Course Background and Objectives

Environment and Society is an introductory course on the urban environment. It is designed for students with an interest in urban and environmental issues who might want to pursue further studies in Urban and Environmental Policy as well as for those interested in the topic even though they may be pursuing another major.

The class examines a broad range of urban and environmental issues. Readings, discussions, presentations, class exercises and writing assignments will allow students to engage with the course material from a variety of perspectives and provides a broad framework for linking the environment and society. You will be asked to think about issues from their “upstream”/root causes to their “downstream” consequences. The course will be organized around six broad topic areas:

1) **Environmental Footprints and Ethical Consumption**: How do individual, institutional, political and economic factors contribute to community and environmental impacts? How might we identify and evaluate different agencies for change? What are the pitfalls and promises of ethical consumption?

2) **Global Environmental Challenges**: How do our development, industrial and lifestyle practices relate to global environmental impacts? What are the impacts from climate change and how might we conceptualize a green energy economy? How do global trade and freight traffic impact the environment? And what role do emerging economies play in the context of larger global environmental debates?

3) **Environmental Health and Justice I: Addressing Toxic Exposures**: Understanding the sources and impacts of toxic exposure and the multiple sources of pollution. What are different strategies employed to address exposures? pollution prevention vs pollution control vs market strategies (intro to U.S. environmental policy). We will cover debates such as the chemical policy reform, the precautionary principle, and environmental justice.

4) **Environmental Health and Justice II: Food Politics**: Understanding and interrogating where our food comes from, where and how it is manufactured, where it purchased, and how it is consumed. We will also investigate strategies for addressing problems with our existing food
system.

5) The Right to the City (Topics in the Built Environment): How do the ways that cities are structured limit or prescribe their uses? How does city planning connect to individual and community health? What is the connection between transportation decisions, sprawl and the environment? How do we define and build more livable cities? Who suffers and who benefits from existing city planning structures? What alternative transportation strategies are available, even in (or especially in) a place like Los Angeles?

6) Nature in the City: How have we controlled nature to build cities? What do we continue to take from nature to sustain cities? Can cities become more sustainable? More just? More livable? More ecological? Are ideas of “urban” and ideas of “nature” at odds? Is the concept “Nature in the City” an oxymoron?

The class includes reading and writing assignments, group work, seminar discussions, presentations, films, and speakers. You are expected to keep up with assigned readings and post discussion points on the class moodle. You must also attend at least two events outside of class (see below). The course addresses current and emerging urban and environmental controversies and policy debates by drawing in guest speakers who are actively involved in urban and environmental problem solving and policymaking as well as viewing films and documentaries that inform those topics.

Through the course, you will:
• Critically examine a broad range of contemporary urban and environmental debates;
• Develop analytic skills to make connections between the urban environment, economic development, neighborhood and regional planning, environment and community health, organizing and advocacy, and public policy;
• Gain insight into the systemic causes of urban and environmental problems and their possible solutions;
• Understand urban and environmental conditions and policy debates in Los Angeles by talking with activists, planners and policy makers in the classroom and in the field;
• Develop an understanding of how urban and environmental issues locally connect to the national and global levels.

Requirements and Grading
Students are required to attend class and complete all assignments and class exercises, including the two out of class events. Grades will be based on the following:

1. PARTICIPATION (40% of grade)

Participation and active engagement in class discussions, exercises, assignments, and out-of-class events are a critical component of the course.

A. Reading Responses (15% of grade)
You are required to post a reading response for every class session.
You are responsible for completing all readings listed in the schedule below, and submitting a written reading response by 11:55p the night before class. Reading responses are meant to prepare you for class discussion so they must be submitted on time to receive credit. Readings listed for each class on the schedule below are to be done before that class (i.e. the readings listed for Jan 24 are the readings we will be discussing in that day’s class). You may miss one reading response over the course of the semester without an excuse. Responses are graded 0,1,2. You are expected to cite at least 2 readings in your response. Throughout the course, we will use the Chicago Manual of Style (CMS) author-date system for citations (See “CITATION” below).

Reading responses are NOT a summary of the readings or a commentary about whether or not you liked the reading, but rather a critique, assessment, opinion, protest about the authors’ key arguments, or any combination of these. Your responses are a contribution to discussion about topics covered. As such, you should respond to the readings as well as your classmates’ postings in a thoughtful and productive way so as to benefit discussion. You may also highlight issues that are unclear to you or that you wish to discuss further in class. Reading responses should be no more than 200-250 words and must be posted to the appropriate forum (by date) on the class Moodle website (deadlines listed below).

B. Urban and Environmental Issues in the News (5% of grade)
Over the course of the semester, students should bring to class and post links to news stories with an urban and/or environmental focus related to one or more of the topical areas that will be discussed in class or from speaker presentations. Similar to the reading memos, the news postings should contribute analytical depth to class discussion. They are also graded 0,1,2. Sources for news stories could include newspapers (e.g., LA Times, NY Times, Wall Street Journal), magazines (e.g., The Nation, Mother Jones, The Economist), journals (e.g., Planning, American Journal of Public Health, Environment), or blog posts (e.g., Grist (www.grist.org), Common Dreams (www.commondreams.org), AlterNet (www.alternet.org), Environmental Health News www.environmentalhealthnews.org) etc. These are all examples that provide potential sites for news on urban and environmental issues, policies, and social movements. As you learn about news sources, please share great sources with the class. You should post news stories prior to class by 11:55p the previous evening. For example, if you would like your news story on Climate Change Politics to count for the Tuesday Feb 5th class session, you must post the previous day by Monday 4th night. You should post links to and be prepared to discuss in class at least 10 news stories over the course of the semester. You must post one to two news stories per topic for a total of ten. (i.e. you cannot leave all the stories until the end). (You must also keep track of these and turn in a list of your 10 news stories at the end of the semester).

C. Attendance & Class Participation (15% of grade)
Class attendance and active participation in class is essential to the class. Let me know if you’re unable to attend class; if you don’t, I’ll assume you just failed to come without a particular reason for doing so.
D. Out-of-Class Events (5% of grade)
Students are required to attend at least 2 out-of-class events (see below for possible events to select from). You may also craft your own as approved by the Professor. One of your out of class visits should be done in combination with your group and make up a part of your group project/presentation. Students should also post an event memo (no more than 200 words) afterwards on moodle to share your observations with the class about the event.

POSSIBLE EVENTS
1. LA River Tour with Hidden LA (January 27th)—
   http://www.facebook.com/pages/LA-River-Tours/145014985524137. Let us know if you would like to attend this and we will alert Jenny Price and get the fee reduced or waived. It’s a great tour!
2. CicLAvia (April 21)— http://www.ciclavia.org/
3. Toxics Tour --- Sponsored by Communities for a Better Environment
   http://www.cbecal.org/get-involved/toxic-tours/
   Attend March 23rd meeting “Fracking: The LA Story” at West Los Angeles College.
4. Attend an LA City Council Meeting—Downtown
5. Attend a public meeting in the neighborhood- Eagle Rock or Highland Park
   (Eagle Rock Neighborhood Council, Take Back the Boulevard, etc..)
6. Attend a conference, lecture, protest, or other instructor-approved event outside of Oxy

2. ASSIGNMENTS (25% of grade)
Assignments will consist of 3 essays and 1 group presentation.

A. Short Essays (15% of grade)
Students will write three formal essays, one on your environmental footprint /ethical consumption and two on the different topic areas covered in class. The grading for the essays will be based on your ability to state a clear and compelling argument, provide some evidence to back up your claim(s), organize your paper logically, cite appropriate references, and provide a clear written presentation (typed, title, double-spaced, 12-pt font, page numbers, name and date on the first page, etc). The essays are expected to be 3 to 4 pages (approximately 800-1000 words). The use of graphic evidence (photos, tables, maps, charts, etc) to strengthen your points is also encouraged (not included in 3-4 page limit).

Essay #1: Environmental Footprint and Ethical Consumption  (required for all students) To be posted by 11:55pm on January 28, 2013
For this essay, you must calculate your own environmental footprint using:
Your essay should focus on the thinking through the following guiding questions:

- What is the implication of the number of “earths” it would take to sustain everyone on the planet at your lifestyle?
- What do you consider to be the major environmental problems facing the planet? In your home community? Why?
- How does your ecological footprint relate to those problems and their solutions?
- How do you think you could reduce your environmental footprint?
- What would your environmental footprint be if you made all the same choices but lived elsewhere (for ex: in Vietnam or South Africa?).
- What is your analysis of the benefits and limitations of this tool?
- What are the benefits and limitations of more ethical consumption?
- What are ways in which the environmental footprint can be used to help us understand and analyze our choices?

For this exercise and for subsequent class discussions be prepared to discuss and evaluate the importance of the following: reducing your own environmental footprint; the promises and limits of changing consumer behavior; changing institutions; bringing about policy change to reduce footprints; increasing the activism to better advocate for change; using market signals such as raising taxes; and/or creating incentives or disincentives to influence practices.

The Ecological Footprint essay is due (uploaded to Moodle) by 11:55 pm on Monday, January 28th by 11:55pm and hard copy in class on Tuesday January 29th

Essays #2 and #3: Short Essays for Topic Areas (choose 2)

Note: you will NOT write an essay on the topic that you are presenting on – see group presentation below – so students will have a choice of writing about 2 of the other 4 topics.

The short essays are meant to be a further exploration of one of the topics or debates within each topic area. You are free to choose any topic within each topic area, therefore there is no “prompt” for these two essays. Students are expected to reference at least two of the class readings within their topic area, but are encouraged to do additional research on their topic.

Due dates for the topic area essays are as follows. Essays on topic areas will not be accepted following the due dates listed below submitted as a hardcopy in class and on Moodle (no exceptions). Please do not submit via email. This will not be counted.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Due Date</th>
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<tr>
<td>Global Environmental Challenges</td>
<td>February 21</td>
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</tbody>
</table>
Environmental Health and Justice I (Toxics)  March 5
Environmental Health and Justice II (Food Politics)  March 21
The Right to the City (Topics in the Built Environment)  April 11
Nature in the City  April 25

B. Group Presentations (10% of grade)
You will choose a topic area and work with a group to help organize the seminar and presentation sessions regarding the readings for your topic area. In addition, one of your two outside class visits should be chosen with your group to coincide with your topic area and description and analysis included in your group presentation.

Groups of three or four students will be formed the second day of class. Each group will give a presentation and facilitate class discussion on one of the course topic areas. Each group is required to meet with the professor prior to the presentation day to discuss the topic and the presentation. Groups are encouraged to draw on the readings, speakers and reading, and news memos. In-class presentations for each of the 5 topic areas will be on the following dates:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Group Presentation Date</th>
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<tbody>
<tr>
<td>Global Environmental Challenges</td>
<td>February 21</td>
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<tr>
<td>The Right to the City</td>
<td>April 11</td>
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<tr>
<td>Nature in the City</td>
<td>April 25</td>
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3. FINAL RESEARCH PAPER (35% of grade)

Due by Monday, May 6 by 4:00 PM in the UEPI office—No late papers accepted
The research paper should be on a specific topic, issue, or question of your choice. The purpose of the research paper is to conduct research on a topic of your choosing that relates to one of the broad topic areas or a current environmental debate (upon approval of the professor).

A. Paper (25% of grade)
Your papers should be between 10 -12 pages (without your citations and bibliography). Your paper should describe your topic and its relevance to the environment and society. For your final paper, you may do 1) a traditional research paper or 2) a paper that includes a partnership with an organization (you would need to determine this avenue early on). This could include working with an organization on a campaign or issue relevant to your area of interest that the organization could use for their effort.
In addition to a presentation and analysis of your issue, research papers should consider and present policy recommendations for the issue you have identified. For your research, you should draw on and integrate concepts and discussions from the course as well as outside sources (e.g. books, journal articles, and relevant websites). Also include a bibliography that lists resources used for your paper and please use the Chicago Manual
When selecting a topic and research question, explicitly write out your topic, what question you hope to answer and why that question is important; complete the following 3 steps:

**STEP 1:** name your topic; be as specific as possible. Fill in the blank:
I am trying to learn about (working on, studying) _________.

**STEP 2:** add a question that specifies something you don't know/understand about your topic but want to. Fill in the blank: because I want to find out who/what/when/where/whether/ why/how _________.

**STEP 3:** state why the answer to your question is important. Fill in the blank: in order to understand how, why, or whether _________.

**Grading.** You will receive a letter grade based on the following:
- Completion of assignment
- Depth of analysis (rather than simply a description of facts and history)
- Critical thinking with clear arguments to support your assertions
- Integration of course lectures, discussions, readings, and films, where appropriate
- Overall organization and structure of the paper.
- Connection to the organization’s research agenda (for an action research paper)

**B. BENCHMARKS (5% of grade)**
You should begin work on your final research paper early. To ensure you work on your paper throughout the term (and not leave it to the last minute, which invariably leads to a poor grade), we have set a series of benchmarks DUE in class (and uploaded to Moodle) on the following:

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>(1) Identify topic and 2-3 possible questions</td>
<td>Th Feb 7</td>
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<tr>
<td>(2) Narrow topic and complete 3 steps</td>
<td>Tu Feb 21</td>
</tr>
<tr>
<td>(3) Annotated bibliography</td>
<td>Th Mar 7</td>
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<tr>
<td>(4) Draft Outline</td>
<td>Tu Mar 26</td>
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<tr>
<td>(5) Detailed Outline</td>
<td>Tu April 9</td>
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<tr>
<td>(6) Draft Paper</td>
<td>Th Apr 18 (optional)</td>
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<td>(7) Final Paper</td>
<td>Mon, May 6th at 4pm in UEP office</td>
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**C. Individual Presentation (5% of grade)**
In the final two sessions (April 30 and May 2), students will complete a 5x5 presentation – 5 minutes and up to 5 Powerpoint slides to explain the key argument of your paper.

Think of this as a *précis* (a condensed summary of the key pieces of your paper). You should discuss:
1. The issue you studying (i.e. your topic).
2. How you studied it (e.g. comparison of cases, interviews, etc).
4. A couple piece of evidence to back up your claim/argument.
5. Lessons learned or potential remedies.
   (note: these 5 things do not necessarily correspond to your 5 images)

Since you only have 5 minutes, it is essential that you rehearse your presentation – know exactly what you want to say. Having notes to remind yourself of key points is fine, but do not read your presentation. Use your 5 images wisely -- they should be primarily photos, graphs, charts, diagrams, etc rather than text (remember a picture is worth a thousand words!).

Your Powerpoint files are due (uploaded to Moodle) by **11:55 pm on April 29** (these will be compiled into a single Powerpoint file for each day).

**Citation Format**

For your reading responses, essays and research paper, we will use the Chicago Manual of Style (CMS) author-date system for citations. This is a standard format for social science writing and may be slightly different from other formats you have encountering, so please take the time to familiarize yourself with it. The CMS format involves 2 things:

(1) **Within-text reference:** within the body of the text, when making a reference to another author’s unique ideas or thoughts, you must give credit. In CMS author-date format, this is done by adding the author’s last name followed by the year of the publication in parenthesis at the end of the sentence. For example:

   Price claims that many people see Los Angeles as having no “nature” at all (Price 2005).

If you quote directly (verbatim) from another author, you must put it in quotations and cite the page number(s) after the publication date. For example:

   As Price says, Los Angeles is “sort of the Death Star to American nature lovers.” (Price 2005, 222)

(2) “**Works Cited**” or “**References**” list: for each reference you make within the body of your text, you must provide the full citation in a ‘Works Cited’ or ‘References” list at the end of your reading response/essay/research paper. It should be arranged in alphabetical order by author last name. For example, for the Price reference above, the full citation would look like this (note the year of publication comes directly after the author’s name):


Below are a few websites that should provide guidance:

http://departments.oxy.edu/cae/writing/index.html
http://www.chicagomanualofstyle.org/tools_citationguide.html (author-date tab)
http://library.osu.edu/sites/guides/chicagogd.php
Readings and Class Schedule

All readings are available on the class Moodle website – refer to the website for the syllabus as well as links to specific readings.

**Introduction: Environmental Footprint and Ethical Consumption**

**Tu Jan 22 – Course Overview**
1) Review syllabus & student introductions
2) General overview of course
3) Environmental Footprints Exercise and Group Presentation Information

**Th Jan 24 – Environmental Footprints and Ethical Consumption Discussion**


2) Environmental Footprint Discussion – Review each other’s comments posted on Moodle

*Post your comments for this exercise on moodle. We will be discussing the environmental footprint in class and you should have read one another’s postings.*

**Tu Jan 29 – Ethical Consumption & The Story of Stuff**


4) “Forum”; Responses to O’Rourke’s essay by Juliet B. Schor, Lisa Ann Richey & Stefano Ponte, and Andrew Szasz

**ENVIRONMENTAL FOOTPRINT AND ETHICAL CONSUMPTION ESSAY TO BE POSTED ON MOODLE BY 11:55 PM MON JAN 28 AND HARD COPY TURNED INTO CLASS ON TUESDAY, 29TH.**

**Th Jan 31 – Greening Oxy; Institutional Sustainability; Considering Campus Activism**

*Full Class (Sections 1 and 2) to meet in Booth 208
Guest Speaker—Bruce Steele (Environmental Health and Safety Manager).
Intro to Greening Oxy initiatives (Oxy Student)*


3) “Greener by Degrees: On College Eco-Activism”; http://grist.org/series/greener-by-degrees-on-college-eco-activism/; Read the main story and check out the series that ways colleges are going greener and student-activist profiles

4) Wroth, Katharine; “Seven tips on green campus organizing from a Harvard pro”; http://grist.org/article/sharp/

5) Little, Daniel; “Where is Student Activism?”; http://www.huffingtonpost.com/daniel-little/where-is-student-activism_b_1654460.html

5) McKibben, Bill; “Student Activism is Alive and Well”; *Boston Globe*; December 2, 2012; http://www.bostonglobe.com/opinion/2012/12/02/mckibben/wBHoYGRaVkJsfKjZCnQC7WM/story.html

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**Topic #1: Global Environmental Challenges**

*Climate Change Politics, Fracking, The Border Environment, Global Trade and Goods Movement, Emerging Economies*

**Tu Feb 5 – Climate Change Politics**


4) Hartmann, Betsy and Barajas-Roman, Elizabeth; “Reproductive Justice, Not Population Control: Breaking the Wrong Links and Making the Right Ones in the Movement for Climate Justice”; Paper prepared for the WE ACT for Environmental Justice conference on *Advancing Climate Justice: Transforming the Economy, Public Health and Our Environment*, January 29-30, New York City, New York
5) Shearer, Christine; “The Human Face of Global Warming”, in Kivalina A Climate Change Story; pp. 101-124

Class debate based on readings and news items: Is human activity responsible for climate change? Does climate change affect everyone equally? Whose responsibility is it (if anyone) to relocate impacted communities who could lose their homes and ways of life due to climate change?

Th Feb 7—Hydraulic Fracking, Natural Gas Extraction, and the Challenge of Building a Green Energy Economy

1) Steingraber, Sandra; “The Whole Fracking Enchilada: Violating the bedrock, the atmosphere, and everything in between”; Orion Magazine; September/October 2010; http://www.orionmagazine.org/index.php/articles/article/5839/

2) Vives, Ruben; “Inglewood Oil Field’s neighbors want answers about land shift: are the cracks that have appeared on some properties caused by the Inglewood Oil Field drilling, an underlying fault line, or other factors? So far, no one knows”; Los Angeles Times; http://articles.latimes.com/2012/jun/23/local/la-me-inglewood-fracking-20120624


Benchmark #1: Identify Topic & 2-3 Questions—Due Feb 7

Tu Feb 12—Environmentalism and the U.S. Mexico Border


2) Barry, Tom; “The ‘Other America’”; in the Challenge of Cross-Border Environmentalism: The U.S. Mexico Case; Resource Center Press; 1994


5) Lopez, Ann Aurelia; “New Questions on the Immigration Debate”; Anthropology Now; Volume 3, No. 1; April 2011
Th Feb 14– Global Trade and Goods Movement


3) Roosevelt, Margot; 2009; “A New Crop of Eco-Warriors Take to their Own Streets”; *Los Angeles Times*; September 24, 2009 at; http://www.latimes.com/news/local/la-me-air-pollution24-2009sep24,0,4461184.story


Tu Feb 19 – Emerging Economies and Environmental Impacts


5) Timmons, Heather and Vyawahare, Malavika; “India’s Air the World’s Unhealthiest, Study Says”; New York Times; February 1, 2012; http://india.blogs.nytimes.com/2012/02/01/indias-air-the-worlds-unhealthiest-study-says/

6) Clean Air Network videos (Hong Kong-based advocacy group): a) http://www.youtube.com/watch?v=lmH3xCpOSW8; and b) http://www.youtube.com/watch?v=d0ebcIAQhWs; Optional: Film Documentaries: “Manufactured Landscapes” (available on reserve) and “Up the Yangtze” (available on Netflix)
Th Feb 21– The Global Environment: Strategies for change/Group Presentation


4) Mapping the Movement; http://www.foodandwaterwatch.org/water/fracking/fracking-action-center/map/

**Group Presentation and Class Discussion:** What are the root causes of the world’s most significant global environmental issues; What are the tensions between economic development and environment?; What solutions are available? What are the strategies and challenges for bringing about change?

**BENCHMARK #2: NARROW TOPIC AND COMPLETE 3 STEPS—DUE FEB 21**

GLOBAL ENVIRONMENTAL CHALLENGES SHORT ESSAY DUE FEB 21

**TOPIC #2 – Environmental Health and Justice Part 1: Toxic Exposures**

Tu Feb 26 – Intro to U.S. Chemicals Policy and Everyday Toxins & Pollutants

1) Choose five products that you use every day. Look up these products on www.goodguide.com (household products, food items, cosmetics- lots of products you might use around your house), http://www.ewg.org/skindeep/ (cosmetics); listed on the label of some products you use everyday. How do these rank in terms of health, environment, labor? Is all the info you would like available?


3) Vogel, Sarah; “From ‘the dose makes the poison’ to ‘the timing makes the poison’: conceptualizing risk in the synthetic age”; *Environmental History* 13; 667-673; October 2008

4) Steingraber, Sandra; “our bodies, inscribed”; in *Living Downstream; 1997*; Da Capo Press; pp. 239-259

Th Feb 28 –Towards a New Chemical Policy: The Precautionary Principle and Alternatives

1) Wilson, MP and Schwarzman, MR; “Toward a New Chemical Policy: rebuilding the foundation to advance new science, green chemistry, and environmental health”; Environmental Health Perspectives; 117(8); 1202-1209; 2009; http://coeh.berkeley.edu/docs/news/2009-ehp.pdf


4) Brook, Lena; “What’s a Mother to Do”; May 31, 2012; http://www.insideprevention.org/2012/05/guest-blog-whats-a-mother-to-do.html

Tu Mar 5 – Alternatives & Group Presentation


Group Presentation and Class Discussion: How can we best reduce or eliminate the toxic products and toxic processes that are present in our lives and ubiquitous in our society? Are they a necessary evil of our urban and advanced industrial society? Are toxic issues overblown or are they far greater than what gets recognized and addressed?

**ENVIRONMENTAL HEALTH AND JUSTICE, PART 1: TOXICS SHORT ESSAY DUE MAR 5**

**TOPIC #3 – Environmental Health and Justice Part 2: Food**
Th Mar 7- The Food System and Food Politics


Benchmark #3: Annotated Bibliography—Due Mar 7

March 11th-March 15th: Spring Break, No Class

Tu Mar 19 - Food Globalization and Global Food Impacts


Th Mar 21 - Food System Alternatives and Group Presentation


3) Restaurant Opportunities Center (http://rocunited.org/); Reading TBD


Group Presentation: What ways should the food system be changed? Doesn’t the current food system in the U.S. work best, with cheap food, convenient/fast food, available all year round? How can we address disparate impacts across the food system?

ENVIRONMENTAL HEALTH AND JUSTICE, PART 2: FOOD SHORT ESSAY DUE MAR 21

TOPIC #4 – The Right to the City

Tue Mar 26- Defining the Right to the City


3) Davis, Mike; “Fortress LA”; in City of Quartz: Excavating the Future in Los Angeles; Verso Press; 1990; pp. 223-263

4) Look at the website Right to the City: Urban Congress Los Angeles http://la-urban-congress.org/index.php/campaigns. Read about the campaigns, click to a few articles

BENCHMARK #4: DRAFT OUTLINE—DUE MARCH 26

Th Mar 28: City Planning Histories and Impacts


3) Gottlieb, Robert. 2007. Reinventing Los Angeles. “Urban and Suburban Places” (66-72); “New Urbanist Communities” (72-77); and “Recreating Community” (293-300)


Tu Apr 2 – Cars and Freeways


Thu Apr 4: The Politics of Mapping and Mapping 101


2) Fuller, Trevor; “Their Data, Our Cause: An Exploration of the Form, Function, and Deployment of Mapping Technologies among Community Environmental Justice Organizations”; in Geospatial Analysis of Environmental Health; v. 4, 2011, p. 139-149

Tu Apr 9 – Planning and Transportation Alternatives


2) CicLAvia web site -- http://www.ciclavia.org/ -- check it out. Next event, April 21, 2013

3) Morello-Frosch, Rachel and Pastor, Manuel; “Transit Justice: Providing Service and
Shipping out Greenhouse Gases”; in Facing the Climate Gap; October 17, 2012; http://www.alternet.org/environment/transit-justice-providing-service-and-shipping-out-greenhouse-gases

4) PPS on Complete Streets, Gary Toth, “Are Complete Streets Incomplete?” November 17, 2011: http://www.pps.org/blog/are-complete-streets-incomplete/


**BENCHMARK #5: DETAILED OUTLINE—DUE APRIL 9**

Th Apr 11 – Students Take to the Streets (By Car, Rail, Bus, Bike, or by Foot) & Group Presentation Right to the City


2) Students report on their transportation experience

3) Badger, Emily; “Does your city need a transit riders union?”; The Atlantic; October 29, 2012; http://www.theatlanticcities.com/commute/2012/10/does-your-city-need-transit-riders-union/3722/

3) Check out L.A. Streetsblog for continuing coverage of alternatives and bike and car issues at http://la.streetblog.org/

Group Presentation Right to the City

**RIGHT TO THE CITY SHORT ESSAY DUE APRIL 11**

**TOPIC #4 - NATURE IN THE CITY (Oct 30-Nov 8)**

Tu Apr 16 - Urban Nature


**Th Apr 18 – Green Space, Open Space, Lawns, and Reconstructed Space**
Speakers: Jessica Gudmundson and/or Stephanie Taylor, UEPI and Verde Coalition

1) Loukaitou-Sideris, Anastasia; “Green Spaces in the Auto Metropolis”; in *Planning Los Angeles*; American Planning Association, Chicago, 2012


4) *Lawns*: Lacey, Marc., “Spraying to make yards green… but with paint, not water.” *New York Times*, April 10, 2011, and


**Draft Final Paper Due (Optional)**

**Tu Apr 23 – LA River and Case Study of the Cornfield Arroyo Seco Specific Plan**
*Class Field Trip or Potential Guest Speaker Sissy Trinh* 


4) Newton, Damien; “The Cornfield Arroyo Seco Specific Plan: Livable Streets Dream or Affordable Housing Nightmare”; Wednesday October 19, 201; http://la.streetsblog.org/2011/10/19/the-cornfield-arroyo-seco-specific-plan-livable-
Th Apr 25 – Reinventing Nature in the City/Group Presentation Nature in the City


What are important links to be making between “urban” and “nature”? Is “Nature in the City” incompatible, an oxymoron?

NATURE IN THE CITY SHORT ESSAY DUE APRIL 25

Tues Apr 30: Individual Presentations

Th May 2: Individual Presentations

Final Papers Due Monday May 6, 4pm in the UEP Office
Course Policies and Support Services

Late Work
Students are expected to submit their work by the stated due dates. No late assignments will be accepted without prior approval, which will NOT be granted as last minute requests in person or by email. No exceptions.

Academic Integrity
Occidental College assumes that students and faculty accept and respect the principle of academic honesty. The policies on academic misconduct are outlined in the Student Handbook (http://www.oxy.edu/StudentHandbook.xml). Plagiarism is representing others work as your own. Students are expected to understand and abide by Oxy’s plagiarism policy (http://www.oxy.edu/x8000.xml).

Classroom Responsibilities
Teachers and students share the responsibility of learning and teaching. We see our responsibilities as creating the space and stimulating enthusiasm for learning, coming prepared to class, creating the goals and structure for a course, introducing concepts and ideas, and facilitating the sharing of knowledge amongst the students and between ourselves and the students. 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 with the professors.

Classroom Policies
There are five basic rules in this classroom:
(1) Read all assigned material before class
(2) Ask questions if you don’t understand
(3) participate in the discussion if you have something to say
(4) respect others, and
(5) turn off your wireless devices.

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 http://departments.oxy.edu/cae/.

If you have specific physical or learning disabilities and require accommodations, please let me know early in the semester so that we can meet your learning needs. The Center for Academic Excellence also provides services to assist students with physical or learning disabilities; these students need to contact Magen Todd, Learning Strategies & Disabilities Specialist, x2849, mtodd@oxy.edu in the Center for Academic Excellence (x2545).

The Emmons Health and Counseling Center provides support for issues of stress, medical and mental health. See http://www.oxy.edu/EmmonsHealthCenter.xml.
Excerpts from
“Why Bad Presentations Happen to Good Causes”

The “Fatal Five”

1. **Reading the slides.** More respondents complained about this behavior than anything else – and by a wide margin. Many indignantly asked why a presenter would read slides aloud when audience members were entirely capable of reading them for themselves…“Watching someone read PowerPoint slides is a form of torture that should be banned under the Geneva Convention,” wrote one respondent.

2. **Too long, too much information.** How long is too long? If a presentation is boring, respondents told us, even 10 minutes can seem too long. And boring presentations appear to be rampant across the sector… “Too many slides with too many words, too many points, too much data, too long, too didactic.”

3. **Lack of interaction.** The problem that first appeared when we asked respondents to describe the typical presentation resurfaced strongly in subsequent answers to open-ended questions. Many complained about being “talked at” for 30, 40, even 60 minutes at a time…

4. **Lifeless presenters.** Presenters who speak in a monotone, who seem to lack interest in their own material, or who appear to have wandered in from the set of “Night of the Living Dead” were also reported by many in the survey…

5. **Room/technical problems.** LCD projectors that don’t work, air conditioning that works too well, sound systems that are either too soft, too loud, or have too much hiss – just about every room or technical problem you can imagine showed up in survey answers…many are preventable, and even those that cannot be avoided do not have to ruin a talk…presenters often do not anticipate them or fail to have a backup plan.

The Three Most Wanted

In another open-ended question, we asked, “What one or two key things make a presentation excellent?” Again, respondents provided a wide range of answers, although a few unhappy campers claimed they had never seen an excellent presentation. A consensus emerged around three characteristics, and unsurprisingly each is a direct opposite of a common problem cited above.

1. **Interaction.** Nearly one out of every four respondents mentioned interaction – with the speaker, with other audience members, or both – as a hallmark of excellent presentations. “Interactive presentations that create opportunities for the audience members to work together and with the presenter are almost always top notch,” one respondent told us.

2. **Clarity.** Some used the words “well organized,” and some wrote “concise,” but if you were to scan the verbatim responses to this question, you would see a long run of answers that begin with “clarity.” One such response: “Clarity of three to four well-framed key points the speaker wanted the audience to take away, coupled with smart use of metaphors/anecdotes that helped speaker drive them home.”

3. **Enthusiasm.** Whether respondents used the words energy, passion, charisma, engaging, dynamic or lively, they all wanted the same thing: presenters who were enthusiastic about their topic and conveyed that interest to the audience.

Four other qualities that each received a high number of mentions were: humor, use of stories, relevance, and well-produced visuals.