments are required in this class; they are outlined below, keyed to class sessions, and repeated in the syllabus. Detailed description and rubrics for assignments will be provided via Brightspace.

- <u>In Class Activities & Reflections:</u> Attendance is mandatory for the in class activities and reflections. In this hands-on class, we will do activities to demonstrate understanding of learning objectives listed above. In class reflection assignments will be given throughout the semester and must be completed on the due date and submitted via Brightspace as applicable. The topics for in class reflection assignments are derived from lectures and required readings.

- <u>Individual Assignment #1: (Homework) Due 9/25/24</u> Submit a 2-3 page paper analyzing 1) a government regulation or policy and/or a private industry action that contributed to inequality in Southeast Los Angeles and 2) an effort by small business, non-profit, philanthropy, government, grassroots groups to bring about positive change and 3) self-reflect on the City you grew up in and if/how the aforementioned regulation, policy or industry action affected your City. You will also share in small groups the main concepts of your paper and participate in Peer Review.

- <u>Group Video/Audio Presentation (Midterm) Due 10/23/24</u> In small groups of 2-3, create a 10 minute podcast episode explaining a government led local economic development project in a Gateway City in Southeast Los Angeles, and analyze and critique its strengths, weaknesses, opportunities and constraints. Audio or video will be shared during class. Submit a 1-2 page group memo, 1 page self-reflection and participate in Peer Review.

- <u>Group Final Assignment: (Final) Due 12/13/24</u> In small groups, create a 5-7 page report and a professional pitch deck focusing on demographic, market and/or economic development research for the client.

- <u>Group Final Presentation: (Final) Due 12/13/24</u> In small groups, give a 10 minute presentation on your final assignment to the client.

- <u>Individual Writing Assignment #2: (Final) Due 12/13/24</u> Submit a 2-3 page self-reflection regarding the

group final presentation and assignment and provide peer review.

Participation

- <u>Class Participation & Attendance:</u> Attendance and participation in all class sessions throughout the semester is mandatory. To receive full Participation points, students must come to class prepared, engaging in active listening, contribute verbally to large and small group discussions and answer reflection questions on Brightspace.

  Students whose attendance is lacking or who disrupt the class (by arriving late, talking instead of listening) cannot make a positive contribution to the class and may receive lower participation evaluations in this area. Please do not schedule work related meetings/interviews during class time. Communicate with your instructor of planned absences and / or special circumstances as non-attendance can be the basis for lowering your overall grade.

Grading Breakdown

Assessment Tools	Percentage
Participation & Attendance	10%
In Class Activities & Assignments	15%
Individual Assignments #1 & #2	25%
Group Midterm	20%
Group Final (Presentation and Assignment)	30%
TOTAL	**100%**

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 individual assignments, group midterm and final group projects shall be submitted in electronic format by the beginning of class on the due date via Brightspace. Supplemental materials may be submitted for projects, including references. Homework and other assignments shall be submitted electronically on Brightspace.

Late submissions
May be accepted at the Instructor's discretion, and subject to a grade reduction.

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

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

Academic Integrity and Artificial Intelligence
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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Artificial Intelligence - Not Permitted

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

Course Evaluations
Students will provide course evaluations in the middle and at the end of the semester.

Course Schedule
- The Course Schedule is subject to change.
- Readings / Preparation items are expected to be complete before the class time on the day/week listed. All Readings/ Preparation items are in Brightspace.
- Deliverables are due in class on the day/week listed

Week / Date	Class Topic	Readings/ Preparation	Deliverable
Week 1 - 8/26	Introduction to Class & Syllabus Review	None	Student Survey
Week 1- 8/28	Introduction to Bell & Gentefy	READ: A Great Divide: LA Equity Index READ: City and Community Health Profile: Bell LISTEN: Podcast Start up to Store Front: Episode 179 Gentefy with Barney Santos	CA Healthy Places Index In Class Discussion & Brightspace Reflection
Week 2- 9/2	**LABOR DAY - NO CLASS**		
Week 2- 9/4	LA: Indigenous Past and Present	READ: Dunbar-Ortiz, Chapter 1 Follow the Corn	Native Land Activity, In Class Discussion & Brightspace Reflection
Week 3 - 9/9	LA: Built Environment, Federal, State and Local Government Influence	READ: Richard Rothstein, Chapters 3 & 4, The Color of Law	In Class Discussion & Brightspace Reflection

Week 3 - 9/11	LA: Legacy of Redling and Zoning	READ: Segregation in the City of Angels: A 1939 Map of Housing Inequality in L.A. READ: CSUN Black Los Angeles: 1930-2020 READ: LAPL Los Angeles Land Covenants, Redlining; Creation and Effects	Redlining Activity In Class Discussion & Brightspace Reflection
Week 4 - 9/16	LA: Community Focused Small Businesses Impact Neighborhoods	READ: 10 Ways Small Businesses Empower Their Communities WATCH: La Cocina: The Power of Mothers WATCH: My City: Los Angeles ft. Roy Choi | Small Business Success	In Class Discussion & Brightspace Reflection
Week 4 - 9/18	LA: Access to Nature	READ: LA TIMES California sues to recover costs for Exide lead cleanup, but community still wants justice READ: Executive Summary of the Los Angeles Countywide Comprehensive Parks and Recreation Needs Assessment Plus LISTEN/WATCH: The Coolest Show: Unpaved: Greening the Urban Jungle with Dr. Manuel Pastor and Sissy Trinh	Guest Speaker - In Class Discussion & Brightspace Reflection
Week 5 - 9/23	SELA: Intro to Southeast LA	READ: PBS The Right to Live: Southeast Los Angeles Life in Three Moments READ: PBS Milk Made These Communities of Southeast L.A. County	Small Group In Class Assignment / Peer Review Standards
Week 5 - 9/25	**Assignment #1**	ASSIGNMENT #1 Due by 12pm via Brightspace Share responses in small groups Submit Peer Review for fellow classmates	

Week 6-9/30	SELA: Local Economic Development; Explain Midterm	WATCH: What is Economic Development?	In Class Discussion & Brightspace Reflection
Week 6 - 10/2	SELA: Case Studies of Bell, Maywood, Lakewood, Okies	TBA	Group Work - Prepare for Site Visit
Week 7 -10/7	Site Visit #1 Montebello, CA	WATCH: Alchemy Craft: Beers and Wine in Montebello

WATCH: A look at BLVD MRKT, a Montebello food hall made of shipping containers | SoCal Spotlight | In Class Discussion & Brightspace Reflection |
Week 7 -10/9	Site Visit #2 Bell, CA	TBA	In Class Discussion & Brightspace Reflection
Week 8 - 10/14	Local Economic Development Finance	Review Economic Development Proforma	In Class Discussion & Brightspace Reflection
Week 8-10/16	**FALL RECESS, NO CLASS**		
Week 9 - 10/21	Work Day: Group Midterm, Peer Review Process	Make progress on midterm	In Class Discussion & Brightspace Reflection
Week 9-10/23	**Group Midterm Due**	Group Midterm Due by 12pm on Brightspace
Watch or listen to recordings in class
Submit Peer Review	
Week 10 - 10/28	Intro to Small Business & Alternative Ownership Models; Explain Group Final	READ: Commercial Community Ownership as a Strategy for Just Development	In Class Discussion & Brightspace Reflection
Week 10 - 10/30	Guest Speaker: Jose Gardea, Economic Development Director of Montebello	READ: PBS On Location: Montebello

READ: Montebello Elevating Our Business Community | In Class Discussion with Guest Speaker & Brightspace Reflection |
Week 11 - 11/4	Guest Speaker: Commercial Development Professional	TBA	In Class Discussion with Guest Speaker & Brightspace Reflection
Week 11 - 11/6	Guest Speaker: Economic Development Professional	TBA	In Class Discussion with Guest Speaker & Brightspace Reflection
Week 12 - 11/11	**VETERANS DAY, NO CLASS**		

Week 12 - 11/13	Group Final Work Day	Make Progress on Group Final	Group Work & Brightspace Reflection
Week 13 - 11/18	Guest Speaker: Restaurant Owner	TBA	In Class Discussion with Guest Speaker & Brightspace Reflection
Week 13- 11/20	Professional Development: Communication & Public Speaking	TBA	Group Work & Brightspace Reflection
Week 14 - 11/25	**Virtual Office Hours - Drop In**		
Week 14 - 11/27	**THANKSGIVING, NO CLASS**		
Week 15 - 12/2	Group Final Work Day	Make Progress on Group Final	Group Work & Brightspace Reflection
Week 15 - 12/4	Group Final Work Day	Make Progress on Group Final	Group Work & Brightspace Reflection
Finals Week - 12/13	**Final Presentation; Submit Final Paper and Pitch Deck; Submit Individual Assignment #2**	Submit Group Final Pitch Deck and Paper by 12pm on Brightspace Deliver Small Group Final Presentations to Gentefy during class Submit Individual Assignment #2 by 12pm on Brightspace	
WINTER BREAK BEGINS!			

Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500*
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](link) - *(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](link) - *(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.

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](link), 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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](link), page 13).

BRIGHTSPACE:

Welcome to PPD 431! USC is making a change in our online learning platform, and we are now using Brightspace.

How to Log In

To access Brightspace today, follow these steps:

1. Go to https://brightspace.usc.edu/d2l/login to login. You can also find Brightspace on myUSC.

2. Enter your USC Net ID to access

3. Begin navigating through Brightspace

I also encourage you to download the mobile app, Brightspace Pulse, available in both the [Apple App Store](#) and [Google Play](#).

What to Expect

Brightspace provides an enhanced learning experience with detailed class progress reports. With Brightspace, you can easily see all assignment due dates in one place. Upon opening Brightspace, you will find the following:

● **The PPD 431 Course**: We will use this course to complete work for this course throughout the semester.

Support Resources

Do you want to learn more about Brightspace? Check out training and resources in the [Brightspace Student Tutorials](#). Find technical support information below:

● **Student Guides:** [Brightspace Student Guides](#)
● **Brightspace Technical Support Line:** 888-895-2812
● **Brightspace Email Support:** usc@d2l.com