Urban and Environmental Policy 101
Society & Environment

Section 1(Professor Shamasunder): Tuesday and Thursday 10:15-11:40 am

Section 2 (Professor Cha): Tuesday and Thursday 1:30-2:55pm PT

Office Hours (Office location in the UEP Dept, 1882 Campus Rd)

Professor Bhavna Shamasunder (she/her)
Tuesdays and Thursdays 3:15-4:30 or by appointment. Office hours can be in person or via zoom (sign up)
bhavna@oxy.edu 323-341-4695

Professor J. Mijin Cha
Tuesdays 11:30-1pm and Wednesdays 11:30-1pm.
Sign up here: https://calendly.com/mcha-1/office-hours

Course Overview: 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 natural and built environments.

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.

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 class times and discussions 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 professors and students share the responsibility of creating the space and stimulating enthusiasm for learning. The professors are 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, being prepared to discuss readings and material in class, and contributing to a robust learning environment and community. With this goal, students are also responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors.

Course Objectives

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.
- Progress in active reading, critical thinking, analytical writing, and discussion skills through the synthesis of sources, including lectures, videos, and discussion in class and with peers.

Course Activities Schedule:

Readings and any prerecorded lectures must be completed by class meeting times. These will be posted on our Moodle class page. Due to intellectual property and copyright concerns, any lecture videos can only be streamed and not downloaded. Please complete readings and watch any videotaped lectures 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.

Moodle Forum Discussions: Forum discussions allow for online discussion with your colleagues via the forum board on Moodle. Faculty will provide a guiding prompt focused on the set of readings the Forum follows and you are free to comment on any relevant point/theme/topic. This format allows for asynchronous discussions about concepts covered in lectures and readings with your peers. The forum builds a safe learning community where students can take time to develop ideas before sharing a post or reply and practice in-depth reflective responses. Forums give all students a voice, especially those who tend to be quieter during synchronous discussions. *You must contribute one original post and reply to one post by your colleagues per forum. Each post should be limited to 250 words max. The Forum is open from 9am PST on the Friday it is posted until the next day Saturday at noon*

Joint Classes- Over the semester, we will hold joint classes where both sections of 101 will meet during the lunch hour from 11:40-1:05pm. These sessions will be held mostly online through Zoom with two joint sessions in person.

The joint online sessions are scheduled for: Oct. 7, Oct. 28, Nov. 2, Nov. 9.

Two joint in person sessions are scheduled for: Nov. 11 and Nov. 30.

Course Requirements

❒ **Participation (35% of grade)**: You are expected to do all of the course readings and videos for the date they are assigned and keep up with readings and assignments. This is a reading intensive seminar discussions and online forum discussions are key. As such attendance and preparation is required. Your participation in class will also be evaluated based on your ability to contribute productively to the discussions and class exercises. Be mindful of your own contribution but also the overall discussion 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. Your participation grade consists of the following:

- **Large class discussions (15%):** Engagement in class discussions and full class synchronous meetings
- **Small group discussions (10%):** Small group discussions will be conducted during class, and guided by specific prompts. Groups will track discussion via a shared google document. We will discuss optimal formats for small group discussion, such as moving small groups outside or conducting these in some class sessions over zoom
- **Moodle Discussion Forums (10%)** Please see below for Moodle forum discussion details. Discussion prompts will be posted on Moodle.

❒ **Your Local Neighborhood Observation Paper (15% of grade):** There is one paper assignment based on your observation walk in your community. Paper prompts will be passed out in class. Paper is to be **posted on Moodle by Tuesday, Sept. 28**

❒ **Film Reflection Paper (10% of grade):** We will be watching the film *Come Hell or High Water.* We will provide you with additional information on dates and formats for viewing the film. You will write a 3-4 page Reflection Paper based on the film and how it relates to class readings and discussions.. **All film papers must be posted to Moodle by 5:00 p.m. Friday, Nov. 19.**

❒ **Midterm Exam (20% of grade)** Midterm will be in class on **Tuesday, October 19**. More details will be discussed in class closer to the date.

❒ **Final Paper (20% of grade):** Final papers are **due during Finals week (specific date TBD)**. You must submit upload your paper to Moodle. Papers should be between 5-7 pages, double-spaced, 12 point font. A paper prompt and grading rubric will be passed out and discussed in class

Class Assignments

Summary of Assignments and Due Dates

Assignment	Due Date
Eight Moodle Posts/Conversations with Class Colleagues	Fridays: September 10, September 17, October 1, October 8, October 22, October 29, November 12, November 19
Neighborhood Observation Paper	Tuesday, September 28th in class
Midterm Exam, Tuesday October 19th	Details provided in class
Film Response Paper	Post to Moodle by 5pm on Tuesday November 21st
Final Paper	Finals week. Specific Date TBD. Details provided in separate prompt. Post to Moodle

Class Schedule, Readings, and Assignments

Readings and course materials should be completed for discussion for classes listed below. Please note that readings may change; check Moodle for the latest reading assignments. Although the reading links have been tested; some links may no longer work. When this happens, look up the title of the document. Often times there are "snapshots" of the sites still accessible. If you cannot find it, please ask your instructor or email schico@oxy.edu

Also, review this video instruction to allow you to use Google Scholar and directly access Oxy Library holdings including online journal databases such as Proquest. This will allow you to get behind paywalls and access full texts of articles. Once you click on the video link, use the password oxycdla (caps sensitive). Follow the instructions. This significantly increases access to journal articles online in all fields, including full text pdfs for download.

Tuesday, Aug. 31 Introduction to the Course

Thursday, Sept. 2 Environmental Overview and Context

William Cronon. "The Trouble with Wilderness or Getting Back to the Wrong Nature".

Jenny Price. "13 Ways of Seeing Nature in Los Angeles" 2006. pgs. 1-26

- Part 1: https://believermag.com/thirteen-ways-of-seeing-nature-in-la/
- Part 2: https://believermag.com/thirteen-ways-of-seeing-nature-in-la-2/

1) Michael Brune – "Pulling Down Our Monuments" (July 22, 2020)
English version
En Español :

2) Hop Hopkins – "Racism is killing the planet" (June 8, 2020)

Tuesday Sept. 7: 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.

Thursday, Sept. 9: Urban Framing

David Harvey. 2008 "The Right to the City" New Left Review p.23-40. https://newleftreview.org/issues/II53/articles/david-harvey-the-right-to-the-city

Jane Jacobs 1958 "Downtown is for People" in The Exploding Metropolis, pp.140-168

Soja, Edward. 1989. "It All Comes Together in Los Angeles," Chapter 8 in Postmodern Geographies. Pp.190-221.

Friday, Sept. 10: Moodle Forum #1 (Readings September 2&7)

Tuesday, Sept. 14: Reading the Urban and Environmental Landscape

James Rojas. 2013 "The Enacted Environment of East Los Angeles" in Places

Lipsitz, George; How Racism Takes Place: Introduction to Race, Place, and Power

Watch: *The House You Live In*; From Race, The Power of an Illusion; https://vimeo.com/133506632

Thursday, Sept. 16: Urbanization and Growth

Harvey Molotch. (1976). The city as a growth machine: Toward a political economy of place. American Journal of Sociology, *82*(2), 309-332.

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

Friday, Sept. 17: Moodle Forum #2 (for readings Sept 9, 14 & 16)

Tuesday, Sept. 21: Inequality and the Environment

Boyce, James; *The Environmental Cost of Inequality;* Scientific American; November 2018

Watch the news clip; The Real News Network

Michele Morrone and Geoffrey Buckley. 2011. Chapter 1 in Mountains of Injustice. Columbus, OH: Ohio University Press. pgs. 3-31

Ma, Michelle; Racism in Cities Harms Animals and the Environment, Too; August 17, 2020; https://www.futurity.org/systemic-racism-cities-biodiversity-2423582-2/ (This article references new study that you can read here if you'd like to see the full peer-reviewed paper by Schell et al in Science- optional)

Thursday, Sept. 23: Your Neighborhood Walking Exercise

Walking observation exercise. Refer to the prompts for the walk and for the associated readings. Be prepared to share and discuss in class on Tuesday, Sept. 23.

Pulido L, Barraclough, L, and Cheng W; Introduction and Northeast Los Angeles chapters from *A People's Guide to Los Angeles*; April 23, 2012

Additional Readings TBA

Tuesday, Sept. 28 Movements for Environmental Justice/Race and the Environment

Neighborhood Observation Paper Due

Luke Cole and Sheila Foster. "Introduction" in From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement. NYU Press. 1991 pgs. 19- 33

Pellow, David N.; "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge"; *Du Bois Review;* August 15, 2016; https://www.cambridge.org/core/journals/du-bois-review-social-science-research-on-race/article/toward-a-critical-environmental-justice-studies/804B88CD36120349E0027EBC0D59D05E

Gilio-Whitaker, Dina; "Environmental Justice Theory and Its Limitations for Indigenous People: in *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock;* 2019

Thursday, Sept. 30: Gender and the Environment

Additional Readings TBD

Julie Sze. "Gender and Environmental Justice" in Routledge Handbook on Gender and Environment. pgs. 159-168. Routledge. 2017.

Monée Fields-White. "Can we build non-racist and non-sexist cities?" |April 3, 2019. Shareable.net.

Kian Goh. Safe Cities and Queer Spaces: The Urban Politics of Radical LGBT Activism, Annals of the American Association of Geographers, 108:2, 2018. pgs. 463-477

Friday, Oct 1, Moodle Forum #3 for readings Sept 23 & 28th

Tuesday, Oct. 5: Workers and the Environment

Gordon, Robert; "'Shell No!': OCAW and the Labor-Environmental Alliance"; *Environmental History;* October 1998; Vol.3, No.4; pp. 460-487

Hailey Branson-Potts, Alejandra Reyes-Velarde, Matt Stiles, Andrew J. Campa, "The Price of Being "Essential": Latino Service Workers Bear Brunt of Coronavirus," *Los Angeles Times* May 17, 2020: https://www.latimes.com/california/story/2020-05-17/latino-essential-workers-coronavirus

Thursday, Oct 7: The Case of Exide Technologies

Johnston, Jill E and Hricko, Andrea; "Industrial Lead Poisoning in Los Angeles: Anatomy of a Public Health Failure; *Environmental Justice*; October 2017; https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5783279/

Exide Technologies: A History
https://timelines.latimes.com/exide-technologies-history/

Unsettled: The Exide Story (22 minute video);
https://www.youtube.com/watch?v=BmC1L070eZg

GUEST SPEAKER: East Yard Communities for Environmental Justice
Joint Class Meeting 11:40-1:05pm

Friday, Oct. 8: Moodle Forum #4 (Oct 5&7)

Tuesday, Oct. 12 NO CLASS FALL BREAK

Tuesday, Oct. 19: Midterm Exam

Thursday, Oct. 21: Current Issues in Housing and Where we Live

Mid-Semester Evaluation/Check In

"The State of the Nation's Housing 2019" Harvard Joint Center for Housing Policy. Pp. 1-37 [Skim]

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).

- Out of Reach (2018): Los Angeles (1 page)

- Out of Reach (2018): Los Angeles County (1 page)
- Housing Needs Report 2018: Los Angeles County (4 pages)

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.

Watch Prof. Rodnyansky's lecture and prepare for in class discussion (Posted on Moodle)

Friday, October 22nd; Moodle Forum #5 (Oct 14 & 21)

Tuesday, Oct. 26: Topics in Environment Health

Nash, Linda; "Purity and Danger": Historical Reflections on the Regulation of Environmental Pollutants; *Environmental* History, Volume 13, No. 4, October 2008; pp. 651-658

What are Toxic Air Pollutants": See the American Lung Association Website https://www.lung.org/clean-air/outdoors/what-makes-air-unhealthy/toxic-air-pollutants

Watch the 8 minute video, "Up in the Air"; https://www.youtube.com/watch?v=uCy9exrIkA8

Friedman, Lisa; New Research Links Air Pollution to Higher Coronavirus Death Rates; *NY Times;* April 7, 2020; https://www.nytimes.com/2020/04/07/climate/air-pollution-coronavirus-covid.html

"Roundtable on the Pandemics of Racism, Environmental Injustice, and COVID-19 in America"; *Environmental Justice;* June 2020; https://www.liebertpub.com/doi/full/10.1089/env.2020.0019

Thursday, Oct. 28: Product Exposure and Environmental Health: Occupational and Consumer Considerations

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.

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

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

The Price of Nice Hair and Hair Salon Workers Face Serious Health Risks; https://ph.ucla.edu/news/news-item/2015/may/price-nice-hair-hair-salon-workers-face-

serious-health-risks. Also look through/listed to Dr. James Todd's Interview on Toxic Black Hair Products

Lucero Herrera, Saba Waheed, Kean Flowers, Lisa Fu, Dung Nguyen Caroline Nguyen; "A Survey Of Nail Salon Workers And Owners In California During Covid-19" UCLA Downtown Workers Center; https://www.labor.ucla.edu/publication/a-survey-of-nail-salon-workers-and-owners-in-california-during-covid-19/; 2020 (skim)

JOINT CLASS: MEET AT 11:40-1:05pm

Friday, October 29th, Moodle Forum #6 (October 26&28th)

Tuesday, Nov. 2: Global Trade and the Environment

Karen Robes Meeks. "Los Angeles, Long Beach port truck drivers move nation's goods" Long Beach Press Telegram May 16, 2015.

Michael Sainato. "The Ruthless Reality of Amazon's One Day Shipping" Gizmodo. June 14, 2019.

Lydia DePillis, "It's Amazon's World. We Just Live in It". CNN Business. Read also the related links in the article. October 4, 2018. https://www.cnn.com/2018/10/03/tech/amazon-effect-us-economy/index.html

Khalili, Laleh, "What the 2021 Suez Canal Blockage Reveals about the History and Politics of Global Shipping"; *Common Dreams*; March 27, 2021

GUEST SPEAKERS: MOVING FORWARD NETWORK

Warehouses: Last Week Tonight with John Oliver (July 1, 2019) Watch this clip (21 minutes) https://youtu.be/d9m7d07k22A.

Thursday, Nov. 4 : Plastics and Waste

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

Altman, Rebecca; "American petro-topia"; Aeon; March 11, 2015; https://aeon.co/essays/plastics-run-in-my-family-but-their-inheritance-is-in-us-all

Liboiron, Max; "How Plastic is a function of Colonialism"; *Teen Vogue*; How Plastic Is a Function of Colonialism | Teen Vogue; ; December 21, 2018

See the work of Break Free from Plastic at https://www.breakfreefromplastic.org/ (look at)

Tuesday, Nov. 9: Transportation and Mobility

Peter O. Muller. 2004. "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis"

Martin Wachs. 1996. "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
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.

Manuel Pastor. "A Vision for the Next Los Angeles: Transportation Equity and Just Growth" KCET. February 10, 2014

Watch Prof. Rodnyansky's lecture and prepare for in class discussion (Posted on Moodle)

Thursday, Nov. 11: Food Systems
Guest Speakers: Sharon Cech, Rosa Romero, UEPI

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

Megan Horst, Nathan McClintock & Lesli Hoey (2017) The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature, Journal of the American Planning Association, 83:3, 277-295.

Gripper, Ashley*; We don't farm because its trendy; We farm as resistance, for healing, and sovereignty: Farming is not new to Black people*; Environmental Health News; May 27, 2020; https://www.ehn.org/black-farming-food-sovereignty-2645479216.html

Hoover, Elizabeth; *Native Food Systems in the Time of COVID-19;* https://gardenwarriorsgoodseeds.com/2020/05/03/native-food-systems-in-the-time-of-covid-19/; May 3, 2020. See also a peer reviewed version of the same research (PDF link here).

Tuesday, Nov. 16: Energy

Additional Readings TBD

Mikel González-Eguino "Energy poverty: An overview"

Renewable and Sustainable Energy Reviews Volume 47, July 2015, Pages 377-385; https://www-sciencedirect-com.oxy.idm.oclc.org/science/article/pii/S1364032115001586

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

Friday, November 12th : Moodle Forum #7 (Readings Nov 2, 4, & 9)

Thursday, Nov. 18: Climate Challenges

Additional Readings TBD

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 (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

Althor, G., Watson, J.E.M., & Fuller, R.A. (2016). "Global mismatch between greenhouse gas emissions and the burden of climate change." *Nature Scientific Reports*. 6, 20281. Pp.1-6.

Friday, November 19th; Moodle Forum #8 (October 16 & 18)

Deadline for posting Film Discussion Papers

NO CLASS WEEK OF NOV. 22- THANKSGIVING DAY

Tuesday, Nov. 30: Working class

Thursday, Dec. 2: Building a Healthy and Just City

Workshop with James Rojas, Founder of *PLACE IT! (Ph.D. Urban Planning, MIT)*
Sponsored by the Remsen Bird Fund.

Susan Fainstein. "Planning and the Just City" (in Marcuse, ed., Searching for the Just City: Debates in Urban Theory and Practice, 2009)

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

Finals Week

Final Paper Due—Date TBD

Course and College Policies

Land Acknowledgement.
Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the Gabrielino-Tongva tribe and about the practice of land acknowledgement.

Credit Hour Policy
UEP 101 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

Core Program Requirements
UEP 101 satisfies a CPUD requirement.

COVID-Specific Policy on Masks
Students are expected to always wear masks during all indoor classroom activities. Students should not eat or drink in class; please step outside if you need to remove your mask for even a brief period of time.

Attendance and Participation
Participation is expected as the work that we do in class is critical to your understanding of the material and you will work together with your peers to consider the readings and may be able to provide feedback to peers. Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice and allow your instructor the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency, please let us know. We recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to reason of faith or conscience, please let us know as early in the semester as possible.

Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, even if they are slight, please refrain from attending class until explicitly cleared by Emmons. Similarly, if you have a known exposure to someone who has tested positive for COVID-19, please do not return to class until Emmons confirms that you are cleared to participate in your usual activities.

Student Support Services
Even in our remote learning environment, the College provides a wide range of Student Academic Support Resources.

- If you'd like to take advantage of the **College's Academic Coaching resource**, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

- The **Center for Digital Liberal Arts (CDLA**) offers library research consultations and discipline-specific peer tutoring for coursework and language learning. We also offer peer-to-peer support for learning technologies from Moodle and Zoom to Adobe, app making, and ProTools.

- The **Writing Center** offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For fall 2020, all of our appointments will be remote: either synchronous virtual meetings or asynchronous writing feedback. See the Writing Center website for more information about our fall hours and how students can sign up for appointments. We will update our information again for spring 2021. Please contact the Writing Programs-Center Director, Julie Prebel (jprebel@oxy.edu; x1307) for more information on how the Center can work with you.

- **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 https://www.oxy.edu/student-life/resources-support/emmons-wellness-center *Emmons can also help you locate resources out-of-state.

Academic Integrity

Students are expected to comply with the Student Handbook, in particular the section on Academic Ethics. (Link to the policy in the Student Handbook). Whenever outside sources are used, they must be properly credited.

Statement of the Shared Academic Integrity Commitment

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

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: https://www.oxy.edu/student-handbook/academic-ethics/academic-misconduct

Title IX statement, and statement of role of faculty member as a mandatory reporter (Link to Title IX)

In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as designated Responsible Employees, fprofessors must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: http://www.oxy.edu/sexual-respect-title-ix/policies-procedures. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences
No matter the mode of course instruction, approved academic accommodations remain in effect. Students with documented disabilities and learning differences 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 has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at http://www.oxy.edu/disability-services.

Accommodations for Reasons of Faith and Conscience
Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: https://www.oxy.edu/office-religious-spiritual-life

Discrimination, Harassment, and Retaliation
We strive to foster an inclusive classroom environment. Consistent with College policy on discrimination, harassment, and retaliation, we seek to maintain an environment of mutual respect among all members of our community. Please reach out to us with any concerns. Students with documented disabilities and learning differences 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 has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at http://www.oxy.edu/disability-services. You can also find more information on the website: https://www.oxy.edu/student-handbook/general-college-policies/discrimination-harassment-and-retaliation

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. Assignment-specific rubrics will be provided with assignments.

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