“I hope you can understand my anger…directed toward the total evil and destructive effect brought about by even the existing freeway system…. the Century would dump a minimum of 270 tons of pollutants into the air each day, just counting peak hours… construction of this freeway will, in fact, be an act of committing murder.”

Jesse James, 105 Freeway Public Hearing, 1975

Course Description:
Welcome to UEP 210! This course will engage and introduce students to the urban historical narrative of U.S. transportation modules, focusing on transit, airports, seaports, bicycling, motorways, and freeways. Through multi-media approaches, we will address the social, environmental, and public health impacts of transportation land use decisions, covering flash points from the early urbanization of the early 20th Century to the present era. Los Angeles is the central focal point.

Course Pedagogy:
Your success is my primary concern this semester. I believe in you and hope to see you contribute your unique academic prowess this semester. The course is designed to put you at the center of learning through student centered, not professor centered, learning methods. As such, your full participation is not only encouraged, but obligatory. Students will fully engage within class discussions in our “natural critical learning environment.” Complete readings before class. Come to class prepared and expect to speak and participate. While lectures are administered, this course offers you participatory agency where you are an integral part of the learning process, not a passive listener. Expect to significantly contribute to your education.

Student Learning Outcomes:
After successful completion of the course, students should be able to:

1. Develop critical reading and analytic skills through an interdisciplinary focus on Los Angeles and its urban environment: transit, freeways, motorways, pedestrian arteries, environmental justice, community development, neighborhood and regional planning, community health, organizing, advocacy, and public policy.

2. Develop skills for effective College-level writing including how to critically analyze texts and their own writing and giving and receiving constructive criticism.

3. Develop discussion, classroom, and learning skills.

Course Requirements:
Your final grade for this course will be evaluated through 5 main areas (400 points):
1. **In class Discussion Leader Assignment – 15%**
   Individually, or as a small group of two, students will lead the class discussion. You should prepare discussion questions, handouts, and other necessary tools in order to spark appropriate college level discourse. A lecture is not necessary, but prepare multiple activities you feel will engage students. Be creative.

2. **Exam 1 – 25% (100 points)**
   Students should prepare well in advance for an exam Week 9. Do you want to know what’s going to be on the exam? Follow the weekly themes on the syllabus. Use the syllabus as a study guide. A prompt with more detailed instructions will be posted on the course website.

3. **Research Essay – 25% (100 points)**
   Students will put into groups, research and write on an assigned topic. View prompt on the course website for more details.

4. **Public Presentations – 20% (80 points)**
   You will research, then present your topic with a heavy emphasis on visual arts during your presentation. A prompt with more details, research topics, and resources is available on the course website. Group presentations will occur near the end of the semester.

5. **Participation – 15% (60 points)**
   Students are expected to speak and participate in college level activities.

**Required Course Materials:**


3) **INTERNET & TECHNOLOGY**: This class will also utilize many readily available FREE online sources. Expect to visit many online videos, websites, and other resources. Check the syllabus.

**Projected Assignments and Grading Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Tentative Grading Scale * Subject to change</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class Discussion Leader</td>
<td>60 points</td>
<td>A 100 - 90% 400 - 360</td>
</tr>
<tr>
<td>Exam #1</td>
<td>100 points</td>
<td>B 89 - 80% 359 - 320</td>
</tr>
<tr>
<td>Research Essay</td>
<td>100 points</td>
<td>C 79 - 70% 319 - 280</td>
</tr>
<tr>
<td>Public Presentation</td>
<td>80 points</td>
<td>D 69 - 60% 279 - 240</td>
</tr>
<tr>
<td>Participation</td>
<td>60 points</td>
<td>F 59 - 0% 239 - 0</td>
</tr>
<tr>
<td>Total Points</td>
<td>400 points</td>
<td></td>
</tr>
</tbody>
</table>

**MY GRADEBOOK**: Use this table to keep track of your course grade throughout the semester.
### In-class Discussion Leader

60

| Exam # 1 | 100 |
| Research Essay | 100 |
| Public Presentation | 80 |
| Participation | 60 |

**TOTAL POINTS AT END OF SEMESTER**

400

### Attendance:

Attendance is an obligatory part of your successful completion of this course. Coming to class on time, prepared to engage with your professor and peers is crucial to your understanding of course material. Attendance may be taken at any time and through various means; come to class on time and stay for the entire class period. Three late arrivals equal one absence. **Students who are absent more than 20% of class time may have their grade lowered or be dropped from the class.** 

IF YOU ARE LATE, BE SURE YOUR ATTENDANCE IS RECORDED.

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Shows strong command of the subject matter by giving several significant, relevant, &amp; specific examples drawn from lectures, assigned readings/online materials, &amp; primary sources. Gives specific details (evidence) that supports their answer via statistics, names, and content. Makes strong connections to other pertinent topics examined. Gives proper citations by incorporating sources within responses, not simply as a footnote. It is clear the student has done the reading, attends class, and understands the material. Well written and effectively organized.</td>
</tr>
<tr>
<td>B</td>
<td>Shows significant command of materials &amp; gives some specific examples drawn from lectures/reading. Gives several statistics, names, &amp; content. Clearly, room for improvement, usually by providing more significant &amp; specific examples (evidence), offering more pertinent data, content, &amp; proper citations. Limited number of sources. Acceptable writing &amp; organization.</td>
</tr>
<tr>
<td>C</td>
<td>Shows the minimal amount of specific examples from lectures and readings in order to pass. All of the aforementioned criteria (i.e. examples, content, evidence) can be significantly improved. Poorly written/organized, which greatly distracts from points students are trying to make.</td>
</tr>
<tr>
<td>D</td>
<td>Did not provide any aforementioned criteria to pass the class; poorly written/unorganized. Sans minimum amount of course content. Did not meet required minimum page limit or word count.</td>
</tr>
</tbody>
</table>

### Plagiarism/Cheating and Proper Sources:

Students are expected to uphold the college’s academic integrity standards. Cheating is a form of dishonesty in which a student knowingly misrepresents themselves to the college. Plagiarism and cheating (roughly defined as appropriating another person’s ideas, arguments, or wording and claiming them as one’s own) will be treated as a serious offense. Students who base their answers on someone else’s work should acknowledge use of it. Plagiarism can occur when you copy another source word for word, copy every other word, every third word, every forth word, etc… It is the taking of another source’s ideas and representing it as your own that is plagiarism, even at minor levels.

**Consequences** of cheating/plagiarism can result in failure of assignment to more formal administrative discipline. It is your responsibility to avoid cheating/plagiarism. Also, if you turn in an assignment that is significantly similar to another class member, that is ground for significant reduction in points after an inquiry by the college.

### Cell Phone and Computer Use:

YOUR college encourages a safe, vibrant, and distraction-free learning environment. **Cell phone use is prohibited in classrooms** and the use of computers are only for notetaking. This is your first and only warning regarding college policy on technology and disruptive classroom behavior. The college takes improper cell phone and laptop use very serious; please act accordingly or suffer the consequences.
STUDENT SUCCESS IMPERATIVES:

1. DUE DATES - Due dates for assignments are strictly enforced. Late Papers may be accepted up to 2 days after the deadline but will result in a reduction of points.

2. NO GRADES VIA E-MAIL - I can not answer any significant questions about grades via e-mail. Grade inquiries are better suited for office hours. Avoid the “why did you give me a C” type of emails.

3. MISSING GRADES & COOLING OFF PERIOD - You have 2-weeks to query any grade or missing grade after it has been posted or handed back. After the deadline, grades will remain unchanged. A 48-hours “cooling off” period will be implemented after assignments are returned before I will field any significant questions.

4. NO RECORDING DEVICES ALLOWED – All types of recording devices are prohibited. This means no video, audio, or photography at any time. Do not share copyrighted material.

5. SAFE LEARNING ENVIRONMENT – The classroom is a safe learning environment where students are free to engage in academic discussions.

6. WELCOME TO UEP 210 – We are glad you are here. We hope you learn a lot. We hope you are ready to read, write, and think critically as you learn about L.A. Transportation History. Reach your zenith at OXY.

READ THIS SYLLABUS CAREFULLY
It serves as your contract for this class. Please make sure you understand all class policies, assignments, and due dates. You are responsible for being aware of everything stated in the syllabus and for following the syllabus week by week. Complete the required readings before the assigned online discussion forum.

CLASS SCHEDULE AND REQUIRED READING ASSIGNMENTS
* Portions of syllabus subject to change

PART 1: The rise of automotive and freeway use

Week 1  Intro to Transportation, Land Use, and Urban Planning History
Wed., Jan. 23  In class: Introduction to Course, Syllabus, and Land Use
Lecture: “Los Angeles: The Land of Milk & Honey, & pollution, & poverty, & traffic…”
BOOK EXCERPT: Mark Wild, Street Meeting (2005)
REQUIRED READING AND VIDEOS AT HOME: (read before class starts)

Week 2  Street Car – Subway Systems and Transit History
Mon. Jan. 28  In class: “This was the Pacific Electric,” Documentary, excerpt
REQUIRED READING AND VIDEOS AT HOME:

WEB: [http://www.pacificelectric.org](http://www.pacificelectric.org) (peruse website; familiarize with the stations around downtown L.A. and Eagle Rock vicinity).

MAP: Pacific Electric Map @ Moodle
[http://libraryarchives.metro.net/DPGTL/maps/1926_pacific_electric_lines_black_white.pdf](http://libraryarchives.metro.net/DPGTL/maps/1926_pacific_electric_lines_black_white.pdf)

ARTICLE: “Fallen Flags Remembered: PE: Largest interurban, big time business,”

Wed. Jan. 30
In class: continue from Mon.

REQUIRED READING AND VIDEOS AT HOME:

WEB ARTICLE: “Tracking the slow decline of the Pacific Electric Railway Red Cars,” Los Angeles Times, January 2, 2016 @ Moodle

DAILYMOTION VIDEO: “Taken for a Ride (1996) PBS Documentary,” (watch the first 23 minutes; feel free to watch it all): [https://www.dailymotion.com/video/x6dt8ji](https://www.dailymotion.com/video/x6dt8ji)

WEB/AUDIO: “The Great Red Car Conspiracy,”


Week 3 Rise of the Automobile – Street Plans & Highways

Mon., Feb. 4
In class: Lecture: The rise of autos in place of pedestrians

REQUIRED READING AND VIDEOS AT HOME:


Wed. Feb. 6
In class: Lecture and continue from Monday

REQUIRED READING AND VIDEOS AT HOME:

BOOK EXCERPT: L.A. Parking Ban, Jeremiah Axelrod, Inventing Autopia, excerpt


CHANGING LANES: Di Mento & Ellis, Introduction & Chapter 1

Week 4  The Urban Freeway – Yesterday

Financing; Gas Tax; 1947 - Collier Burns Act – Master Planning, Parkways/Freeways

REQUIRED READING AND VIDEOS AT HOME:

CHANGING LANES: Di Mento & Ellis, Chapter 2 and Chapter 3

REPORT: 1958 California Freeway System, pg. 1 - 17 @ Moodle.

Wed., Feb. 13

REQUIRED READING AND VIDEOS AT HOME:

CHANGING LANES: Di Mento & Ellis, Chapter 4

REPORT: 1958 California Freeway System, pg. 18 – 35 @ Moodle.


Week 5  The Urban Freeway – Yesterday

Mon., Feb. 18  * No School * Holiday * No School * Holiday * No School *

Wed. Feb. 20  In class: Lecture: Freeway of Dreams – Freeway Plans that never came to be Lecture: The 710 Freeway, The 105 Freeway, and Caltrans Hates Freeways

REQUIRED READING AND VIDEOS AT HOME:

CHANGING LANES: Di Mento & Ellis, Chapter 5 & Chapter 6

MAP: Metropolitan Transportation Engineering Board, “Master Plan of Freeways and Expressways,” 1958. @ Moodle

REPORT: California Highway Public Works @ Moodle

Week 6  The Urban Freeway – Today and Tomorrow

Mon., Feb. 25  In class: The Future of the Freeway. Do Freeways work?

REQUIRED READING AND VIDEOS AT HOME:
CHANGING LANES: Di Mento & Ellis, Chapter 7

Wed., Feb. 27  
**REQUIRED READING AND VIDEOS AT HOME:**

WEB ARTICLE: Southern California Public Radio—KPCC, “405 traffic: A little slower after $1 billion upgrade,”  


PART 2: Transportation and Freeway Impacts

**Week 7  Environmental Justice & Goods Movement: Airports, Seaports, & Mobile Sources**

Mon., March 4  
**In class:** Lecture: East L.A. Interchange & The 710 Long Beach Freeway

**REQUIRED READING AND VIDEOS AT HOME:**


Wed., March 6  
**In class:** Continue from Monday

**REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: Gilbert Estrada, “The 710 Long Beach Freeway: A History of America’s Most Important Freeway,” KCET,  
[https://www.kcet.org/shows/departures/the-710-long-beach-freeway-a-history-of-americas-most-important-freeway](https://www.kcet.org/shows/departures/the-710-long-beach-freeway-a-history-of-americas-most-important-freeway)

**March 11 - 15  * No School * Spring Break * No School * Spring Break * No School *  
Mon., March 18  
**In class:** Pollution, Gentrification, Community Destruction, Obesity, Food Deserts

**REQUIRED READING AND VIDEOS AT HOME:**


Wed., March 20  
**In class:** *East LA Interchange*, documentary, excerpt

**REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: “The Historical Roots of Gentrification in Boyle Heights,” KCET,  

RECOMMENDED: James Howard Kunstler, *The Geography of Nowhere: The Rise and Decline of America’s Man-
Week 9  Transportation Impacts: Sprawl, Bowling Alone, Parking, & Exam 1

**Mon., March 25**  
Exam 1 * Exam 1 * Exam 1 * Exam 1 Exam 1 *  
Exam 1 * Exam 1 * Exam 1 * Exam 1 Exam 1 *  
Mon., March 25

**Wed., March 27**  
In class: Youtube Video: The High Cost of free parking  
https://www.youtube.com/watch?v=Akm7ik-H_7U

**REQUIRED READING AND VIDEOS AT HOME:**  


BOOK EXCERPT: Donald Shoup, *The High Cost of Free Parking*, Chapter 1: The Twenty-first Century Parking Problem” @ Moodle.


WALKABLE CITIES, JEFF SPECK: Part IV. Get the Parking Right.

**RECOMMENDED:** Donald Shoup, *The High Cost of Free Parking* (2011)

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**PART 3: Solutions**

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**Week 10  TODS, Bikes, & Pedestrian Movements**

**Mon., April 1**  
In class: Group activities and guest speaker

**REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part I. Sell Walkability; Part II. Mix the Uses; Part IV. Get the Parking Right.

**Wed., April 3**  
In class:

**REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part VI. Escape Automobilism; Part VII. Start With Safety; Part VIII. Optimize Your Driving Network.


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**Week 11  Bikes, Pedestrian Movements, & Green Communities**

**Mon., April 8**  
In class: Lecture: “How Europe changes America and America changed the world”

**REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part X. Right-Size the Lanes; Part XI. Sell Cycling; Part XII. Build Your bike Network; Part XIII. Park on Street.


**Wed., April 10**  
In class: Continue from Mon.
REQUIRED READING AND VIDEOS AT HOME:


WALKABLE CITIES, JEFF SPECK: Part XIV. Focus on Geometry; Part XV. Focus on Intersections; Part XVI. Make Sidewalks Right.

Week 12  Green Transportation Corridors: Mix Use & Dense Communities
Mon., April 15  In class:

REQUIRED READING AND VIDEOS AT HOME:

WALKABLE CITIES, JEFF SPECK: Part XVII. Make Comfortable Spaces; Part XVIII. Make Interesting Places; Part XIX. Do It Now.

Wed., April 17  In class:

REQUIRED READING AND VIDEOS AT HOME:

Week 13  Future: Rideshare, Ecar, Electric Vehicles
Mon., April 22  In class:

REQUIRED READING AND VIDEOS AT HOME:

ARTICLE: Washington Post, Services like Uberpool are making traffic worse, study says,” July 25, 2018

ARTICLE: Streetblog USA, “Study: Uber and Lyft are Increasing Traffic Deaths,”
https://usa.streetsblog.org/2018/10/24/study-uber-and-lyft-are-increasing-traffic-deaths/

Wed., April 24  In class: Lecture and Possible Student Presentation

Week 14  Student Presentations
Mon., April 29

Wed. No class

Week 15  Student Presentations
Mon., May 6

** Congratulations.
You finished Hist UEP 210: Transportation History and Policy **