

**Urban and Environmental Policy 101: Society and Environment
Spring 2020**

Tuesday and Thursday, 10:05-11:30am
Mosher Hall 3

Professor Madeline Wander
wanderm@oxy.edu

Office Hours: Tuesday, 12:00 – 1:30pm in UEPI 103 or by appointment (including phone)

COURSE DESCRIPTION

This course is an introduction to issues at the intersection of urban and environment. It is for those interested in learning more about these concepts and the path forward toward 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 relationships between race, poverty, and inequity in the environment and introduces ways in which 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 these 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.

COURSE GOALS

The goals of this course relate to the examination of the idea of “environment” and how it relates to the urban context. Through readings, films, class exercises, assignments, exams, and discussions, students will:

- Gain insights and develop critical thinking about urban and environmental issues as well as understand the role of policy, organizing, and social movements in addressing problems and developing and implementing solutions.
- Develop analytic skills to make connections between the economic, political, social, and spatial aspects of cities and the environment, particularly related to health, jobs, community and economic development, housing, transportation, waste, food, and neighborhood and regional planning processes.

COURSE REQUIREMENTS

- **Participation (25%):** You are expected to do all of the course readings by the date they are assigned and keep up to date. This is a reading intensive seminar where class discussions are key. As such attendance and preparation is required. 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 also be evaluated based on your ability to contribute productively to the class discussions and class exercises. Be mindful of your own contribution but also the overall classroom dynamic. Recognize when to “raise up” your own voice but also when to help “raise up” the voices of others by creating space and listening; this is critical so all class members can participate meaningfully. Focus on quality over quantity when participating in class.

- **Neighborhood Observation Reflection Papers (15%):** There are two paper assignments based on the two observation exercises in Highland Park / Eagle Rock. Paper prompts will be passed out in class. Paper #1 is due **in class Tuesday, February 18**. Paper #2 is due **in class Thursday, April 16**.
- **Midterm Exam (20%):** You will have a take home mid-term exam to cover materials covered through Thursday, March 5. The prompt will be passed out and discussed in class on Tuesday, March 17 and the midterm **must be posted on Moodle by 5:00 p.m. on Tuesday, March 24**.
- **Reflection Paper (10%):** You are to attend an event, talk, exhibit, meeting, or similar activity on or off campus that focuses on topics we cover in the course. A list of possible events will be posted to Moodle. Within a week of participating in the activity, you will write a 3-5 page Reflection Paper based on how the activity relates to the materials and discussions we have covered in class to date. Reflection papers are to be written as a formal piece of writing with a clear focus and integration of specific examples of class readings, discussions, speakers, and exercises. Post your papers to Moodle and turn in your hard copy (during class or to the UEP department). **Papers are due within one week of the event; this can be anytime during the semester but the latest by 5:00pm on Thursday, April 23**. A prompt is posted to Moodle.
- **Final Paper (30%):** Final papers are **due during Finals week, date TBD**. You must submit a hard copy to the UEP department, as well as upload to Moodle. Papers should be between 8-10 pages. A paper prompt will be passed out and discussed in class.

SUMMARY OF COURSE ASSIGNMENTS AND DUE DATES

Assignment	Due Date
Observation Reflection Paper #1: Highland Park/Eagle Rock Observation Exercise	Tuesday, February 18: Turn in hard copy in class; post to Moodle before class.
Take-home Midterm: covers material up to March 5	Tuesday, March 24 by 5:00 pm: Drop off hard copy at UEPI; post to Moodle.
Observation Reflection Paper #2: Highland Park/Eagle Rock Observation Exercise	Thursday, April 16: Turn in hard copy in class; post to Moodle before class.
Reflection Paper: Campus/Off-campus talk/activity	Anytime during the semester but by Thursday, April 23 by 5:00pm: post to Moodle.
Final Paper	Finals week, date/time TBD: Drop off hard copy at UEPI; post to Moodle.

COURSE 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.

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 their analysis, an ability to understand the subtle logic of a range of positions, and an ability to synthesize course material throughout 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 throughout 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 un-nuanced, 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; student 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 student demonstrates inadequate preparation, makes comments that are not based in readings, and/or offers ideas with scant support. Student makes some effort to meet minimum requirements.

Grade F: Student fails to meet the minimum requirements of the course.

Participation: Little to no participation.

COURSE SCHEDULE, TOPICS, READINGS, AND ASSIGNMENTS

Tuesday, January 21	<u>Introduction to the Course and Each Other</u>
Thursday, January 23	<u>Environmental Overview and Context</u> <ul style="list-style-type: none">● Cronon, William. 1995. "The Trouble with Wilderness or Getting Back to the Wrong Nature." Pp. 69-90 in <i>Uncommon Ground: Rethinking the Human Place in Nature</i> edited by William Cronon. New York, NY: W. W. Norton & Co.● Price, Jenny. 2006. "Thirteen Ways of Seeing Nature in LA." <i>The Believer</i>.<ul style="list-style-type: none">○ Part 1, Issue 33, April 1: https://believermag.com/thirteen-ways-of-seeing-nature-in-la/.○ Part 2, Issue 34, May 1: https://believermag.com/thirteen-ways-of-seeing-nature-in-la-2/.
Tuesday, January 28	<u>Environmental Understandings</u> <ul style="list-style-type: none">● White, Jr., Lynn. 1967. "The Historical Roots of Our Ecologic Crisis." <i>Science</i> 155(3767): 1203-1207.● LaDuke, Winona. 2002. "Traditional Ecological Knowledge and Environmental Futures." Pp. 78-88 in <i>The Winona LaDuke Reader: A Collection of Essential Writings</i>. Stillwater, MN: Voyageur Press.
Thursday, January 30	<u>Urban Framing</u> <ul style="list-style-type: none">● Harvey, David. 2008. "The Right to the City." <i>New Left Review</i> 53: 23-40.● Jacobs, Jane. 1958. "Downtown is for People." Pp. 140-168 in <i>The Exploding Metropolis</i> edited by William H. Whyte. Garden City, NY: Doubleday.● Glaeser, Edward. 2007. "The Economics Approach to Cities." National Bureau of Economic Research Working Paper No. 13696. http://www.nber.org/papers/w13696.
Tuesday, February 4	<u>Urbanization and Growth</u> <ul style="list-style-type: none">● Molotch, Harvey. 1976. "The City as a Growth Machine: Toward a Political Economy of Place." <i>American Journal of Sociology</i> 82(2): 309-332.● Bader, Michael. 2016. "L.A. is resegregating -- and whites are a major reason why." Los Angeles Times, April 1, https://www.latimes.com/opinion/op-ed/la-oe-bader-resegregation-los-angeles-20160401-story.html.

Thursday, February 6	<u>Reading the Urban and Environmental Landscape</u>
	<ul style="list-style-type: none">● Rojas, James. 1993. "The Enacted Environment of East Los Angeles." <i>Places</i> 8(3): 42-53.● Soja, Edward. 1989. "It All Comes Together in Los Angeles." Pp. 190-221 in <i>Postmodern Geographies</i>. London, UK and New York City, NY: Verso.● Orfield, Myron. 1997. "It Couldn't Happen Here..." Pp. 1-14 in <i>Metropolitica: A Regional Agenda for Community and Stability</i>. Washington, D.C.: Brookings Institute.
Tuesday, February 11	<u>The Oxy Environment: Highland Park and Eagle Rock</u>
	Walking observation exercise #1: MEET IN CLASS FIRST, then refer to the prompt for the exercise and the associated Observation Reflection Paper #1 (<i>due Tuesday, February 18</i>).
Thursday, February 13	<u>Inequality and the Environment</u>
	<ul style="list-style-type: none">● Boyce, James K. 2018. "How Economic Inequality Harms the Environment." <i>Scientific American</i>, November 1, pp. 72-77.● Scanlan, Stephen J. 2011. "The Theoretical Roots and Sociology of Environmental Justice in Appalachia." Pp. 3-31 in <i>Mountains of Injustice: Social and Environmental Justice in Appalachia</i> edited by Michele Morrone and Geoffrey L. Buckley. Athens, OH: Ohio University Press.
Tuesday, February 18	<u>Race and the Environment</u>
	** Reflection Paper #1: Highland Park/Eagle Rock Observation DUE
	<ul style="list-style-type: none">● Cole, Luke, and Sheila Foster. 2001. "The History of the Environmental Justice Movement." Pp. 19-33 in <i>From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement</i>. New York, NY: NYU Press.● Pulido, Laura. 2000 "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." <i>Annals of the Association of American Geographers</i> 90(1): 12-40.● OPTIONAL: Pellow, David Naguib. 2018. "Critical Environmental Justice Studies." Pp. 1-33 in <i>What is Critical Environmental Justice?</i> Cambridge, UK: Polity Press.
Thursday, February 20	<u>Gender and the Environment</u>
	<ul style="list-style-type: none">● Sze, Julie. 2017. "Gender and Environmental Justice." Pp. 159-168 in <i>Routledge Handbook on Gender and Environment</i> edited by Sherilyn MacGregor. New York, NY: Routledge.

- Di Chiro, Giovanna. 2009. "Sustaining Everyday Life: Bringing Together Environmental, Climate and Reproductive Justice." *Different Takes* No. 58.
- Fields-White, Monée. 2019. "Can we build non-racist and non-sexist cities?" *Shareable*, April 3, <https://www.shareable.net/can-we-build-non-sexist-and-non-racist-cities/>.
- Goh, Kian. 2018. "Safe Cities and Queer Spaces: The Urban Politics of Radical LGBT Activism." *Annals of the American Association of Geographers* 108(2): 463-477.

Tuesday, February 25 **Workers and the Environment**

Guest Speaker: Jihan Gearon (sponsored by the Core Program and the Antoinette and Vince M. Dungan Lectureship on Energy and the Environment)

- Kim, Anna J. and Sophia Cheng. 2018. "Building Sustainable Communities in Los Angeles: Intersections of Worker Power and Environmental Justice." Pp. 226-248 in *The Nature of Hope: Grassroots Organizing, Environmental Justice, and Political Change* edited by Char Miller and Jeff Crane. Boulder, CO: University Press of Colorado.
- ILR School, Cornell University. 2018. "Remembering the 1911 Triangle Shirtwaist Factory Fire." <http://trianglefire.ilr.cornell.edu/story/introduction.html>. (NOTE: Read Introduction through Investigation & Trial.)

Thursday, February 27 **Housing and Where We Live**

- Marcuse, Peter and David Madden. 2016. "Introduction: The Residential is Political." In *In Defense of Housing: The Politics of Crisis*. London, UK and New York, NY: Verso.
- Joint Center for Housing Studies of Harvard University. 2019. "The State of the Nation's Housing 2019." (NOTE: Read the Executive Summary [pp. 1-7], skim the rest.)
- California Housing Partnership. 2019. "Los Angeles County's Housing Emergency Update."
- Marcuse, Peter. 2008. "The Housing Change We Need" *Shelterforce*, December 22, <https://shelterforce.org/2008/12/22/the-housing-change-we-need/>.

Tuesday, March 3 **Transportation and Mobility**

- Muller, Peter O. 2004. "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis." Pp. 59-85 in *The Geography of Urban Transportation* edited by Susan Hanson and Genevieve Giuliano. New York, NY and London, UK: The Guilford Press.

- Wachs, Martin. 1996. "Evolution of Transportation Policy in Los Angeles: Images of Past Policies and Future Prospects." Pp. 106-159 in *The City: Los Angeles and Urban Theory at the End of the Twentieth Century* edited by Allen J. Scott and Edward Soja. Berkeley and Los Angeles, CA: University of California Press.
- Jaffe, Eric. 2015. "Buses Are for Other People." *The Atlantic*, January/February, <https://www.theatlantic.com/magazine/archive/2015/01/buses-are-for-other-people/383513/>.
- Pastor, Manuel. 2014. "A Vision for the Next Los Angeles: Transportation Equity and Just Growth" *KCET*, February 10, <https://www.kcet.org/shows/departures/a-vision-for-the-next-los-angeles-transportation-equity-and-just-growth>.

Thursday, March 5 **Gentrification and Displacement**

- Causa Justa :: Just Cause. 2014. "Development without Displacement: Resisting Gentrification in the Bay Area." <https://cjjc.org/wp-content/uploads/2015/11/development-without-displacement.pdf>. (NOTE: Read the Introduction [pp. 11-13] and the Executive Summary [pp. 6-10].)
- Lin, Jan. 2019. "Gentrification, Displacement, and a Right to the City." Pp. 168-194 in *Taking Back the Boulevard: Art, Activism, and Gentrification in Los Angeles*. New York, NY: New York University Press.
- Aboelata, Manal J., Rachel Bennett, Elva Yañez, Ana Bonilla, Nikta Akhavan. 2017. "Healthy Development Without Displacement: Realizing the Vision of Healthy Communities for All." Oakland, CA: Prevention Institute. (NOTE: Read pp. 4-17.)
- OPTIONAL: Solnit, Rebecca. 2016. "Gentrification's toll: 'It's you or the bottom line and sorry, it's not you'." *The Guardian*, May 13, <https://www.theguardian.com/cities/2016/may/03/gentrification-climate-change-sierra-club-san-francisco>.

Tuesday, March 10 **NO CLASS – Spring Break**

Thursday, March 12 **NO CLASS – Spring Break**

Tuesday, March 17

Environmental Health and Toxics

Pass out and post Midterm prompt (*due Tuesday, March 24 by 5pm*)

- Gibbs, Lois. 2002. "Citizen Activism for Environmental Health: The Growth of a Powerful New Grassroots Health Movement." *The Annals of the American Academy of Political and Social Science* 584: 97-109.
- Zota, Ami 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*. DOI: 10.1016/j.ajog.2017.11.573.
- Wong, Julia. 2017. "US nail salons: the challenge to protect workers from toxic chemicals." *The Guardian*, November 28, <https://www.theguardian.com/us-news/2017/nov/28/us-nail-salons-the-challenge-to-protect-workers-from-chemicals>.

Thursday, March 19

Water and the Environment

Guest Speaker: Caroline Farrell, Center on Race, Poverty, and the Environment (CRPE) (sponsored by the Remsen Bird Fund)

- International Human Rights Law Clinic. 2013. "The Human Right to Water Bill in California: An Implementation Framework for State Agencies." University of California, Berkeley, School of Law, [https://www.law.berkeley.edu/files/Water_Report_2013_Interactive_FINAL\(1\).pdf](https://www.law.berkeley.edu/files/Water_Report_2013_Interactive_FINAL(1).pdf).
- Cha, J. Mijin. 2016. "Flint water crisis is a classic case of environmental racism." *The Hill*, January 25, <http://thehill.com/blogs/pundits-blog/energy-environment/266850-flint-water-crisis-is-classic-case-of-environmental>.

Tuesday, March 24

NO CLASS

**** Midterm Exam due by 5pm on Moodle**

Thursday, March 26

Global Trade and the Environment

Guest Speaker: Candice Kim, Moving Forward Network

- Hricko, Andrea. 2008. "Global Trade Comes Home: Community Impacts of Goods Movement." *Environmental Health Perspectives* 116(2): 78-81.
- DePillis, Lydia. 2015. "Ports are the new power plants — at least in terms of pollution," *Washington Post*, November 24,

<https://www.washingtonpost.com/news/wonk/wp/2015/11/24/ports-are-the-new-power-plants-at-least-in-terms-of-pollution/>.

- Robes Meeks, Karen. 2015. "Los Angeles, Long Beach port truck drivers move nation's goods." *Press Telegram*, May 16, <https://www.presstelegram.com/2015/05/16/los-angeles-long-beach-port-truck-drivers-move-nations-goods/>.
- Sainato, Michael. 2019. "The Ruthless Reality of Amazon's One Day Shipping." *Gizmodo*, June 14, <https://gizmodo.com/the-ruthless-reality-of-amazons-one-day-shipping-1835513901>.
- Last Week Tonight with John Oliver (HBO). 2019. "Warehouses." July 1, <https://youtu.be/d9m7d07k22A> (video).

Tuesday, March 31

Waste and the Environment

Guest Speaker: Veronica Padilla-Campos, Pacoima Beautiful (sponsored by the Remsen Bird Fund)

- Vergara, Sintana E. and George Tchobanoglous. 2012. "Municipal Solid Waste and the Environment: A Global Perspective." *Annual Review of Environment and Resources* 37: 277-309.
- Ahkiam, Lauren. 2015. "Cleaning Up Waste and Recycling Management and Securing the Benefits: A Blueprint for Cities." Los Angeles, CA: Los Angeles Alliance for a New Economy (LAANE): <http://laane.org/wp-content/uploads/2017/06/Cleaning-Up-Waste-1.pdf>. (NOTE: Skim.)
- North, Emily J. and Rolf U. Halden. 2013. "Plastics and Environmental Health: The Road Ahead" *Review of Environmental Health* 28(1): 1-8.

Thursday, April 2

Food Systems and the Environment

Guest Speakers: Sharon Cech and Rosa Romero, UEPI

- Horst, Megan, Nathan McClintock, and 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.
- Lo, Joann. 2015. "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, <http://capitalandmain.com/latest-news/issues/labor-and-economy/walmart-at-the-crossroads-live-better-do-better-for-all-of-us-0604/>.

<ul style="list-style-type: none">● Los Angeles Food Policy Council. 2012. "Good Food Purchasing Pledge." http://clkrep.lacity.org/onlinedocs/2011/11-1678_misc_10-19-12.pdf.	
Tuesday, April 7	<u>Building a Healthy and Just City</u>
Workshop with James Rojas, Founder of PLACE IT! (sponsored by the Remsen Bird Fund)	
<ul style="list-style-type: none">● Fainstein, Susan S. 2009. "Planning and the Just City." Pp. 19-39 in <i>Searching for the Just City: Debates in Urban Theory and Practice</i> edited by Peter Marcuse, James Connolly, Johannes Novy, Ingrid Olivo, Cuz Potter, and Justin Steil. London, UK and New York, NY: Routledge.● Lerner, Jaime. 2015. "How to Build a Sustainable City." <i>New York Times</i>, December 7, https://www.nytimes.com/2015/12/07/opinion/how-to-build-a-sustainable-city.html.	
Thursday, April 9	<u>The Oxy Environment: Highland Park and Eagle Rock</u>
Walking observation exercise #2: MEET IN CLASS FIRST, then refer to the prompt for the exercise and the associated Observation Reflection Paper #2 (due Thursday, April 16).	
<ul style="list-style-type: none">● Chávez, Evita. 2015. "Part 4: Case Study of Highland Park." Pp. 22-44 in <i>It Definitely Feels as if It's Happening to You: A Case Study of the Personal Effects of Gentrification in Highland Park</i>. Senior Comprehensive Project, Urban and Environmental Policy Department, Occidental College.● Lin, Jan. 2019. "The Stages of Neighborhood Transition." Pp. 56-91 in <i>Taking Back the Boulevard: Art, Activism, and Gentrification in Los Angeles</i>. New York, NY: New York University Press.	
Tuesday, April 14	<u>Climate Overview</u>
<ul style="list-style-type: none">● National Research Council of the National Academies. 2012. "Part I. Evidence for Human-Caused Climate Change." Pp. 1-18 in <i>Climate Change: Evidence, Impacts, and Choices</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/14673.● United States Environmental Protection Agency. 2016. "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. (NOTE: Read through all of the Extreme Weather Events.)● Shonkoff, Seth B., Rachel Morello-Frosch, Manuel Pastor, and James Sadd. 2011. "The climate gap: environmental health and equity implications of climate change and mitigation policies in California—a review of the literature." <i>Climatic Change</i> 109(Suppl. 1): S485–S503.	

Thursday, April 16

Energy and the Environment

**** Reflection Paper #2: Highland Park/Eagle Rock Observation DUE**

Pass out and post Final Exam Prompt (*due Final Week, date TBD*)

- González-Eguino, Mikel. 2015. "Energy poverty: An overview." *Renewable and Sustainable Energy Reviews* 47: 377-385.
- Cha, J. Mijin. 2013. "Unnatural Gas: How Government Made Fracking Profitable (and Left Renewables Behind)." *Dissent*, June 27, http://www.dissentmagazine.org/online_articles/unnatural-gas-how-government-made-fracking-profitable-and-left-renewables-behind.
- Movement Generation Justice and Ecology Project. 2016. "From Banks to Tanks. To Cooperation to Caring. A Strategic Framework for a Just Transition." https://movementgeneration.org/wp-content/uploads/2016/11/JT_booklet_Eng_printspreads.pdf.
- Cha, J. Mijin, Manuel Pastor, Madeline Wander, James Sadd, and Rachel Morello-Frosch. 2019. "A Roadmap to an Equitable Low-Carbon Future: Four Pillars for a Just Transition." Los Angeles, CA: USC Program for Environmental and Regional Equity.
- Brecher, Jeremy. 2019. "Making the Green New Deal Work for Workers." *In These Times*, April 22, <https://inthesetimes.com/features/green-new-deal-worker-transition-jobs-plan.html>.

Tuesday, April 21

NO CLASS – Founder’s Day

Thursday, April 23

Climate Solutions

**** Reflection Paper: Campus/Off-campus talk/activity DUE (last day to submit)**

Guest Speaker: Natalie Hernandez, ClimateResolve (sponsored by the Remsen Bird Fund)

- Nilsen, Ella. 2019. "The new face of climate activism is young, angry — and effective." *Vox*, September 17, <https://www.vox.com/the-highlight/2019/9/10/20847401/sunrise-movement-climate-change-activist-millennials-global-warming>.
- Pastor, Manuel. 2017. "Fighting for Climate Justice in California at the Local Level." *items: Insights for the Social Sciences*, November 7, <https://items.ssrc.org/just-environments/fighting-for-climate-justice-in-california-at-the-local-level/>.
- Biello, David. 2007. "10 Solutions for Climate Change." *Scientific American*, Nov 26, <http://www.scientificamerican.com/article/10-solutions-for-climate-change/>.

- Chen, Michelle. 2017. "It Doesn't Matter if Cities Are Climate Change-Proof if No One Can Afford to Live in Them." *The Nation*, October 24, <https://www.thenation.com/article/it-doesnt-matter-if-cities-are-climate-change-proof-if-no-one-can-afford-to-live-in-them/>.
- OPTIONAL: London, Jonathan, Alex Karner, Julie Sze, Dana Rowan, Gerardo Gambirazzio, and Deb Niemeier. 2013. "Racing climate change: Collaboration and conflict in California's global climate change policy arena" *Global Environmental Change*: <http://dx.doi.org/10.1016/j.gloenvcha.2013.03.001>.

Tuesday, April 28

Course Wrap Up and Summary

Finals Week

**** Final Paper DUE, date TBD**

COURSE POLICIES

Note: This syllabus is subject to change throughout the semester, including readings. Students will be notified if the syllabus changes; check Moodle for the latest reading assignments.

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 peoples' 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>.

Classroom Community

This course is intended to provoke discussion and new understandings of the urban environment in which we live. 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.

The professor and students share the responsibility of creating the space and stimulating enthusiasm for learning. The professor is 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. Toward this goal, students are also responsible for engaging in respectful, open, and thoughtful discussion with each other and the professor.

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. 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 professor 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 <https://www.oxy.edu/offices-services/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 its website at <https://www.oxy.edu/student-life/resources-support/emmons-wellness-center>.