

Urban and Environmental Policy 101

Society & Environment

Section 1 (Professor McGuffie): Tuesday and Thursday 10:15-

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

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. Be mindful of your own contribution but also the overall discussion

Class Assignments

Summary of Assignments and Due Dates

Assignment	% of Grade	Due Date
Four Moodle Posts/Conversations with Class Colleagues	5%	Fridays:

Tuesday, Jan. 25 Introduction to the Course [ZOOM]

UEP INTAKE ASSESSMENT

Thursday, Jan. 27 Environmental Overview and Context [ZOOM]

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

Jenny Price. "13 Ways of Seeing Nature in Los

Thursday, Feb. 10: Urbanization and Growth

Harvey Molotch. (1976). The city as a growth machine: Toward a political economy of place. American Journal of Sociology, 82(2), 309-332.

Michael Bader, "L.A. is Resegregating -- And Whites are a Major Reason Why," Los Angeles Times, April 1, 2016; <http://beta.latimes.com/opinion/op-ed/la-oe-bader-resegregation-los-angeles-20160401-story.html>

Watch _____

[Beach Case \(Video\) \(thewrap.com\)](#)

Tuesday, Feb. 15: Your Neighborhood Walking Exercise

Boyce, James; *The Environmental Cost of Inequality*; Scientific American; November 2018

Watch the news clip; [The Real News Network](#)

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

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)

Thursday, Feb. 17: Inequality and the Environment [NO CLASS, DO YOUR WALK TODAY]

Walking observation exercise. Refer to the prompts for the walk and for the associated readings. Be prepared to share and discuss in class on Tuesday, Sept. 23.

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, Feb. 22: Movements for Environmental Justice/Race and the Environment

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"; *Du Bois Review*; August 15, 2016; <https://www.cambridge.org/core/journals/du-bois-review-social>

Gilio-Whitaker, Dina; “Environmental Justice Theory and Its Limitations for Indigenous People: in *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*; 2019

Thursday, Feb. 24: Gender and the Environment

Neighborhood Observation Paper Due

Julie Sze. “Gender and Environmental Justice” in Routledge Handbook on Gender and Environment. pgs. 159-168. Routledge. 2017.

[Monée Fields-White](#). “Can we build non-racist and non-sexist cities?” |April 3, 2019. [Shareable.net](#).

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

Additional Readings TBD

Friday, Feb. 25, Moodle Forum #2 for readings for Feb 8, 10, 17, 22, 24

Tuesday, Mar. 1: Workers and the Environment

Gordon, Robert; “[Shell No!](#): OCAW and the Labor-Environmental Alli

Tuesday,

Johnston, Jill E and Hricko, Andrea; “Industrial Lead Poisoning in Los Angeles: Anatomy of a Public Health Failure” *Environmental Justice*; October 2017;
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5783279/>

Exide Technologies: A History
<https://timelines.latimes.com/exide-technologies-history/>

Unsettled: The Exide Story (22 minute video);
<https://www.youtube.com/watch?v=BmC1L070eZg>

Tuesday Mar. 29: Housing and Where We Live

“The State of the Nation’s Housing 2021” Harvard Joint Center for Housing Policy. Pp. 1-37
[Skim]

Rebecca Solnit, “Gentrification’s Toll: It’s You or the Bottom Line,” *The Guardian*, May 13, 2016 <http://www.theguardian.com>

Manuel Pastor. "A Vision for the Next Los Angeles: Transportation Equity and Just Growth"
KCET. February 10, 2014

Tuesday Apr. 12: Food Systems

JOINT SESSION – UPPER STEARNS TENT

Guest Speakers: Sharon Cech, Rosa Romero, UEPI

City of Los Angeles, Good food purchasing pledge, read pgs. 1-6.

<http://lacity.cityofla.acsitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa33128314>

Finals Week

Final Paper Due—Date TBD

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

dit Hou02 5119CID 22/Lang (en)BDC q0.00000912 0 612 792 rmsfi792 s cs (including

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](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools.

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. For fall 2020, all of our appointments will be remote: either synchronous virtual meetings or asynchronous writing feedback. See the [Writing Center website](#) for more information about our fall hours and how students can sign up for appointments. We will update our information again for spring 2021. 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>

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.

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.6

Participation—student participates occasionally, though s/he demonstrates inadequate preparation, makes comments that are not based in readings, and/or offers ideas with scant support. Student made some effort to meet minimum requirement