

**Urban and Environmental Policy 101
Society and Environment**

Tuesday and Thursday 10:05-11:30am
Matsuoka: FOWLER 112
Rodnyansky: JOHNSON 315
Joint classes will be held in FOWLER 112

Office Hours

Professor Martha Matsuoka
UEP Dept. #201
Tues/Thurs 1:30 – 3:00 or by appt.

Professor Seva Rodnyansky
UEP Dept. #203
Wed at 9:30-11:00am and
Thurs at 3-4:30pm or by appt.

What is this course about?

This course is an introduction into issues at the intersection of “urban” and “environment.” It is for those interested in learning more about these concepts and the path forward towards creating more just and equitable environments and cities. This course introduces students to the political, economic, and social aspects of the environment with a focus on the role of government, policy, and social change. This course explores the intersection of race, poverty, and inequity in the environment and introduces how issues of race, class, gender, and workers’ rights interact with the natural and built environments.

The course is designed for students considering a UEP major and provides foundational concepts to be explored in more depth through other UEP courses. The course is also intended for non-UEP majors who are interested in the topics and examining the urban and environmental linkages to other disciplines. The course is an opportunity for students to interact with others interested in asking and answering complex questions about our cities, the natural world, and our global context and exploring solutions for critical urban and environmental challenges.

Course goals

The goals of this course are to examine the idea of “environment” and how it relates to the urban context. Through readings, films, class exercises, and discussions, students will:

- Gain insights and critical thinking about cities, urban and environmental issues as well as understand the role of policy, organizing, and social movements in addressing these conditions.
- Develop analytic skills to make connections between the economic, political, social, and spatial aspects of cities and the environment, particularly related to jobs, health,

economic development, housing, transportation and the built environment, neighborhood and regional planning, and community development.

Course Requirements

- ❑ **Participation (25%)**: You are expected to do all of the course readings on the date they are assigned and keep up to date. This is a reading intensive seminar where class discussions are key. As such attendance and preparation is required. You may only miss class *once* without prior approval. And you may miss *once* with approval. Any additional absences will result in an automatic decrease by one grade (a B will become a B-, for example).

Your participation in class will also be evaluated based on your ability to contribute productively to the class discussions and class exercises. Be mindful of your own contribution but also the overall classroom dynamic. Listen attentively to others, recognize when to “step up” and “step back” so that all class members can participate meaningfully. Focus on quality over quantity when participating in class.

- ❑ **Neighborhood Observation Papers (15%)**: There are two paper assignments based on the two observation walks in Highland Park. Paper prompts will be passed out in class. Paper #1 is due **in class Thursday, September 26**. Paper #2 is due: **Tuesday, November 19**.
- ❑ **Midterm Exam (20%)**: You will have a take home mid-term exam to cover materials covered through Thursday, October 17. We will pass out the prompt in class on Thursday, October 17th and the **midterm must be posted on Moodle by 5:00 on Thursday, October 24th**. More details will be discussed in class closer to the date.
- ❑ **Reflection Paper (10%)**: You are to attend an event, talk, exhibit, meeting, or similar activity on- or off-campus that focuses on topics we cover in the course. A list of possible events will be passed out in class and posted to Moodle. Within a week of participating in the activity, you will write a 3-5 page Reflection Paper based on how the activity relates to the materials and discussions we covered in class to date. Reflection papers are to be written as a formal piece of writing with a clear focus and integration of specific examples of class readings, discussions, speakers, etc. Papers must be 12 pt font with 1-inch margins, double-spaced, and your name included on the first page. Post your papers to Moodle and turn in your hard copy (during class or to the professor’s office box). **Do not forget to staple your pages. Papers are due within one week of the event. All reflection papers must be turned in by 5:00 p.m. Tuesday November 26 (note that there is no class this day due to the Thanksgiving break).**
- ❑ **Final Paper (30%)**: Final papers are **due during Finals week date TBD**. You must submit a hard copy to the UEP department, as well as upload to Moodle. Papers should be between 8-10 pages, double-spaced, 12 point font. A paper prompt will be passed out and discussed in class.

Class Assignments

Summary of Assignments and Due Dates

Assignment	Due Date
Observation Paper #1: Highland Park/Eagle Rock Observation Exercise.	Thursday September 26. Turn in hard copy in class; post to Moodle
Take home midterm, covers material up to October 17	Thursday October 24 by 5:00 p.m. Hard copy to UEP; post to Moodle.
Observation Paper #2: Highland Park/Eagle Rock Observation Exercise.	Tuesday November 19. Turn in a hard copy in class; post to Moodle.
Reflection Paper: Campus/Off-campus talk/activity.	Anytime during the semester but by Tuesday November 26. Post to Moodle.
Final Paper	TBD finals week. Turn in a hard copy to the UEP office; post to Moodle

COURSE POLICIES

This Syllabus is subject to change throughout the semester. Students will be notified if the syllabus changes.

Note: Readings listed in the syllabus may change; check Moodle for the latest reading assignments. Although the reading links have been tested; some links, particularly for federal links such as the U.S. EPA may no longer work. When this happens, look up the title of the document. Often times there are “snapshots” of the sites still accessible.

Grading Rubric

The goal of the class is for you to become thoughtful, curious, and critical thinkers about the urban environment. The perspectives and skills you gain in the class in the long term matter more than any grade you receive. Grades however, are important indicators of your grasp of the course material. The following is a rubric for understanding what it takes to do well in the class.

Grade A: Sophisticated and thoughtful reflections on course material; excellent depth of critical analysis; accurate and creative interpretation of course readings; well-constructed arguments; cogent, clear, and persuasive speaking and writing

Participation—student participates frequently; demonstrates thorough preparation and a firm grounding in the course material; demonstrates an ability to analyze readings and to clearly articulate her analysis, an ability to understand the subtle logic of a range of positions, and an ability to synthesize course material over the semester. Student goes well beyond the requirements of the course.

Grade B: Good to Very Good reflection, analysis, and engagement with course ideas; accurate and creative interpretation of course readings; well-constructed arguments; solid speaking and writing skills

Participation—student participates regularly; demonstrates a good deal of preparation and a good handle on the course material; frequently offers interesting insights and intriguing interpretations of our sources; demonstrates an ability to connect readings/ideas across the semester student meets requirements of the course competently.

Grade C: Satisfactory; student can summarize course material and has made fair attempts at analysis; analysis and critique may require further development or coherence, thinking may still be a bit unnuanced, and/or ideas may be difficult to understand due to issues of speaking and writing

Participation—student participates regularly; demonstrates a good deal of preparation and a good handle on the course material; s/he can adequately summarize readings, but might not offer well-formed analysis and critique; every so often offers interesting insights.

Grade D: Unsatisfactory; student reads course material but does not understand it at a satisfactory level; student completes course assignments but they do not evidence adequate understanding, analysis, or preparation. Student often misses assignments and class discussions.

Participation—student participates occasionally, though s/he demonstrates inadequate preparation, makes comments that are not based in readings, and/or offers ideas with scant support. Student made some effort to meet minimum requirements

Grade F: Student fails to meet the minimum requirements of the course
Participation—little to no participation

Class Schedule, Readings, and Assignments

Thursday, August 29 Introduction to the Course

Tuesday, Sept. 3 Environmental Overview and Context

BRING COMPUTERS TO CLASS

- William Cronon. “The Trouble with Wilderness or Getting Back to the Wrong Nature”. (pages 1-15 only)
- Jenny Price. “13 Ways of Seeing Nature in Los Angeles” 2006. pgs. 1-26
 - Part 1: <https://believermag.com/thirteen-ways-of-seeing-nature-in-la/>
 - Part 2: <https://believermag.com/thirteen-ways-of-seeing-nature-in-la-2/>

Thursday, Sept. 5 Environmental Understandings

- Lynn White, Jr. “The Historical Roots of Our Ecologic Crisis” in *Science*. Vol. 155, No. 3767 (March 1967), pgs. 48-54
- Winona LaDuke. “Traditional Ecological Knowledge and Environmental Futures”. The Winona LaDuke Reader. Voyageur Press. 2002. Pgs. 78-88.

Tuesday, Sept. 10: Urban Framing

- David Harvey. 2008 “The Right to the City” New Left Review p.23-40.
<https://newleftreview.org/issues/II53/articles/david-harvey-the-right-to-the-city>
- Jane Jacobs 1958 “Downtown is for People” in The Exploding Metropolis, pp.140-168
- Edward Glaeser 2007 “The Economics Approach to Cities”, NBER pp.1-40
<https://www.nber.org/papers/w13696>

Thursday, Sept. 12 Reading the Urban and Environmental Landscape

- James Rojas. 2013 “The Enacted Environment of East Los Angeles” in Places pp.1-13
- Soja, Edward. 1989. “It All Comes Together in Los Angeles,” Chapter 8 in Postmodern Geographies. Pp.190-221.
- Orfield, Myron. 1997. “It Couldn’t Happen Here...,” Chapter 1 in Metropolitics. Pp.1-14

Tuesday, Sept. 17 Urbanization and Growth

JOINT CLASS: FOWLER 112

- Harvey Molotch. (1976). The city as a growth machine: Toward a political economy of place. American Journal of Sociology, 82(2), 309-332.
- Michael Bader, “L.A. is Resegregating -- And Whites are a Major Reason Why,” Los Angeles Times, April 1, 2016
<http://beta.latimes.com/opinion/op-ed/la-oe-bader-resegregation-los-angeles-20160401-story.html>

Thursday, Sept. 19: The Oxy Environment: Highland Park and Eagle Rock.

Walking observation exercise #1.

Refer to the prompts for the walk and for the associated Reflection Paper #1. Bring your Reflection Paper to class Thursday September 26.

Additional background reading:

- Evita Chavez. Read “Part 4: Case Study of Highland Park” in It Definitely Feels as if It’s Happening to You A Case Study of the Personal Effects of Gentrification in Highland Park. Senior Comprehensive Project. Urban and Environmental Policy, Occidental College. April 2016.
- Bianca Barragan. [Here's How Highland Park Turned a Gas Station Into a Park](#). LA Curbed. February 23, 2015
- Jan Lin. 2019. “The Stages of Neighborhood Transition.” Chapter 2 in Taking Back the Boulevard pp. 56-91, NYU Press: New York. [OPTIONAL]

Tuesday, Sept. 24: Inequality and the Environment

JOINT CLASS: FOWLER 112

- James Boyce. “Inequality and the Environment” The Real News Network. October 13, 2014; Read the article and watch the news clip. (play in class, 11 minutes)
- Susan Holmberg. “Inequality isn’t just bad for the economy—It’s toxic for the environment” Grist. July 5, 2015; <http://grist.org/politics/inequality-isnt-just-bad-for-the-economy-its-toxic-for-the-environment/>

- Michele Morrone and Geoffrey Buckley. 2011. Chapter 1 in Mountains of Injustice. Columbus, OH: Ohio University Press. pgs. 3-31

Thursday, Sept. 26: Race and the Environment

**** Observation Paper #1: Highland Park/Eagle Rock Observation Exercise Due**

JOINT CLASS: FOWLER 112

- Luke Cole and Sheila Foster. "Introduction" in From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement. NYU Press. 1991 pgs. 19-33
- Laura Pulido. 2000 "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" Annals of the Association of American Geographers, 90(1), pp. 12-40
- David Pellow. "Critical Environmental Justice Studies," Chapter 1 (pp.1-23) in What is Critical Environmental Justice. 2018 [OPTIONAL]

Tuesday, Oct. 1: Workers and the Environment

JOINT CLASS: FOWLER 112

- Watch this 8 minute video: Inside the 1995 El Monte Thai Garment Slavery Case <https://youtu.be/QLVeiKTLqgg>
- The 1911 Triangle Shirtwaist Factory Fire. ILR Cornell University. <http://trianglefire.ilr.cornell.edu/story/introduction.html> (read through the whole section all the way through to Investigation and trial)
- Jason Burke and Saad Hammoudi. "Bangladesh textile factory fire leaves more than 100 dead" The Guardian. November 25, 2012: <https://www.theguardian.com/world/2012/nov/25/bangladesh-textile-factory-fire>
- Anna J. Kim and Sophia Cheng. (2018) "Building Sustainable Communities in Los Angeles Intersections of Worker Power and Environmental Justice" in The Nature of Hope: Grassroots Organizing, Environmental Justice, and Political Change. Char Miller and Jeff Crane, editors. Utah State University Press: University Press of Colorado. Pgs 226-248

Thursday, October 3: Gender and the Environment

JOINT CLASS: FOWLER 112

- Julie Sze. “Gender and Environmental Justice” in Routledge Handbook on Gender and Environment. pgs. 159-168. Routledge. 2017.

Giovanna Di Chiro. “Sustaining Everyday Life: Bringing Together Environmental, Climate and Reproductive Justice.” Different Takes. No. 58 Spring 2009

Monée Fields-White. “Can we build non-racist and non-sexist cities?” |April 3, 2019. Shareable.net. accessed 8/13/19.

- Kian Goh. Safe Cities and Queer Spaces: The Urban Politics of Radical LGBT Activism, Annals of the American Association of Geographers, 108:2, 2018. pgs. 463-477

Tuesday, October 8: Housing and Where we Live

JOINT CLASS: FOWLER 112

- “The State of the Nation’s Housing 2019” Harvard Joint Center for Housing Policy. Pp. 1-37 [Skim]
- Rebecca Solnit, “Gentrification’s Toll: It’s You or the Bottom Line,” The Guardian, May 13, 2016 <http://www.theguardian.com/cities/2016/may/03/gentrification-climate-change-sierra-club-san-francisco>
- Southern California Association of NonProfit Housing (SCANPH).
 - Out of Reach (2018): Los Angeles (1 page)
 - Out of Reach (2018): Los Angeles County (1 page)
 - Housing Needs Report 2018: Los Angeles County (4 pages)
- M.J. Aboelata, R. Bennett, E. Yañez, A. Bonilla, & N. Akhavan. Excerpts from Healthy Development Without Displacement: Realizing the Vision of Healthy Communities for All. pgs 9-17. Prevention Institute. 2017
- Peter Marcuse. “The Housing Change We Need” Shelterforce. Winter 2008. December 22, 2008.

Thursday, Oct. 10: Transportation and Mobility

JOINT CLASS: FOWLER 112

- Peter O. Muller. 2004. “Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis”

- Martin Wachs. 1996. "Evolution of Transportation Policy in Los Angeles" in The City. pgs. 106-157
- Eric Jaffe. "Buses Are for Other People". The Atlantic. January/February 2015
- Alana Semuels. "The End of Public Transit? Start-ups are proving more efficient than government in areas like transportation. Should some services be privatized?" Atlantic Monthly, Oct. 28, 2016.
- Manuel Pastor. "A Vision for the Next Los Angeles: Transportation Equity and Just Growth" KCET. February 10, 2014

Tuesday, Oct. 15: Fall Break – NO CLASS

Thursday, Oct 17: Water and the Environment (Guest Speaker: Prof. Caroline Farrell)

JOINT CLASS: FOWLER 112

**** Pass out Midterm, due October 24**

- The Human Right to Water Bill in California. UC Berkeley Law.
[https://www.law.berkeley.edu/files/Water_Report_2013_Interactive_FINAL\(1\).pdf](https://www.law.berkeley.edu/files/Water_Report_2013_Interactive_FINAL(1).pdf)
- Mijin Cha. "Flint Water Crisis is a Classic Case of Environmental Racism" The Hill January 25, 2016. <http://thehill.com/blogs/pundits-blog/energy-environment/266850-flint-water-crisis-is-classic-case-of-environmental>

Tuesday, October 22: Occupational Health

JOINT CLASS: FOWLER 112

- NYT Series: Sarah Maslin Nir, "The Price of Nice Nails," New York Times, May 7, 2015: <http://www.nytimes.com/2015/05/10/nyregion/at-nail-salons-in-nyc-manicurists-are-underpaid-and-unprotected.html>
- Sarah Maslin Nir, "Perfect Nails, Poisoned Workers," New York Times, May 8, 2015: <http://www.nytimes.com/2015/05/11/nyregion/nail-salon-workers-in-nyc-face-hazardous-chemicals.html>

- Sarah Maslin Nir, “Cuomo Orders Emergency Measures to Protect Workers at Nail Salons,” New York Times, May 11, 2015:
<http://www.nytimes.com/2015/05/11/nyregion/cuomo-orders-emergency-measures-to-protect-workers-at-nail-salons.html>
- Thu Quach, Robert Gunier, Alisha Tran, Julie Von Behren, Phuong-An Doan-Billings, Kim-Dung Nguyen, Linda Okahara et al. "Characterizing workplace exposures in Vietnamese women working in California nail salons." Journal Information 101, no. S1 (2011).
- Julia Wong. “US Nail Salons: the challenge to protect workers from toxic chemicals” The Guardian November 28, 2017
- <https://www.theguardian.com/us-news/2017/nov/28/us-nail-salons-the-challenge-to-protect-workers-from-chemicals>

Thursday, Oct. 24: NO CLASS

**** Midterm due by 5pm on Moodle**

Tuesday, Oct. 29 Environment Health and Toxics (Guest Speaker: Prof. Bhavna Shamasunder)

JOINT CLASS: FOWLER 112

- Watch the 8 minute video, “Up in the Air”.
https://www.youtube.com/watch?v=uCy9exrIkA8&ebc=ANyPxKrlD1JlorbVX_IVVukXONniqVM7wD4Tkf_nhqAP-xupG5HQADIBksBm0rJCzHUOT6CGKGkrJaKv73RDLERETaaSWqMyRQ
- Ami Zota and Bhavna Shamasunder. (2017). The environmental injustice of beauty: Framing chemical exposures from beauty products as a health disparities concern. American Journal of Obstetrics and Gynecology. 217. 10.1016/j.ajog.2017.07.020.
- Lois Gibbs. “Citizen Activism for Environmental Health: The Growth of a Powerful New Grassroots Health Movement”. The Annals of the Academy of Political and Social Science; v. 584, n. 1; 97-109; 2002; <http://ann.sagepub.com/content/584/1/97.short>

Thursday, Oct. 31: Building a Healthy and Just City

JOINT CLASS: FOWLER 112

Workshop with James Rojas, Founder of *PLACE IT!* (*Ph.D. Urban Planning, MIT*)
Sponsored by the Remsen Bird Fund.

- Susan Fainstein. “Planning and the Just City” (in Marcuse, ed., Searching for the Just City: Debates in Urban Theory and Practice, 2009)
- Lerner, Jaime. “How to Build a Sustainable City” New York Times. December 7, 2015 <https://www.nytimes.com/2015/12/07/opinion/how-to-build-a-sustainable-city.html>

Tuesday, Nov. 5 Waste and the Environment

JOINT CLASS: FOWLER 112

- Sintana E. Vergara and George Tchobanoglous, “Municipal Solid Waste and the Environment: A Global Perspective,” Annual Review of Environment and Resources, Nov. 2012, <http://www.annualreviews.org/doi/full/10.1146/annurev-environ-050511-122532>
- Liyna Anwar, “Waste in LA: Closing America's Largest Landfill, Without Taking Out The Trash,” NPR, Feb 22, 2014 <http://www.npr.org/2014/02/22/280750148/closing-americas-largest-landfill-without-taking-out-the-trash>
- LAANE, Don't Waste LA: Cleaning Up Waste and Recycling Management and Securing the Benefits, July 2015: <http://www.laane.org/zero-waste-blueprint/> and watch this video: <http://www.dontwastela.com/2014/04/15/pbs-socal-insider-covers-zero-waste-la-policy/>
- North & Halden 2013 “Plastics and Environmental Health: The Road Ahead” Review of Environmental Health <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3791860/>
- Great Pacific Garbage Patch (video)

Thursday, Nov. 7 Global Trade and the Environment

- Andrea Hricko, “Global Trade Comes Home: Community Impacts of Goods Movement” Environmental Health Perspectives, 116 (2), Feb, 2008, pp.78-81.
- Lydia DePillis, “Ports are the New Power Plants,” Washington Post, November 24, 2015 <https://www.washingtonpost.com/news/wonk/wp/2015/11/24/ports-are-the-new-power-plants-at-least-in-terms-of-pollution/>
- Karen Robes Meeks. “Los Angeles, Long Beach port truck drivers move nation’s goods” Long Beach Press Telegram May 16, 2015.
- Michael Sainato. “The Ruthless Reality of Amazon’s One Day Shipping” Gizmodo. June 14, 2019.

- Lydia DePillis, “It’s Amazon’s World. We Just Live in It”. CNN Business. Read also the related links in the article. October 4, 2018.
<https://www.cnn.com/2018/10/03/tech/amazon-effect-us-economy/index.html>
- Watch this clip (21 minutes) <https://youtu.be/d9m7d07k22A>. Warehouses: Last Week Tonight with John Oliver (July 1, 2019)

Tuesday, Nov. 12 Food Systems

JOINT CLASS: FOWLER 112

Guest Speakers: Sharon Cech, Rosa Romero, UEPI

- Joann Lo, “Walmart at the Crossroads: Live Better, Do Better for All of Us/The Environmental and Labor Impact of Its Food Supply Chain”; Capital & Main; June 4, 2015; <http://capitalandmain.com/latest-news/issues/labor-and-economy/walmart-at-the-crossroads-live-better-do-better-for-all-of-us-0604/>
- City of Los Angeles, Good food purchasing pledge, read pgs. 1-6.
http://lacity.cityofla.acsitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa331283141_10242012.pdf
- Megan Horst, Nathan McClintock & Lesli Hoey (2017) The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature, Journal of the American Planning Association, 83:3, 277-295.

Thursday, Nov. 14: Highland Park observation #2

Walking observation exercise #2.

- Jan Lin, 2019. “Gentrification, Displacement, and a Right to the City.” Chapter 5 in Taking Back the Boulevard pp.168-194, NYU Press: New York.

Tuesday, Nov. 19: Overview on Climate

**** Observation Paper #2: Highland Park/Eagle Rock Observation Exercise Due.**

- National Research Council of the National Academies; “Climate Change: Evidence, Impacts, and Choices; Read part 1 on ‘Evidence’”; pp. 1-18;
<https://nas-sites.org/americasclimatechoices/more-resources-on-climate-change/climate-change-lines-of-evidence-booklet/>
- EPA, “Understanding the Link Between Climate Change and Extreme Weather”

<https://19january2017snapshot.epa.gov/climate-change-science/understanding-link-between-climate-change-and-extreme-weather.html> (read through all of the extreme weather issues)

- Sachs, Jeffrey. “A Bold Bid for Climate Justice”. Watch the 23 minute video and read the commentary article. January 11, 2018
<http://www.cnn.com/2018/01/11/opinions/new-york-city-bold-bid-for-climate-justice-opinion-sachs/index.html>
- Althor, G., Watson, J.E.M., & Fuller, R.A. (2016). “Global mismatch between greenhouse gas emissions and the burden of climate change.” *Nature Scientific Reports*. 6, 20281. Pp.1-6.

Thursday, Nov. 21 Energy

- Mikel González-Eguino “Energy poverty: An overview” Renewable and Sustainable Energy Reviews Volume 47, July 2015, Pages 377-385
<https://www.sciencedirect-com.oxy.idm.oclc.org/science/article/pii/S1364032115001586>
- J. Mijin Cha, “Unnatural Gas: How Government Made Fracking Profitable (and Left Renewables Behind)”, Dissent, Jun 27, 2013
http://www.dissentmagazine.org/online_articles/unnatural-gas-how-government-made-fracking-profitable-and-left-renewables-behind
- Movement Generation. From Banks to Tanks. To Cooperation to Caring. A Strategic Framework for a Just Transition. http://movementgen.electricembers.net/wp-content/uploads/2016/11/JT_booklet_English_SPREADs_web.pdf
- Cha, Pastor, Wander, Sadd, Morello-Frosch 2019. A Roadmap to an Equitable Low-Carbon Future: Four Pillars for a Just Transition
- Jeremy Brecher. “Making the Green New Deal Work for Workers” In These Times.

Tuesday, Nov. 26 – No Class

**** Reflection Paper: Campus/Off-campus talk/activity Due**

Thursday, Nov. 28 – No Class. Happy Thanksgiving

Tuesday, Dec. 3: Climate Solutions / Course wrap up

- 350.org, “Why we took to the streets for People’s Climate March,” 350.org
<http://350.org/why-we-took-to-the-streets-for-peoples-climate-march/>

- David Biello, “10 Solutions for Climate Change,” *Scientific American*, Nov 26, 2007: <http://www.scientificamerican.com/article/10-solutions-for-climate-change/>
- William Neuman. “To Fight Climate Change, New York City Takes On Oil Companies” *New York Times*, Jan. 10, 2018
<https://www.nytimes.com/2018/01/10/nyregion/new-york-city-fossil-fuel-divestment.html?mtref=undefined&auth=login-email>
- Michelle Chen. “It Doesn’t Matter if Cities Are Climate Change–Proof if No One Can afford them. Can Afford to Live in Them” *The Nation*, October 24, 2017
<https://www.thenation.com/article/it-doesnt-matter-if-cities-are-climate-change-proof-if-no-one-can-afford-to-live-in-them/>
- Jonathan London, Alex Karner, Julie Sze, Dana Rowan, Gerardo Gambirazzio, Deb Niemeier. Racing climate change: Collaboration and conflict in California’s global climate change policy arena” *Global Climate Change*. *Elsevier*. March 13, 2013.

Finals Week

**** Final Paper Due, day TBD**

Course Policies

Plagiarism Policy

Plagiarism consists of any form of passing off, or attempting to pass off, the knowledge or work of others as your own. It is a form of cheating. Examples of plagiarism include: unattributed quotations from a book, magazine, or article; copying from the notes or essays of others; the submission of work actually written or dictated by others; and unattributed use of other people’s ideas. Remember, plagiarism includes information from books, newspapers, journals and the Internet. Plagiarism is grounds for failing the course and possible expulsion from the college. Students should consult Occidental’s student handbook for information on academic misconduct policy at the college: <https://www.oxy.edu/student-handbook/academic-ethics/academic-misconduct>

Classroom Community

This course is intended to provoke discussion and new understandings of the urban environment we live in. Toward this end, the course will grapple with discussions about inequity, power, race, class, and gender. We expect our classroom to be a productive space for open, honest, and thoughtful discussion that recognizes and respects differences and acknowledges the broad range of knowledge we bring to the classroom and discussion. Please remember that our focus in this course is the issues, texts, course materials and presentations themselves, and not the personalities, identities, or opinions of other participants in the discussion.

The professors and students share the responsibility of creating the space and stimulating enthusiasm for learning. The professors are responsible for structuring and facilitating a space for learning and achieving course goals. Students are responsible for attending and participating in class, completing assignments in a timely manner, being prepared to discuss readings and material in class, and contributing to a robust learning environment and community. Toward this goal, students are also responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors.

Laptops and Cellphones

Electronic devices in the classroom limit full participation in class. In order for you to pay attention and engage in learning and minimize distractions to others, laptops are not allowed unless they are necessary for note-taking. Cell phones and all other electronic devices are to be turned off or put on silent. Students who are not paying attention in class will be marked as absent.

Course Readings will be posted on Moodle. Please complete readings for the day they are assigned. Readings will largely follow the syllabus but are subject to some changes. Please pay attention to the Moodle site for any changes to the schedule and/or the readings

Support Services

The college provides a set of resources to students to support them in learning. The [Writing Center](#) provides writing assistance to students to develop ideas, draft, and revise papers.

Students with documented disabilities 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 experiences significant physical or mental impairments may contact [Disability Services](#) at (323) 259-2969 to learn about available services and support. More information is available at <https://www.oxy.edu/offices-services/disability-services>

The [Emmons Wellness Center](#) also provides important support services and can help you address issues of stress, medical and mental health, and overall well-being. For more information, see their website at <https://www.oxy.edu/student-life/resources-support/emmons-wellness-center>