

**USC Sol Price School of Public Policy**  
**“Addressing Air Pollution in Milan, Italy”**  
**USC Price Italy Lab PPD 613a and 613b**  
**Spring and Summer 2016**

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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) Laboratory 2016**

The first component of the Italy Lab, PPD 613a, will comprise four sessions held at USC during the Spring 2016 semester. Classes will be held in RGL 215 from 9AM – 12pm on the following dates: January 20; February 17; March 9; and, April 13. The second component, PPD 613b, will be conducted on an intensive basis in Milan, Italy from Monday, May 23 through Friday, June 3. A detailed daily schedule for this intensive component will be announced prior to arrival in Milan.

Milan, a metropolis in Italy's northern Lombardy region, is a global capital of fashion and design. Home to the national stock exchange, it's a financial hub also known for its high-end dining and shopping. The Gothic Duomo di Milano cathedral and the Santa Maria delle Grazie convent, housing Leonardo da Vinci's fresco "The Last Supper," testify to centuries of art and culture.

According to a 2008 article in the Telegraph, however, Milan is also the pollution capital of Europe. The article goes on to report: *“New evidence suggests levels of toxic fumes from its traffic-clogged streets are having an alarming effect on infant mortality rates, and sending thousands of children to the city's accident and emergency departments. The warning from doctors at Milan's Macedonio Melloni hospital comes despite the city's much trumpeted new "ecopass" congestion charge, which was designed to slash air pollution. Since its introduction in January 2008, levels of pm10s - tiny particles less than 10 micrometres (um) in diameter produced by vehicle exhausts - have already breached the official EU safety level levels on 36 days out of 60. On 15 February 2008, in one of the worst days on record, levels peaked at 185 micrograms per cubic meter of air - almost four times over the official limit. Even the city's chain-smoking fashionistas are donning anti-smog masks. Masks however, won't stop the smaller, most dangerous pm10s, those with a diameter of less than 2.5 um, from passing deep into the lungs, from where they can cause breathing problems, heart disease and cancer. In 2004 a report by the World Health Organization estimated that in Italy's most polluted urban centers, 9 per cent of non accident-related deaths among the over-30s were due to pm10s. The latest research suggests that children are also being hit hardest by the airborne pollutants. Dr Alessandro Fiocchi, director of pediatrics at the city's Macedonio Melloni hospital, compared the number of children admitted with breathing problems - some life-threatening - on a given day with pm10 levels in the air. In one period of 10 days in which pm10 levels averaged 67ug/m3, he saw 176 such admissions. In another 10-day period, in which pm10 levels averaged 110 ug/m3, more than twice the safety limit, admissions soared to 401. Dr Fiocchi said the figures "confirmed the urgent need to limit the damage that is affecting one child in four in the region". The findings also back suggestions in the European Journal of Epidemiology that high pm10 levels can significantly increase infant mortality. Emily Backus of Milan's Parents Against Smog group said it was hardly surprising that the Ecopass had had so little effect on pm10 levels. "The pollution charge introduced January 1 covers just 4 per cent of the city's territory and is not particularly onerous: a 10-year-old diesel truck can tool about the historic center for €2.5 with the purchase of 50 passes," she said. Backus suggests the Ecopass is merely a token gesture, designed to strengthen Milan's bid to host Expo 2015. The city's mayor, Letizia Moratti, has denied this and last week said she would consider banning traffic from the city center on Sundays. One lung specialist, Prof Luigi Allegra of Milan University, this week set out an alternative 25 -point plan that he says the city should adopt to prevent to thousands of premature deaths. He is proposing that the pollution charge be raised and the zone be extended outwards, that new metro lines be constructed and that extensive parking sites be provided on the edge of the city so that people living outside Milan can drive their cars there and connect easily with public transport on their way into the city. And significantly, he calls for the use of diesel cars to be discouraged. They might produce less C02 than petrol-engined equivalents, but they also create 100 times more pm10s and are responsible for most of the particulates contaminating the city's air.”*

This year's Italy Lab will focus on innovative strategies to address the challenges of reducing air pollution while facilitating urban mobility and the prosperity of the region. Our local host and partner – Boconni University – will facilitate a series of meetings with key stakeholders, which together with projects and policy initiatives tested throughout the world will help us develop a comprehensive set of recommendations for the local government to tackle this issue.

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 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: Self-introductions.** Each student will introduce him/herself during the first class session and then will prepare a one-two paragraph introduction that will be posted to Blackboard for future reference for all team members. The self-introduction should briefly explain your background training, knowledge and interests, your past involvement in environmental, urban and health policy issues, and the specific areas in which you are interested. Please also indicate whether you speak Italian. **(10%)**
- **Assignment 2: Academic review.** Each student will identify, read and report on a scholarly article pertaining to emergency management administration. 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 case studies relating to strategies for reducing air pollution and related traffic related externalities in densely populated areas, and their health consequences. 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 policy, 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 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: a) Photo pertaining to the overall theme of this Lab; b) Photo revealing what it is like to participate in this Lab; c) 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 China 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):** Session content includes client background & introduction; terms of reference; course overview; review of on-line platform; travel logistics; and scholarly context of policy issue. Introduction assignment is due February 2.

**Session 2 (Feb):** Assignment 2 (academic reviews) is due February 15. In class, the instructor will lead a discussion and assessment of these academic review submissions.

**Session 3 (Mar):** Team presentation of case studies, prepared in advance using the online platform. Class discussion of lessons learned. Due March 7.

**Session 4 (Apr):** Assignment 4 (“translation”) is due April 10. 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.

### **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/>