

Urban and Environmental Policy 101 Environment and Society

Fall 2025, Occidental College

Course Information

Section 1: Tuesday and Thursday 8:30 a.m. - 9:55 a.m. in Johnson Hall 302

Professor Karla Peña (she/her)

Email: penak@oxy.edu

Office Hours in UEP Room 205 via appointment only on Wednesdays, 10:00-12:00 p.m. and Thursdays, 12:00-3:00 p.m. [Sign up here.](#)

Section 2: Tuesday and Thursday 8:30 a.m. - 9:55 a.m. in Johnson Hall 315

Professor Alexandra (Alexa) Boesel (she/her)

Email: boesel@oxy.edu

Office Hours in UEP Room 103 on Tuesdays and Thursdays from 10:05-11:30 a.m.

Course Overview

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.

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 class times and discussions 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. With this goal, students are also responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors.

Course Objectives

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.
- Progress in active reading, critical thinking, analytical writing, and discussion skills through the synthesis of sources, including lectures, videos, and discussion in class and with peers.

Credit Hour Policy

UEP 101 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

Core Program Requirements

UEP 101 satisfies a [CPUD](#) requirement.

Course Activities Schedule:

Readings, videos, and any prerecorded lectures must be completed by class meeting times: These will be posted on our Canvas class page. Readings will largely follow the syllabus but are subject to some changes. Please pay attention to the Canvas site for any changes to the schedule and/or the readings.

Joint Classes:

Over the semester, we will hold joint classes where both sections of 101 will meet together because of guest speakers or scheduling issues.

Course Requirements and Assignments:

Class Activity/Assignment	More detailed information and prompts for assignments are in Canvas. Assignments due on Canvas unless noted otherwise.	% of grade
Attendance and Participation	You are expected to do all of the course readings and videos for the date they are assigned and keep up with readings and assignments. This is an intensive reading seminar, and in-class discussions and online forum discussions are key. Your participation in class will also be evaluated based on your ability to contribute productively to the discussions and class activities.	15%
Neighborhood Observation Essay	The neighborhood observation essay is based on your observation walk in the community. The prompt for the assignment is posted to Canvas. Submit the essay on Canvas on Friday, September 26 by 11:59 p.m.	15%
Midterm Exam	Midterm will be due on Thursday October 7, 2025, in-class.	20%
Field Trip Essay	Write at least a 500-1,000-word analysis of the class field trip, including images and connections to class themes. The prompt will be available on Canvas. Due November 1, 2025 by 11:59 p.m.	10%
Event / Speaker Essay	Attend a public event or a presentation given by a public speaker broadly relevant to the course, on campus or off-campus and write a 1–2-page reflection for the event integrating topic ideas and/or sources from class. Due Friday, November 14 by 11:59 p.m. <i>Attending online events is permitted, but check with the instructor first.</i>	10%
Small Group Project	In groups, students will propose a project related to the 2028 Olympics and its impacts on housing and mobility. The grade will be based on site visit, class presentation, and a short written proposal. During November 18 and 20 class time, you will have time for group research. Presentations are on the 25th.	10%
Final Exam	Final exams are due the week of final exam period, December 8-11.	20%

Course Grade Percentages

A: 93-100; A-: 90-93; B+: 87-90; B: 83-87; B-: 80-83; C+: 77-80; C: 73-77; C-: 70-73; D+: 67-70; D: 60-67; F: 0-60

Attendance Policy

You are expected to attend all class sessions. Excessive absences (more than 3) will impact your attendance and participation grade.

Late Assignment Policy

You have a 48-hour grace period for turning in one of the three written assignments (Neighborhood Observation essay, Field Trip Essay, and the Event/Speaker Essay). The late penalty for assignments is as follows: 5% off for each day the assignments are late.

Mid-semester Progress Reports

Mid-semester progress reports are not intended to be used as determinative or predictive of the final grade in a course, but to provide an opportunity for the faculty to communicate an approximate estimation of progress by the students in the course by the midpoint of the current semester. Fall 2025 mid-semester Progress reports submission window is October 6-19.

Artificial Intelligence (A.I.) Policy for Assignments

All work submitted in this course must be your own. Please do not use ChatGPT or other AI composition software. AI keeps you from developing useful skills on your own. It's also terrible for the environment. [Check out how bad AI is for Climate Change](#).

Course Schedule

Theories about the environment, nature, and society

Tuesday, Aug. 26:

Introduction to the Course - Urban and Environmental Policy in a Time of Climate Change.

Thursday, Aug. 28: Nature and Society

Jenny Price. 2006 "13 Ways of Seeing Nature in Los Angeles" *The Believer*. pgs. 1-26

Cunningham, H., & Bede Scharper, S. (2014). Futures: Lifeform, Livelihood, and Lifeway. In *A Companion to Urban Anthropology* (Issue March). John Wiley & Sons.

Tuesday, Sept. 2: Cultural Foundations of the Environment

Hop Hopkins – "[Racism is killing the planet](#)" *Sierra Club*. (June 8, 2020)

Taylor, D. E. (2016). Key concepts informing early conservation thought. In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection* (pp. 9–31). Duke University Press. <https://doi.org/10.2307/j.ctv11qdxgtg.5>

Thursday, Sept. 4: Power, Privilege, and the Environment

Taylor, D.E. (2016). Wealthy people and the city: An Ambivalent Relationship. In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection* (pp. 32–48). Duke University Press. <https://doi.org/10.2307/j.ctv11qdxgtg.6>

Pulido, L. (2000). Rethinking environmental racism: White privilege and urban development in southern California. *Annals of the Association of American Geographers*, 90(1), 12–40. <https://doi.org/10.1111/0004-5608.00182>

Theories about urban growth and the Right to the City

Tuesday, Sept. 9: Urban Framing

Harvey, D. (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>

Jacobs, J. (1958) Downtown is for People. *The Exploding Metropolis*, pp.140-168

Davis, M. (1992). "Fortress L.A.," Chapter 4 in *The City of Quartz*, pp. 223-263

OPTIONAL:

Soja, Edward. 1989. "It All Comes Together in Los Angeles," Chapter 8 in *Postmodern Geographies*. Pp.190-221.

Thursday, Sept. 11: Reading the Urban and Environmental Landscape

Rojas, James. (2013) "The Enacted Environment of East Los Angeles" in *Places*

Hunter, M. A., Pattillo, M., Robinson, Z. F., & Taylor, K. Y. (2016). Black Placemaking: Celebration, Play, and Poetry. *Theory, Culture and Society*, 33(7–8), 31–56.

<https://doi.org/10.1177/0263276416635259>

Tuesday, Sept. 16: Urbanization and Growth

Molotch, H. (1976) The city as a growth machine: Toward a political economy of place.

American Journal of Sociology, 82(2), 309-332.

Lin, J. (2019) "Chapter 2: The Stages of Neighborhood Transition." in *Taking Back the Boulevard* pp. 56-91, NYU Press: New York.

Lin, J. (2015). *Northeast Los Angeles Gentrification in Comparative and Historical Context*. PBS SoCal. <https://www.pbssocal.org/shows/departures/northeast-los-angeles-gentrification-in-comparative-and-historical-context>

Thursday, Sept. 18: Your Neighborhood Walking Exercise – NO CLASS, DO YOUR WALK TODAY

Walking observation exercise. Refer to the prompts for the walk and for the associated readings. Make sure to take at least one photo you can use in your observation paper.

["Place & Privilege: Telling Stories about Places that Aren't Yours."](#) *Progressive LA*. 3/28/19,

Pulido L, Barraclough, L, and Cheng W (2012) "An Introduction to A People's Guide to Los Angeles" and "An Introduction to the Greater Eastside and San Gabriel Valley" from *A People's Guide to Los Angeles*.

Capitalism, Racism, and the Environment

Tuesday, Sept. 23: Urban Metabolism and Planetary Processes

Isenhour, C. (2014). Green capitals reconsidered. *Sustainability in the Global City: Myth and Practice*, 54–74. <https://doi.org/10.1017/CBO9781139923316.004>

Brenner, N., & Katsikis, N. (2020). Operational Landscapes: Hinterlands of the Capitalocene. *Architectural Design*, 90(1), 22–31. <https://doi.org/10.1002/ad.252>

Ghosh, S., Brenner, N., & Katsikis, N. (2023). The Global Industrial Feedlot Matrix: A Metabolic Monstrosity. In J. S. Nesbit & C. Waldheim (Eds.), *Technical Lands: A Critical Primer*. JOVIS.

Optional reading:

- Fraser, N. (2014). Behind Marx's hidden abode. *New Left Review*, 86, 55–72.
- Moore, J. W. (2015). *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. Verso.
- Lefebvre, H. (2003). *The Urban Revolution*. University of Minnesota Press.

Thursday, Sept. 25: Racial Capitalism

Jodi Melamed. (2015). "Racial Capitalism." *Critical Ethnic Studies*, vol. 1, no. 1, 2015, pp. 76–85. <https://doi.org/10.5749/jcritethnstud.1.1.0076>.

Freshour, Carrie. (2020). "Poultry and Prisons." *Monthly Review*, July 2020, pp. 32–47. https://doi.org/10.14452/MR-072-03-2020-07_4.

Watch: The House You Live In; From Race, The Power of an Illusion; <https://vimeo.com/133506632>

Tuesday, Sept. 30: Movements for Environmental Justice

Luke Cole and Sheila Foster (1991) "Introduction" in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. pgs. 19- 33NYU Press.

Pellow, David N. (2016). "[Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge](#)"; *Du Bois Review*

Gilio-Whitaker, Dina. (2019). "Environmental Justice Theory and Its Limitations for Indigenous People" in *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*.

Case Studies: Injustice and the Environment

Thursday, Oct. 2: Farmworker Health and Safety

Blanchette, A. (2015). Herding species: Biosecurity, posthuman labor, and the american industrial pig. *Cultural Anthropology*, 30(4), 640–669. <https://doi.org/10.14506/ca30.4.09>

Guthman, Julie, and Sandy Brown. (2016). "Whose Life Counts: Biopolitics and the 'Bright Line' of Chloropicrin Mitigation in California's Strawberry Industry." *Science, Technology, & Human Values*, vol. 41, no. 3, pp. 461–82.

Méndez, Michael, et al. (2020). "The (in)Visible Victims of Disaster: Understanding the Vulnerability of Undocumented Latino/a and Indigenous Immigrants." *Geoforum*, vol. 116, Nov. 2020, pp. 50–62. *ScienceDirect*, <https://doi.org/10.1016/j.geoforum.2020.07.007>.

Tuesday, Oct. 7: Midterm Exam (In-class)

Thursday, Oct. 9: Zoonosis and Planetary Health from Professor Boesel

Combined session: classroom TBD

Brenner, N., & Ghosh, S. (2022). Between the colossal and the catastrophic: Planetary urbanization and the political ecologies of emergent infectious disease. *Environment and Planning A*, 54(5), 867–910. <https://doi.org/10.1177/0308518X221084313>

Hinchliffe, S., Allen, J., Lavau, S., Bingham, N., & Carter, S. (2013). Biosecurity and the topologies of infected life: From borderlines to borderlands. *Transactions of the Institute of British Geographers*, 38(4), 531–543. <https://doi.org/10.1111/j.1475-5661.2012.00538.x>

Fall Break – No classes, Monday, October 13 – Tuesday, October 14, 2025

Thursday, Oct. 16: Plastics and E-Waste

Vandenberg, Jessica. "Plastic Politics of Delay: How Political Corporate Social Responsibility Discourses Produce and Reinforce Inequality in Plastic Waste Governance." *Global environmental politics* 24.2 (2024): 122–145.

[Liboiron, Max. \(2018\) "How Plastic is a Function of Colonialism"; Teen Vogue](#)

Lebbie, Tamba S., et al. (2021). "E-Waste in Africa: A Serious Threat to the Health of Children." *International Journal of Environmental Research and Public Health*, vol. 18, no. 16, pp. 8488.

Browse the work of Break Free from Plastic at <http://www.breakfreefromplastic.org/>

Optional:

[“Plastic Wars.”](#) Frontline PBS, 2020

Altman, Rebecca; “American petro-topia”; Aeon; March 11, 2015;

<https://aeon.co/essays/plastics-run-in-my-family-but-their-inheritance-is-in-us-all>

Case Studies: Mobility, Dwelling, and Justice

Tuesday, Oct. 21: Food Systems from Professor Peña

Combined session: classroom TBD

City of Los Angeles, Good food purchasing pledge, read pgs. 1-6.

http://lacity.cityofla.acsitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa33128314_1_10242012.pdf

Horst, M., McClintock, N., & Hoey, L. (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. <https://doi.org/10.1080/01944363.2017.1322914>

Gripper, Ashley; We don’t farm because its trendy; We farm as resistance, for healing, and sovereignty: Farming is not new to Black people; *Environmental Health News*; May 27, 2020; <https://www.ehn.org/black-farming-food-sovereignty-2645479216.html>

Thursday, Oct. 23: Conservation and Wildlife Corridors

Wolch, J. (2002). Anima urbis. *Progress in Human Geography*, 26(6), 721–742.

<https://doi.org/10.1191/0309132502ph400oa>

Barua, M. (2021). Infrastructure and non-human life: A wider ontology. *Progress in Human Geography*, 45(6), 1467–1489. <https://doi.org/10.1177/0309132521991220>

Zellmer, A. J., & Goto, B. S. (2022). Urban wildlife corridors: Building bridges for wildlife and people. *Frontiers in Sustainable Cities*, 4. <https://doi.org/10.3389/frsc.2022.954089>

Tuesday, Oct. 28: Transportation and the Development of Cities

Guest Speaker: Madeline Wander, UEPI

Peter O. Muller. 2004. “Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis” in *The Geography of Urban Transportation* edited by Susan Hanson and Genevieve Giuliano.

Barajas, J. M. (2021). The roots of racialized travel behavior. In *Advances in Transport Policy and Planning* (1st ed., Vol. 8). Elsevier Inc. <https://doi.org/10.1016/bs.atpp.2021.06.007>

Principles of Mobility Justice. (2016). *The Untokening Collective’s module on the Principles of Mobility Justice*.

Thursday, October 30 Housing and Segregation

Guest Speaker: Alex Ferrer

Roy, A. (2017). Dis/possessive collectivism: Property and personhood at city’s end. *Geoforum*, 80, A1–A11. <https://doi.org/10.1016/j.geoforum.2016.12.012>

Lipsitz, G. (2011). The white spatial imaginary. *How Racism Takes Place*, 25–50.

Optional:

“How Community Land Trusts Could Make LA More Affordable.” *LAist*, 2 Feb. 2021, <https://laist.com/news/community-land-trusts-los-angeles-affordable>.

“You have to Move!” The Cruel and Ineffective Criminalization of Unhoused People in Los Angeles. *Human Rights Watch*. **Read only pages 1-22 (Summary and Key Findings)**

https://www.hrw.org/sites/default/files/media_2024/08/us_unhoused0824%20web_0.pdf

Explore the following map with historical urban planning (redlining) notes that would determine Federal Housing Administration loan availability and therefore generational wealth for decades to come:

https://dsl.richmond.edu/panorama/redlining/map/CA/LosAngeles/area_descriptions#loc=10/34.0053/-118.1566

Optional: An interactive website also has a summary of the report with data and graphics.

<https://www.hrw.org/report/2024/08/14/you-have-move/cruel-and-ineffective-criminalization-unhoused-people-los-angeles>

Case Studies: Extractive Economies and Environmental Change

Tuesday, Nov. 4: Electromobility and Lithium Mining

PSB. (2023). “Salton Sea Lithium Deposits Could Help EV Transition, Support Economically Devastated Area.” *PBS NewsHour*, 24 Jan. 2023,

<https://www.pbs.org/newshour/show/salton-sea-lithium-deposits-could-help-ev-transition-support-economically-devastated-area>.

Jerez, Bárbara, et al. (2021). “Lithium Extractivism and Water Injustices in the Salar de Atacama, Chile: The Colonial Shadow of Green Electromobility.” *Political Geography*, vol. 87, p. 102382. *ScienceDirect*, <https://doi.org/10.1016/j.polgeo.2021.102382>.

U.S. Department of Labor. (2023). ILAB Lithium-ion Batteries Storyboard.

<https://www.dol.gov/agencies/ilab/reports/child-labor/list-of-goods/supply-chains/lithium-ion-batteries>

Thursday, Nov 6: Nuclear and Oil

Ishiyama, Noriko and Kim TallBear. (2022). “Nuclear Waste and Relational Accountability in Indian Country.” Chapter 9 in *The Promise of Multispecies Justice* (Duke University Press, 2022), p. 185 - 203.

Hong, C. (2024). *Urban Oil Afterlives: The Legacy of Idle and Orphan Wells in Los Angeles*.

Engagement: A Blog Published by the Anthropology and Environment Society, a Section of the American Anthropological Association.

<https://aesengagement.wordpress.com/2024/06/21/urban-oil-afterlives-the-legacy-of-idle-and-orphan-wells-in-los-angeles/>

Shamasunder, B., & Johnston, J. E. (2023). The Imperative of Equitable Protection: Structural Racism and Oil Drilling in Los Angeles. *American Journal of Public Health*, 113(11), 1179–1181. <https://doi.org/10.2105/AJPH.2023.307405>

Tuesday, Nov. 11: Water Justice

- Cattelino, J. R., Drew, G., & Morgan, R. A. (2019). Water Flourishing in the Anthropocene. *Cultural Studies Review*, 25(2), 135–152. <https://doi.org/10.5130/csr.v25i2.6887>
- Willems, M., Lambooy, T., & Begum, S. (2021). New Governance Ways Aimed at Protecting Nature for Future Generations: The Cases of Bangladesh, India and New Zealand: Granting Legal Personhood to Rivers. *IOP Conference Series: Earth and Environmental Science*, 690(1). <https://doi.org/10.1088/1755-1315/690/1/012059>

Optional

- Jim Robins. “Crisis on the Colorado,” parts I - V. January 2019. <https://e360.yale.edu/series/crisis-on-the-colorado>
- James. Ian. *Conflicts over Water Are on the Rise around the World*. Los Angeles Times. <https://www.latimes.com/environment/newsletter/2024-08-22/boiling-point-water-conflicts-increasing-boiling-point>. 2024.
- Michael Kimmelman and Adali Schell. “Remaking the LA River” New York Times. 2022 <https://www.nytimes.com/interactive/2022/11/10/magazine/la-river-redesign.html>
- Metropolitan Water District. Drought 2023. <https://www.mwdh2o.com/how-we-plan/drought/>

Course Conclusion: Climate Justice and Sustainability

Thursday, Nov. 13: The Olympics and Urban Infrastructure

- Cowen, D. (2020). Following the infrastructures of empire: notes on cities, settler colonialism, and method. *Urban Geography*, 41(4), 469–486. <https://doi.org/10.1080/02723638.2019.1677990>
- Muñoz, F. (2006). Olympic urbanism and Olympic Villages: Planning strategies in Olympic host cities, London 1908 to London 2012. *Sociological Review*, 54(SUPPL. 2), 175–187. <https://doi.org/10.1111/j.1467-954X.2006.00660.x>
- Quiton, Gavin. (2024). The countdown is on for the 2028 Olympics. Here’s where LA stands on key transit projects. LAist.com <https://laist.com/news/transportation/la28-olympics-transportation>

Tuesday, Nov. 18: Climate Challenges and Justice

- Heynen, N., & Ybarra, M. (2021). On Abolition Ecologies and Making “Freedom as a Place.” *Antipode*, 53(1), 21–35. <https://doi.org/10.1111/anti.12666>
- Ybarra, M. (2021). Site Fight! Toward the Abolition of Immigrant Detention on Tacoma’s Tar Pits (and Everywhere Else). *Antipode*, 53(1), 36–55. <https://doi.org/10.1111/anti.12610>

Thursday, Nov. 20: No class, visit site location for group project.

Tuesday, Nov. 25: The last day of classes! Group Project Presentations

Finals Week - Final Paper due during finals week, December 8 -11.

Course and College Policies

Use this link to access Oxy’s [2025 Fall Calendar](#)

Land Acknowledgement

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

Student Support Services

The College provides a wide range of [Student Academic Support Resources](#).

If you'd like to take advantage of the **College's Academic Coaching resource**, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

The [Writing Center](#) offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. See the [Writing Center website](#) for more information about hours and how students can sign up for appointments. Please contact the Writing Programs-Center Director, Julie Prebel (jprebel@oxy.edu; x1307) for more information on how the Center can work with you.

[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>

*Emmons can also help you locate resources out-of-state.

Academic Integrity

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; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment 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.

Refer to [Student Handbook](#) for the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment.

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>

Title IX statement, and statement of role of faculty member as a mandatory reporter ([Link to Title IX](#))

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the [Civil Rights & Title IX Office](#). They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences

Occidental College (Oxy) complies with the Americans with Disabilities Act of 1990 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, and other applicable state and federal law prohibiting discrimination against individuals with disabilities.

- All accommodation requests including academic, housing (ESA & Services Animal) and temporary accommodations are managed by the Disability Services Office. It is a student's responsibility to request accommodations via the [Disability Services](#) website.

For information about additional accommodations and support services, students can email accessibility@oxy.edu.

- **Oxy's Psychological Testing Program:** We offer low cost psychological testing for students who qualify. Any student who thinks they may have a learning, or psychological disability may complete [Oxy's Psych Testing Application](#) to be added to the waitlist.
- **Academic Success Coaching:** Our Academic Success Coach assists students in developing skills and strategies to enhance their academic performance. They provide personalized guidance on time management, organization, study techniques, goal setting, and self-regulation. By collaborating with students, our coach helps identify and overcome obstacles to academic success, fostering a supportive environment that promotes personal and educational growth. Contact: academiccoaching@oxy.edu
- **Learning Disability Specialist:** Our Learning Disability Specialist evaluates and supports students with (diagnosed or suspected) learning disabilities. They also provide counseling and resources to help students develop effective learning strategies. By collaborating with students, our Learning Disability Specialist helps identify and overcome obstacles to academic success, fostering a supportive environment that promotes personal and educational growth. Please contact: accessibility@oxy.edu.

Accommodations for Reasons of Faith and Conscience

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 policy](#) is available on the [ORSL website](#).

Discrimination, Harassment, and Retaliation

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

Equity & Justice in an Inclusive Learning Environment

This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity & justice work is to dismantle barriers to success for all people, particularly those who belong

to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let your instructor know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.