CSP 23  
Los Angeles From Local to Global  

Fall 2011  
MWF: 11:30 – 12:25  
Weingart 209

Professor Martha Matsuoka  
Urban and Environmental Policy  
matsuoka@oxy.edu  
UEP 201, x2971  

Office Hours: Tuesday/Thursday 2-3:30  
or by appointment

Course Background and Objectives

Los Angeles is referred to as a collection of neighborhoods as well as a global city, an important node in the global economy. This course explores Los Angeles’ neighborhoods, built environment, natural and open spaces, and role as a global city by examining its history, geography, and political economy. The course draws from interdisciplinary perspectives from sociology, political science, environmental science, economics, critical theory, urban planning, and urban design. The course provides a framework for examining and understanding cities and the urban structures, systems, and processes that define them. Through lectures, readings, films, speakers, class discussions and field trips, students will gain a greater understanding for the rich complexities of Los Angeles and a critical perspective on the past, present and future of cities.

Through the course, students will:
- Gain a critical perspective on Los Angeles as a dynamic city
- Gain insight about cities, urban and environmental issues, and their solutions
- Develop analytic skills to make connections between the environment and community, economic development, neighborhood and regional planning, community health, labor and workforce development organizing and advocacy, and public policy
- Develop skills for strong written and oral arguments
- Learn how to critically analyze texts and their own writing.

Required texts/readings

- Robert Gottlieb, Reinventing Los Angeles (available in the Oxy Bookstore)
- Diana Hacker, A Writer’s Reference (available in the Oxy Bookstore)
- Additional readings for this course are available through the electronic course reserves through Moodle
- I may also handout additional readings in class or via email or Moodle as they become relevant to the class topics and discussions. I will make announcements of these readings in class.
Readings are listed by the day they are to be completed. It is each student’s responsibility to read all assigned readings before class.

Students are strongly encouraged to read at least one daily source of news, particularly related to Los Angeles. These include the Los Angeles Times and also the New York Times, and the Wall Street Journal.

Requirements and Grading

Students are required to attend class and complete all assignments and class exercises. Grades will be based on the following:

1. **Participation in class (25% of grade)**
   Participation and active engagement in class discussions, exercises, and assignments is core to the course and to your grade. Students are expected to do the reading on time (in advance of the class session), participate in class discussions and complete writing assignments on time. Participation in class means, of course, that you must attend and that you must be on time.

2. **Written Assignments: (25%)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reflection Paper; #1: Margaret Somers</td>
<td>9/12</td>
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<tr>
<td>Whose City? LA Live Exercise</td>
<td>9/19</td>
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<tr>
<td>Reflection Paper #2: Cleve Jones</td>
<td>10/10</td>
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<td>Gold Line/Neighborhood exercise</td>
<td>10/19</td>
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<td>Reflection Paper #3: Lula Washington</td>
<td>11/14</td>
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<td><strong>Final Paper Deadline</strong></td>
<td>12/9</td>
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<td>Final Paper Outline</td>
<td>11/16</td>
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<td>Plan for revisions</td>
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<tr>
<td>Final Paper due</td>
<td>12/9</td>
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   Unless otherwise instructed, all assignments are due in the beginning of class. You will bring a hard copy to class (stapled; do not use paper clips) AND email an electronic version to me before class. I will provide detailed instructions and grading criteria for the assignments during class.

1. **Midterm (15%)**

   This will be an in-class midterm.

2. **Final Paper (25% of grade)**

   Students will submit a 5-7 page final paper (double-spaced with one-inch margins, not including citations and bibliography). This will be a polished piece of writing that reflects the following:
Writing Task

- Paper Outline  
  Due 11/16
- Peer review
- Plan for revisions  
  Due 11/21
- Final Paper due  
  Due 12/9

Grading. You will receive a letter grade based on the following:

- Completion of all assignments
- Critical thinking with clear arguments to support your assertions
- Integration of materials and insights from course lectures, discussions, readings, field trips, films, and speakers
- Overall organization and structure of the paper; correct grammar and punctuation
- Depth of analysis (rather than simply a description of facts and history)

Your final papers will be due Friday, 12/9. Hard copies should be handed in to my box in the UEP office AND sent electronically to me via email. No late papers will be accepted. I will go over all assignments in class.

Extra Credit: I will give up to three extra credit grades for students who:

1. Attend an on-campus or off-campus event
2. Write a 2-4 page reflection on the event/talk (see Reflection Paper assignment)
3. Give a 2-3 minute Report back to class.

4. **Group presentation (10% of grade)**

   Students will be assigned to small groups based on their paper topics. Each group will develop and give a 15-20 minute presentation to the class on their paper topics. Group presentations will be evaluated by the following: 1) ability to synthesize their papers into a single presentation; 2) effective visuals, graphics and/or handouts; 3) clear, organized presentation style; 4) overall group ability to answer questions by the class and/or elicit discussion.

**Topics, Readings and Class Schedule**

(Note: Schedule and its content may be modified with advanced notice.)

<table>
<thead>
<tr>
<th>Wed. 8/31</th>
<th>Course Introduction</th>
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<tbody>
<tr>
<td>Fri., 9/3</td>
<td>Defining LA</td>
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<td>Gottlieb, Preface. The Reinvention of Los Angeles: An Introduction Pg. 1-14</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>Mon., 9/5</td>
<td>No Class - Labor Day Holiday</td>
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<td>Wed., 9/7</td>
<td>Whose City?</td>
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<td>DiMassa, Cara Mia. “2 Projects, 2 Visions of Downtown’s Future” Los</td>
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<td>DiMassa, Cara. “Crowded Out by Luxury Lofts, Poor Seek Relief” Los</td>
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<td>Angeles Times. October 12, 2005</td>
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<tr>
<td>Fri., 9/9</td>
<td>Margaret Somers, Professor of Sociology and History, University of</td>
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<td>Michigan. Thorne Hall</td>
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<td>Read as background for her talk.</td>
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<td>Perera, Claiming the Right to the City: A Question of Power” Race,</td>
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<td>Poverty and the Environment . Includes: Right to the City Alliance’s</td>
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<td>“Right to the City Principles”</td>
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<td>Mon., 9/12</td>
<td>What Makes a “Good” City</td>
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<td>Reflection Paper #1 due</td>
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<td>Gottlieb, Ch. 2: Community in the City</td>
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<td>Mumford, “What is a City”, The City Reader, 92-96</td>
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<tr>
<td>Wed., 9/14</td>
<td>Freeways</td>
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<td>Gottlieb, Ch. 5: Cars and Freeways in the City</td>
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<td>Gottlieb, Ch. 6: The Magic of ArroyoFest</td>
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<td>Goffard. “Isolated in our cars, but suffering together” Los Angeles</td>
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<td>Date</td>
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<td>Fri., 9/16</td>
<td>Nature in the City</td>
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<td>Mon. 9/19</td>
<td>Water</td>
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<td>Wed. 9/21</td>
<td>The L.A. River</td>
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<td>Fri. 9/23</td>
<td>Library Orientation</td>
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<td>Mon., 9/26</td>
<td>Visioning LA</td>
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Tobar, “Los Angeles Helps the Wealthy but Not the Little Guy” *Los Angeles Times*, August 12, 2011  
| Mon, 10/3  | Whose LA?: - Figueroa Corridor              | *Guest Speaker: Maya Abood, Strategic Actions for a Just Economy (SAJE)*
Goodno, “Feet to the Fire  
Accountable development keeps developers and community groups talking — and walking.” *Planning_* March 2004.
Chapter 2 in *Mapping Gay L.A.*, 2001 |
<p>| Thurs., 10/6| Movie night: “Milk” 8:00 p.m. @ Chilcott Hall |                                                                      |</p>
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<tr>
<th>Date</th>
<th>Event</th>
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<td>Fri., 10/14</td>
<td>Invisible LA</td>
<td>Gottlieb, Ch. 7: City of Migrations</td>
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<td>Watch this video about David Cho, an undocumented student at UCLA: <a href="http://www.cnn.com/video/?/video/us/2010/05/02/la.immigration.rally.cnn">http://www.cnn.com/video/?/video/us/2010/05/02/la.immigration.rally.cnn</a></td>
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<td>Rutten, “Treating People Like Garbage” Los Angeles Times, August 28, 2010</td>
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<td>Mon., 10/17</td>
<td>No Class – Fall Break</td>
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<td>Wed., 10/19</td>
<td>Global LA</td>
<td>Gottlieb, Ch. 8: Social Change Across Borders</td>
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<td>Gottlieb, Ch. 9: Globalization from Below: A Conclusion</td>
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<td>Fri., 10/21</td>
<td>Mid course review</td>
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<td>Sat., October 22</td>
<td>Field Trip</td>
<td>Little Tokyo and Boyle Heights</td>
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<td>Mon., 10/24</td>
<td>Midterm exam</td>
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<td>Wed., 10/26</td>
<td>Toxic LA</td>
<td>Gold Line/Neighborhood Exercise Due</td>
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<td>Guest Speaker: Isella Ramirez, East Yard Communities for Environmental Justice</td>
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<td>“Smog Sick” LA Weekly. September 23 – 20, 2005</td>
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<td>Sahagun. “Los Angeles’ 'green zone' plan is aimed at low-income, high-pollution areas” Los Angeles Times. January 21, 2011</td>
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<tr>
<td>Fri., 10/28</td>
<td>No Class</td>
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| Mon., 10/31 | Regional LA  
powell, “Regionalism and Race” Race, Poverty & Environment Spring 2010  
| Wed., 11/2 | Trade LA  
Bensman, “Stuck on the Low Road” American Prospect, October 2009  
Yehle, “Neighborhood Gags as Its Economic Engine Spews Pollution” (NYT. July 5, 2011)  
Matsuoka, “Clean and Safe Ports: Building a Movement, Region by Region” Race, Poverty & Environment. Fall 2008 |
| Friday, November 4 | No Class  
See Field Trip on Saturday, November 5 |
| Saturday, November 5 | Regional LA Field Trip: Environment and Development |

*Read as background:*
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
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| Mon., 11/7 | Experiencing and Examining LA  
Review Hacker chapters:  
- G (Grammatical Sentences)  
- P (Punctuation and Mechanics)  
- B (Basic Grammar)  
- M (Multilingual writers) |
| Wed., 11/9 | Artistic LA  
Readings TBD |
| Fri., 11/11| Lula Washington  
Founder and Artistic Director, Lula Washington Dance Theater  
Thorne Hall |
| Mon., 11/14| The Garden – Film  
Bring your lunch  
*Reflection Paper #3 due* |
| Wed., 11/16| Writing Session  
*Paper Outlines Due* |
| Fri., 11/18| Reinventing LA  
Review Hacker chapters:  
- G (Grammatical Sentences)  
- P (Punctuation and Mechanics)  
- B (Basic Grammar)  
- M (Multilingual writers) |
| Mon., 11/21| Future LA.  
*Plan for revisions due* |

Walljasper, Jay. 2010. "Can We Design Cities for Happiness?"  
[http://shareable.net/blog/can-we-design-cities-for-happiness](http://shareable.net/blog/can-we-design-cities-for-happiness). Also:
watch the 10 min film "Lessons from Bogota" at the bottom of the article.

McGreevy, “Bill to speed up NFL venue passes,” Los Angeles Times September 10, 2011

Dwyre, “Ed Roski and the other Los Angeles NFL stadium idea” Los Angeles Times, August 12, 2011


Tobar, “South Los Angeles needs to think like the Westside on subway” Los Angeles Times, July 22, 2011

Garrison, “Affordable Housing goes green” Los Angeles Times, April 10, 2011


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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wed., 11/23</td>
<td>Thanksgiving Break – No Class</td>
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<tr>
<td>Fri., 11/25</td>
<td>Thanksgiving Break – No Class</td>
</tr>
<tr>
<td>Mon., 11/28</td>
<td>Group work sessions</td>
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<tr>
<td>Wed., 11/30</td>
<td>Group work sessions</td>
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<tr>
<td>Fri., 12/2</td>
<td>Group Presentations</td>
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<tr>
<td>Mon., 12/5</td>
<td>Group Presentations</td>
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<tr>
<td>Wed., 12/7</td>
<td>Course Wrap Up</td>
</tr>
<tr>
<td>Friday, 12/9</td>
<td>Final Papers Due</td>
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</table>
Course Policies and Support Services

Grading
Students will turn in assignments and papers before class on the due dates indicated. Late assignments: The grade will be lowered by one-third (i.e.: A to A-, C+ to C) for each day late. Assignments due Friday which are delivered on Monday will incur the equivalent of a 2-day penalty. No extensions will be given except in the case of legitimately documented emergencies.

Classroom Responsibilities
Teachers and students share the responsibility of creating the space and stimulating enthusiasm for learning. Students are responsible for attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material in class. Students are also responsible for engaging in respectful, open and thoughtful discussion with each other and the professor. We will develop and observe basic groundrules in class in order to ensure open, honest, thoughtful and respectful learning, teaching, and class discussions. Among these are:

- No electronics. This includes laptops, cell phones, PDAs, tablet computers, etc.
- Informing the professor when you may have to arrive late or leave early;
- Active, courteous listening to other students and respectful contributions to class discussions.

Academic Integrity
Occidental College assumes that students and faculty accept and respect the principle of academic honesty. Students are required to complete the Occidental College Avoiding Plagiarism Tutorial and Exam during finals. Both the tutorial and the exam will be available through Moodle. The tutorial will introduce students to what plagiarism is, how to recognize it, and, most importantly, how to avoid it. The exam section will then ask them to apply that knowledge in a series of questions. Before beginning this tutorial, students are required to have read “Academic Ethics” and “Academic Misconduct” in the Occidental College Student Handbook; available online at http://www.oxy.edu/x8000.xml. All other information necessary for passing the exam is available in the online tutorial.

During the fall semester, the Core Director will send students further directions for when and how to access the tutorial and exam. Successful completion is required. Students who do not pass the exam will be required to attend a remedial session on plagiarism early in the spring semester and subsequently retake it.

Support Services
The college provides a set of resources to students to support them in learning. The Center for Academic Excellence (CAE) provides writing assistance to students to develop ideas, draft, and revise papers. See www.departments.oxy.edu/cae. I encourage everyone to take advantage of this resource.
If you have specific physical or learning disabilities and require accommodations, please let me know early in the semester so that I can meet your learning needs. The College’s mission is to support learning for all students and provides Disability Services for students with learning disabilities. Please contact Ericka O’Neal Howard, Associate Dean of Students at (323) 259-2969 and/or by email: onealhoward@oxy.edu or visit her in AGC 111.

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