

**Reimagining Public Safety:
Debates Over Policing and Criminal Justice
UEP 295**

Mondays 3:00 - 5:55 PM
Johnson 106

Lecturer: Mike Bonin (he/him)
Office Hours: Immediately after class and by appointment
Contact Info: bonin@oxy.edu, 310-804-8222

Course Description:

In the summer of 2020, following the murder of George Floyd by Minneapolis Police, massive demonstrations took place around the nation, demanding an end to police violence and systemic racism. During that moment, many said it was finally time to “reimagine public safety” – a wide-ranging term that encompassed perspectives as wide-ranging as police abolition and more robust community policing. It coincided with the rise of a new wave of progressive prosecutors determined to end the “carceral state” and promote “restorative justice.”

In the four years since, cities that promised reimagined public safety have experienced what Black Lives Matter co-founder Patrice Cullours refers to as “The Great Regression,” a pro-police, pro-law and order backlash that has seen an increase in police budgets and the targeting of progressive prosecutors. How did this happen? What forces shape these policy discussions and political decisions? What is the future of public safety and criminal justice in urban centers? This course will examine those questions, with an emphasis on Los Angeles, with frequent guest lecturers, including policymakers, police officials and prosecutors, activists and community organizers. We will examine recent policy debates and discuss how they are being shaped, asking several key questions: What are the challenges to and opportunities for making change? Who has the power? Who is telling the story?

The format of our classroom will include short lectures, class discussions, and guest speakers.

Course Credit and Class Expectations

This is a 4-unit course. According to college policy, *on average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.*

Students are responsible for attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material. Please Inform me in advance when you may have to arrive late, leave early, or be absent. We will have guests in a number of classes; all guest lectures are mandatory. If you are absent for these classes, an alternative assignment must be discussed ahead of time.

Elements of the Course/Grading:

Participation: Participation is the largest percentage of your grade. It can come in the form of classroom discussion, in questions posed to guest speakers, and in discussions on Canvas. You will be expected to absorb the course material and respond thoughtfully and critically to it in classroom discussion. You will be expected to offer your own analysis and to respond to the perspective of others, including the instructor. To help frame classroom discussion, you will also be expected to pose at least one question and observation in written form by midnight on Sunday, the day before class, on Canvas. In person and online, it is essential to participate respectfully, engaging in active and courteous listening to other students, and contributing respectfully and substantively, absent personal or ad hominem attacks, to class discussions. (25% of grade).

Personal Essay (due Feb 9)

Your first paper will be 3-4 pages. Drawing on your personal experiences, write an essay outlining your views of policing and the criminal justice system. How did you come to those views? What factors have shaped your perspective (your lived experience, the experiences of

friends or family, the media, political debate)? How do those views fit into or shape your broader political world view? (10% of grade).

Newspaper op-ed: (due March 7)

Using examples from Los Angeles Times op-eds to guide you on length and language, you will write in your own personal voice, taking a stand on an issue or policy debate you care about. The assignment is to write 600-1000 words expressing your viewpoint on a particular urban policy choice. You may draw from what we've covered in class. You may do some research on current controversies/proposals in the LA region or nationwide. But take a position and defend it. You will need to address counter-arguments to your thesis – are they valid and to what extent?. This is not an academic or analytic paper. You are seeking to persuade. Still, it doesn't hurt to cite credible sources (but remember your audience is the general public when choosing who they might find credible.) (20% of grade).

Film Review: (Due April 11)

You can pick from a list I will provide of movies and documentaries about policing, public safety, criminal justice, or systemic racism. You should review the film and write a paper of 4-5 pages about it. Don't pick a film you've already seen or is assigned for another course you're currently taking. Don't spend more than a paragraph or two summarizing the film. Instead, focus on how the film story/content is relevant to the concepts we're discussing in class. What examples in our readings, class discussions, or stories from our guest speakers does it connect to? What was inaccurate, or was missing? What was overemphasized? Most of these films are available through the library and/or online. (20% of grade).

Briefing Memo: (Due on day of finals)

You will examine and research a current issue in crime, policing, public safety or criminal justice, and write a policy memo to a city, county or state official outlining the issue and making a recommendation. For this assignment, I will provide three topics, and you may choose whichever you prefer. Your memo will need to include: the relevant history and background of the issue, where powerful people and interests stand on the issue, the substantive policy issues that need to

be addressed, and the political and bureaucratic hurdles to approval. Please note, this paper should NOT read like a term paper. I will provide a sample legislative briefing memo as a template. This should be 6-8 pages. (25% of grade).

Written Assignments:

When submitting written assignments, please include a one page addendum listing your sources and your research methodology.

Canva Discussions:

Before each class meeting, students will write a short post that includes a) an important theme or idea from one of the readings and b) a question based on that same reading. These short posts, they need not be any longer than 50 words, will help the class reflect on readings in preparation for discussing them in class. You may also comment on other student's responses. Posts are due by midnight the night before class.

I will occasionally post relevant news articles to the forum, and students are welcome to comment and discuss, or post articles or links of their own.

Textbooks:

There are no required textbooks for this class, but I will provide (as PDFs, posted on Canvas) selected chapters or essays from the following books:

Angela Davis, editor, "Policing the Black Man: Arrest, Prosecution and Imprisonment," 2017

Max Felker-Kantor, Policing Los Angeles: Race, Resistance and the Rise of the LAPD, 2018

Cedric G. Johnson, After Black Lives Matter, 2023

Jeffrey Reiman and Paul Leighton, The Rich Get Richer and the Poor Get Prison, 13th edition, 2023

Connie Rice, "Power Concedes Nothing: One Woman's Quest for Social Justice in America, from the Courtroom to the Kill Zones," 2012

Joanna Schwarz, Shielded: How the Police Became Untouchable, 2023

Laptops and Cellphones

Please use your laptops only to take notes or look up citations during class – and silence your cell phones.

Masks

The wearing of masks in class is optional.

Attendance Policy and Participation Definition.

Participation is expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice, and allow me the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency please let me know; I recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to [reasons of faith or conscience](#), please let me know as early in the semester as possible.

Late Assignment Policy.

Timely submission of written assignments is important. Late assignments derail faculty's ability to provide timely grading and necessary comments to improve your work. I recognize that a health or medical issue, family emergency, or a similar situation can sometimes arise unexpectedly. If that is the case, and you are unable to turn the assignment in on time, please communicate with me and we will work out a plan. Late assignments should still be posted to Moodle. Unexcused late assignments will be marked down one letter grade (e.g., from B to B-) for each 24-period that they are late.

Important Note:

A goal of this class is for students to understand how change is made or stymied, and how advocates and public officials navigate contentious issues and deal with powerful forces and intense conflicts. As in a real legislative debate, we will need to hear and study viewpoints and arguments very

different from our own. Some discussions and presentations will focus on sensitive topics – including racism, physical violence, abuse of power. I will do my best to warn students in advance of sensitive subject matter that some might find triggering.

CLASS SCHEDULE and LESSON PLAN:

Assignments for pre-class reading and viewing are subject to change throughout the semester. Students will be notified of changes. Course schedule may also be modified to accommodate guest speakers, or to make room for discussion of current events pertinent to the subject matter of the course. Please check Canvas regularly for any adjustments.

Week 1: January 27: What Happened to the “Reckoning?” The Crucible: Policing in Los Angeles

In our initial class, we will outline the focus and structure of the class. We will review the syllabus, the course schedule, and class guidelines, and the nature of public policy discussions.

We will then recap the summer of 2020 and the promises that were made to reimagine public safety, and discuss the current moment in the campaign to change policing in the United States. And we will discuss differing attitudes towards police and “law and order.”

To lay the groundwork for the semester, we will review and discuss the development of policing in the United States, and the history of the Los Angeles Police Department, in particular its relationships to residents of Black and Latino communities.

- WATCH: "[What Happened to the Defund the Police Movement?](#)" (Youtube), 12 mins
- WATCH: [Evolution of Law Enforcement](#), (13 min), PBS

Week 2: February 3 - Policy Choices: The Paths to Change

This week, we will look at the various policy options and advocates, including abolitionists, reformers, and advocates for increased police spending. We will break them down, explain their positions, and the programs they support.

And, to choose a path to change, it is vital to ask: Which actions do we define as crime and why? Which issues become a matter for the police and the criminal justice to handle? How are the answers to those questions shaped by race and class?

Guest Speaker: **Melina Abdullhah, Black Lives Matter-LA**

Prior to class, please:

- WATCH: "[LA 92](#)." National Geographic, (1 hr, 50 min)
- READ: 1: "Introduction: The Police Power" from *Policing Los Angeles: Race, Resistance, and the Rise of the LAPD* by Max Felker-Kantor
- WATCH: "[What Does It Mean to Defund or Abolish the Police? | The Daily Social Distancing Show](#)," Trevor Noah, 2020 (22 min)
- READ: "Yes, We Literally Mean Abolish the Police," Mariama Kabe, New York Times, June 12, 2020
- READ: "How I Became a Police Abolitionist", Dercka Purnell, Atlantic Magazine, July 6, 2020

Week 3: February 10 - Who You Gonna Call?

This week, we will discuss how big city police departments consume huge chunks of municipal budgets, and police are routinely used for a variety of services, from crime prevention and investigations to mental health response and welfare checks to traffic management and crowd control. How did the scope of police responsibilities get so broad, how much does it cost, and at what expense?

Guest Speaker: **Kenneth Mejia, Los Angeles City Controller**

Prior to class, please:

- WATCH: "[BLM Budget Presentation to Los Angeles City Council](#)" (June 15, 2020) (1 hr, 20 mins.) *Note: the video and audio are misaligned.*

- READ: [*The First Step Is Figuring Out What Police Are For*](#) (Atlantic Magazine)
- READ: [*How Do the Police Actually Spend Their Time?*](#) (New York Times, June 19, 2020)
- READ: [*"Does Every Emergency Call Require Police Response?"*](#), Governing Magazine, July 14, 2020
- READ: [*"LAPD officers could stop responding to some nonviolent calls,"*](#) Los Angeles Times, March 1, 2023)

Week 4: February 17 - NO CLASS

Week 5: February 24 - Mend it, Don't End It: The case for reform

Short of abolition, what efforts have been made to reform the LAPD? We will discuss civilian oversight, training programs, implicit bias programs, body cameras, and community policing. We will also discuss "predictive policing" and other policing efforts championed by former Police Chief William Bratton.

Special Guest Speaker: **Connie Rice**

- READ: Chapter (TBA) from "Power Concedes Nothing," by Connie Rice.
- READ: "Court-Ordered Reforms" pp. 155-177, "Shielded: How the Police Became Untouchable, Joanna Schwarz
- WATCH: [8 Ways to Reform Policing Right Now](#), Now This (4 min)
- WATCH: ["Community Policing Problems,"](#) Problem Areas with Wyatt Cenak, (22 mins)
- WATCH: [Policing the Police](#), Frontline, (50 min)
- WATCH: [Police Unions and the Fight to Reform Law Enforcement](#), CNBC, (10 min)

Week 6: March 3 - Backlash Return to Law and Order:

In this week's class, we will look at the sharp rightward turn in public dialogue, media coverage, and voting since the summer of 2020. We will discuss the

rise of "law-and-order" rhetoric, where it came from, and public opinion has shifted on policing. We will look at November 2024 victories of Los Angeles County District Attorney Nathan Hochman, and at the victory of the statewide ballot Proposition 36, which overturned recent criminal justice reforms.

Special Guest Speaker: **Mike Gatto, former CA Assemblyman**

Prior to class, please:

- WATCH: "[Suicide of Los Angeles, Part 1](#)" by Tucker Carlson, Tucker Carlson Originals/FOX News, 24 mins
- WATCH: Nathan Hochman commercial "[Is This Working for You?](#)" (30 secs)
- WATCH: Nathan Hochman commercial "[Enough is Enough](#)," (30 secs)
- WATCH: Nathan Hochman commercial "[Gascon's Homelessness](#)" (90 secs)
- WATCH: Nathan Hochman commercial "[Heroes](#)" (30 secs)
- READ: : "[We Are Underfunding the Police](#)," Salam & Lehman, The Atlantic, March 2023
- READ: "[America should reform its police forces, not defund them](#)," The Economist, Sept 15, 2022

Week 7: March 10 - Spring Break: NO CLASS

Week 8 - March 17 - Imagining the Alternatives

Which actions do we define as crime and why? Which issues become a matter for the police and the criminal justice to handle? How are the answers to those questions shaped by race and class?

In Los Angeles, groups as diverse as police abolitionists with BLM-LA and union officials with the Los Angeles Police Protective League agree that the role of armed law enforcement should be reduced in many areas, including homelessness and mental health calls.

Special Guest Speaker: TBD

- READ: [Can Transit Ambassadors Make the Subway Safer Just by Being There?](#), LA Curbed, Nov. 10, 2022
- LISTEN: [What Will Keep Our Neighborhoods Safe](#), What's Next, Los Angeles podcast
- READ: [of LA launches CIRCLE program to divert 911 calls about homelessness](#), Spectrum News SoCal
- READ: [L.A. school board cuts its police force and diverts funds for Black student achievement](#), LA Times, February 2021
- WATCH: [LA City Council Debate on Police Raises](#) (1 hr)

Special Guest Speaker: **Eunisses Hernandez, Los Angeles City Council**

Week 9 - March 24 - Police Violence: Accountability v Qualified Immunity:

How widespread and frequent is police violence? Why does it generally go unpunished? A look at several key cases in the past decade, an examination of the impact of the doctrine of “qualified immunity.” Addressing the issue is closely linked to civilian oversight over law enforcement, often with mixed results. Such reforms frequently meet with stiff opposition from incredibly powerful law enforcement unions. We will look at oversight efforts of the LAPD and the LASD, discussing the history from Daryl Gates to Alex Villanueva.

Special Guest Speaker: **Hugo Soto-Martinez, LA City Council**

Prior to class, please:

- READ: overview section only (5-10 min) of [Shielded from Justice: Police Brutality and Accountability in the United States](#), 1998
- READ: “Qualified Immunity,” pp. 71-92, “Shielded: How the Police Became Untouchable, Joanna Schwarz
- READ: [Why police so often see unarmed black men as threats](#), VOX,
- READ: [Police Use of Force and Misconduct in California](#)
- LISTEN: [“Unaccountable: Police & Qualified Immunity”](#), Aloe Blacc

Week 9 - March 31 - Racially Biased Policing

How prevalent is racially biased policing? How does it manifest? We will look at the data around racially biased traffic stops, and the use of data-based predictive policing. We will examine and discuss traffic stops – which are some of the most clear – and most deadly – instances of racially biased policing. What efforts are made to address that? We will look at proposed reforms in Los Angeles, Philadelphia, Berkeley and other jurisdictions.

Special Guest Speaker: **Marqueece Harris-Dawson**, *President Pro Tempore, Los Angeles City Council*

Prior to class, please:

- READ: “*Racial Profiling: The Law, The Policy and the Practice*,” by Renee McDonald Hutchins,” pages 95-125 in “Policing the Black Man: Arrest, Prosecution and Imprisonment,” 2017, Angela Davis, editor.
- READ: “*Making Implicit Bias Explicit: Black Men and the Police*,” pages 135-155), in “Policing the Black Man: Arrest, Prosecution and Imprisonment,” 2017, Angela Davis, editor.
- READ: “[Inside 100 million police traffic stops: New evidence of racial bias](#),” NBC News, March 13, 2019
- READ: “[The Case for Ending All Traffic Stops](#),” Jalopnik, Jan 30, 2023
- READ: “[Solving Racial Disparities in Policing](#),” Harvard Gazette, Feb 2021,
- WATCH: [Examining Whether Police Should Enforce Traffic Stops](#), ABC News, (7 minutes)
- READ “[Traffic reforms to promote racial equity are '100%' related to increases in violent crime, expert says](#),” Fox News, May 31, 2022
- WATCH: [The Dangers of Traffic Stops: A Discussion with LAPD Captain Greg Meyer](#), Youtube (8 min)
- WATCH “**Fruitvale Station**,” (available for \$4 rental on Google Play, and I have asked the library to purchase it for streaming.)

Week 10: April 7 - Mass Incarceration vs Restorative Justice

The course will now pivot to a focus on prosecution. We will begin by discussing the term “carceral state” and what it means, and examine the problems of racial and economic bias in prosecutions and courts, locally and nationally.

What is the “progressive prosecutor” movement and what does it seek to do? What successes has it had? What backlash has it faced? What has been different from San Francisco, where the DA was recalled and Philadelphia, where he was elected? And who are the forces behind the campaigns against progressive prosecutors?

PLUS: The issue of cash bail has been tremendously contentious, with law and order advocates insisting it is necessary to keep dangerous criminals off the streets and reforms saying it keeps innocent people behind bars and discriminates against the poor and people of color. We will look at the legislative and electoral battles around the issues.

(Tentative): Special Guest Speaker: **George Gascon**, former Los Angeles County District Attorney

Prior to class, please:

- READ: “Elected Prosecutors and Police Accountability” by Ronald F. Wright in “Policing the Black Man: Arrest, Prosecution and Imprisonment,” 2017, Angela Davis, editor
- WATCH: [Reform from Within: The Emerging Role of the Progressive Prosecutor](#), Brooklyn Law, (13 min)
- WATCH: [San Francisco's District Attorney Has a Plan to Overhaul the Criminal Justice System](#), TVO Today, 6 min
- READ: “[The Chesa Boudin Recall Was a Fight to Protect the Status Quo](#),” the Appeal, by Jerry Iannelli,
- WATCH: “[Bail Reform: Last Week Tonight with John Oliver](#): (30 min)

Week 11: April 14 - In the Belly of the Beast

This week, we will look more deeply into the prison system, examining who goes to prison and for what offenses, and whether prison is a route to rehabilitation or retribution. We will also look at the legacy of racism in the carceral system.

Special Guest Speaker: Franky Carrillo, Innocence Project, exonerated after spending decades in prison for a murder he did not commit.

- WATCH: Netflix Special on Franky
- WATCH: *13th* (1 hr, 40 mins), free at [this link](#).
- READ: “*The Endurance of Racial Disparity in the Criminal Justice System*,” by Marc Mauer, pp. 31-55 in “*Policing the Black Man: Arrest, Prosecution and Imprisonment*,” 2017, Angela Davis, editor.

Week 12: April 21 - On the Beat

We have spent much of the semester discussing what it is liked to be policed. Today, we will discuss what it is like to be a law enforcement officer, policing the streets.

Special Guest Speaker: Officer Deon Joseph, the LAPD officer responsible for patrolling LA’s Skid Row.

Week 13 - April 28 - The Power of the Story: Who has the power?

Who has the power to change policies regarding police, crime, and criminal justice? What factors influence them? What is the influence of police unions? How are decisions influenced by the media’s framing of public narratives?

Even when crime is down, the public often feels as if crime is out of control, and they demand more police. The public discourse about public safety is shaped largely by the media, which aggressively covers “smash and grab” retail theft, but practically ignores the much larger issue of wage theft. We will examine that, and read from the work of Alex Kanatsakis, who has coined the term “copaganda” to describe law enforcement’s artful mastery of narrative.

The fate of significant reforms often relies on how they are framed for policymakers and thought leaders. The “Defund the Police” movement had faced tremendous backlash, while the Measure J campaign, which sought similar investments in jobs, education and health, passed by an enormous margin. We will look at the differing narratives and how they shaped the debate.

Special Guest Speaker: TBA

Prior to class, please:

- LISTEN: [“Measure J: Proposed Charter Amendment Earmarks County Revenue For Community Investment”](#), AirTalk with Larry Mantle, KPCC, Oct 5, 2020.
- READ: [“Los Angeles voters just delivered a huge win for the defund the police movement,”](#) VOX, Nov 4 2020
- READ [“Americans are hopelessly confused about big-city crime. Partisanship is partly to blame.”](#) LA Times, Sept 7, 2023
- WATCH: Trevor Noah interview with Alek Karakatsanis on Copaganda:(10 mins)
<https://www.youtube.com/watch?v=qODLKGy8kqo>
- WATCH: [President Obama - Police Reform & The Impact of Slogans | The Daily Social Distancing Show](#) (10 min)

EXTRA: Maintaining Order: Power, Poverty, Protest

In many major cities, including Los Angeles, Houston, San Diego and New York City, cities have relied on police departments to address homelessness, largely through rules against vacancy and public camping. This illustrates a tendency by the government to under-fund social services and use police as the default response to most urban issues. In LA, this has resulted in a surprising alliance between police reformers and the police union, demanding a better alternative.

PLUS, we will discuss policy debates around militarization and surveillance, with emphasis on the use of robot dogs and police response to protests.

Special Guest Speaker: **Pete White, LACAN**

- READ: Jeffrey Reiman and Paul Leighton, “The Rich Get Richer and the Poor Get Prison,” pages 70-121, “A Crime by Any Other Name,”
- READ: [How the United States Punishes People for Being Poor](#) (Vera Institute)
- READ: [Los Angeles Cops Bring the Echo Park Tent Community to a Violent End](#), Mother Jones Magazine
- WATCH: [“Criminalization of Homelessness”](#) video shorts (10 mins total) from National Alliance to End Homelessness
- WATCH: [Los Angeles City Council Debate over criminalization](#), Item 76, July 1, 2021.(1:52:30 to 3:21:00)
- READ: [The Role of Police in Gentrification](#).

- WATCH: [Shackles of Poverty](#), Sundance, (11 min)
- READ: [The Police Were Created to Control Working Class and Poor People, Not 'Serve and Protect'](#)

COLLEGE POLICIES

Statement of the 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; 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.

You should be familiar with the college's policies regarding academic honesty and plagiarism. I take these issues very seriously and so should you. Students are expected to comply with the Student Handbook. Here is a [Link](#) to the Student Handbook regarding Academic Integrity

Civil Rights, Title IX and Sexual Misconduct:

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

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at 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

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/student-life/resources-support/orsl/academic-accommodations> “

Equity & Justice in an Inclusive Learning Environment.

Drawing from the [Shared Academic Integrity Commitment](#) and the [Office of Student Conduct](#), Oxy's commitment to academic integrity is fundamental to being an educational community. It represents our commitment to respectfully engage with each other and with ourselves. This is especially important when we discuss relevant topics and issues that are unfamiliar and/or at times, uncomfortable. In these situations, it is essential to guarantee the open and thoughtful intellectual exchanges that provide the foundation for teaching, learning, research, and knowledge production, and as such it reflects the high value we place in the processes and products of education at Oxy. With that in mind, classroom exchanges must be grounded in the values of trust, honesty, and respect. Ad hominem attacks are considered a violation of the Code of Student Conduct.

This classroom is a place where you will be treated with respect, and I 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 me know. Your suggestions about how to improve the value

of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

Student Academic Support Services

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

- a. *Students who need support with their time management/organizational skills, online learning strategies, and other study skills, can schedule a 1:1 meeting with our Academic Success Coach. If interested, please email to academiccoaching@oxy.edu to schedule an appointment. In your email, please share what you'd like to work on, and an academic success coach will schedule an appointment with you within a few days.*
- b. *The Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#). We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact Samantha Hilton hiltons@oxy.edu for more information).*
- c. *Peer Tutors are available to assist students on discipline-specific peer tutoring for coursework, and content review and study skills support in a variety of academic departments. Information and schedules for drop-in tutoring in [languages](#) and in [all other subjects](#) can be found on their respective websites linked here.*
- d. *The Writing Center offers opportunities to work on all forms of writing for any class and other writing tasks such as personal statements, proposals, fellowships, senior comprehensives, and more. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. We are located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to drop-in or sign up for appointments. Please contact the Writing Center Director Prof. Prebel (jprebel@oxy.edu) for more information on Writing Center resources.*
- e. *The [Academic Mastery Program](#) provides challenging workshops for students enrolled in general chemistry, organic chemistry, introductory physics, cellular biology and molecular biology. These workshops are led by upper-level students and provide an*

opportunity to test knowledge and skills in the context of new and challenging problems. The workshops provide a time to work intensively and collaboratively with other committed students in an atmosphere that is demanding yet relaxed.

- f. *The [Scientific Scholars Achievement Program \(SSAP\)](#) is a student-initiated, student-led academic support program that supports the development of a diverse body of individuals who will advance and enhance STEM (Science, Technology, Engineering, and Math) professional fields in an endeavor to meet the complex and evolving demands of a culturally heterogeneous society. SSAP provides tutoring in introductory and gateway STEM courses and encourages collaboration among classmates. All questions and learning styles from students are welcomed and encouraged. Through educational and social events, SSAP aims to build community between faculty and students studying math and science at Occidental.*

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](#).

Intercultural Community Center

The ICC aims to reduce institutional barriers for marginalized communities through intentional and meaningful programming, identity-specific services and accessible resources. At the ICC, we practice collective care as an act of rebellion as those of us on the margins fight against attempts to weaponize our oppression and silence our activism. To learn more, contact icc@oxy.edu, or reach out directly to Vanessa Gonzalez-Wright, vgonzalez2@oxy.edu.

Lived name policy

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom to display their lived name and pronouns. These can be set at <https://occidental.zoom.us/profile>.

Emmons/ Student health

Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we enter a new season of the pandemic and transition back to campus. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, strained relationships, and feelings of not belonging can occur. Emmons Counseling staff are committed to supporting the mental health needs of our students. Due to the nature of our work and the safety for all, Emmons counseling services will continue via teletherapy. Emmons will provide ongoing individual therapy, walk-ins, support groups and consultations through a virtual platform. Emmons staff will also support students with finding local therapy referrals. In case of an emergency or a crisis, there will be counselors onsite to assist the Oxy community. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.