



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

Units: 4.0

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

Location: VDM - Room 107

Instructor: Alisa Orduña, PhD

Office:

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

Office Hours: Fridays Noon to 1:00 by appointment.

Contact Info: aorduna@usc.edu or BrightSpace. The instructor will respond to emails within 48 hours.

IT Help:

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

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

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

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

Course Description

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

We will apply an inter-personal dialogue method to center our own positionality through facilitated processes that uncover each of our privileged and oppressed identities, biases, attitudes, and beliefs, to understand how we carry these into the policy and program development process and seek to mitigate these as possible barriers to social inclusion.

We will invite in the voices of people with lived experience of houselessness and policy experts from the sector to ground developing ideas in real time qualitative data to humanize and supplement accommodating quantitative data. We will also dive deeply into intersecting drivers of houselessness such as race, gender, ability, mental health/substance use, immigration status, and climate change as we challenge ourselves in asking, who benefits from today's houselessness crisis. We will strengthen our interpersonal communication skills to facilitate team projects, project our thoughts and ideas, and articulate our work to broad and diverse audiences.

We will apply a person-centered approach in our use of language, problem-solving approaches, and course deliverables (e.g. reflection papers, team project, and final paper). We will use terms such as "houselessness" or "people experiencing homelessness" instead of "the homeless" as homelessness is an experience that happens to people - not who they are. We will apply these concepts to adjacent conversations around race, ableism, and gender.

This course is highly interactive with large and small group discussions. While a virtual option will be available for extenuating circumstances, in-person participation is desired. It is also important that class participants read assigned material ahead of class to enable informed participation. Student responses to the reading material will be captured in a weekly journal to be submitted by 5:00 PM the Monday before each class session. The lived experience of each student will be valued as a source of knowledge and encouraged to be shared during class discussions and in reflection journal entries.

Learners will be graded on weekly participation in class discussions, weekly reflection journal submissions, a team project, and a final individual policy paper.. Each assignment will build off of each other to create material for the final policy paper.

The course will be divided into four modules:

Module 1: Who are we and why are we called to this work

Module 2: Introduction to homelessness as an unique operating eco-system

Module 3: Identifying structural, economic, and cultural drivers of homelessness

Module 4: Projecting our voice to diverse audiences

Learning Objectives

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

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

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

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

Course Notes

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

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

In addition, Learners will submit all their written assignments on BrightSpace in the Assignments section unless otherwise indicated. See Submitting Assignments section below. Brightspace Technical Support Line: 888-895-2812 · Brightspace Email Support: usc@d2l.com

Technological Proficiency and Hardware/Software Required

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

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

Participation

As a record of active participation and attendance, the instructor may require the completion of small, in-class work products individually or in teams. Learners will be graded individually for in-class work assignments. Such assignments may be assigned at any point during the class; Learners who miss the assignment due to arriving late or leaving early will not have an opportunity to make up the work.

Examples of in-class work include small group dialogues, class discussions, 1-minute writing assignments, and submission of questions for guest presenters, while other activities may emerge. Credit will be given for thoughtful completion.

Required Readings, Videos, and Supplementary Materials

Books

- Brown, Adrienne Maree (2020). We will not cancel us and other dreams of transformative justice.
- Watkins, Mary (2019). Mutual Accompaniment and the Creation of the Commons.

Articles and Reports [Articles not hyperlinked will be added to BrightSpace]

- Alston, P. (2018). Report of the Special Rapporteur on extreme poverty and human rights on his mission to the United States of America.
<https://digitallibrary.un.org/record/1629536?ln=en>
- American Psychological Association (2021). Equity, Diversity and Inclusion: Inclusive Language Guidelines.
<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>
- Arao, B. and K. Clemens (2013). From Safe Spaces to Brave Spaces: A new way to frame dialogue around diversity and social justice.
https://static1.squarespace.com/static/5b6af3b236099ba883a28b1e/t/5dcc5b2ae2b90a3c5af08fc5/1573673770842/From+Safe+Spaces+to+Brave+Spaces_2013.pdf
- Arum, L. and Khairunnisa, A. More than a House: A Gender Analysis of LAHSA's The Violence Against Women Act (WAWA) Housing Policy. Rubikon Journal of Transnational American Studies, September 2021.
<https://jurnal.ugm.ac.id/rubikon/article/view/69690/32293>
- Bonilla, Y. A Legacy of Colonialism Set the Stage for the Maui Wildfires. NYT – August 27, 2023.
<https://www.nytimes.com/2023/08/27/opinion/maui-wildfire-colonialism.html>
- Boggs, C. (2011) From Manifest Destiny to Empire (P. 25-56) found in Phantom Democracy.
- California Business, Consumer Services and Housing Agency - Action Plan for Preventing and Ending Homelessness.
https://bcsh.ca.gov/calich/meetings/materials/20231106_final_actionplanbackground.pdf
- Chinchilla, M. and Gabrielian, S. Stemming the rise of Latinx homelessness, lessons from Los Angeles County.
https://www.researchgate.net/profile/Melissa-Chinchilla/publication/335658217_Stemming_the_rise_of_Latinx_homelessness_lessons_from_Los_Angeles_County/links/5e178515a6fdcc283765f61d/Stemming-the-rise-of-Latinx-homelessness-lessons-from-Los-Angeles-County.pdf

- Department of Public Health (2024). Mortality Among People Experiencing Homelessness in Los Angeles County.
http://publichealth.lacounty.gov/chie/reports/Homeless_Mortality_Report_2024.pdf
- Flohr, Mikkel. Benedict Anderson’s Imagined Community. Critical Legal Thinking 25 April 2023.
<https://criticallegalthinking.com/2023/04/25/benedict-andersons-imagined-communities/>
- Gudis, Catherine and The Los Angeles Poverty Department (2022). Containment and Community: The History of Skid Row and its Role in the Downtown Community Plan.
https://www.lapovertydept.org/wordpress/wp-content/uploads/2022/10/skidrow-now-2040_green_paper_final_web_upload.pdf
- hooks, bell (2015) “Homeplace: A Site of Resistance” Pp. 41-49 found in Yearning: Race, Gender and Cultural Politics
- Levenson, J., Textor, L., Bluenthal, R. et. Al. (2023) Abolition and harm reduction in the struggles for “Care, Not Cages.”
- Los Angeles Homeless Authority (2018). Report and Recommendations of the Ad Hoc Committee on Black People Experiencing Homelessness.
<https://www.lahsa.org/documents?id=2823-report-and-recommendations-of-the-ad-hoc-committee-on-black-people-experiencing-homelessness.pdf>
- Los Angeles Homeless Authority (2017). Report and Recommendations of the Ad Hoc Committee on Women and Homelessness.
- Los Angeles City/County Native American Commission (2019). UNDERSTANDING NATIVE AMERICAN HOMELESSNESS IN LOS ANGELES COUNTY: A Progress Report from the Community Forum on Native American Homelessness.
<https://lanaic.lacounty.gov/commission/ad-hoc-committees/homelessness/>
- Los Angeles County CEO’s Blue Ribbon Commission on Homelessness - Final Report and Recommendations -
<https://assets-us-01.kc-usercontent.com/0234f496-d2b7-00b6-17a4-b43e949b70a2/c15b378d-d10e-46aa-a6cc-7102043aa708/BRCH%20Homelessness%20Report%20%28033022%20Adopted%29%20%28Final%29.pdf>
- Los Angeles County Executive Committee for Regional Homelessness Alignment - February 20, 2024 Meeting Packet - the creation of this committee.
https://file.lacounty.gov/SDSInter/ceo/agendas/1156067_AgendaExecutiveCommitteeforRegionalHomelessAlignment_February202024.pdf

- National Alliance to End Homelessness (2022). <https://endhomelessness.org/blog/statement-on-the-california-community-assistance-recovery-and-empowerment-care-court-program/>
- National Gay and Lesbian Task Force: Transitioning Our Shelters - A GUIDE TO MAKING HOMELESS SHELTERS SAFE FOR TRANSGENDER PEOPLE <https://srlp.org/wp-content/uploads/2012/08/TransitioningOurShelters.pdf>
- Nishiura Mackenzie, Laura, et al. How DEI Can Survive this Era of Backlash. Harvard Business Review (Sept. 10, 2024)
- NPR - Drive For Profit Wreaks 'Days Of Destruction'. <https://www.npr.org/2012/08/02/157813661/drive-for-profit-wreaks-days-of-destruction>
- 100 Resilient Cities (2020). Global Migration: Resilient Cities at the Forefront. https://resilientcitiesnetwork.org/downloadable_resources/UR/Global-Migration-Resilient-Cities-At-The-Forefront.pdf
- Ruiz, M. and C. Contreras (2020). Older Homeless Latinos: Aging in Skid Row.
- Rustin, B. (1965). From Protest to Politics: The Future of the Civil Rights Movement. <https://teachingamericanhistory.org/document/from-protest-to-politics-the-future-of-the-civil-rights-movement/>
- Shelton, J. (2009). After the Storm: How Race, Class, and Immigration Concerns Influenced Beliefs about the Katrina Evacuees.
- Sommers, S. (2006). Race & Media Coverage of Hurricane Katrina: Analysis, Implications, and Future Research Questions.
- Thistle, J. (2017). Definition of Indigenous Homelessness in Canada. <https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf>
- Tobias, M. and J. Wiener (2022). California Lawmakers Approved Care Court. What comes Next? <https://calmatters.org/housing/2022/09/california-lawmakers-approved-care-court-what-comes-next/>
- UCLA Luskin School. Making of a Crisis: A History of Homelessness in Los Angeles. (2021) <https://luskincenter.history.ucla.edu/wp-content/uploads/sites/66/2021/01/LCHP-The-Making-of-A-Crisis-Report.pdf>

- UCLA Promise Institute for Human Rights - Advancing Indigenous Housing Rights in Los Angeles: International Best Practices and a Legal Framework
<https://lanaic.lacounty.gov/commission/ad-hoc-committees/homelessness/>
- Urban Institute. Los Angeles County Women's' Needs Assessment.
<https://www.urban.org/sites/default/files/2023-07/Los%20Angeles%20County%20Women%E2%80%99s%20Needs%20Assessment.pdf>
- United States Interagency Council on Homelessness (USICH). Improve Effectiveness of Homeless Response Systems, an excerpt from All In - The Federal Strategic Plan to Prevent and End Homelessness (2022)

Videos

- Make It Plan - Robert Wood Johnson Foundation
https://youtu.be/IEJX5gKrMCc?si=bS_capU9cPyiVFv1
- Ruha Benjamin | Imagination: A Manifesto
<https://youtu.be/0dlfZ4m2nVc?si=hXoUKW3qIFIKU9Xp>
- Rothstein, Richard. CSPAN Interview on The Color of Law with Ta-Nehisi Coates- May 10, 2017.
<https://www.c-span.org/program/history-bookshelf/the-color-of-law/478142>
- From Little Tokyo to Crenshaw | Lost LA| Season 5, Episode 5 KCET.
<https://www.youtube.com/watch?v=nUfgnkn2V1M>
- Berkeley Professor explains gender theory| Judith Butler:
<https://www.youtube.com/watch?v=UD9IOIUR4k>

Date Sources:

- ARDI - Black People Experiencing Homelessness (BPEH) Data Dashboard.
<https://app.powerbigov.us/view?r=eyJrIjoieY2VjNTFkMjgtZjVkJkZC00ZjViLTImNzEtNjg2NzAxYzUwZidiliwidCI6IjA3NTk3MjQ4LWVhMzgtNDUxYi04YWJlLWE2MzhIZGRiYW4MSj9>
- Cal Matters California Women's Wellbeing Index.
https://calbudgetcenter.org/resources/womens-well-being-index/?utm_source=mailchimp&utm_medium=email&utm_campaign=publication
- Urban Indian Health Institute (2020). Best Practices for American Indian and Alaskan Native Data Collection.
<https://aiipi.asu.edu/sites/default/files/best-practices-for-american-indian-and-alaska-native-data-collection.pdf>

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

- Benjamin, Ruha (2022). Viral Justice: How we grow the world we want
- Schirch, Lisa and David Campt (2007). The Little Book of Dialogue for Difficult Subjects
- Smiley, Tavis (2024). The Covenant with Black America, 20 Years Later
- Thompson Fullilove, M. (2005). Root Shock: How tearing up city neighborhoods hurts America, and what we can do about it.

Description and Assessment of Assignments

Learners will be evaluated on their engagement and completion of the following deliverables: 1) Class participation, 2) Weekly Reflection Journal Submissions, 3) Team Presentations on a rehousing policy, and 4) a final paper. A description of each and the grading rubric is listed below.

1. Class Participation (10%)

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

2. Weekly Reflection Journal Submissions (25%)

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

Journal Reflection Entries will be graded on the following rubric:

Inclusion of topics from course themes, readings and in-class activities.	10
Clarity and cohesive writing style	10
Timely submission	5
Maximum Total Points	25

3. Team Presentations on a Homelessness Policy Issue (30%)

The ability to work as part of a team is an important skill set for public policy practitioners as more and more of the work is centered within impacted communities and engage

diverse community members as well as staff from across public departments and agencies, and the private sector.

In teams of four (4), Learners will identify a systemic-barrier hindering the effective delivery of rehousing services within the California and/or Los Angeles County homeless response systems. Work as a team to research and prepare to deliver a 25 to 30 minute presentation that includes the components listed below. Practice communication techniques discussed in class to work through team tensions and conflicts. Team projects should be presented to the class via a data visual platform such as Power/Point, CANVA, etc.

The presentations will be graded on each of the following components:

- Identify the system-level barrier you are seeking to repair and how it currently prohibits the effective delivery of rehousing services in California and/or Los Angeles County.
- Summarize a landscape analysis describing past or current efforts to address this systemic barrier and its results.
- Describe the ideal state you would like to see through making this repair.
- Provide pros and cons of at least 3 solutions/alternatives to address this injustice.
- Articulate your final recommendation(s) and summarize how you landed on the recommendation(s), include a justification and potential unintended consequences.

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

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

Team Presentations will be graded on the following rubric:

Organization of content and clarity of presentation slides (content layout, graphs, artwork)	5
Clarity on the area of repair within the homeless response system and analysis of why this component is in need of repair.	10
Creativity and depth of solutions and recommendations	5
Team Cohesiveness and Equitable Contributions	10
Maximum Total Points	30

4. Final Paper – A written Houselessness Policy Issue Paper (35%)

Each student will prepare and submit an individually written houselessness policy issue paper for the final exam. This paper will be a well-cultivated policy recommendation to address houselessness, drafted *as if* it will be shared with the new state governor. The houselessness policy issue paper should represent a topic of interest and/or passion. It may represent the topic selected for your group presentation¹ or may be a different topic.

The final paper must include the following components:

- Cover Letter (Letter of Transmittal)
- Executive summary
- Background of the social injustice (problem)
 - Description of social injustice
 - Statement on why this topic is important to you.
 - Observations of prior efforts to solve the problem/social injustice
- Landscape Analysis (the scope and severity of the social injustice)
 - Assessment of past policy performance
 - Scope of problem situation (any data supporting the scope of the problem)
 - Need for analysis (why is your focus on this topic important?)
- Problem Statement
 - Definition of problem
 - Major community influencers (including persons with lived experience)
 - Goals and objectives
 - Measures of effectiveness
 - Potential policy solutions
- Policy Alternatives
 - Description of alternatives
 - Constraints and political feasibility
- Policy Recommendation(s)
 - Criteria for selecting final recommendation(s)
 - Description of preferred recommendation(s)
 - Outline of implementation strategy
 - Provisions for monitoring and evaluation
 - Limitations and possible unintended consequences.
- Budget
 - Create an estimated budget based on research
 - Identify potential expenses
 - Identify potential income sources
 - Identify funding gaps
- Conclusion
- References (a minimum of 5 references are required)

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

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

The final paper will be graded on the following rubric:

Thorough response to each required section that demonstrates core concepts discussed during the course.	20
Sound analysis of policy alternatives and logical development of proposed recommendation(s) and budget	10
Timely Submission.	5
Total	35

Course Schedule

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

The course will be divided into four modules:

Module 1: Setting the Foundation: Who are we and why are we called to this work

Module 2: Understanding homelessness as a complex system: What is the meaning of homelessness and why is the response a unique operating eco-system

Module 3: Drivers into homelessness: Identifying structural, economic, and cultural drivers of homelessness

Module 4: Interpersonal Communication: Projecting our voices to diverse audiences

Detailed Course Schedule: Table 1

Module	Dates	Learning Topics	Preparation Activities	Assignments Due
Module 1: Setting the Foundation: Who are we and why are we called to this work				
	Week 1 Jan. 14	Framing Justice: What is justice and why does it matter?	1. From Safe Spaces to Brave Spaces: A new way to frame dialogue around diversity and social justice.	N/A

			2. Equity, Diversity and Inclusion: Inclusive Language Guidelines.	
	Week 2 Jan 21	Understanding our Social Identities, privileges, and marginalization : Do we know who we are? And when?	<p>1. We will not cancel us and other dreams of transformative justice (PP: 1-86)</p> <p>2. How DEI Can Survive This Era of Backlash (HBR)</p> <p>3. Watch: Ruha Benjamin Imagination: A Manifesto</p> <p>4. Identity Object: Bring an identity object to class. This object should connect to one or more of your social identities and be prepared to share about the object and the identities it is tied to for about 1-2 minutes. The identity object should be something easily transportable like a photo, book, piece of cloth, or recipe, etc.</p>	<p>Reflection Paper #1</p> <p>Completion of Readings</p> <p>Bring a personal identity object</p>
	Week 3 Jan 28	Philosophies of meaning making: Why is the world so divisive?	<p>2. Mutual Accompaniment and the Creation of the Commons (Ch 2. Creating Social Democracy through Mutual Accompaniment - PP. 24-79)</p> <p>1. Race & Media Coverage of Hurricane Katrina: Analysis, Implications, and Future Research Questions</p> <p>2. After the Storm: How Race, Class, and Immigration Concerns Influenced Beliefs about the Katrina Evacuees</p> <p>3. A Legacy of Colonialism Set the Stage for the Maui Wildfires.</p>	<p>Reflection Paper # 2</p> <p>Completion of Readings</p>

			<p>4. Boggs, C. (2011) CH 1 From Manifest Destiny to Empire P. 25-56.</p> <p>5. Definition of Indigenous Homelessness in Canada</p>	
	<p>Week 4 Feb. 4</p>	<p>Thoughts on creating Beloved Communities: Is co-existence possible?</p>	<p>1. hooks,bell (2015) "Homeplace: A Site of Resistance" Pp. 41-49</p> <p>2. Mutual Accompaniment and the Creation of the Commons (Ch. 7 Pathways through Mutual Accompaniment to Solidarity PP. 167-216.)</p> <p>3. Flohr, Mikkel. Benedict Anderson's Imagined Community. Critical Legal Thinking 25 April 2023.</p> <p>4. Rustin, B. (1965). From Protest to Politics: The Future of the Civil Rights Movement.</p>	<p>Reflection Paper #3</p> <p>Completion of Readings</p>
<p>Module 2: Understanding homelessness as a complex system: What is the meaning of homelessness and why is the response a unique operating eco-system</p>				
	<p>Week 5 Feb. 11</p>	<p>The homeless response eco-system: What is a system and how do we define the homeless response system?</p>	<p>1. The Making of a Crisis_A history of homelessness in Los Angeles.</p> <p>2. Improve Effectiveness of Homeless Response Systems, an excerpt from All In - The Federal Strategic Plan to Prevent and End Homelessness (2022)</p> <p>3. Action Plan for Preventing</p>	<p>Reflection Paper #4</p> <p>Completion of readings</p>

			and Ending Homelessness	
	Week 6 Feb. 18	Governance & Funding: Who manages and funds homelessness services?	<ol style="list-style-type: none"> 1. (Skim) Los Angeles County Blue Ribbon Commission Final Report and Recommendations 2. Los Angeles County Executive Committee for Regional Homelessness Alignment - February 20, 2024 Meeting Packet - the creation of this committee. 3. Download budget from hometown city 4. Watch: View at least one of the following governance body meetings - live or recent replay Prepare to participate in a class discussion on local governance. <ul style="list-style-type: none"> ● <i>L.A. County Board of Supervisors</i> ● <i>L.A. City Council Homelessness and Housing Committee</i> ● <i>LAHSA Commission Meeting</i> ● <i>The L.A. County Affordable Housing Solutions Agency</i> 	<p>No reflection paper due.</p> <p>Digital Copy of Hometown City Budget</p> <p>Completion of readings.</p> <p>Thoughts on a public meeting.</p>
	Week 7 Feb. 25	Engaging People with Lived Expertise: How do we include people in closest		<p>Reflection Paper #5</p> <p>Completion of the Readings</p>

		proximity to the crisis?		
	Week 8 Mar. 4	Key homelessness policies: What are best and emerging practices for homelessness intervention?	3. Global Migration: Resilient Cities at the Forefront	Reflection Paper #6 Completion of the Readings
Module 3: Drivers into homelessness: Identifying structural, economic, and cultural drivers of homelessness				
	Week 9 Mar 11	Housing and Urban Planning: How has public policy created “sacrifice zones” that placed certain communities at greater risk of homelessness?	<ol style="list-style-type: none"> 1. Containment and Community: The History of Skid Row and its Role in the Downtown Community Plan - 2. Read or listen to: Drive For Profit Wreaks 'Days Of Destruction' 3. Report of the Special Rapporteur on extreme poverty and human rights on his mission to the United States of America (attention to PP 12). 4. Watch: From Little Tokyo to Crenshaw 5. Watch: The Color of Law 	Reflection Paper # 7 Completion of the Readings Submit team composition and presentation topic.
Spring Break - No Class on March 18, 2025				
	Week 10 Mar 25	Race and Ethnicity: How does the legacy of institutional racism impact disparities among today’s homeless response system	<ol style="list-style-type: none"> 1. Stemming the rise of Latinx homelessness: lessons from Los Angeles County 2. The Ad Hoc Committee on Black People Experiencing 	Reflection Paper #8 Completion of Readings Review the State of CA HDIS database.

		users?	<p>Homelessness Report and Recommendations</p> <p>3. UCLA Promise Institute for Human Rights - Advancing Indigenous Housing Rights in Los Angeles: International Best Practices and a Legal Framework</p> <p>4. Los Angeles City/County Native American Commission (2019). UNDERSTANDING NATIVE AMERICAN HOMELESSNESS IN LOS ANGELES COUNTY: A Progress Report from the Community Forum on Native American Homelessness</p> <p>5. Review: CA HDIS Data Source https://bcsh.ca.gov/calich/hdis.html</p> <p>6. Review: BPEH Data Dashboard https://app.powerbigov.us/view?r=eyJrjoiY2VjNlFkMjgtZjVhZC00ZjVlTlMzEtNjg2NzAxYzUwZjdiliwidCI6IjA3NTk3MjQ4LWVhMzgtNDUxYi04YWJlLWE2MzhlZGRiYW4MSJ9</p>	Review the Black People Experiencing Homelessness Data Dashboard
	Week 11 April 1	Gender & Ageism: Why are women, transgender, and older adults the consistently fastest growing demographics	<p>1. Review: Cal Matter's California Women's Wellbeing Index https://calbudgetcenter.org/resources/women-s-well-being-index/?utm_source=mailchimp&</p>	<p>Reflection Paper #9</p> <p>Complete readings</p> <p>Review The California Women's Wellbeing Index</p>

		<p>experiencing homelessness?</p>	<p>utm_medium=email&utm_campaign=publication</p> <ol style="list-style-type: none"> 2. Report and Recommendations of the Ad Hoc Committee on Women and Homelessness. 3. Los Angeles County's Women's Needs Assessment 4. Older Homeless Latinos: Aging in Skid Row. 5. National Gay and Lesbian Task Force: Transitioning Our Shelters - A GUIDE TO MAKING HOMELESS SHELTERS SAFE FOR TRANSGENDER PEOPLE 6. More than a House: A Gender Analysis of LAHSA's The Violence Against Women Act (WAWA) Housing Policy. 7. Watch: Berkeley Professor explains gender theory Judith Butler 	
	<p>Week 12 April 8</p>	<p>Abelism: How does cultural fear of mental illness, substance use, and diverse abilities contribute to the criminalization of homelessness?</p>	<ol style="list-style-type: none"> 1. Mutual Accompaniment and the Creation of the Commons (Ch. 5 – After the Asylum - PP.111-142) 2. Levenson, J., Textor, L., Blumenthal, R. et. Al. (2023) Abolition and harm reduction in the struggles for “Care, Not Cages.” 	<p>Reflection Paper #10 (Final reflection paper)</p> <p>Complete Readings</p>

			<p>3. Statement on the California Community Assistance Recovery, and Empowerment (CARE) Court Program.</p> <p>4. California Lawmakers Approved Care Court. What comes Next?</p> <p>5. Mortality Among People Experiencing Homelessness in Los Angeles County (2024)</p>	
Module 4: Interpersonal Communication: Projecting our voices to diverse audiences				
	<p>Week 13</p> <p>April 15</p>	TBD		
	<p>Week 14</p> <p>April 22</p>	Team Presentations	Follow guidelines in Description and Assessment of Assignments	
	<p>Week 15</p> <p>April 29</p>	Team Presentations	Follow guidelines in Description and Assessment of Assignments	
	<p>Week 16</p> <p>May 6</p>	Final Class - Close Out Dialogue and Q&A for Final Paper		
Final Paper Due May 14, 2025				

Grading Breakdown

Table 2 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade	Due Dates
Class Participation	10	10%	Weekly while class is in session
Weekly Journal Reflection Entries	25	25%	5:00 PM on the Monday before class. *No papers are due on 1/14 and 2/18

Team Presentations – Homelessness Policy Issue	30	35%	Presentation outlines and copy of PowerPoints must be submitted by the end of class on the evening of the presentation;
Final Paper-Homelessness Policy Issue Paper	35	35%	11:59 PM May 14, 2025
TOTAL	100	100%	

Grading Scale

Course final grades will be determined using the following scale. Note that this is a graduate course and a grade of C or below is a failure:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Assignment Submission Policy

The submission, grading, and return of all assignments will be in electronic format unless otherwise noted in this syllabus. Learners are expected to submit all of their written assignments by the established deadline listed in the Grading Breakdown section above. Assignments will be submitted via BrightSpace unless otherwise indicated. Late submissions will be deducted a minimum of 5 points and not accepted after 10 days from the due date.

Learners should check the BrightSpace course site regularly. The instructor may send weekly announcements on the site concerning class, assignments, and any changes or updates. Brightspace Technical Support Line: 888-895-2812 · Brightspace Email Support: usc@d2l.com

Grading Timeline

- Learners will receive feedback on weekly reflection papers by the start of the following class.
- Learners will receive feedback on Team Presentations and grade within 48 hours of the presentations.
- Learners will receive feedback on final papers within 2 weeks of submission.

Course Specific Policies

Learners are expected to submit all work assignments in a timely manner. If an unexpected circumstance arises that may delay the submission of an assignment, Learners must contact the instructor ahead of the deadline. Late submissions will be deducted at least 5 points and not accepted beyond 10 days of the due-date.

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

During class, please mute mobile phones and store them out of sight unless they are needed for an activity or family emergency. Please avoid using technology for personal reasons during class, including texting, social media, and non-class browsing. Repeated use of technology for non-class purposes will result in a reduction in your participation grade. Feel free to bring fidget toys, drawing tools, or other less distracting interventions to maintain your focus.

Attendance

Learners are expected to be in class each week during the semester. In-person attendance is an important attribute to this seminar to facilitate rich dialogue with each other and special guests on topics related to social justice and homelessness. Your presence creates a safe, trusted, and brave space for building community, sharing and storytelling. It also disrupts historical power-dynamics sustained by voyeurism and parachuting in and out of class discussions.

However, life happens. In the event of an absence and the student is able, they must notify the instructor of their absence before class begins to work out a plan for make-up assignments to compensate for the absence. Make-up assignments are due before the student returns to class. In the event of an extreme emergency and the student is unable to contact the instructor before the missed class, the student must contact the instructor as soon as possible and before returning to class.

Please do not attend class in person if you are experiencing any possible Covid-19, influenza, measles, or other contagious symptoms. If you are unsure, check in with campus health services. Learners who are required to quarantine may be offered an opportunity to log in via Zoom, provided they inform the instructor at least 3 hours before the class starts. Learners participating via Zoom must follow the Zoom etiquette outlined below. Learners participating via Zoom should not expect full participation in class discussions nor active engagement with the instructor.

Classroom norms

In this Seminar, we will discuss sensitive topics embodied in an historical and cultural legacy of structural racism, sexism, ableism, nationalism, capitalism, ageism, cisgenderism, and human dominance. These topics will be presented against a backdrop of originating public policies that yield collective ideas, attitudes, biases, and beliefs and explore our own engagement through storytelling of our individual and collective lived experiences.

Although these “isms” impact ALL of our daily lives, we are often denied trusted and brave spaces to explore these topics within a formal learning environment. For some learners, this will be a new experience, and others may have engaged through punitive and/or traumatic situations, and still a few may be well versed based on their occupation. A continuum of experiences and familiarity is expected, as are a range of emotions including guilt, shame, anger, sadness, and frustration, among others.

We will navigate through these conversations through the practices of active listening and interpersonal dialogue. Interpersonal dialogues are facilitated, open-ended conversations that highlight and value the diverse experiences of participants using key communication tools that foster deeper engagement. The goal of our dialogues will be to share our responses to class lectures, the materials that we read, guest speaker testimonies, and our own lived experiences to generate new understanding and collective meaning. We will hold these dialogues in small groups, and at times, in affinity groups.

To cultivate and sustain a brave learning space, we will follow the Community Agreements listed below. We will add additional Community Agreements during our 1st day of class.

- Assume good intent and take accountability for negative impact (“ouch” and “oops”)
- Share airtime (take space, make space)
- Practice active listening (with empathy) to differing viewpoints
- I Statements; speak from your own experience unless you have consent to share others’ stories
- Respect brave and sensitive statements: take what resonates and apply, but leave who said what in the room/zoom
- Everyone is an expert in their own experience, but they don’t represent an entire group
- Review our own political, ideological, or personal attitudes, and noting and/or discussing how those may affect our judgments.
- Take responsibility for self-care

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

Additional Norms:

Learners are expected to arrive on time, participate in class activities, and attend class meetings (whether in person or on Zoom).

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

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

Zoom etiquette

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

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

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

Academic Integrity

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

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct contrasts with the university’s mission to educate Learners 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 Learners 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). Learners suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

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

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other Learners 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 Learners or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

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

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

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All Learners 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.

Learners and Disability Accommodations:

USC welcomes Learners 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 Learners 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 Learners, 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 Learners, 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 Learners 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 Learners 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 Learners.

[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 Learners to support health promoting habits and routines that enhance quality of life and academic performance.