

**Politics/UEP 265**  
**Community Planning and Politics Practicum**  
**Spring 2022**  
MW 4-5:25AM PST  
<https://occidental.zoom.us/j/86857386364>  
Meeting ID: 868 5738 6364  
Passcode: planning

Professor Regina Freer (she/her/hers)  
Email: [rfreer@oxy.edu](mailto:rfreer@oxy.edu)

Office Hours  
T 3:30-5pm [By Appointment](#)  
and W 2-3:30pm Drop In  
<https://occidental.zoom.us/j/85831242474>  
Meeting ID: 858 3124 2474  
Passcode: freerhours

### **Course Description**

This course will introduce students to the history, theory, issues, concepts, tools, techniques, and controversies of urban planning. In addition to examining a wide body of literature pertinent to the theory and practice of urban planning, students will also study and discuss current planning issues and politics in Los Angeles with a particular focus on community-based planning initiatives. What are the politics of planning in LA? To extend Harold Laswell's description of the study of politics: *Who Gets What, When, How* in the sphere of urban planning and land use in Los Angeles? This introduction will serve as a foundation for case studies and community-based research projects conducted in partnership with local non-profit community-based organizations engaged in the planning process. Students will develop community-based research, writing, and presentation skills.

Through this course, students will gain an understanding of the impact that planning decisions have on the lives of city residents and how these community members can actively and effectively engage in the politics of planning.

### **Learning Outcomes**

By the end of this course students should be able to:

- \*Articulate an understanding of important concepts and debates in the field of Urban Planning
- \*Articulate an understanding of the historical forces that have shaped Los Angeles' planning and politics and how they are and/or are not impacting current day politics
- \*Participate in high-level discussions and debates about current urban planning dilemmas, especially those facing Los Angeles

\*Craft well written papers organized around a sophisticated, contestable claim/thesis statement supported by analysis of evidence marshaled from primary and scholarly secondary sources

\*Conduct research on urban planning and politics in Los Angeles

\*Work effectively, ethically, and reciprocally with community partners

### **Course Texts**

Readings for the course are available on Moodle or accessible on-line with provided links. Readings associated with each topic should be completed before the first class meeting for which they are assigned and unless otherwise noted, all are required.

We will begin most class sessions with a discussion of “What’s in the News” related to planning. These discussions will be tightly focused on planning, describing the story and either why it is significant or what questions it raises. Contributions should not stray to extraneous topics. Active and insightful engagement in these discussions will be evaluated as a part of your participation grade. Such news stories may also become part of a “Journal of Planning” assignment described below. To prepare for these discussions, students should develop a daily habit of reading the Los Angeles Times and relevant websites and blogs. Some important ones are listed below:

Planetizen - <http://www.planetizen.com/tag/los-angeles>

The Planning Report - <http://www.planningreport.com/>

CityLab - <http://www.citylab.com/>

Streetsblog LA - <http://la.streetsblog.org/>

Curbed LA (migrated to new platform but still relevant) - <http://la.curbed.com/>

Urbanize LA - <https://urbanize.la/>

The Eastsider - <https://www.theeastsiderla.com/>

LA Downtown News - <http://www.ladowntownnews.com/>

### **Course Requirements**

(The professor reserves the right to amend these requirements during the semester.) As with all 4-unit courses at Oxy, you are expected to spend a total of 12 hours per week on this course.

<b>Assignment</b>	<b>Worth</b>
<i>Paper #1 Essay (Due 2/14 )</i>	<i>15%</i>
<i>Walk Reflection Essay (Due 2/28 )</i>	<i>5%</i>
<i>Public Meeting Reflection Essay (Due 4/20 )</i>	<i>10%</i>
<i>Planning Journal (Due 4/27 )</i>	<i>25%</i>
<i>Class Attendance &amp; Participation</i>	<i>20%</i>
<i>CBLR Projects</i>	<i>25%</i>

The class will be run much like a graduate seminar, requiring you to come to class having read all of the assigned material and being prepared to discuss its content and the questions raised by it. Lectures will be infrequent.

In addition to writing a standard essay (paper #1), you will also complete two, 2-page reflection essays based upon observations from fieldwork. You also have a Planning Journal assignment that requires you to collect and analyze news stories related to planning issues. More detailed assignments describing expectations for all of these will be provided in class. You may use one Delayed Assignment Token - to turn in **one of the three essay assignments up to 48 hours after the due date without penalty**. If you are choosing to exercise this option, you must let me know **by the original deadline by sending an email with the following subject heading: “265 Delayed Assignment Token.”**

Because this is a community-based learning and research (CBLR) course you will also have assignments connected to work with our community partners. In past iterations of the course such assignments have included the design of an education, outreach, and engagement strategy for the partners, a review of popular education planning tools used by them, on-line parcel research, survey design and implementation, petition development and signature gathering, and planning and attendance for events. These partner-connected assignments will become more concrete as the semester proceeds and you will have a hand in shaping them. Clear criteria for evaluating your participation in these efforts will be communicated as soon as the expected outcomes are concretized.

Because the community-connected work involves on-going and evolving work, we will all have to be flexible and prepared to change plans. This is a part of the learning process. Due to the pandemic, much of the CBLR work will be remote.

For travel to and from community sites, please use public transit, walk, or cycle whenever possible. TAP cards to ride the Metro are available in the Student Activities Center, JSC.

## **Remote Learning**

Because we are beginning the semester remotely and may have to do so at other points, there may be times when I will record classes for asynchronous viewing. This means that the audio-visual and chat portions of class may be recorded and then stored on the College's servers. Recordings may be made available through Moodle (or another secure platform), but only for the express and sole use of those registered in the course. The recorded material will be removed at the end of the semester. No other recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property. **Please complete the Audio/Video Consent Release Agreement on our Moodle page** by January 24, 2022.

Recognizing that there may be times when it is not feasible, I would still ask that you please come to class with your camera turned on and that you leave it on for the duration of class. We will use the chat function during class, but please refrain from using it for private chats as this is akin to talking in class.

There are all sorts of challenges that come with remote learning and simply living in the midst of a global pandemic. I will do my best to extend grace and ask that you do so as well. Let's all commit to doing the best that we can.

## **COVID-Specific Policies**

**If you have been infected or you've been exposed to someone with COVID you should not come to class until you've been tested and cleared by Emmons.** As with any anticipated absence, alert me you will be out and we will arrange for your learning to continue. Students are expected to **wear N-95 or KN95 masks at all times** during all indoor classroom activities. Students **should not eat or drink in class**; please step outside if you need to remove your mask for even a brief period of time.

The class will only be interesting and meaningful if you are faithfully in attendance and actively contribute to discussions. There may be times when technological or personal issues prevent you from doing so. It is your responsibility to alert me in such instances. You should conscientiously do **ALL** of the assigned readings and consistently contribute to discussion.

Teachers and students share the responsibility of creating a stimulating space for learning. Students are responsible for attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material in class. Students are also responsible for engaging in respectful, open and thoughtful discussion with each other and the professor. In order to foster open, honest, thoughtful and respectful learning, teaching, and class discussions, please:

- **Avoid private chat, texting, checking email or IG, surfing the web, etc.** Doing this during class is disrespectful to me and to the other students.
- If possible, inform the professor when you may have to arrive late, leave early, or are having tech issues

- Engage in active, courteous listening to other students and contribute to class discussions respectfully.

Please alert the professor if you have any concerns about our classroom environment.

### **Statement of Shared Academic Integrity Commitment**

*Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.*

*All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.*

*Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.*

*[Link](#) to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)*

### **Support Services**

*The college provides a number of resources to support your success. Please become familiar with them and take full advantage as needed ( Link [Student Support Services](#))*

*If you have specific physical or learning disabilities and require accommodations, please let the instructor know early in the semester. The College's mission is to support learning for all students and provides **Disability Services** for students. For more information go to <http://www.oxy.edu/disability-services> , or call (323) 259-2969, or email: [accessibility@oxy.edu](mailto:accessibility@oxy.edu)*

The **Emmons Health and Counseling Center** provides support for issues of stress, medical and mental health. [www.departments.oxy.edu/emmons](http://www.departments.oxy.edu/emmons)

### **Discrimination, Harassment, and Retaliation policy:**

*I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.*

## **Statement on Title IX** ([Link](#) to Title IX)

*In the event that you choose to write or speak about having experienced sexual misconduct, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. You have no obligation to respond to the Title IX Office or to meet with them to discuss support services and reporting options.*

*If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:*

- Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([young@oxy.edu](mailto:young@oxy.edu))

*The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.*

## **Special Accommodations/Learning Differences** ([Link to Disability Services](#))

*Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.*

## **Accommodations for Reasons of Faith and Conscience** ([Link to the policy in Catalog](#))

*Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>*

## **Land Acknowledgement and Land Back**

*Occidental College sits on the traditional unceded, occupied territory and homelands of the Tongva people. A simple acknowledgement is not sufficient. We must work to*

restore their stewardship of the land. Please click through to read more about the [Gabrielino-Tongva tribe](#) about the practice of [land acknowledgement](#) and about the [land back movement](#).

## Schedule of Topics and Assignments

Complete all assigned reading by the first day we discuss the topic and bring hard copies of assigned reading to class.

M 1/24 Introduction

W 1/26 and M 1/31 What is Planning?

Here are some questions to keep in mind as you read and navigate the assigned websites: What is planning? Why and how does planning matter in our lives? How does the material relate to the thoughts expressed in the Antipod podcast? What questions are raised by the material you are reading and viewing? What did you learn? Who is the assumed audience for the presentations generated by the planning department and how did you reach this conclusion? What assumptions undergird the material? What, if anything is missing or overlooked?

\*Fulton, "Introduction: How Planning in California Really Works" in [Guide to California Planning 4<sup>th</sup> ed.](#) Pp 3-28

\*Los Angeles City Planning Department Website - <http://planning.lacity.org/>

\* Zoning 101 – City Beautiful  
<https://www.youtube.com/watch?v=9kVWDW>

\*Planning4LA - City of LA Youtube Channel  
<https://www.youtube.com/channel/UChl2PmRhAzUf158o0vZjnHw/videos>

\*100 Years of Planning History  
<https://www.planning.org/timeline/>

\*Antipod podcast Episode 1  
<https://www.google.com/amp/s/thisisantipod.org/2019/08/19/episode-1/amp/>

W 2/2- Community Partner Introductions

- <http://allianceforcommunitytransit.org/>
- <https://www.seaca-la.org/>
- <https://www.facebook.com/NELAAlliance>
- TBD

M 2/7 and W 2/9 – Planning Historiography

- \*LeGates and Stout, “Modernism and Early Urban Planning”
- \*Hall, “The Turbulent Eighth Decade: Challenges to American City Planning
- \*Responses to Hall’s “The Turbulent Eighth Decade”
- \*Sandercock, “Framing Insurgent Historiographies for Planning”

M 2/14 and W 2/16– Planning and The Planner – Ideology, Process, and Outcomes (\*\*Walk Reflection Due M 2/14\*\*)

- \*Fainstein and Fainstein, “City Planning and Political Values: An Updated View”
- \*Stein, “The Poverty of Planning”  
<https://www.progressivecity.net/single-post/2017/03/27/THE-POVERTY-OF-PLANNING>

One of the following according to your last name:

- \*Davidoff, “Advocacy and Pluralism in Planning” (names A-F)
- \*Forester, “Planning in the Face of Power” (names G-L)
- \*Harvey, “On Planning the Ideology of Planning” (names M-S)
- \*Friedman, “The Mediations of Radical Planning” (names T-Z)

M 2/21 HOLIDAY NO CLASS

W 2/23 – Privilege, Critical Race Theory, and Planning



\*Purtill, "A Call for Critical Race Studies in Urban Planning"

\*Goetz et al, "Whiteness and Urban Planning"

\*Chavez et al, "The Dance of Race and Privilege in Community Based Participatory Research"

\*Mathuria, "Place & Privilege: Telling Stories About Places That Aren't Yours"

[https://www.progressivecity.net/single-post/2019/03/28/PLACE-PRIVILEGE-TELLING-STORIES-ABOUT-PLACES-THAT-AREN-T-YOURS?utm\\_campaign=3ddcd599-9cb5-478b-bfb1-21e7cab51b37&utm\\_source=so](https://www.progressivecity.net/single-post/2019/03/28/PLACE-PRIVILEGE-TELLING-STORIES-ABOUT-PLACES-THAT-AREN-T-YOURS?utm_campaign=3ddcd599-9cb5-478b-bfb1-21e7cab51b37&utm_source=so)

\*\*Optional: Vasquez, "Principals of Culturally Competent Planning and Placemaking" <http://rutgerspdi.blogspot.com/2009/11/principles-of-culturally-competent.html>

\*\*Optional: Rouse, "Race, Space, and the Poetics of Planning" pp.15-29 [https://issuu.com/chandrachristmas-rouse/docs/race\\_space\\_and\\_the\\_poetics\\_of\\_plann?fbclid=IwAR1N32jGvru7ltKOz4pIggUERLm0Njz0iN6\\_31mchbG7e4cLXB96QdeE\\_rQ](https://issuu.com/chandrachristmas-rouse/docs/race_space_and_the_poetics_of_plann?fbclid=IwAR1N32jGvru7ltKOz4pIggUERLm0Njz0iN6_31mchbG7e4cLXB96QdeE_rQ)

M 2/28 and W 3/2 – LA History and Space

(\*\*\*Essay 1 Due 2/28\*\*\*)

\*Davis, "Fortress LA"

\*Whittemore, "One Hundred Years of Land-Use Regulation"

\*Soja, "Seeking Spatial Justice in Los Angeles"

\*Optional Gibbons, "Introduction" *City of Segregation*

\*\*Optional Wachs, "Autos, Transit, Sprawl, Los Angeles"

M 3/7-W 3/9 \*\*\*SPRING BREAK – NO CLASS\*\*\*

M 3/14 -"Citizen Jane" Documentary Film in class

W 3/16 and M 3/21 – Land Use: Regulation, Structures, and Tools

\*Fulton and Shigley, Guide to California Planning 4<sup>th</sup> ed. pp.47-168

\*Los Angeles Department of City Planning Website

<http://cityplanning.lacity.org/>

\*LA Department of City Planning Zoning Regulations, City of Los Angeles

[https://planning.lacity.org/odocument/eadcb225-a16b-4ce6-bc94-c915408c2b04/Zoning\\_Code\\_Summary.pdf](https://planning.lacity.org/odocument/eadcb225-a16b-4ce6-bc94-c915408c2b04/Zoning_Code_Summary.pdf)

<https://planning.lacity.org/zoning/overview>

<https://planning.lacity.org/zoning/new-code>

\*LA City Housing Element

<https://planning.lacity.org/plans-policies/housing-element-update>

\*ACT-LA Housing Element Campaign

<http://allianceforcommunitytransit.org/housing-element/>

W 3/23 – Community Planning – *Grounding the Theory*

\*Kennedy, “Transformative Planning Through Community Development: Parts 1 and 2

[https://www.progressivecity.net/single-post/2018/11/05/TRANSFORMATIVE-PLANNING-FOR-COMMUNITY-DEVELOPMENT-Part-One-Moving-From-Advocacy-Planning-to-Transformative-Planning?utm\\_source=so](https://www.progressivecity.net/single-post/2018/11/05/TRANSFORMATIVE-PLANNING-FOR-COMMUNITY-DEVELOPMENT-Part-One-Moving-From-Advocacy-Planning-to-Transformative-Planning?utm_source=so)

[https://www.progressivecity.net/single-post/2018/11/12/TRANSFORMATIVE-PLANNING-FOR-COMMUNITY-DEVELOPMENT-Part-Two-Professional-Education-and-Transformative-Community-Development?utm\\_source=so](https://www.progressivecity.net/single-post/2018/11/12/TRANSFORMATIVE-PLANNING-FOR-COMMUNITY-DEVELOPMENT-Part-Two-Professional-Education-and-Transformative-Community-Development?utm_source=so)

\*Koh, “Decolonial Planning in North America”

[https://www.progressivecity.net/single-post/2019/03/04/DECOLONIAL-PLANNING-IN-NORTH-AMERICA?utm\\_source=so](https://www.progressivecity.net/single-post/2019/03/04/DECOLONIAL-PLANNING-IN-NORTH-AMERICA?utm_source=so)

\*Chan, “What Counts As ‘Real’ City Planning?”

<https://www.citylab.com/equity/2018/03/what-counts-as-real-city-planning/556082/>

\*Abolitionist Planning for Resistance

[https://challengeinequality.luskin.ucla.edu/wp-content/uploads/sites/16/2017/05/AboPlan\\_Pub\\_FINAL\\_online-v2-1.pdf](https://challengeinequality.luskin.ucla.edu/wp-content/uploads/sites/16/2017/05/AboPlan_Pub_FINAL_online-v2-1.pdf)

\*Dozier, “A Response to Abolitionist Planning: There is No Room for ‘Planners’ in the Movement for Abolition

<https://www.plannersnetwork.org/2018/08/response-to-abolitionist-planning/>

### M 3/28 - Politics, Power, and Planning

\*Sonenshein, Los Angeles: Structure of a City Government

[http://www.lwvlosangeles.org/files/Structure\\_of\\_a\\_City.pdf](http://www.lwvlosangeles.org/files/Structure_of_a_City.pdf)

\*Opinion Editorial, “The Huge ‘Revolving Door’ Fine” Los Angeles Times, Aug 22, 2019

\*Pols/UEP 295 LA Planning and Politics Finding Aids

### W 3/30 – The Planners’ Perspective

Guest Speaker: Department of City Planning, Los Angeles (invited)

\*American Institute of Certified Planners Code of Ethics and Principles

<https://www.planning.org/ethics/ethicscode/>

<https://www.planning.org/ethics/ethicalprinciples/>

\* “Planners, Here Are Your Keys To Successfully Facilitating Meetings”

<https://www.planning.org/blog/9180992/planners-here-are-your-keys-to-successfully-facilitating-meetings/>

\*Stein, “As They Rally Around Rezonings, Planners Often ‘Plansplain’”

<https://citylimits.org/2017/05/17/cityview-as-they-rally-around-rezonings-planners-often-plansplain/>

### M 4/4 – People’s Planning in L.A.

\*Forester, “Challenges of Deliberation and Participation”

\*Arnstein, “The Ladder of Participation”

\*ELACC Plan del Pueblo

[http://issuu.com/eastlacomcommunitycorporation/docs/plandelpueblo\\_english\\_digitalversio](http://issuu.com/eastlacomcommunitycorporation/docs/plandelpueblo_english_digitalversio)

\*Lauren Ahkiam, "Learning from Los Angeles: People's Planning in the City of Angeles." Progressive Planning summer 2012

[http://www.plannersnetwork.org/wp-content/uploads/2012/07/PPMag\\_SUM12.pdf](http://www.plannersnetwork.org/wp-content/uploads/2012/07/PPMag_SUM12.pdf)

- UNIDAD's "People's Plan"

<http://www.unidad-la.org/wp-content/uploads/2017/06/peoples-plan-report-FINAL.pdf>

\*Our Skid Row

<https://www.kcet.org/shows/artbound/future-of-skid-row-housing>

#### W 4/6 - Community Plans

\*\*Guest speaker: Rémy De La Peza (invited)

\*ACT-LA Community Plans: The Vision for L.A.'s Future

<https://www.planningforequity.org/>

Review a plan assigned by last name:

\* Downtown Community Plan (A-F)

<https://planning.lacity.org/plans-policies/community-plan-update/downtown-los-angeles-community-plan-update>

\*Sustainable Little Tokyo (G-L)

<http://sustainablelittletokyo.org/projects/slt2013>

<http://sustainablelittletokyo.org/projects/slt2020>

\*South East LA Community Plan (M-S)

<https://planning.lacity.org/plans-policies/community-plan-area/southeast-los-angeles>

\*South LA Community Plan (T-Z)

<https://planning.lacity.org/plans-policies/community-plan-area/south-los-angeles>

M 4/11– Popular Education and Planning

\*\*Guest speakers: Omar Ureta and Rosten Woo(invited)

\*Dr. Pop What is Popular Education?

<http://drpop.org/what-is-popular-education/>

\*Blocks and Lots

<https://dl.dropboxusercontent.com/u/461934/manualandkit%20for%20website.pdf>

\*What is Affordable Housing?

<http://rostenwoo.biz/index.php/whatisaffordablehousing>

\*What is Zoning, Center for Urban Pedagogy?

[http://welcometocup.org/Store?product\\_id=64](http://welcometocup.org/Store?product_id=64)

\*Freudenberg, Pastor, and Israel, “Strengthening Community Capacity to Participate in Making Decisions to Reduce disproportionate Environmental Exposures” American Journal of Public Health

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222508/>

\*Organizers’ Warning and Notification for Tenants - OWN IT!

<https://www.ownit.la/>

\*The Works LA

<http://www.theworks.la/>

W 4/13 and 4/15 – Planning, Gentrification and Displacement

“City Rising” KCET documentary on gentrification (watch online)

- <https://www.kcet.org/shows/city-rising>

\* “The Gentrification of Skid Row”

<https://www.theguardian.com/cities/2015/mar/05/gentrification-skid-row-los-angeles-homeless>

- Los Angeles Poverty Department (LAPD)  
<https://www.lapovertydept.org/>
- The Containment Plan: 99% Invisible Podcast  
<https://99percentinvisible.org/episode/the-containment-plan/>
- TBD

W 4/20 – Staples Center, Farmer’s Field, CBAs, CASP

Guest Speaker: Sissy Trihn SEACA

(\*\*\*Public Meeting Reflection Due 4/20\*\*\*)

\*Jaqueline Leavitt, “Linking Housing to Community Economic Development with Community Benefit Agreements: The Case of the Figueroa Corridor Coalition for Economic Justice” in Ong and Loukaitou-Sideris eds *Jobs and Economic Development in Minority Communities* 2006 (e-copy in library)

\*Dorsey, “Making Community Benefits Agreements Count”

<https://shelterforce.org/2016/10/21/making-community-benefits-agreements-count/>

- TBD

M 4/25 – Planning and the Ballot Box – Measures JJJ, S, and House LA Initiative

Guest Speaker: Laura Raymond ACT-LA

\*Conduct your own research on these three measures

\*Fulton and Shigley “Ballot Box Planning” pp244-245

\*Ballot Box Planning – Read three articles of your choice

<https://www.planetizen.com/tag/ballot-box-planning>

\*House LA Initiative

<http://allianceforcommunitytransit.org/wp-content/uploads/2021/12/United-to-House-L.A.-Measure-Summary-12.15.21.pdf>

W 4/27 - Planning the Future/The Future of Planning

(\*\*Planning Journal DUE 4/27\*\*)

Final Presentation / Evaluations

Brasuell, "Debating the Future of Cities After the Coronavirus, Volume  
3. Planetizen June 10, 2020

<https://www.planetizen.com/blogs/109568-debating-future-cities-after-coronavirus-volume-3>