


USC Sol Price School of Public Policy
**“Social Inclusion Policies and their Impacts on
Youth and Young Adults”**

**USC Price Milan Lab PPD 613a and 613b
Spring and Summer 2019**

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USC Price International Labs

The Price School International Labs integrate scholarly knowledge with professional practice by providing consulting services in a setting outside the United States. Lab participants work collaboratively in multidisciplinary teams to address a particular project identified by the client in the host country. With active guidance from their professor, students analyze information pertinent to the project and its context, and then produce a set of policy recommendations for the client. These recommendations are supported by classroom knowledge, academic research, analytical tools, databases, case studies, together with various maps and graphics.

As participants transition from the classroom to a real-world international setting, they gain direct experience with translating professional practice in a cross-cultural context. While some background research and preparation is necessary prior to leaving the U.S., the bulk of the assignment is undertaken on an intensive basis in the field. The on-site work culminates in a presentation to the client. The International Labs are designed as integrative professional experiences for graduate student from across the Price School. Graduate students from other USC programs may also join on a case by case basis (with permission from the instructor). The labs provide students with an opportunity to build their credentials and experience while extending their network of professional contacts.

The International Lab comprises two components. PPD 613a is a 1-unit course in the spring semester that precedes and is the prerequisite for a companion two-week, 3-unit intensive field course offered in the summer term. Although the two are closely coupled, they are technically two distinct courses.

USC Price Milan Laboratory 2019

The first component of the Milan Lab, PPD 613a, will be conducted over four sessions at USC during the Spring 2019 semester – January 16, February 6, March 6, and April 10. The second component, PPD 613b, will be conducted on location in Milan from Sunday, May 19 to Friday, May 31, 2019. A detailed daily schedule for this intensive component will be announced prior to arrival in Milan.

In the United States, Opportunity youth (also referred to as disconnected youth) are individuals between the age of 16 and 24 who are neither working nor in school. There are a variety of reasons given for why these young people leave school or work. What is most relevant about this group of young people however, is that according to a report by Drexel University, it is particularly important for people in this age group to be working or in school because it is a critical time for developing ability, knowledge, skills, and character traits (also known as “human capital”) that are important for career path development later in life.

With this project, we will examine how approaches developed at different levels of government in the United States might inform efforts to address this important population in Italy. While there aren't programs in Italy that specifically target this group, there are concerns about several policy areas that impact youth and young adults. These include employment, housing, juvenile justice, and immigration. A particular emphasis will be placed on how efforts taken in the United States might inform or compare with efforts spearheaded by local authorities in Milan.

The Milan lab values a client-driven, but also a student-driven project approach. As such, students will be given ample opportunity to shape the scope and direction of the learning experience, while actively engaging with inputs provided by the local partners. Over the course of the preparatory course in the spring semester, lab participants will develop solid background knowledge on policy domains relevant for youth and young adults. Upon arrival in Milan, the emphasis will be on collaboration with local government and service providers, as well as with the local institutional partner, Bocconi University.

During the 1-unit preparatory course in the spring semester, students will conduct background research, form thematic teams, identify relevant case studies, and develop a proposed work plan that will guide the fieldwork in the summer. During the 3-unit intensive summer course, PPD 613b, students will spend two weeks in Milan and environs meeting with experts and practitioners, conducting site visits and working collaboratively on the project. This work culminates in the submission of a final written report and a single, integrated presentation of that report to the client on the final day of the Lab.

Course Objectives

As with all USC Price International Labs, the learning objective is to learn how to translate “classroom knowledge” into professional practice, and to do so in a setting outside the United States. The pedagogical model draws on a professional consulting paradigm, with a clearly identified client and terms of reference for the students' work.

Specifically, the learning objectives for the two-part lab include the following:

- Integration and application of classroom knowledge to a specified problem context. Students will have the opportunity to develop their skills associated with synthesizing existing research, finding and gathering data relevant to the project, and using the data to diagnose problems, design and assess various options, and develop recommendations that take into account the constraints facing the client.
- Management of an international consulting project, paying particular attention to formulating and adhering to a manageable work plan. Students will gain valuable practice in presenting analyses of issues and recommendations in a concise, clear and interesting manner from the perspective of their client. Participation in the Lab also entails an affirmation of professional norms of conduct. Students are expected to adhere to professional norms of punctuality,

thoroughness, reliability, communication skills, professional appearance, integrity and ability to work well in multi-cultural teams.

- Personal growth in terms of teamwork, by developing a better understanding of how to function as part of a team with international members. Participation in the Lab provides students with useful insights into their individual strengths and what they can contribute to a team effort, as well as how to resolve interpersonal and organizational issues within the team. The course also intends to attract students with diverse backgrounds and interests, so that individual team members are able to contribute the specialized knowledge related to their field of study.
- Translation of professional practice in a cross-cultural setting. Professional practice as developed in the United States is embedded in a particular social, institutional, economic and cultural context. A key objective of the course is for students to gain a better awareness of how to adapt their professional practice to suit contexts that are often quite different from those in the U.S.
- Learn about public-private partnerships as an institutional form, including the different models, their purpose, how they operate, and the associated benefits and challenges of each for the public sector. Students will develop lessons learned from a wide range of case studies and assess the applicability of those lessons for the Italian context.

Assignments and Determination of Grades

Spring semester (1-unit course)

Final grades for the 1-unit course PPD 613a are based on the following items:

- **Assignment 1: Personal Assets Inventory.** Each student will engage in a detailed personal assets inventory that explains how they expect to contribute to the team effort, based on her background training, knowledge and interests. **(10%)**
- **Assignment 2: Academic review.** Each student will read and report on a scholarly article pertaining to multi-sectoral efforts to respond to problems related to youth and young adults. The 2-3 page report should summarize the article in question while explaining its potential relevance for practitioners. **(30%)**
- **Assignment 3: Case study.** Working in teams, students will research a case study in the U.S. or Europe where public-private partnerships were used to deliver local public services. Each team will present its findings in class with an emphasis on the lessons learned from that case study. **(20%)**
- **Assignment 4: “Translation”.** Each student will write a 2-3 page essay assessing how readily the prior case studies and academic reviews apply (or not) to the Italian context. What are some of the unique institutional, cultural or economic conditions in Italy that may need to be considered? **(30%)**
- **Class participation.** The relevant metric here is how each student’s participation enriched the experience of others in the class. **(10%)**

Summer semester (3-unit course)

While *individual* effort and initiative is essential, ultimately it is the quality of the *group* product that matters to the client. Accordingly, final grades for the 3-unit course (PPD 613b) are based on both group and individual components.

Although each student will be contributing in their own way to the outcome, the written report will be evaluated as a single, integrated document. All students succeed or fail in equal measure, based on the quality of the group work. Similarly, the final presentation made to the client will be evaluated as a single, coherent effort. Accordingly, half of each student's grade for this 3-unit course will be calculated as follows:

- **Final group written report.** This report will be addressed to the client, but should also be of interest to a wider audience. It should be a summative effort that states its purpose clearly while also explaining its findings and recommendations in a thorough, professional and persuasive manner. Arguments should be supported – as needed – with an appropriate range of data, graphs, illustrations, analytical work, appendixes and bibliographic references. The emphasis should be on clarity of thought, with a crisp writing style. Its length should be kept to a minimum, subject to fully accomplishing what it has set out to do. **(15%)**
- **Final group presentation to client.** The presentation made to the client should generally follow a parallel structure to the written report, but with appropriate adjustments to reflect the different medium of communication. Although each student should contribute to its content in some meaningful way, the presentation itself should not be cluttered with multiple voices. The emphasis should be on a single, integrated, coherent presentation on behalf of the entire group. **(10%)**
- **Interim group written report.** A full draft of the written report should be submitted to the instructor three days prior to the final. Because there is so little time for review, feedback and revision, this interim effort is of equal weight to the final. **(15%)**
- **Interim group presentation.** A practice run of the final presentation will be given two days prior to the final. **(10%)**

The remaining half of each student's grade will be based more directly on individual effort, as indicated here:

- **Class participation.** This includes punctuality, professionalism, and regular participation in all aspects of the Lab. Ultimately, however, the value of each student's contribution is based on how others in the class benefit from his/her involvement. **(15%)**
- **Professional journal.** This is intended to be the centerpiece of your individual effort, and it is weighted accordingly. At one level, it is a daily record of your activities in the Lab. More than that, it is a venue for you to reflect on the Lab experience as you are experiencing it. You should aim to produce a thoughtful set of daily observations and reflections of enduring value. **(25%)**
- **Photo contest.** Each student will submit three photos, one in each of the following categories:
 - Photo pertaining to the overall theme of this Lab (public-private partnerships)
 - Photo revealing what it is like to participate in this Lab
 - Photo that shines with creativity and artistry.Although the instructor will assign grades based on her own judgment, the three contest winners – one in each category – will be chosen by their peers through a ballot. **(10%)**

Course schedule – Spring semester (PPD 613a)

Although the spring semester comprises only one unit of academic credit, it is of crucial importance to ensuring the group arrives in Italy well prepared for the intensive portion of the course. Once one has arrived on site, it will be too late to prepare. Accordingly, the spring semester has four successive sessions, culminating in a full state of readiness.

Session 1: Session content includes course introduction and overview (including the on-line platform and logistics) and class introductions. The instructor will lecture on youth and young adults and their importance as priority populations. Assignment 1 (Personal Assets Inventory) described above is due by 5pm Wednesday, January 23.

Session 2: Session content includes the Italian context and review of particular policy domains. Assignment 2 (academic reviews) is due by 8:30am, February 6. Students may select an article or report from the readings posted on blackboard under “Experiences and Challenges” or “Italian Context”. An academic article not listed may be reviewed with instructor permission. In class, the instructor will lead a discussion and assessment of what we learn from these reviews.

Session 3: Team presentation of case studies (Assignment 3), prepared in advance using the online platform. Class discussion of lessons learned.

Session 4: Assignment 4 (“Translation”) is due several days prior to the session 4 class meeting. In class, the instructor will lead a discussion and assessment of how lessons learned from the case studies and the scholarly articles may or may not apply to the Italian context. The Professional Practice readings listed in the Reference section are required reading for this session.

Course schedule – Summer semester (PPD 613b)

The two weeks spent in Milan will be highly intensive, with three main phases after arrival: ingestion, digestion, and production. These three phases are successive yet somewhat overlapping. Students should arrive in Milan no later than May 19, 2019, ready to begin work Monday morning. The first week is primarily one of ingestion, with a full schedule of lectures and site visits designed to illuminate the policy issues within the local context. There is a one-day hiatus in the midst of this first week to allow students to begin to digest the vast quantities of information they have received, and to reflect upon how their own report (due the next week) can be incorporate these new findings.

The intervening weekend between the two intensive weeks is less structured but should be used productively. It also provides students with a much-needed opportunity to rest and recuperate so that they can continue working intensively the next week, which moves fully into production mode. Both the final written report and client presentation are due on Friday morning. In order to allow for adequate review and feedback prior to this final day, a practice run of the client presentation is due on Tuesday, May 28. Likewise, a full draft of the written report is due on Wednesday, May 29. Students will be working in fluid teams with client presentation and written report being produced in parallel.

Detailed Summer Schedule

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1 Ingestion (May 20-24)	Lectures and Site visits	Lectures and Site visits	Lectures and Site visits	Midstream Reflection Report outline	Lectures and Site visits	Workshop Detailed task designations	Flexible time
Week 2 Digestion & Production (May 27-31)	Report and presentation preparation	Practice run for client presentation	Complete 1 st draft of report due	Report and presentation revisions	Final report due and final presentation		

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

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

dps.usc.edu, emergency.usc.edu

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) 442-120 – 24/7 on call

dps.usc.edu

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