

# Urban and Environmental Policy 101

## Society & Environment

### Spring 2023

#### Course Information

Section 1 (Professor Matsuoka): Tuesday and Thursday 10:15 am in Fowler 112

Section 2 (Professor McGuffie): Tuesday and Thursday 10:15 am in Fowler 111

#### Office Hours

**Professor Joshua McGuffie (he/him)**

(Office location in the UEP Dept, 1882 Campus Rd, #103)

Tuesday/Thursday 9am-10am or by appointment. Please email to set up a time.

[mcguffie@oxy.edu](mailto:mcguffie@oxy.edu) 323-259-2991 - you can leave a phone message with the department office and I will respond.

**Professor Martha Matsuoka (she/her)**

(Office location in the UEP Department, 1882 Campus #201)

Tuesday 1:30-3:10; Thursday 3:40-5:00 [Sign up here](#) (note: office hours may adjust)

or by appointment. Please email me to set up a time. [matsuoka@oxy.edu](mailto:matsuoka@oxy.edu) 323-259-1971

#### 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.

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

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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, 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.

Please pay attention to the Moodle site for any changes to the schedule and/or the readings.

#### Moodle Reading Discussions:

Before each class meeting, students will write a short post that includes a) an important theme or idea from one of the readings and b) a question based on that same reading. These short posts, they need not be any longer than 50 words, will help the class reflect on readings in preparation for discussing them in class. You may also comment on other student's responses. Posts are due by 9am on Tuesday and Thursday mornings before class.

#### 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: i4 s



## Late Assignment Policy

Timely submission of assignments is important for UEP. With the increased amount of digital communication and responsibilities for staff and faculty this semester, timely submission is even more crucial. Late assignments derail faculty's ability to provide timely grading and necessary comments to improve your work.

Late assignments should still be posted to Moodle. They will be marked down one letter grade (e.g., from B to ~~B~~) for each 24 period that they are late.

We understand that things come up and especially this semester. If there is a health or medical issue, family emergency, or a similar situation, I recognize that these types of life issues can

Thursday, Jan. 26

### Environmental Overview and Context

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

Jenny Price. "13 Ways of Seeing Nature in Los Angeles" 2006. ~~20~~ pgs. 1

- o Part 1: <https://believermag.com/thirteenways-of-seeing-nature-in-la/>
- o Part 2: <https://believermag.com/thirteen-ways-of-seeing-nature-in-la-2/>

Michael Brune "Pulling Down Our Monuments" (July 22, 2020) [English version](#) [En Español](#) :

Hop Hopkins ["Racism is killing the planet"](#) (June 8, 2020)

Tuesday Jan. 31

### Environmental Understandings

Lynn White, Jr. ["The Historical Roots of Our Ecologic Crisis"](#) *Science*. Vol. 155, No. 3767 (March 1967), pgs. ~~484~~

[Winona LaDuke. "Traditional Ecological Knowledge and Environmental Futures"](#) *Winona LaDuke Reader*. Voyageur Press. 2002. Pgs. ~~88~~ 78-

Thursday, Feb. 2

### Urban Framing

David Harvey. 2008 "The Right to the City" *New Left Review* ~~20~~ 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-

### OPTIONAL

[Soja, Edward. 1989. "It All Comes Together in Los Angeles," Chapter 1 in \*Postmodern Geographies\*. Pp. 19-21.](#)

Tuesday, Feb. 7

## Reading the Urban and Environmental Landscape

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

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

[https://drive.google.com/file/d/1wSGnBLI2KLOfEf6o1Rn2Kollc4IBY3q/view?usp=share\\_link](https://drive.google.com/file/d/1wSGnBLI2KLOfEf6o1Rn2Kollc4IBY3q/view?usp=share_link)

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

<https://vimeo.com/133506632>

Thursday, Feb. 9

## 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](#)





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

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

[Liboiron, Max, "How Plastic is a function of Colonialism"; \*Teen Vogue\*](#) [How Plastic Is a Function of Colonialism | Teen Vogue](#)

Wilson, S., Bullard, R., Patterson, J., Thomas, S.B. "Roundtable on the Pandemics of Racism, Environmental Injustice, and COVID in America"; *Environmental Justice*; June 2020; <https://www.liebertpub.com/doi/full/10.1089/env.2020.0019>

Thursday Mar. 23

Product Exposure and Environmental Health: Occupational and Consumer Considerations

JOINT SESSION

Guest lecturer: TBD

WATCH Prof. Bhavna Shamasunder recording. See Moodle for link.

Ami Zota 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. 217. 10.1016/j.ajog.2017.02.020.

Maslin Nir, Sarah; [Perfect Nails, Poisoned Workers](#), May 8, 2015;

Julia Wong. "

- o [Low Wage and Housing in Los Angeles County](#) 2021
- o [Busting 7 Myths of Affordable Housing](#) (infographic)

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 917. Prevention Institute. 2017

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

*Optional Reading:*

Shelterforce: "[Tenant Power Returns](#)" *peruse any article that interests you*

Thursday, Mar. 30

Transportation and Mobility –JOINTSESSION

Guest Speaker TBD

Peter O. Muller. 2004. "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis"

Martin Wachs. 1996. "Evolution of Transportation Policy in Los Angeles" in The City 106-157

Eric Jaffe. "[Buses Are for Oadusdn Mh1.64 0Bor n.nDC 0.2 g 0.0010 Tw 1.52 0 12 108 302Tn](#)"

Reviews\volume 47, July 2015, Pages 385; <https://www-sciencedirect.com.oxy.idm.oclc.org/science/article/pii/S1364032115001586>

J. Mijin Cha, "Unnatural Gas: How Government Made Fracking Profitable (and Left Renewables Behind)", *Dissent* Jun 27, 2013

[http://www.dissentmagazine.org/online\\_articles/unnatural-gas-show-government-made-fracking-profitable-and-left-renewables-behind](http://www.dissentmagazine.org/online_articles/unnatural-gas-show-government-made-fracking-profitable-and-left-renewables-behind)

Watch [Prof. Mijin Cha lecture here](#). See Moodle for passcode. Start at 3:45 in the video.

Thursday, Apr. 6

Nuclear Energy

JOINTSESSIONled by Prof. Josh McGuffie

Wills, Gary (2000). "Talking Atoms: Antinuclear Protest at Diablo Canyon, California, 1977-1984". *Oral History*. Vol. 28, No. 2 (Autumn 2000), p. 43.

Lovins, Amory (2011). "Nuclear Nonsense." *Earth Island Journal*. Vol. 25, No. 4 (Winter 2011), p. 49, 51

Brand, Stewart (2011). "Nuclear Power is Safe, Sound... and Green." *Earth Island Journal*. Vol. 25, No. 4 (Winter 2011), p. 48, 50

Ishiyama, Noriko and Kim TallBear (2022). "Nuclear Waste and Relational Accountability in Indian Country." Chapter 9 in *The Promise of Multispecies Justice* (Duke University Press, 2022), p. 182-203.

Tuesday Apr. 11

Food Systems JOINT SESSION

Guest Speakers: Sharon Cech, Rosa Romero, UEPI (invited)

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

[http://lacity.cityofla.acsiterepository.com/sites/g/files/wph281/f/mayorvillaraigosa331283141\\_10242012.pdf](http://lacity.cityofla.acsiterepository.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, 229-245.

Gripper, Ashley *We don't farm because its trendy; We farm as resistance, for healing, and sovereignty: Farming is not new to Black people*; Environmental Health News; May 27, 2020;







*Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, even if they are slight, please refrain from attending class until explicitly cleared by Emmons. Similarly, if you have a known exposure to someone who has tested positive for COVID-19, please do not return to class until Emmons confirms that you are cleared to participate in your usual activities.*

## 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 resources, 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](mailto:academiccoaching@oxy.edu). Share what you'd like to

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a 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: 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 people's 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/academicethics/academicmisconduct>

### Title IX statement, and statement of role of faculty member as a mandatory reporter ([Link to Title IX](#))

In the event you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as designated Responsible Employees, professors must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Survivor Advocate, Project SAFE ([Survivoradvocate@oxy.edu](mailto:Survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([DrSusanYoung@oxy.edu](mailto:DrSusanYoung@oxy.edu))

The sexual misconduct policy, along with additional resources, can be found <http://www.oxy.edu/sexual-respect/title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at [fulcher@oxy.edu](mailto:fulcher@oxy.edu) or call 323259-1338.

### Special Accommodations/Learning Differences

No matter the mode of course instruction, approved academic accommodations remain in effect. Students with documented disabilities and learning differences 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 has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

### 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 faith 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 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](mailto: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 and chat portions of each class may be recorded and then stored on the College's servers.



Sophisticated and thoughtful reflections on course material; excellent depth of critical analysis; accurate and creative interpretation of course readings; well-structured 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