

Urban and Environmental Policy 101
Society & Environment
Tuesdays and Thursdays, 10:05-11:30am

Professor Bhavna Shamasunder

Office: UEP Department, Room 203 (up the stairs on the right)

Office Hours: Tuesdays and Thursday, 1-2pm or by appointment

Phone: 323-341-4695

Email: bhavna@oxy.edu

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 justice 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. I am glad you are here and hope you are excited to be here! Your enthusiasm and participation is central to our collective learning. The course is designed for students considering a UEP major and those who want to take the class because you are interested. The course is structured for us, as a group, to learn about these issues and discuss them in small groups. It is an opportunity for you to meet others interested in asking and answering complex questions about our cities, the natural world, and our global context.

What are the goals of this course?

The goals of this course are to examine the idea of “environment” and how it relates to the urban context. This course explores the intersection of race, poverty, and the environment and will help students begin to critically examine environmental issues and movements. You will also be asked to consider issues in written and verbal formats, in order to deepen critical thinking and writing skills.

Course Requirements

Participation in Class (10%): You are expected to do all of the course readings and keep up to date. This is a reading intensive seminar. Attendance and preparation is required. Participation in class (coming to class and being a part of it) counts for 10% of your grade. 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 be evaluated based on your ability to contribute to the class discussions as a whole. Be mindful of your own contribution but also the overall classroom dynamic.

Over the course of the semester, we will do in-class writing based on that days reading. Writing prompts will be short, given out in class, and your own writing is meant to be concise, reflective, and analytical based on the prompt. The writing will be based on that days readings and will help guide class discussion. These writing prompts will be an important part of your participation grade.

Short Paper #1 (15%): You will be given a prompt that will serve as the basis for this paper.

Midterm Exam (20%): You will have an in-class mid-term exam. The midterm will be discussed in more detail in class.

Short Paper #2 (15%): “walking paper” or “groundtruthing”(15%): Using the book *A People’s Guide to Los Angeles* (which is available for you to look through in UEP or you could check out from the library), choose one area/site described in the book where you do a walking tour. You must read the corollary section in the *People’s Guide* as well as find one news story about an urban/environmental issue in that section of the city that you read, reference, and staple to your own writing. You may choose Highland Park or Eagle Rock, areas that are nearby the college. Pulido, Laura et al; “Introduction” and “Greater Eastside and San Gabriel Valley”; *A People’s Guide to Los Angeles*; UC Press; 2012

Short Paper #3 (15%) You will be given a prompt that will serve as the basis for this short paper

In Class Final Exam (25%): We will have an in-class final exam on the date assigned for this class period.

Course Readings and Schedule

Tuesday, January 24th: Introduction to the Course

- Introductions
- Overview of the syllabus
- Student Introductions
- Student Discussion
- Interview
- How to critically read for this course and what to read for:
 - Read for content
 - *Apply your current knowledge*
 - Read to critique
 - *What’s the author’s primary point?*
 - *How does he/she/they make the points?*
 - *Were they successful?*
 - *What questions are you left with?*

Thursday, January 26th: Conceptions of Wilderness and the winding road to environmentalism

Cronan, William; “The Trouble with Wilderness; or, Getting Back to the Wrong Nature”; in *Changes in the Land: Indians, Colonists, and the Ecology of New England*; 1983

Warren, Louis S.; "Paths Toward Home: Landmarks of the field in environmental history"; in A Companion to American Environmental History; ed. Douglas Cazaux Sackman; Wiley-Blackwell; 2010; pp. 3-26

Tuesday, January 31st: Ideas of Nature and Property

The idea of nature contains, though often unnoticed, an extraordinary amount of human history
(Raymond Williams: an influential Welsh academic and novelist)

Please bring these readings to class with your notes and markings. We will be doing an in-depth reading during the class period.

Cronan, William; "That Wilderness Should Turn a Mart" in Changes in the Land: Indians, Colonists, and the Ecology of New England; 1983

Williams, Raymond; "Ideas of Nature"; in Problems in Materialism and Culture; London, Verso; 1980 (This is only a 10-page reading but it is dense. Please do not leave it until the night before. I expect us to disentangle Williams' ideas of nature during the class period. Come prepared with a copy in hand).

Thursday, February 2nd: 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.

Corburn, Jason; Excerpt from Street Science: Community Knowledge and Environmental Health Justice; *Introduction* and Chapter 2, *Street Science: Characterizing Local Knowledge*; MIT Press; 2005

Tuesday, February 7th: Inequality and the Environment

Agyeman, Julian; Bullard, Robert; and Evans, Bob; "Joined Up Thinking: Bringing Together Sustainability, Environmental Justice, and Equity"; in Just Sustainabilities: Development in an Unequal World

"Inequality and the Environment"; October 13, 2014; Read the article and watch the news clip. http://therealnews.com/t2/index.php?option=com_content&task=view&id=31&Itemid=74&jumival=9760.

Also read (based on the some of the same data as well as other studies); "Inequality isn't just bad for the economy—its toxic for the environment"; July 5, 2015; <http://grist.org/politics/inequality-isnt-just-bad-for-the-economy-its-toxic-for-the-environment/>

Boyce, James; “Flint Water Crisis: Let them eat pollution?”; January 27, 2016;
<http://dollarsandsense.org/blog/2016/01/flint-water-crisis-let-them-eat-pollution.html>

Thursday, February 9th The City and the Environment

Harvey, David; “The Urban Process under Capitalism: A Framework for Analysis”; *The International Journal of urban and regional research*; Chapter 14;
<http://sites.middlebury.edu/cityanditspeople/files/2013/02/Harvey.pdf>

Davis, Mike; “Slum Ecology”; *Orion Magazine*; <https://orionmagazine.org/article/slum-ecology/>

Price, Jenny; “Thirteen Ways of Seeing Nature in L.A., We Need to Rewrite the Stories and Los Angeles is the Best Way to Do it”; http://www.believermag.com/issues/200604/?read=article_price

Cronon, W. (1991). *Nature’s Metropolis: Chicago and the Great West*. New York: WW Norton & Company. (Selection)

Paper #1 Due on February 10th by 5pm—Turn a hard copy into the UEP office. No later papers or papers via email accepted

Tuesday, February 14th: Cities, Suburbs, and Environmental Change in Post-World War II America

Lipsitz, George and Oliver, Melvin; “Integration, Segregation, and the Racial Wealth Gap”; in *The Integration Debate: Competing Futures for American Cities*; ed. Chester Hartman and Gregory Squires

Powell, John; “Race, Place, and Opportunity”; *American Prospect*; September 21, 2008;
<http://prospect.org/article/race-place-and-opportunity>

Hanchett, Tom; “The Other ‘Subsidized Housing’: Federal Aid to Suburbanization, 1940s-1960s”; in *From Tenements to Taylor Homes: In Search of Urban Housing Policy in Twentieth Century America*; Pennsylvania State University Press; 2000; pg. 163-179; <http://www.historysouth.org/wp-content/uploads/2015/12/The-Other-22Subsidized-Housing22-Federal-Aid-To-Suburbanization-.pdf>

Thursday, February 16th: Race and the Environment/The Rise of the Environmental Justice Movement

Cole, Luke and Foster, Sheila; “A History of the Environmental Justice Movement”; in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*; 2001

Washington, Sylvia Hood; *My Soul Looked Back: Environmental Memories of the African in America, 1600-2000*; in *Echoes from the Poisoned Well: Global Memories of Environmental Injustice*; Lexington Books; 2006

Tuesday, February 21st: New Movements in the City/Land Use and the City

Harvey, David; “The Right to the City” in the *New Left Review*; September/October 2008

Solnit, Rebecca; "Diary: Get off the Bus"; *London Review of Books*;
<http://www.lrb.co.uk/v36/n04/rebecca-solnit/diary> . You can also read it on Solnit's blog (which has lots of other great articles) here. <http://reccasolnit.net/essay/pale-bus-pale-rider/>

Colman, Zach; "The True Cost of Environmental Gentrification"; *Fusion*; June 30, 2016;
http://fusion.net/story/319892/true-cost-of-environmental-gentrification-study/?utm_source=emailshare&utm_medium=email&utm_campaign=socialshare&utm_content=heme_bottom_mobile

Editorial; L.A. Has a serious housing crises and it's time for city officials to do something about it; *Los Angeles Times*; January 11, 2015; <http://www.latimes.com/opinion/editorials/la-ed-affordable-housing-part-1-20150111-story.html>

Jake Blumgart, "Affordable Housing's Forever Solution" (Next City)
<https://nextcity.org/features/view/affordable-housings-forever-solution>

Thursday, February 23rd: Environmental Movements and Activism Today

Guest lecturer: LA Urban Planner James Rojas. Please meet in the UEPI Garden at 10:05am. The lecture is supported by the Remsen Bird Funds.

Kristen Lombardi. "[Environmental Racism Persists and the EPA is 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>

Stacy J. Silveira, The American Environmental Movement: Surviving through Diversity, Boston College Environmental Affairs Law Review, Vol. 28, Issue 2, 2004:
<http://lawdigitalcommons.bc.edu/cgi/viewcontent.cgi?article=1194&context=ealr>

Scroll through and read the webpage from the report Green 2.0. <http://diversegreen.org/report/>

Midterm Check-In

Tuesday, February 28th: In Class Midterm Review

Thursday, March 2nd: In-Class Midterm Exam

Tuesday, March 7th Spring Break, No Class

Thursday, March 9th Spring Break, No Class

Tuesday, March 14th: Debates over Consumption/Shopping for Good? (No class)

Calculate your Ecological Footprint; Print your ecological footprint calculation and write a half-page on the result of your footprint exercise. Bring this in hard copy to class.

http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint.

O'Rourke, Dara; Shopping for Good; Boston Review; 2012

Thursday, March 16th: Sustainability on Campus/Campus Environments

(Invite Jenny Low, the Campus Sustainability Coordinator and Valerie Lizarraga, Program Coordinator, The Partnerships for Community Engagement to class; Bruce Steele?)

Walsh, Dylan; "Taking Stock of Campus Sustainability"; The New York Times; August 23, 2011;
<http://green.blogs.nytimes.com/2011/08/23/taking-stock-of-campus-sustainability/>

Rivera, Carla; "Students, campuses in state add saving water to college life"; *Los Angeles Times*; April 22, 2015

<http://www.latimes.com/local/education/la-me-college-water-20150422-story.html>

Lawrence, David; "The University Carbon Fund: How your school can cut CO2 and Invest in Climate and Energy Solutions"; The Energy Collective; November 26, 2016;

http://www.theenergycollective.com/david-lawrence/2393698/the-university-carbon-fund-how-your-school-can-cut-co2-and-invest-in-climate-and-energy-solutions?utm_source=feedburner&utm_medium=email&utm_campaign=The+Energy+Collective+%28all+posts%29

Tuesday, March 21st: Introduction to Globalization and the Environment

Schaeffer, Robert K.; Chapter 1; *Theories of Globalization*; in Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change; 2nd Edition, Rowman & Littlefield; 2003

Gottlieb, Robert; "Port of Call: On Becoming China's *entrepot*"; *Boom: The Journal of California*; Vol.5, Number 1; pp. 29-37

Thursday, March 23rd: Case Studies in Globalization—Garments and Electronics

Timmerman, Kelsey; "Follow your labels: Your place in the global consumer chain"; *Christian Science Monitor*; July 21, 2013; <http://www.csmonitor.com/World/Global-Issues/2013/0721/Follow-your-labels-Your-place-in-the-global-consumer-chain>

Look at the labels on 4 items of your clothing. Note where these pieces were made and bring your list to class. Look up the clothing brand (if it has one) and the location and do a little research on the garment industry in those locations. Write up 1-2 pages including the list of locations and your research findings and bring to class.

Byster, Leslie A. and Smith Ted; "The Electronics Production Life Cycle. From Toxics to Sustainability: Getting Off the Toxic Treadmill"; in *Challenging the Chip: Labor and Environmental Justice in the Global Electronics Industry*; Temple University Press; June 2005

Watch: The Story of Electronics (<http://storyofstuff.org/movies/story-of-electronics/>)

Dreier, Peter; "Alta Gracia: Showing the World What is Possible";
<http://fairworldproject.org/voices-of-fair-trade/alta-gracia-showing-the-world-what-is-possible/>

Paper #2 due March 24th to the UEP office by 5pm in hard copy. No later papers or papers via email accepted.

Tuesday, March 28th: Globalization, Workers Rights, and the Environment

The 1911 Triangle Shirtwaist Factory Fire. [ILR Cornell University](http://trianglefire.ilr.cornell.edu/story/introduction.html).

<http://trianglefire.ilr.cornell.edu/story/introduction.html> (read through the whole section all the way through to Investigation and trial)

Watch the Ted Talk; Chang, Leslie T.; "The voices of China's workers";
https://www.ted.com/talks/leslie_t_chang_the_voices_of_china_s_workers?language=en

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>

Yee, Amy; "Labor Unions Gaining Ground in Bangladesh Garment Industry"; May 1, 2015;
<http://www.voanews.com/a/labor-unions-bangladesh-garment-industry/2744414.html>

Thursday, March 30th: Food Systems and the Environment

Lo, Joann; "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/>

Bittman, Mark; "The 20 million"; *New York Times*; June 12, 2012
<http://opinionator.blogs.nytimes.com/2012/06/12/the-20-million/>

Gottlieb, Robert; "The Cost of a Global Food Chain"; *Los Angeles Times*; October 20, 2010;
<http://articles.latimes.com/2010/oct/20/opinion/la-oe-gottlieb-garlic-globalization-20101020>

City of Los Angeles, Good food purchasing pledge, read pgs 1-6.
http://lacity.cityofla.acsitemfactory.com/sites/g/files/wph281/f/mayorvillaraigosa331283141_10242012.pdf

Brooks, Cassandra; "Meat's Environmental Impact"; Stanford Woods Institute for the Environment; July 25, 2011; <https://woods.stanford.edu/news-events/news/meats-environmental-impact>;

Tuesday, April 4th: What Happened at Standing Rock?

Please do an internet search on Standing Rock as to the latest news and developments in addition to these readings. This is an unfolding issue and it merits your attention to both the history and current political forces.

<http://standingrock.org/history/>

Archambault II, David; "Taking a Stand at Standing Rock"; The New York Times; August 24, 2016;
<https://mobile.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html>

Dhillon, Jaskiran; "Indigenous Youth Are Building a Climate Justice Movement by Targeting Colonialism"; June 20, 2016; <http://www.truth-out.org/news/item/36482-indigenous-youth-are-building-a-climate-justice-movement-by-targeting-colonialism>

Food&Water Watch; Who's Banking on the Dakota Access Pipeline?; September 6, 2016;
<http://www.foodandwaterwatch.org/news/who's-banking-dakota-access-pipeline>

Henry, Devin; Judge rules Dakota Access study can move forward; January 18, 2017;
<http://thehill.com/policy/energy-environment/314940-judge-rules-dakota-access-study-can-move-forward>

Thursday, April 6th: Energy Production and the Environment

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>,

The Story of Energy: <https://www.youtube.com/watch?v=5Z6P-PoZVKQ>

Drilling Down: The Community Consequences of Expanded Oil Development in Los Angeles";

LADWP accelerates coal power reduction with full divestment from Navajo Generating Plant 3.5 Years ahead of schedule; July 7, 2016;
<https://www.piersystem.com/go/doc/1475/2862170/LADWP-Accelerates-Coal-Power-Reduction-with-Full-Divestment-From-Navajo-Generating-Plant-3-5-Years-Ahead-of-Schedule>

KPCC Staff; City Council looks to put LA on track toward 100 percent clean energy; September 16, 2016; <http://www.scpr.org/news/2016/09/16/64697/city-council-looks-to-put-la-on-track-toward-100-p/>

Tuesday, April 11th: Climate Impacts/Climate Adaptation

Climate Change Debate in Class

Light, John; "The 10 things you need to know from the new IPCC climate report"; *Grist*; November 2, 2014; <http://grist.org/climate-energy/the-10-things-you-need-to-know-from-the-new-ipcc-climate-report/>

Adger, W.N., Paavola, J., & Huq, S. (2006). *Fairness in adaptation to climate change*. MIT Press: Cambridge, MA., Chapters 7, 13

Group Research on Assigned Country for Class Debate on International Climate Adaptation – Passed out in class on Thursday, March 16th.

Thursday, April 13th: Climate Justice

Morello-Frosch, Rachel; Pastor, Manuel; Sadd, James; and Shonkoff, Seth; *The Climate Gap: Inequalities in How Climate Change Hurts Americans & How to Close the Gap*; Executive Summary; https://dornsife.usc.edu/assets/sites/242/docs/ClimateGapExecSumm_10ah_small.pdf

Vanderwalker, Amy; “Frontline communities will lead the fight for environmental and climate justice under Trump”; December 22, 2016; <http://grist.org/justice/frontline-communities-will-lead-the-fight-for-environmental-and-climate-justice-under-trump/>

Terry, Geraldine; “No climate justice without gender justice: an overview of the issues”; *Gender and Development*; vol 17, no 1; 2009

Tuesday, April 18th: Intro to the Environmental Health Movement

Griswold, Eliza; “How ‘Silent Spring’ Ignited the Environmental Movement”; *New York Times*; September 21, 2012; <http://www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmental-movement.html?mtrref=www.google.com>

Gibbs, Lois; “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>

Thursday, April 20th: Global Impacts of Industrial Pollution

Cone, Marla; “Dozens of Words for Snow, None for Pollution: Perched atop the Arctic food chain, the people of the Far North face an impossible choice: abandon their traditional foods, or ingest the rest of the world's poisons with every bite”; *MotherJones*; February 2005
<http://www.motherjones.com/environment/2005/01/dozens-words-snow-none-pollution>

Steingraber, Sandra; “our bodies, inscribed” in *Living Downstream*; pp. 239-259

Fox, Elizabeth; “Arctic Polar Bears are being poisoned by chemical pollutants”; *Natural Science News*; January 5, 2017; <http://naturalsciencenews.com/2017/01/05/arctic-polar-bears-are-being-poisoned-by-chemical-pollutants/>

Morello, Lauren; Climate Change 'Remobilizes' Long-Buried Pollutants as Arctic Ice Melts; July 25, 2011; <http://www.nytimes.com/cwire/2011/07/25/25climatewire-climate-change-remobilizes-long-buried-pollu-42593.html>

Tuesday, April 25th: The Things We Buy—connection dots consumption, labor, pollution: A Case Study of Personal Care Products

Look through your personal care products. Pick 3-4 products. Look at the list of ingredients on the back of the products. Note them. Then go to safecosmetics.org or goodguide.com and enter your products into the database. What do they contain? Where do they fall in the rating system? Write up what you find and your thoughts and bring this to class.

Watch The Story of Cosmetics; <https://www.youtube.com/watch?v=pfq000AF1i8>

Maslin Nir, Sarah; “Perfect Nails, Poisoned Workers”; May 8, 2015; <http://www.nytimes.com/2015/05/11/nyregion/nail-salon-workers-in-nyc-face-hazardous-chemicals.html>

Check out the Campaign for Safe Cosmetics; <http://www.safecosmetics.org/>

Shamasunder, Bhavna and Robinson-Flint, Janette; “Beauty Myths 2.0: Breaking Toxic Bonds and Creating Cross Racial Alliances”; December 9, 2016; <https://csw.ucla.edu/2016/12/09/beauty-myths-2-0-breaking-toxic-bonds-creating-cross-racial-alliances/>

Thursday, April 27th: The things we buy (and discard)/Waste and Environment; Final Exam Review

Sintana E. Vergara¹ 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>

Simmons, Ann; “The World Trash Crisis and why many Americans are oblivious”; *Los Angeles Times*; April 22, 2016; <http://www.latimes.com/world/global-development/la-fg-global-trash-20160422-20160421-snap-htlstory.html>

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/>

National Capital Poison Center; “Protect the Water Supply Pharmaceuticals and Personal Care Products in Water: What Is the Bottom Line for Consumers?”; <http://www.poison.org/articles/2010-jun/you-can-help-protect-the-water-supply>

Paper #3 due May 1st by 12noon to the UEP office and upload to Moodle. Hard copies only. No late papers or papers via email accepted.

Tuesday, May 2nd: Course Wrap-Up

Final Exam, Monday May 8th, 8:30-11:30am

COURSE POLICIES

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.

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 from your professor. 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>