

Urban and Environmental Policy 101

Society & Environment

Fall 2023

Course Information

Section 1 (Professor Peña): Tuesday and Thursday 10:05-11:30 am in Fowler 111

Section 2 (Professor McGuffie): Tuesday and Thursday 10:05-11:30 am in Fowler 112

Office Hours

Professor Joshua McGuffie (he/him)

(Office location in the UEP Dept, 1882 Campus Rd, Room #103 or at the Tiger Cooler)

Tuesday 11:50 pm - 12:50 pm or by appointment. Please email to set up a time.

mcguffie@oxy.edu

Professor Karla Peña (she/her)

(Office location in the UEP Department, 1882 Campus Room #205)

Tuesday 12:00-1:30 pm; Wednesday 10:30 - 12:00 pm or by appointment. Please email to set up a time. penak@oxy.edu

Course Overview

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, " E ajban"

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, videos, 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.

Joint Classes:

- Over the semester, we will hold joint classes where both sections of 101 will meet together because of guest speakers or scheduling issues.

Important Note:

As the semester unfolds, additional joint sessions may get scheduled. Syllabus will be updated on Moodle.

Course Requirements

Participation (25% 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.
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Class Assignments

Summary of Assignments and Due Dates

Assignment	% of Grade	Due Date
Neighborhood Observation Paper	15%	

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.

Course Schedule

Introduction to Environment and Society

Tuesday, Aug. 29

Introduction to the Course - Urban and Environmental Policy in a time of Climate Change.

UEP INTAKE ASSESSMENT - please bring a laptop or tablet to class to complete this assignment:

[Intergovernmental Panel on Climate Change 2021 report for policymakers](#)

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

Optional:

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)

What is urban about the environment?

Tuesday, Sept. 12

Urban Framing

David Harvey. 2008 "The Right to the City" New Left Review p.23-40.

<https://newleftreview.org/issues/1153/articles/david-harvey-the-right-to-the-city>

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

Davis, Michael. 1992. "Fortress L.A.," Chapter 4 in The City of Quartz, pp. 223-263

OPTIONAL:

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

Thursday, Sept. 14

Reading the Urban and Environmental Landscape

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

Kelly Lytle Hernandez. "Chapter 1" from City of Inmates

https://drive.google.com/file/d/1wSGnBLI2KLOfEf6o1Rn2K-ollc4lBY3q/view?usp=share_link

Watch: The House You Live In; From Race, The Power of an Illusion;

<https://vimeo.com/133506632>

Tuesday, Sept. 19

Possible Joint Session. Details TBA

Urbanization and Growth

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

Michael Bader, "[L.A. is Resegregating -- And Whites are a Major Reason Why](#)," Los Angeles Times, April 1, 2016;

Watch [John Oliver Argues for Reparations for Black Americans With LA's Manhattan Beach Case \(Video\) \(thewrap.com\)](#)

Thursday, Sept. 21

Your Neighborhood Walking Exercise – **NO CLASS, DO YOUR WALK TODAY**

Walking observation exercise. Refer to the prompts for the walk and for the associated readings. Make sure to take at least one photo you can use in your observation paper. Be prepared to share and discuss in class on Tuesday, September 26, 2023.

"[Place & Privilege: Telling Stories about Places that Aren't Yours](#)." Progressive LA. 3/28/19,

Pulido L, Barraclough, L, and Cheng W; Introduction and Northeast Los Angeles chapters from _____; April 23, 2012

OPTIONAL

Jan Lin. 2019. "The Stages of Neighborhood Transition." Chapter 2 in Taking Back the Boulevard pp. 56-91, NYU Press: New York.

Tuesday, Sept. 26

Movements for Environmental Justice/Race and the Environment

Note: We will recap experiences from the neighborhood walks in class today.

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](#)"; August 15, 2016;

Gilio-Whitaker, Dina; "Environmental Justice Theory and Its Limitations for Indigenous People: in _____

2019

Environmental Health

Thursday, Sept. 28

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>

Lebbie, Tamba S., et al. "E-Waste in Africa: A Serious Threat to the Health of Children." *Annual Review of Environment and Resources*, vol. 18, no. 16, 2021, pp. 8488-.

Electromobility

"Salton Sea Lithium Deposits Could Help EV

Water

Tuesday Oct. 31

Water

Michael Kimmelman and Adali Schell. "Remaking the LA River" New York Times. 2022
<https://www.nytimes.com/interactive/2022/11/10/magazine/la-river-redesign.html>

Jim Robins. "Crisis on the Colorado," parts I - V. January 2019.
<https://e360.yale.edu/series/crisis-on-the-colorado>

Metropolitan Water District. Drought 2023.
<https://www.mwdh2o.com/how-we-plan/drought/>

Note: How do these water stories relate to the course film, ?

Thursday, Nov. 2

Field Trip – details TBA

Food and Agriculture

Tuesday, Nov. 7

Food Systems – JOINT SESSION

Guest Speakers: Sharon Cech, Rosa Romero, UEPI

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

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

; Environmental Health News; May 27, 2020; <https://www.ehn.org/black->

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>

Other r

Use this link to access [Oxy's 2023-2024 academic calendar information](#).

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

The most recent guidance on COVID-related policies can be found here:
<https://www.oxy.edu/back-oxy>

"Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow all applicable College policies, and wear a high-quality mask when around other individuals for 10 days."

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. This is true for in-person, online, or hybrid modes of instruction.

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.

Student Support Services

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](#). 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. See the [Writing Center website](#) for more information about hours and how students can sign up for appointments. 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 medic

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:
una

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~~ 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>

Recordings

Online classes may be recorded by your instructor. This means that the audio-visual and chat portions of each class may be recorded and then stored on the College's servers. Recordings will be made available through Moodle (or another secure platform), but only for the express and sole use of those registered in the course. The recorded material will be removed at the end of the semester. No other recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

Equity & Justice in an Inclusive Learning Environment

This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible identities. The wide array of perspectives that each of us

dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let your instructor know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

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 on 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