

Italy Lab 2017
USC Sol Price School of Public Policy
“A Person-Centric Approach to Emergency Management”
USC Price PPD 613a and 613b
Spring and Summer 2017

<p>Instructor Eric Heikkila, Professor & Director, International Initiatives USC Price School of Public Policy University of Southern California</p> <p>Office Hours: TBD Email: heikkila@usc.edu</p>	 <p>PROTEZIONE CIVILE Presidenza del Consiglio dei Ministri Dipartimento della Protezione Civile</p>	<p>Spring meeting dates: Jan 23, Feb 13, March 20, April 17 9am – 12:20pm; RGL 209</p> <p>Dates in Italy Monday, May 22 – Thursday, June 1</p>
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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 students 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 early in the summer term. Although the two are closely coupled, they are technically two distinct courses.

USC Price Italy (Milan) Lab 2017

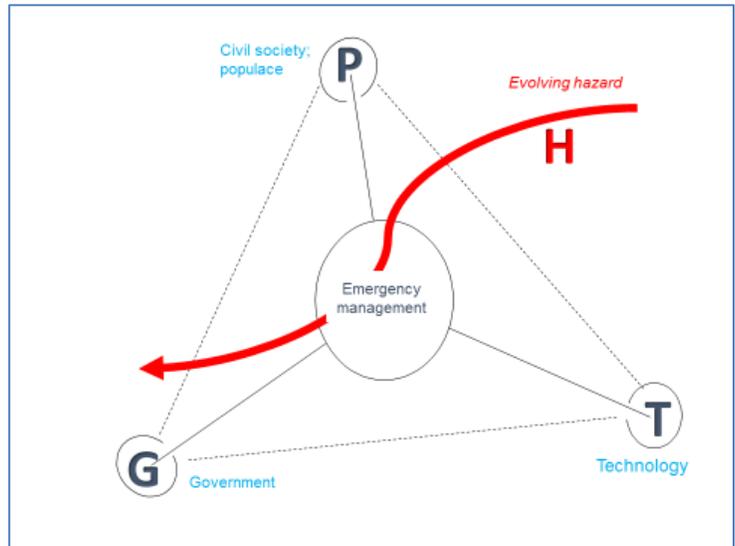
As discussed in more detail below, this year’s Italy Lab explores the potential to deploy social media and other ubiquitous technologies to facilitate a more person-centric emergency management response in the context of natural hazards such as flooding, earthquakes and fires. We will be conducting the Lab in conjunction with our partner institution, Bocconi University, in Milan. Our client is Italy’s Department of Civil Protection, and our final presentation will be in Rome at the conclusion of the Lab.

The first component of the Italy Lab, PPD 613a, comprises four sessions held at USC during the Spring 2017 semester. **Classes will be held in RGL 103 from 6pm – 9pm on the following dates: January 23; February 13; March 20; and, April 17.** The second component, PPD 613b, will be conducted on an intensive basis in **Milan, Italy from Monday, May 22nd through Wednesday, May 31st,** concluding with a final presentation in **Rome on Thursday, June 1st.** A detailed daily schedule for this intensive component will be announced prior to arrival in Italy.

Located in northern Italy's Lombardy region, Milan is renowned as a center for commerce, culture, fashion and design. This thriving city of 1.25 million people is also home to Bocconi University, one of Europe's pre-eminent institutions of higher education, especially in the fields of commerce, law, economics, public administration and public policy. This is the third consecutive year that USC Price has offered an overseas Lab in conjunction with Bocconi University, and our institutional collaboration extends to other activities as well. Their role as our partner adds tremendously to the quality and professionalism of all facets of the Lab, and they will facilitate our engagement with local experts and stakeholders in the realm of natural hazards and emergency management.



This project aims to enhance community safety and the effectiveness of emergency response to natural hazards (H) such as flooding, earthquakes, and wildfires. Our perspective is rooted in the triangular relationship between ubiquitous technologies (T), civil society or the population at large (P), and governmental agencies (G) that are ultimately responsible for delivering an effective emergency response.



The principal challenge is to develop prototypical hazard event scenarios that can in turn inform appropriate emergency responses. The ideal source of these

scenarios is a set of *narratives* recounting the actual experiences of individuals who have endured hazardous events. These narratives would focus on key challenges and concerns arising in the context of unfolding hazardous events. Under this new approach, the response effort is centered on each individual person through distributed, person-centric computations. Informed by prior narratives, each prototype will have associated with it task scenarios that in turn will prompt related responses. For example, one task scenario could be “accessing shelter” while another might be “finding child”. The particularities of the responses will reflect the geographic, familial, physical and other circumstances and characteristics of the person in question as they pertain to the unfolding hazardous event.

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 and elsewhere is embedded in a particular social, 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 US and elsewhere.
- Enhanced knowledge of emergency preparedness, relevant physical and organizational infrastructure, response models, and operations. Students are challenged to understand the theoretical underpinnings of emergency management administration and training. Additionally, they should 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: Textual analysis of narratives.** The class will divvy up a treasure-trove of narratives from survivors of Hurricanes Katrina and Rita. This preliminary textual analysis will compile keyword and themes to assist in our collective understanding of how individuals perceive natural hazard events as they unfold. **(30%)**
- **Assignment 2: Prototypes and scenarios.** Building on assignment 1 and working in teams, students will compile prototypical scenarios that will form the basis for emergency response. **(30%)**
- **Assignment 3: Ubiquitous technologies.** This assignment explores the role of information technology in support of the emergency response scenarios developed in assignment 2. **(30%)**
- **Class participation.** The relevant metric here is how, in my judgement, 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 her 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 (emergency management administration)
 - 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 his 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 (Jan 23rd): Self-introductions. Session content includes client background & introduction; terms of reference; course overview; travel logistics; and scholarly context of policy issue. Assignment 1 given out. Fifteen minutes of Italian instruction.

Session 2 (Feb 13th): Assignment 1 due. In class, the instructor will lead a discussion and assessment of these submissions. Assignment 2 given out and groups formed. Video conference with Bocconi counterpart (tentative). Fifteen minutes of Italian instruction.

Session 3 (Mar 20th): Assignment 2 due. Team presentations of prototype scenarios. Special guest interlocuter (tentative) with expertise on emergency management. Class discussion of lessons learned. Assignment 3 given out. Fifteen minutes of Italian instruction.

Session 4 (Apr 17th): Assignment 3 due. Team presentations of information technology approaches to emergency management. Special guest interlocuter (tentative) with expertise on information technology). Review of travel plans. Fifteen minutes of Italian instruction.

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 Sunday, May 21st, 2017, 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 30th. Likewise, a full draft of the written report is due on Wednesday morning, May 31st. Students will be working in fluid teams with client presentation and written report being produced in parallel.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1 Ingestion (May 22nd – 26th)	Lectures & Site visits	Lectures & Site visits	Lectures & Site visits	Midstream Reflection Report outline	Lectures & Site visits	Workshop Detailed task designations	Flexible time
Week 2 Digestion & Production (May 29th – June 1st)	Report & presentation preparation	Practice run for client presentation	Report & presentat ion revisions	Final report due & final presentation			

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to the TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code. See Section 11.00 (under University Governance) for a description of violations of university standards and Appendix A for the recommended sanctions: <http://web-app.usc.edu/scampus/university-student-conduct-code/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>

References

Course readings are available on Google Drive via the following link. Please note that you can only access this folder using your USC email account.

<https://drive.google.com/drive/folders/0B0J-LkXiR6eGeVpTWHpqZ0JfWWc?usp=sharing>

Atzori, Luigi, Antonio Iera and Giacomo Morabito (2010), "The Internet of Things: A survey", *Computer Networks*, vol. 54, 2787 – 2805.

CHNM (2005), Hurricane Digital Memory Bank, Roy Rosenzweig Center for History and New Media. See <http://hurricanearchive.org/about>

Cutter, Susan, Kevin Ash and Christopher Emrich (2014), "The geographies of community disaster resilience", *Global Environmental Change*, vol. 29, 65-77.

FEMA (2014), *FEMA Strategic Plan 2014-2018*, U.S. Department of Homeland Security.

Hughes, Amanda, Lise St. Denis, Leysia Palen and Kenneth Anderson (2014), "Online Public Communications by Police & Fire Services during the 2012 Hurricane Sandy", *CHI conference paper*.

Hughes, Amanda and Leysia Palen (2012), "The Evolving Role of the Public Information Officer: An Examination of Social Media in Emergency Management", *Journal of Homeland Security and Emergency Management*, vol. 9(1).

Latonero, Mark and Irina Shklovski (2011), "Emergency Management, Twitter, and Social Media Evangelism", *International Journal of Information Systems for Crisis Response and Management*, vol. 3(4), 1-16.

Liu, Sophia and Leysia Palen (2010), "The New Cartographers: Crisis Map Mashups and the Emergence of Neogeographic Practice", *Cartography and Geographic Information Science*, vol. 37(1), 69-90.

NAS (2012), "Measuring Progress Toward Resilience", chapter 4 in *Disaster Resilience: A National Imperative*, The National Academy of Science.

Palen, Leysia et al (2010), "A Vision for Technology-Mediated Support for Public Participation & Assistance in Mass Emergencies & Disasters", *Proceedings of ACM-BCS Visions of Computer Science*.

➤ **Italy**

Learn Italian: 600 Italian Phrases in 1 Hour, <https://www.youtube.com/watch?v=J4S3t-Vn58w>