

**Urban and Environmental Policy 101**  
**Society and Environment**  
Professor Martha Matsuoka

Tu and Th 10:05-11:30a  
Treehouse North

*Office Hours: UEP Dept. #201; Tuesday/Thursday 1-2:30 pm or by appointment*

**What is this course about?**

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

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

**Course goals**

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

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

**Course Requirements**

- ☐ **Participation (25%):** You are expected to do all of the course readings on the date they are assigned and keep up to date. This is a reading intensive seminar where class discussions are key. As such attendance and preparation is required. You may only miss class *once* without prior approval. And you may miss *once* with approval. Any additional absences will result in an automatic decrease by one grade (a B will become a B-, for example). Your participation in class will also be evaluated based on your ability to contribute productively to the class discussions and class exercises. Be mindful of your own contribution but also the overall classroom dynamic. Listen attentively to others,

recognize when to “step up” and “step back” so that all class members can participate meaningfully. Focus on quality over quantity when participating in class.

- ❑ **Neighborhood Observation Papers (15%):** There are two paper assignments based on the two observation walks in Highland Park. Paper prompts will be passed out in class. Paper #1 is due **in class Tuesday, February 6<sup>th</sup>**. Paper #2 is due:
- ❑ **Midterm Exam (20%):** You will have a take home mid-term exam to cover materials covered through Tuesday, February 27. I will pass out the prompt on February 27<sup>th</sup> and the **midterm must be posted on Moodle by 5:00 on Friday, March 2**. I will pass out the prompt on Tuesday, February 27. More details will be discussed in class closer to the date.
- ❑ **Reflection Paper (10%):** You are to attend an off-campus event, talk, exhibit, meeting, or similar activity that focuses on topics we cover in the course. Within a week of participating in the activity, you will write a 3-5 page Reflection Paper based on how the activity relates to the materials and discussions we covered in class to date. Reflection papers are to be written as a formal piece of writing with a clear focus and integration of specific examples of class readings, discussions, speakers, etc. Papers must be 12 pt font with 1 inch margins, double-spaced, and your name included on the first page. Post your papers to Moodle and turn in your hard copy (during class or to my office box). **Do not forget to staple your pages. Papers are due within one week of the event. All reflection papers must be turned in by 5:00 p.m. Friday, April 20<sup>th</sup>**.
- ❑ **Final Paper (30%):** Final papers are **due by Wednesday, May 9<sup>th</sup> by 5pm**. You must submit a hard copy to the UEP department, as well as upload to Moodle. Papers should be between 8-10 pages, double-spaced, 12 point font. A paper prompt will be passed out and discussed in class.

### **Class Readings and Assignments**

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

<b>Tuesday, January 23: <u>Introduction to the Course</u></b>
<b>Thursday, January 25: <u>Environment and You</u></b> <ul style="list-style-type: none"><li>• William Cronan, “The Trouble with Wilderness or Getting Back to the Wrong Nature” (pages 1-15 only)</li><li>• Stacy J. Silveira, The American Environmental Movement: Surviving through Diversity, <u>Boston College Environmental Affairs Law Review</u>, Vol. 28, Issue 2, 2004 <a href="http://lawdigitalcommons.bc.edu/cgi/viewcontent.cgi?article=1194&amp;context=ealr">http://lawdigitalcommons.bc.edu/cgi/viewcontent.cgi?article=1194&amp;context=ealr</a></li></ul>

**Tuesday, January 30: The Oxy Environment: Highland Park and Eagle Rock.**

Walking observation exercise #1.

Refer to the prompts for the walk and for the associated Reflection Paper #1. Bring your Reflection Paper to class on 2/6.

Optional background reading:

- Evita Chavez. "It Definitely Feels as if It's Happening to You"  
A Case Study of the Personal Effects of Gentrification in Highland Park" Senior Comprehensive Project. Urban and Environmental Policy, Occidental College. April 2016. Read Part 4: Case Study of Highland Park.
- Bianca Barragan. [Here's How Highland Park Turned a Gas Station Into a Park.](#) LA Curbed. February 23, 2015

**Wednesday, January 31. "Whose House? Our House!: Housing and the Black Liberation Struggle"**

**7:00 p.m.,** Choi Auditorium

Dr. Keeanga-Yamahtta Taylor, African American Studies, Princeton University. Stafford Ellison Wright Black Alumni Scholar-in-Residence 2018.

Pete White, Founder and Director of LA Community Action Network (LACAN)

**Thursday, February 1: Environmental Understandings**

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

**Tuesday, February 6: Introduction to the Urban Environment**

- “The City and the Natural Environment.” The Global Development Research Center. <http://www.gdrc.org/uem/doc-tarr.html>
- Mike Davis. “Slum Ecology”; Orion Magazine; <https://orionmagazine.org/article/slum-ecology/>
- David Harvey. 2003. “The Right to the City,” International Journal of Urban & Regional Research 27 (4): 939-941.

*Saskia Sassen. Robert S. Lynd Professor of Sociology at Columbia University*

*Tuesday, February 6: 6:00 p.m. Choi Auditorium  
“On the Future of Cities”*

*Wednesday, February 7: 11:45 am. Thorne Hall (CSP Speaker Series)  
“Expulsions”*

*For background reading:*

- Saskia Sassen. “Who Owns Our Cities and Why This Urban Takeover Should Concern Us All”. The Guardian. November 25, 2015  
<https://www.theguardian.com/cities/2015/nov/24/who-owns-our-cities-and-why-this-urban-takeover-should-concern-us-all>
- Saskia Sassen. "The Language of Expulsion". TruthOut July 30, 2014  
<http://www.truth-out.org/opinion/item/25235-the-language-of-expulsion>

**Thursday, February 8: Inequality and the Environment**

- “Inequality and the Environment” The Real News Network. October 13, 2014; Read the article and watch the news clip.
- Susan Holmberg. “Inequality isn’t just bad for the economy—It’s toxic for the environment” Grist. July 5, 2015; <http://grist.org/politics/inequality-isnt-just-bad-for-the-economy-its-toxic-for-the-environment/>
- Michele Morrone and Geoffrey Buckley. 2011. Chapter 1 in Mountains of Injustice. Columbus, OH: Ohio University Press. pgs. 3-31

**Tuesday, February 13: Race and the Environment**

- Giovanna Di Chiro. “Nature as Community: The Convergence of Environment and Social Justice,” in Uncommon Ground: Rethinking the Human Place in Nature. William Cronon, editor. pp. 298-306

- Jeddiah Purdy. “[Environmentalism’s Racist History](http://www.newyorker.com/news/news-desk/environmentalisms-racist-history)” The New Yorker. August 13, 2015  
<http://www.newyorker.com/news/news-desk/environmentalisms-racist-history>
- Kristen Lombardi. “[Environmental Racism Persists and the EPA is One Reason Why](https://www.publicintegrity.org/2015/08/03/17668/environmental-racism-persists-and-epa-one-reason-why)” Center for Public Integrity September 4, 2015  
<https://www.publicintegrity.org/2015/08/03/17668/environmental-racism-persists-and-epa-one-reason-why>
- J. Mijin Cha. “[Flint Water Crisis is a Classic Case of Environmental Racism](http://thehill.com/blogs/pundits-blog/energy-environment/266850-flint-water-crisis-is-classic-case-of-environmental)” The Hill January 25, 2016.  
<http://thehill.com/blogs/pundits-blog/energy-environment/266850-flint-water-crisis-is-classic-case-of-environmental>

**Thursday, February 15: Gender and the Environment**

- Giovanna Di Chiro. “Sustaining Everyday Life: Bringing Together Environmental, Climate and Reproductive Justice.” Different Takes. No. 58 Spring 2009
- Julie Sze. “[Gender, Asthma Politics, and Environmental Justice](#)” in New Perspectives on Environmental Justice: Gender, Sexuality, and Activism. Rachel Stein, ed. pp. 177-190. 2004
- Celene Krauss. “Challenging Power: Toxic Waste Protests and the Politicization of White, Working Class Women.” In Community Activism and Feminist Politics: Organizing Across Race, Class and Gender. Nancy Naples (ed). New York: Routledge, 1998).
- “Women Spend 374 Hours Each Year Collecting Firewood in India, Study Finds” Global Alliance for Clean Cookstoves. May 5, 2015:  
<http://cleancookstoves.org/about/news/05-05-2015-women-spend-374-hours-each-year-collecting-firewood-in-india-study-finds.html>

**Tuesday, February 20: Urbanization and Growth**

- Laura Pulido. “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California” Annals of the Association of American Geographers., 90(1), 2000, p. 12–40
- Michael Bader, “L.A. is Resegregating -- And Whites are a Major Reason Why,” Los Angeles Times, April 1, 2016  
<http://beta.latimes.com/opinion/op-ed/la-oe-bader-resegregation-los-angeles-20160401-story.html>

**Thursday, February 22: Housing and Where we Live**

- Sherman Alexie. “Gentrification” American Poetry Review. vol. 38 | no. 02  
<http://aprweb.org/poems/gentrification>
- Rebecca Solnit, “Gentrification’s Toll: It’s You or the Bottom Line,” The Guardian, May 13, 2016 <http://www.theguardian.com/cities/2016/may/03/gentrification-climate-change-sierra-club-san-francisco>
- Southern California Association of NonProfit Housing (SCANPH). ”LA: Out of Reach in 2016  
<https://static1.squarespace.com/static/58793de5f7e0abe551062b38/t/5907c78529687f9f3df15a9f/1493682054133/Out+of+Reach+in+2016+%28Los+Angeles+City%29.pdf>
- M.J. Aboelata, R. Bennett, E. Yañez, A. Bonilla, & N. Akhavan. Excerpts from Healthy Development Without Displacement: Realizing the Vision of Healthy Communities for All. pgs 9-17. Prevention Institute. 2017
- Peter Marcuse. “The Housing Change We Need” Shelterforce, Winter 2008. December 22, 2008.  
[https://moodle.oxy.edu/pluginfile.php/432703/mod\\_folder/intro/The%20Housing%20Change%20We%20Need.pdf](https://moodle.oxy.edu/pluginfile.php/432703/mod_folder/intro/The%20Housing%20Change%20We%20Need.pdf)

**Tuesday, February 27: Transportation and Mobility**

- Martin Wachs. “Evolution of Transportation Policy in Los Angeles” in The City. pgs. 106-157
- Eric Jaffe. ”Buses Are for Other People”. The Atlantic. January/February 2015  
<https://moodle.oxy.edu/pluginfile.php/475723/course/section/195386/Buses%20Are%20for%20Other%20People%20-%20The%20Atlantic.pdf>
- Alana Semuels. “The End of Public Transit? Start-ups are proving more efficient than government in areas like transportation. Should some services be privatized?” Atlantic Monthly, Oct. 28, 2016.

**Thursday, March 1: No Class**

Use the time to work on your midterm paper.

**Tuesday, March 6: Parks and Open Space**

- Robert Gottlieb and Andrea Misako Azuma. “Bankside Los Angeles” in Rivertown: Rethinking Urban Rivers. Paul Stanton Kibel, ed. 2007

- Richard Kreitner. “Will the Los Angeles River Become a Playground for the Rich?” The Nation. March 10, 2016  
<https://www.thenation.com/article/will-the-los-angeles-river-become-a-playground-for-the-rich/>
- Jeanne Haffner.” The dangers of eco-gentrification: what's the best way to make a city greener?”” The Guardian. May 6, 2015  
<https://www.theguardian.com/cities/2015/may/06/dangers-ecogentrification-best-way-make-city-greener>

**Thursday, March 8: Environment, Toxics, and Health**

- Watch the 8 minute video, “Up in the Air”.  
[https://www.youtube.com/watch?v=uCy9exrIkA8&ebc=ANyPxKrID1JlorbVX\\_IVVukXONniqVM7wD4Tkf\\_nhqAP-xupG5HQADIBksBm0rJCzHUOT6CGKGkrJaKv73RDLERETaaSWqMyRQ](https://www.youtube.com/watch?v=uCy9exrIkA8&ebc=ANyPxKrID1JlorbVX_IVVukXONniqVM7wD4Tkf_nhqAP-xupG5HQADIBksBm0rJCzHUOT6CGKGkrJaKv73RDLERETaaSWqMyRQ)
- Ami Zota and Bhavna Shamasunder. (2017). The environmental injustice of beauty: Framing chemical exposures from beauty products as a health disparities concern. American Journal of Obstetrics and Gynecology. 217. 10.1016/j.ajog.2017.07.020.
- Lois Gibbs. “Citizen Activism for Environmental Health: The Growth of a Powerful New Grassroots Health Movement”; The Annals of the Academy of Political and Social Science; v. 584, n. 1; 97-109; 2002;  
<http://ann.sagepub.com/content/584/1/97.short>

**Tuesday March 13 and Thursday, March 15: SPRING BREAK**

**Tuesday, March 20: Workers and the Environment**

- Watch this 8 minute video: Inside (1995 El Monte Thai Garment Slavery Case):  
<https://youtu.be/QLVeiKTLqgg>
- The 1911 Triangle Shirtwaist Factory Fire. ILR Cornell University.  
<http://trianglefire.ilr.cornell.edu/story/introduction.html> (read through the whole section all the way through to Investigation and trial)
- Jason Burke and Saad Hammoudi. “Bangladesh textile factory fire leaves more than 100 dead” The Guardian. November 25, 2012:  
<https://www.theguardian.com/world/2012/nov/25/bangladesh-textile-factory-fire>
- Brian Orbach, “Labor-Environmental Relations in the United States: A Brief Overview”, Chapter 3 in Labor and the Environmental Movement, pp. 47-81

**Thursday, March 22: Occupational Health**

- NYT Series: Sarah Maslin Nir, “The Price of Nice Nails,” New York Times, May 7, 2015: <http://www.nytimes.com/2015/05/10/nyregion/at-nail-salons-in-nyc-manicurists-are-underpaid-and-unprotected.html>
- Sarah Maslin Nir, “Perfect Nails, Poisoned Workers,” New York Times, May 8, 2015: <http://www.nytimes.com/2015/05/11/nyregion/nail-salon-workers-in-nyc-face-hazardous-chemicals.html>
- Sarah Maslin Nir, “Cuomo Orders Emergency Measures to Protect Workers at Nail Salons,” New York Times, May 11, 2015: <http://www.nytimes.com/2015/05/11/nyregion/cuomo-orders-emergency-measures-to-protect-workers-at-nail-salons.html>
- Thu Quach, Robert Gunier, Alisha Tran, Julie Von Behren, Phuong-An Doan-Billings, Kim-Dung Nguyen, Linda Okahara et al. "Characterizing workplace exposures in Vietnamese women working in California nail salons." Journal Information 101, no. S1 (2011).
- Julia Wong. “US Nail Salons: the challenge to protect workers from toxic chemicals” The Guardian November 28, 2017 <https://www.theguardian.com/us-news/2017/nov/28/us-nail-salons-the-challenge-to-protect-workers-from-chemicals>

**Tuesday, March 27 Waste and the Environment**

- Sintana E. Vergara and George Tchobanoglous, “Municipal Solid Waste and the Environment: A Global Perspective,” Annual Review of Environment and Resources, Nov. 2012, <http://www.annualreviews.org/doi/full/10.1146/annurev-environ-050511-122532>
- Liyna Anwar, “Waste in LA: Closing America's Largest Landfill, Without Taking Out The Trash,” NPR, Feb 22, 2014 <http://www.npr.org/2014/02/22/280750148/closing-americas-largest-landfill-without-taking-out-the-trash>
- LAANE, “Don’t Waste LA: Cleaning Up Waste and Recycling Management and Securing the Benefits,” July 2015: <http://www.laane.org/zero-waste-blueprint/> and watch this video: <http://www.dontwastela.com/2014/04/15/pbs-social-insider-covers-zero-waste-la-policy/>

**Thursday, March 29: Global Trade and the Environment**

- Andrea Hricko, “Global Trade Comes Home: Community Impacts of Goods Movement” (Environmental Health Perspectives, 116 (2), Feb, 2008, 80-81).



- Ronald White. “Local Ports face Panama Challenge.” Los Angeles Times, December 29, 2011
- Lydia DePillis, “ Ports are the New Power Plants,” Washington Post, November 24, 2015  
<https://www.washingtonpost.com/news/wonk/wp/2015/11/24/ports-are-the-new-power-plants-at-least-in-terms-of-pollution/>
- Karen Robes Meeks. “Los Angeles, Long Beach port truck drivers move nation’s goods” Long Beach Press Telegram May 16, 2015.
- Richard Wilson. American Federation of Teachers. How Wal-Mart Is (Mis)Shaping the Global Economy. <http://www.aft.org/periodical/american-educator/spring-2007/how-wal-mart-misshaping-global-economy>

**Tuesday, April 3: Consumption of Energy**

*Guest Lecture: Prof. Mijin Cha*

- William R. Childs, “Energy Policy and the Long Transition in America” (read both pages), Origins, Current Events in Historical Perspectives, vol.5, no.2, Nov, 2011, <http://origins.osu.edu/article/energy-policy-and-long-transition-america/page/0/0>,
- J. Mijin Cha, “Unnatural Gas: How Government Made Fracking Profitable (and Left Renewables Behind)”, Dissent, Jun 27, 2013  
[http://www.dissentmagazine.org/online\\_articles/unnatural-gas-how-government-made-fracking-profitable-and-left-renewables-behind](http://www.dissentmagazine.org/online_articles/unnatural-gas-how-government-made-fracking-profitable-and-left-renewables-behind)
- Timothy E. Wirth, C. Boyden Gray and John D. Podesta. *The Future of Energy Policy*, Foreign Affairs, Vol. 82, No. 4 (Jul. - Aug., 2003), pp. 132-155

**Tuesday, April 3.** 11:30 – 1:00. Location TBD.

*Caroline Farrell, Executive Director, Center on Race Poverty and Environment (CRPE).*

**Thursday, April 5: Food Systems**

*Guest Speakers: Megan Bomba, Sharon Cech, Rosa Romero, UEPI*

- Joann Lo, “Walmart at the Crossroads: Live Better, Do Better for All of Us/The Environmental and Labor Impact of Its Food Supply Chain”; Capital & Main; June 4, 2015; <http://capitalandmain.com/latest-news/issues/labor-and-economy/walmart-at-the-crossroads-live-better-do-better-for-all-of-us-0604/>

- City of Los Angeles, Good food purchasing pledge, read pgs. 1-6.  
[http://lacity.cityofla.acsifactory.com/sites/g/files/wph281/f/mayorvillaraigosa331283141\\_10242012.pdf](http://lacity.cityofla.acsifactory.com/sites/g/files/wph281/f/mayorvillaraigosa331283141_10242012.pdf)
- Other readings TBD.

**Thursday, April 10: Building a Healthy and Just City**

James Rojas, urban planner and founder of *PLACE IT!*  
*Sponsored by the Remsen Bird Fund.*

- “A Blueprint for Equitable Growth”; Policylink; March 14, 2014;  
<http://www.policylink.org/focus-areas/equitable-economy/at/a-blueprint-for-equitable-growth>
- Susan Fainstein. “Planning and the Just City” (in Marcuse, ed., *Searching for the Just City: Debates in Urban Theory and Practice*, 2009)

**Tuesday, April 12: Highland Park observation #2**

Readings TBD

**Thursday, April 17: Politics and Power**

- Anthony Downs. *An Economic Theory of Political Action in a Democracy*, *Journal of Political Economy*, Vol. 65, No. 2 (Apr., 1957), pp. 135-150.
- Biplab Dasgupta. *The New Political Economy: A Critical Analysis*, *Economic and Political Weekly*, Vol. 32, No. 4 (Jan. 25-31, 1997), pp. PE13-PE26.
- Other readings TBD.

**Tuesday, April 19: Overview on Climate**

- National Research Council of the National Academies; “Climate Change: Evidence, Impacts, and Choices; Read part 1 on ‘Evidence’”; pp. 1-18;  
<https://nas-sites.org/americasclimatechoices/more-resources-on-climate-change/climate-change-lines-of-evidence-booklet/> ;
- EPA, “Understanding the Link Between Climate Change and Extreme Weather: [https://19january2017snapshot.epa.gov/climate-change-science/understanding-link-between-climate-change-and-extreme-weather\\_.html](https://19january2017snapshot.epa.gov/climate-change-science/understanding-link-between-climate-change-and-extreme-weather_.html) (read through all of the extreme weather issues)
- Sachs, Jeffrey. “A Bold Bid for Climate Justice”. Watch the 23 minute video and read the commentary article. January 11, 2018

<http://www.cnn.com/2018/01/11/opinions/new-york-city-bold-bid-for-climate-justice-opinion-sachs/index.html>

- “Climate Injustice: Those Who Emit the Least Pay the Most,” Conservation Magazine, Feb 11, 2016: <http://conservationmagazine.org/2016/02/those-who-emit-least-pay-most/>

**Thursday, April 24: Introduction to Climate Solutions**

- Jack Healy, “Occupying the Prairie: Tensions Rise as Tribes Move to Block a Pipeline,” (make sure to watch the video, too), New York Times, Aug 23, 2016 [http://www.nytimes.com/2016/08/24/us/occupying-the-prairie-tensions-rise-as-tribes-move-to-block-a-pipeline.html?\\_r=0](http://www.nytimes.com/2016/08/24/us/occupying-the-prairie-tensions-rise-as-tribes-move-to-block-a-pipeline.html?_r=0)
- 350.org, “Why we took to the streets for People’s Climate March,” <http://350.org/why-we-took-to-the-streets-for-peoples-climate-march/>
- David Biello, “10 Solutions for Climate Change,” Scientific American, Nov 26, 2007: <http://www.scientificamerican.com/article/10-solutions-for-climate-change/>
- William Neuman. “To Fight Climate Change, New York City Takes On Oil Companies” New York Times, Jan. 10, 2018 <https://www.nytimes.com/2018/01/10/nyregion/new-york-city-fossil-fuel-divestment.html?mtrref=undefined&auth=login-email>
- Michelle Chen. “It Doesn’t Matter if Cities Are Climate Change–Proof if No One Can afford them. Can Afford to Live in Them” The Nation, October 24, 2017 <https://www.thenation.com/article/it-doesnt-matter-if-cities-are-climate-change-proof-if-no-one-can-afford-to-live-in-them/>
- Jonathan London, Alex Karner, Julie Sze, Dana Rowan, Gerardo Gambirazzio, Deb Niemeier “Racing climate change: Collaboration and conflict in California’s global climate change policy arena” Global Climate Change. Elsevier. March 13, 2013.
- Brentin Mock. “Climate Change is the Ultimate Gentrifier” Grist February 26, 2015 <http://grist.org/living/climate-change-is-the-ultimate-gentrifier>

**Tuesday, April 26: Healthy and Just Cities Agenda**

- Delores Hayden. “What Would a Non-Sexist City Look Like?”
- Lerner, Jaime. “How to Build a Sustainable City” New York Times. December 7, 2015  
<https://www.nytimes.com/2015/12/07/opinion/how-to-build-a-sustainable-city.html>
- Manuel Pastor. “A Vision for the Next Los Angeles: Transportation Equity and Just Growth” KCET. February 10, 2014
- Movement Generation. From Banks to Tanks. To Cooperation to Caring. A Strategic Framework for a Just Transition. [http://movementgen.electricmembers.net/wp-content/uploads/2016/11/JT\\_booklet\\_English\\_SPREADs\\_web.pdf](http://movementgen.electricmembers.net/wp-content/uploads/2016/11/JT_booklet_English_SPREADs_web.pdf)

**Tuesday, May 1: Course wrap up**

*Readings TBD*

**Summary of Assignments and Due Dates**

<b>Assignment</b>	<b>Due Date</b>
Observation Paper #1: Highland Park/Eagle Rock Observation Exercise.	Tuesday, February 6. Turn in hard copy in class; post to Moodle
Take home midterm	Friday, March 2 by 5:00 p.m. Hard copy to UEP; post to Moodle.
Observation Paper #2: Highland Park/Eagle Rock Observation Exercise.	Thursday, April 17. Turn in a hard copy in class; post to Moodle.
Reflection Paper: Off Campus Activity	Anytime during the semester but by Friday, April 27. Post to Moodle.
Final Paper	Wednesday, May 9th by 5pm. Turn in a hard copy to the UEP office; post to Moodle

**COURSE POLICIES**

**Grading Rubric**

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

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

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

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

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

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

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

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

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

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

### **Plagiarism Policy**

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

### **Classroom Community**

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

The professor and students share the responsibility of creating the space and stimulating enthusiasm for learning. The professor is responsible for structuring and facilitating a space for learning and achieving course goals. Students are responsible for attending and participating in class, completing assignments in a timely manner, 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.

### **Laptops and Cellphones**

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

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

### **Support Services**

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

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>

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