

Urban and Environmental Policy 101: Environment and Society

Tues/Thur 10:05-11:30, Johnson 301

Prof. Mijin Cha,

Spring 2019

Office Hours, Prof. Cha

UEP Dept. #203 (top of the stairs and to the right)

Tuesday 1-2:30pm 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. 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 in class. It is an opportunity for you to interact with 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 introduces how issues of race, class, and workers’ rights interact with the environment. Finally, this course will help students begin to critically examine environmental issues and movements.

Course Requirements

Participation (25%) : 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 25% of your grade. You may miss **three** classes for any reason. Any additional absences will result in an automatic decrease by one full letter grade (a B will become a C, for example).

Your participation in class will also 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. Listen attentively to others, recognize when to “step up” and “step back” to contribute to a productive discussion that enables meaningful participation by others in the class. Focus on quality over quantity when participating in class.

Reflection Paper (10%): Highland Park Walk #1; Paper prompt will be passed out in class.

Reflection and analytical paper (15%): Highland Park Walk #2 plus incorporation of class topics. Paper prompt will be passed out in class

Midterm Exam (25%): You will have a mid-term exam on **Thurs. Mar. 7th**. More details will be discussed in class closer to the date.

Final (25%): In-class final on **Thurs. April 25th**. More detail to be discussed in class.

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. 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.

Course Communication

The primary modes of communication for this course (outside of class meetings) will be email and Moodle. I will post course-related information on Moodle or send it to you via email, either to the class as a whole or to you as an individual. I will send these emails to the email address the college has on file for you. By 24 hours after any such email is sent, you are responsible for having the information in that email, and for taking any appropriate action based on that information (unless you have a compelling reason for not checking your email – hospitalization and incarceration are compelling reasons).

Likewise, by 24 hours after you send me an email, you can expect me to have the information contained therein and to have taken any appropriate action based on that information. This policy applies to information posted on Moodle as well.

To practice professional protocol, do not begin your email with just Hi, Hey, Yo, etc. Please address your email to me as Prof. Cha or Professor, i.e. “Dear Professor Cha, Dear Professor, Hi Professor Cha, Hi Professor” you get the idea.

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>

Accommodations for Reasons of Faith and Conscience Statement

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>.

Title IX Statement

It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me.

Marianne Frapwell, the Survivor Advocate, can advise you confidentially as can counselors at Emmons Wellness Center and Rev. Susan Young, Director of the Office of Religious & Spiritual Life. You can also contact counselors at the 24/7 Hotline 323-341-4141. Marianne can also help you access other resources on campus and in the local community. You can reach Marianne at 323-259-1359 or survivoradvocate@oxy.edu and her office is in Stewart-Cleland Hall Lower Lounge.

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>.

Class Readings and Assignments

Tuesday, Jan. 22—Introduction to the Course

- Introductions
 - Name, preferred gender pronoun, where you grew up, what do you think is the most challenging urban environmental issue we face and why.

- Goals for class; expectations; email protocol
- Review syllabus
- How to read the articles and take notes
 - *Best way to read the articles is to:*
 - *Read for content*
 - *What is the subject/topic being covered?*
 - *Read to critique:*
 - *What's the author's primary point?*
 - *Does he/she/they make the points? How so? How not?*
 - *Are you convinced?*
 - *What does the author miss?*

Thursday, Jan. 24: North American Environmental Historical Context

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

Tuesday, Jan. 29: 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: Jan. 31

NO CLASS

Tuesday, Feb. 5: Inequality and the Environment

James Boyce, "Is Inequality Bad for the Environment, PERI;
https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1108&context=peri_workpapers

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

(handout for Highland Park Exercise)

Thursday, Feb. 7: The Oxy Environment

Reflection Paper #1: Highland Park Exercise. During class time, you will undertake the Highland Park exercise.

Background reading:

- Introduction to a Peoples Guide to Los Angeles
- Jenny Price, “13 Ways of Seeing Nature in Los Angeles,”

Reflection Paper #1: Due Monday, February 11th by Noon. Turn in hard copy to UEP.

Tuesday, Feb. 12: Cities and the Environment

Davis, Mike; The City of Quartz; Introduction

“The City and the Natural Environment.” The Global Development Research Center.
<http://www.gdrc.org/uem/doc-tarr.html>

Harvey, David; “[The Right to the City](#)” New Left Review; September/October 2008

Thursday, Feb. 14: Cities, Suburbs, and Environmental Change in Post-World War II America

George Lipsitz, “Introduction: Race, Place, and Power,”

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>

(In class video: The house we live)

Tuesday, Feb. 19: Race and the Environment

Laura Pulido, “Rethinking Environmental Racism,”

Luke Cole and Sheila Forster, “Introduction to From the Ground Up”

Thursday, Feb. 21: Race and the Environment, Part II

Guest Speaker: Madeline Wander, PERE- USC, Sponsored by REMSEN BIRD FUND

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](http://thehill.com/blogs/pundits-blog/energy-environment/266850-flint-water-crisis-is-classic-case-of-environmental) January 25, 2016.; <http://thehill.com/blogs/pundits-blog/energy-environment/266850-flint-water-crisis-is-classic-case-of-environmental>

David Pellow, "Critical Environmental Justice Studies," in *What is Critical Environmental Justice*

Tuesday Feb. 26: When the Levees Broke SCREENING

Thursday, Feb. 28: Gender and the Environment

Jade Sasser, "From Darkness into Light: Race, Population, and Environmental Advocacy," <https://onlinelibrary.wiley.com/doi/abs/10.1111/anti.12029>

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](http://cleancookstoves.org/about/news/05-05-2015-women-spend-374-hours-each-year-collecting-firewood-in-india-study-finds.html). 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, Mar. 5: Midterm Review

Thursday, Mar. 7: IN-CLASS MIDTERM

Tuesday, Mar. 12, Thursday; Mar. 24: NO CLASS; SPRING BREAK

Tuesday, Mar. 19: Workers and the Environment

Watch this 8 minute video: Inside (1995 El Monte Thai Garment Slavery Case):

<https://youtu.be/QLVeikTLggg>

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>

John-Henry Harter Source. *Environmental Justice for Whom? Class, New Social Movements, and the Environment: A Case Study of Greenpeace Canada, 1971-2000*, Labour / Le Travail, Vol. 54 (Fall, 2004), pp. 83-119

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

Thursday, Mar. 21: Industrial Pollution and Occupational Health

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>

Shamasunder, Bhavna; “The Environmental Justice of Beauty: Framing Beauty Products as a Health Disparities Concern”; *American Journal of Obstetrics and Gynecology*;

October 2017; <https://www.ncbi.nlm.nih.gov/pubmed/28822238>

Adewumi-Gunn, Teni; A Preliminary Community-Based Occupational Health Survey of Black Hair Salon Workers in South Los Angeles; *Journal of Immigrant and Minority Health*;

February 2018; <https://link-springer-com.oxy.idm.oclc.org/article/10.1007%2Fs10903-016-0521-0>

Tuesday, Mar. 26: Joint Guest Lecture with DWA and SOC

Location TBA

Thursday, Mar. 28: Global Trade and the Environment

Guest Speaker.

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 2: Consumption of Energy

Mikel González-Eguino, "Energy Poverty: An Overview"

<http://www.science.smith.edu/~jcardell/Courses/EGR325/Readings/EnPovOvrw%20Elsevier%202015.pdf>

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

Thursday, April 4: **NO CLASS**

Prompt for Reflection Paper #2 posted on Moodle.

Tuesday, April 9: Highland Park observation #2

Assignment Reflection Paper #2: Due Friday, April 12th by Noon. Turn into UEP

Thursday, April 11: Waste and the Environment

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>

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/>

Larmer, Brook; "E-Waste offers economic opportunity as well as toxicity"; *New York Times*; July 5, 2018; <https://www.nytimes.com/2018/07/05/magazine/e-waste-offers-an-economic-opportunity-as-well-as-toxicity.html>

Do- **FOOTPRINT EXERCISE:** <http://www.footprintcalculator.org/>

Tuesday, April 16: Consumption: Food Systems

Joint class- Guest Speaker

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.acsitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa331283141_10242012.pdf

Minkoff-Zern, Laura; "Challenging the Agrarian Imaginary: Farmworker-Led Food Movements and the Potential for Farm Labor Justice"; *Human Geography*; 2014;

Thursday, April 18: Political Economy of the Environment

Thomas K. Rudel, J. Timmons Roberts, and JoAnn Carmi. *Political Economy of the Environment: Annual Review of Sociology*, Vol. 37 (2011), pp. 221-238.

Nazli Choucri. *Political Economy of the Global Environment*, *International Political Science Review*, Vol. 14, No. 1, (Jan., 1993), pp. 103-116.

Tuesday, April 23: 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/> ;

Oliver Milman, “Climate Change and National Parks,” The Guardian, Aug 22, 2016: <https://www.theguardian.com/environment/2016/aug/22/climate-change-national-parks-threat>

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

“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 25—Class Exercise: Healthy and Just Cities Agenda and In-class review

Tuesday, April 30: IN-CLASS FINAL

Final exam in-class.

Summary of Assignments and Due Dates

Assignment	Due Date
Reflection Paper #1: Highland Park Walk	2/21 by noon. Turn in hard copy to UEP
Midterm in class	3/7
Reflection Paper #2: Highland Park analytical paper	4/12 by noon; turn in hard copy to UEP
Final exam	4/30