

## **Urban and Environmental Policy 101 Environment & Society - Winter 2021**

### **Class Sessions**

Tuesday and Thursday 10:15am - 11:40 am PT

Zoom Link: <https://occidental.zoom.us/my/nlambrouoxy>

### **Office Hours**

Nicole Lambrou

Tuesdays, Thursdays 9:15am - 10:15am PT and by appointment

[nlambrou@oxy.edu](mailto:nlambrou@oxy.edu)

### **Course Overview: What is this course about?**

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, 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 how 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 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.

### **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.
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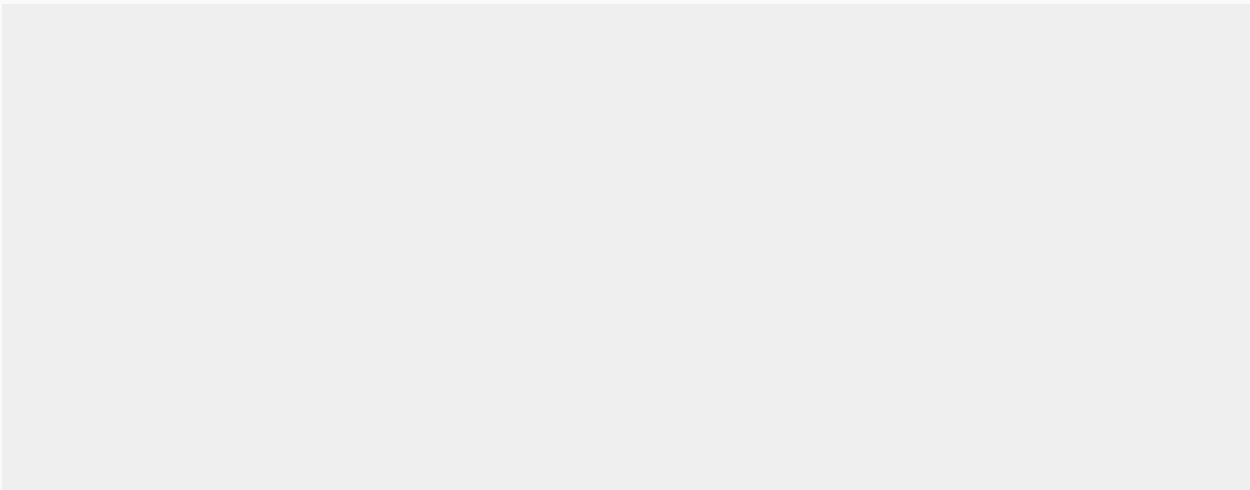
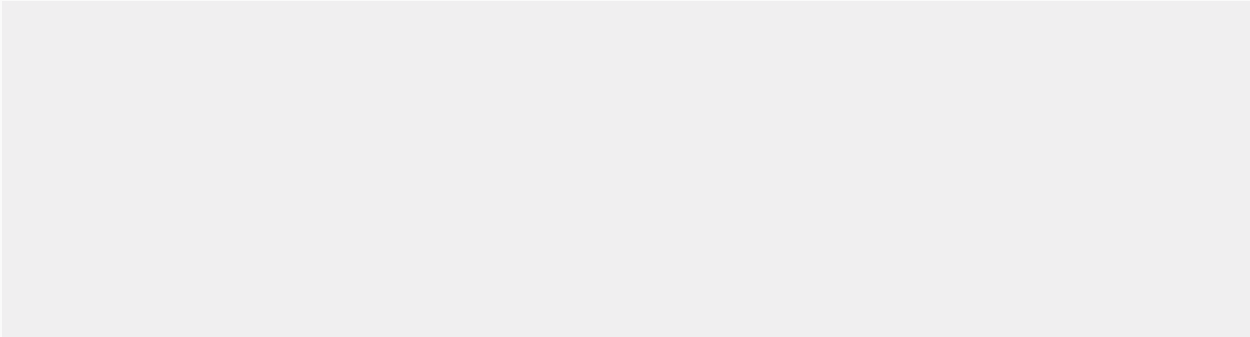
**Synchronous Components**

Class Meeting Time: Tuesdays and Thursdays 10:15-11:40 am PT. In-class lectures and discussion.

Office Hours: Faculty will hold weekly office hours via Zoom. Links for office hours sign-ups are above. We strongly encourage you to meet with faculty during the semester



**Week 2: Thursday, 01/28: Urban Framing**



#### **Week 4: Thursday, 02/11: Current Issues in Housing and Where we Live**

“The State of the Nation’s Housing 2019” 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/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

Peter Marcuse. “The Housing Change We Need” Shelterforce. Winter 2008. December 22, 2008.

#### **Week 5: Tuesday, 02/16: Your Neighborhood Walking Exercise**

Walking observation exercise. Refer to the prompts for the walk and for the associated readings. This assignment is due on Friday. We will share and discuss these observations in class next Tuesday, time permitting.

#### **Week 5: Thursday, 02/18: 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

Laura Pulido. 2000 “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California” Annals of the Association of American Geographers, 90(1), 2p. 12–40]

Yale Environment 360 Interview with Sacoby Wilson, “Connecting the Dots with Between Environmental Justice and the Coronavirus; <https://e360.yale.edu/features/connecting-the-dots-between-environmental-injustice-and-the-coronavirus>

#### **Week 5: Friday, 02/19: Assignment #1 Due (Your Local Neighborhood Observation Paper)**



**Week 7: Thursday, 03/04 - The Case of Exide Technologies**

*Pending Confirmation - Guest speaker: Angelo Logan, co-founder of East Yard Communities for Environmental Justice*

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>

*Mid-Semester Evaluation / Check-In*

Access midterm prompt on Moodle!

**Week 8: Tuesday, 03/16 - Midterm Due by 5pm**

**Week 8: Tuesday, 03/16 - Global Trade and the Environment**

Andrea Hricko, "Global Trade Comes Home: Community Impacts of Goods Movement" *Environmental Health Perspectives*, 116 (2), Feb, 2008, pp.78-81.

Lydia DePillis, "It's Amazon's World. We Just Live in It". *CNN Business*. Read also the related links in the article. October 4, 2018. <https://www.cnn.com/2018/10/03/tech/amazon-effect-us-economy/index.html>

**Week 8: Thursday, 03/18 - Global Trade and the Environment**

Karen Robes Meeks. "Los Angeles, Long Beach port truck drivers move nation's goods" *Long Beach Press Telegram* May 16, 2015.

Michael Sainato. "The Ruthless Reality of Amazon's One Day Shipping" *Gizmodo*. June 14, 2019.

**Week 9: Tuesday, 03/23 - Plastics and Waste**

LAANE, Don't Waste LA: Cleaning Up Waste and Recycling Management and Securing the Benefits, July 2015: <https://laane.org/wp-content/uploads/2017/06/Cleaning-Up-Waste-1.pdf>  
And watch this video: <https://www.pbsocal.org/shows/socal-insider-rick-reiff/clip/socal-insider-rick-reiff-trash-tussle>

Break Free From Plastic at <https://www.breakfreefromplastic.org/> (look at)



### **Week 9: Thursday, 03/25 - Plastics and 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>

Altman, Rebecca; "American petro-topia"; Aeon; March 11, 2015; <https://aeon.co/essays/plastics-run-in-my-family-but-their-inheritance-is-in-us-all>

### **Week 9: Friday, 03/26 - Forum #3**

### **Week 10: Tuesday, 03/30 - Food Systems**

*Pending confirmation - Guest Speakers: Sharon Cech, Rosa Romero, UEPI*

Haynes-Maslow, L., Stillerman, K. P., & Yates, J. (2016). Fixing food: Fresh solutions from five U.S. cities. Retrieved from the Union of Concerned Scientists website: [ucsusa.org/food-agriculture/expand-healthy-foodaccess/fixing-food-fresh-solutions-five-us-cities-2016#.WYEnlIWcE2w](http://ucsusa.org/food-agriculture/expand-healthy-foodaccess/fixing-food-fresh-solutions-five-us-cities-2016#.WYEnlIWcE2w)

**Week 11: Tuesday, 04/06 - Building a Healthy and Just City**

Workshop with James Rojas, Founder of PLACE IT! (Ph.D. Urban Planning, MIT) Sponsored by the Remsen Bird Fund.

Susan Fainstein. "Planning and the Just City" (in Marcuse, ed., Searching for the Just City: Debates in Urban Theory and Practice, 2009)

Lerner, Jaime. "How to Build a Sustainable City" New York Times. December 7, 2015

## **Course and College Policies**

## **Student Support Services**

Even in our remote learning environment, the College provides a wide range of

learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to [academiccoaching@oxy.edu](mailto: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](#)



## **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.

Assignment-specific rubrics will be provided with assignments.

**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:** 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 unnuanced, 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; 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 in 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