

**Urban and Environmental Policy 101
Society and Environment**

Tuesday and Thursday 10:05-11:30am
Matsuoka: FOWLER 112
Rodnyansky: JOHNSON 315
Joint classes will be held in FOWLER 112

Office Hours

Professor Martha Matsuoka
UEP Dept. #201
Tues/Thurs 1:30 – 3:00 or by appt.

Professor Seva Rodnyansky
UEP Dept. #203
Wed at 9:30-11:00am and
Thurs at 3-4:30pm or by appt.

What is this course about?

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 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.

Course goals

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.

Class Assignments

Summary of Assignments and Due Dates

Assignment	Due Date
Observation Paper #1: Highland Park/Eagle Rock Observation Exercise.	Thursday September 26. Turn in hard copy in class; post to Moodle
Take home midterm, covers material up to October 17	Thursday October 24 by 5:00 p.m. Hard copy to UEP; post to Moodle.
Observation Paper #2: Highland Park/Eagle Rock Observation Exercise.	Tuesday November 19. Turn in a hard copy in class; post to Moodle.
Reflection Paper: Campus/Off-campus talk/activity.	Anytime during the semester but by Tuesday November 26. Post to Moodle.
Final Paper	TBD finals week. Turn in a hard copy to the UEP office; post to Moodle

COURSE POLICIES

This Syllabus is subject to c4ssW*n307.01 398Qq0.00000912 0 612 792 reW*nBT/F3 ghou98.0926 reW784 Qq.

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:

Julie Sze. Routledge Handbook on Gender and Environment. pgs. 159-168. Routledge. 2017.

Giovanna Di Chiro

Different Takes. No. 58 Spring 2009

Monée Fields-White Can we build non-racist and non-sexist cities |April 3, 2019. Shareable.net. accessed 8/13/19.

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

Tuesday, October 8: Housing and Where we Live

JOINT CLASS: FOWLER 112

1-37 [Skim]

13, 2016 <http://www.theguardian.com/cities/2016/may/03/gentrification-climate-change-sierra-club-san-francisco>

Southern California Association of NonProfit Housing (SCANPH).

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

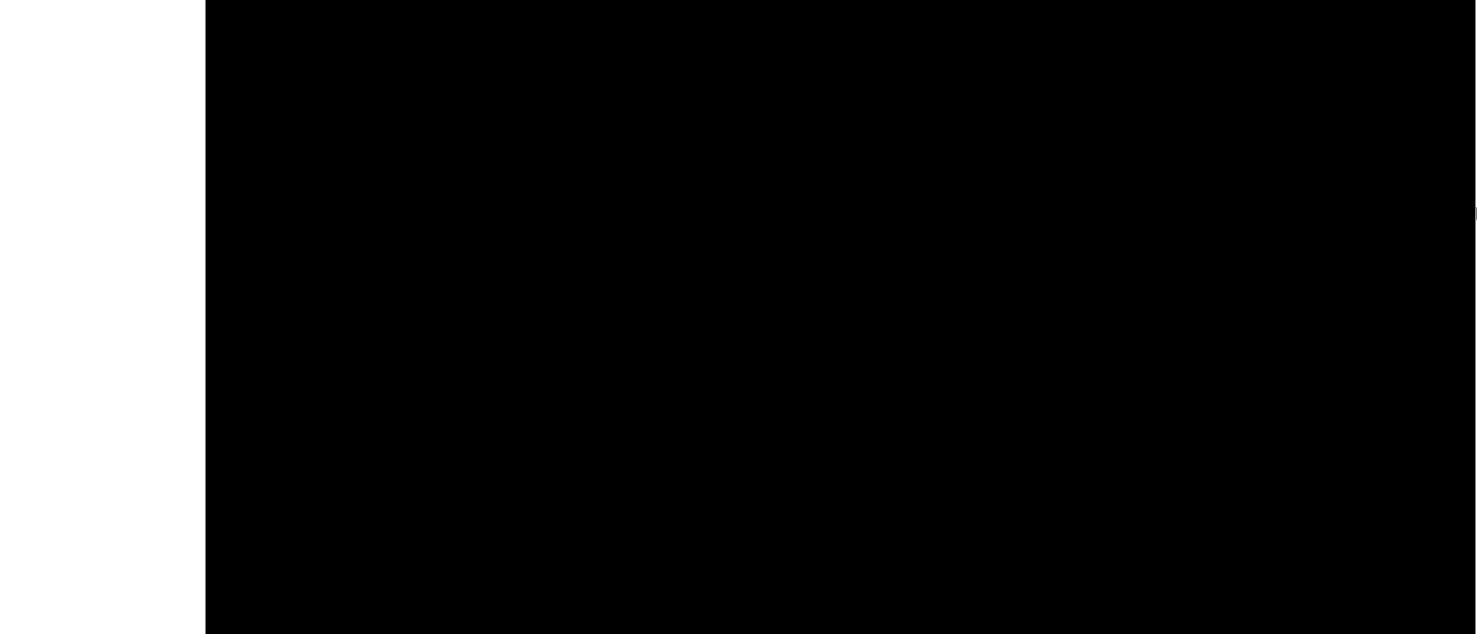
M.J. Aboelata, R. Bennett, E. Yañez, A. Bonilla, & N. Akhavan. Excerpts from Healthy Development Without Displacement: Realizing the Vision of Healthy Communities for All. pgs 9-17. Prevention Institute. 2017

22, 2008. Shelterforce. Winter 2008. December

Thursday, Oct. 10: Transportation and Mobility

JOINT CLASS: FOWLER 112

Form: Stages in the Spatial Evolution



Searching for the Just City:

Debates in Urban Theory and Practice, 2009)

New York Times. December 7, 2015

<https://www.nytimes.com/2015/12/07/opinion/how-to-build-a-sustainable-city.html>

Tuesday, Nov. 5 Waste and the Environment

JOINT CLASS: FOWLER 112

Sintana E. Vergara and George Tchobanoglous

Annual Review of Environment and Resources,

Nov. 2012, <http://www.annualreviews.org/doi/full/10.1146/annurev-environ-050511-122532>

NPR, Feb 22, 2014 <http://www.npr.org/2014/02/22/280750148/closing-americas-largest-landfill-without-taking-out-the-trash>

LAANE, _____

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/>

Environmental Health _____

Review of

Great Pacific Garbage Patch (video)

Thursday, Nov. 7 Global Trade and the Environment

- Andrea Hricko
Environmental Health Perspectives, 116 (2), Feb, 2008, pp.78-81.
- _____
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
Long Beach Press Telegram May 16, 2015.
- _____
June 14, 2019.

- the related links in the article. October 4, 2018.
<https://www.cnn.com/2018/10/03/tech/amazon-effect-us-economy/index.html>
- Watch this clip (21 minutes) <https://youtu.be/d9m7d07k22A>. Warehouses: Last Week Tonight with John Oliver (July 1, 2019)

Tuesday, Nov. 12 Food Systems

JOINT CLASS: FOWLER 112

Guest Speakers: Sharon Cech, Rosa Romero, UEPI

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

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.

Thursday, Nov. 14: Highland Park observation #2

Walking observation exercise #2.

Jan Lin.

Taking Back the Boulevard pp.168-194, NYU Press: New York.

Tuesday, Nov. 19: Overview on Climate

**** Observation Paper #2: Highland Park/Eagle Rock Observation Exercise Due.**

-18;

<https://nas-sites.org/americasclimatechoices/more-resources-on-climate-change/climate-change-lines-of-evidence->

Scientific American, Nov 26, 2007:

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. Toward this goal, students are also responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors.

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 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 _____

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 _____