

Urban and Environmental 24.95 BT/F1028 Tfmy0 61

## 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. We encourage you to bring your whole self to class: one of the beauties of learning about the urban environment is that you can and should draw on your own experiences of living in and traveling to cities. Memories, feelings, hunches, and direct observations are all welcome in this course. In fact, we will be asking you throughout the semester to engage in real-world explorations of course themes, whether by trying out an e-bike, evaluating labels and food prices in grocery stores, observing the use of a public park, or interviewing (chosen) family members about their experiences of being-in-a-city. Please remember that our focus in this course is on issues and experiences, not the personalities 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 promptly, 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 discussions 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, videos, and discussion in class and with peers.

## Course Activities Schedule:

Readings and any prerecorded lectures must be completed by class meeting times:

These will be posted on our Moodle class page. Due to intellectual property and copyright concerns, any lecture videos can only be streamed and not downloaded. Please complete readings and watch any videotaped lectures 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.

### 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, which 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 9 am 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.

## Learning Assessments

**Participation (25% of grade):** The course involves reading, writing, fieldwork, and group discussion and role plays. You are expected to complete course readings and viewings for the date they are assigned and keep up with readings and assignments. This is a reading-intensive seminar and discussions and online forum discussions are key. As such attendance and preparation are required. Your class participation 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 dynamic. Listen attentively to others; recognize when to "step up" and "step back" so that all class members can participate meaningfully. Focus on quality over quantity when participating. Your participation grade consists of the following subcategories:

- Engagement in class discussions and full class synchronous meetings
- At the start of the semester, you will sign up to lead a short class discussion based on the class topic and readings. For the class you select you will: (1) conduct a 5-7 minute interactive presentation of a first-hand, real-world exploration of that day's topic (e.g. if you've signed up to lead a presentation on electromobility, you may want to conduct a grocery run on an E-scooter, and document your experiences using a GoPro/ short film); (2) answer one or two questions from the class about your experience. (See Class Facilitation Overview document in Moodle for more detail on the expectations for this assignment.)
- Small group discussions will be conducted during class and guided by specific prompts. Groups will track discussion via a shared Google document. We will discuss optimal formats for small group discussion, such as moving small groups outside or conducting these in some class sessions over Zoom.
-



## Late Assignment Policy

Timely submission of assignments is important for UEP 101. That said, we understand that

Todd, Zoe. Fish, Kin and Hope: Tending to Water Violations amiskwaciwâskahikan and Treaty Six Territory.

David Harvey. 2008 "The Right to the City" New Left Review p.23-40.

<https://newleftreview.org/issues/II53/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. 223-263

OPTIONAL



Jerez, Bárbara, et al. "Lithium Extractivism and Water Injustices in the Salar de Atacama, Chile: The Colonial Shadow of Green Electromobility." *Journal of Political Ecology*, vol. 87, May 2021, p. 102382. <https://doi.org/10.1016/j.polgeo.2021.102382>.

U.S. Department of Labor. (2023). ILAB Lithium-ion Batteries Storyboard. <https://www.dol.gov/agencies/ilab/reports/child-labor/list-of-goods/supply-chains/lithium-ion-batteries>

Nash, Linda; "'Purity and Danger': Historical Reflections on the Regulation of Environmental Pollutants;" *Environment and Planning A*, Volume 13, No. 4, October 2008; pp. 651-658

Guthman, Julie, and Sandy Brown. "Whose Life Counts: Biopolitics and the 'Bright Line' of Chloropicrin Mitigation in California's Strawberry Industry." *Environment and Planning A*, vol. 41, no. 3, 2016, pp. 461–82.

Méndez, Michael, et al. "The (in)Visible Victims of Disaster: Understanding the Vulnerability of Undocumented Latino/a and Indigenous Immigrants." *Environment and Planning A*, vol. 116, Nov. 2020, pp. 50–62. <https://doi.org/10.1016/j.geoforum.2020.07.007>.

Guest lecturer: BWW

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.2017.07.020](https://doi.org/10.1016/j.ajog.2017.07.020).

Maslin Nir, Sarah; "Perfect Nails, Poisoned Workers"; May 8, 2015; <http://www.nytimes.com/2015/05/11/nyregion/nail-salon-workers-in-nyc-face-hazardous-chemicals.html>

Julia Wong. "US Nail Salons: the challenge to protect workers from toxic chemicals"; *The Guardian* November 28, 2017; <https://www.theguardian.com/us-news/2017/nov/28/us-nail-salons-the-challenge-to-protect-workers-from-chemicals>

[The Price of Nice Hair and Hair Salon Workers Face Serious Health Risks;](https://ph.ucla.edu/news/news-item/2015/may/price-nice-hair-hair-salon-workers-face-serious-health-risks) <https://ph.ucla.edu/news/news-item/2015/may/price-nice-hair-hair-salon-workers-face-serious-health-risks>. Also, look through/listen to Dr. James Todd's Interview on [Toxic Black Hair Products](#)



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. pgs. 106-157

Eric Jaffe. "[Buses Are for Other People.](#)" The Atlantic. January/February 2015

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

Workshop with James Rojas, Founder of \_\_\_\_\_ and John Kamp.

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

Michael Kimmelman and Adali Schell. "Remaking the LA River" New York Times. 2022  
<https://www.nytimes.com/interactive/2022/11/10/magazine/la-river-redesign.html>

Jim Robins. "Crisis on the Colorado," parts I - V. January 2019.  
<https://e360.yale.edu/series/crisis-on-the-colorado>

Metropolitan Water District. Drought 2023. <https://www.mwdh2o.com/how-we-plan/drought/>

Watch A Prison in Twelve Landscapes by Brett Story

Judah Schept, 2022, "Capturing Appalachia," Coal, Cages, Crisis

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

[http://lacity.cityofla.acsitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa33128314\\_1\\_10242012.pdf](http://lacity.cityofla.acsitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa33128314_1_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.

Gripper, Ashley

; Environmental Health News; May 27, 2020;

<https://www.ehn.org/black-farming-food-sovereignty-2645479216.html>

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>

Lebbie, Tamba S., et al. "E-Waste in Africa: A Serious Threat to the Health of Children."

, vol. 18, no. 16, 2021,

pp. 8488-

, <https://doi.org/10.3390/ijerph18168488>

[Liboiron, Max, "How Plastic is a function of Colonialism"; ; How Plastic Is a Function of Colonialism | Teen Vogue; December 21, 2018](#)

Browse the work of Break Free from Plastic at <https://www.breakfreefromplastic.org/>

Optional:

["Plastic Wars."](#) Frontline PBS, 2020

Green New Deal for K-12 Public Schools, Available at:  
[https://www.climateandcommunity.org/\\_files/ugd/d6378b\\_cc4acbe032604498a666f10f4795b11a.pdf](https://www.climateandcommunity.org/_files/ugd/d6378b_cc4acbe032604498a666f10f4795b11a.pdf)

Rita Kampalath – Los Angeles County Sustainability

Wills, Gary (2000). "Talking Atoms: Anti-Nuclear Protest at Diablo Canyon, California, 1977-1984". . Vol. 28, No. 2 (Autumn 2000), p. 44 - 53.

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

Brand, Stewart (2011). "Nuclear Power is Safe, Sound...and Green." . 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 (Duke University Press, 2022), p. 185 - 203.

Intergovernmental Panel on C

[IPCC](#) 670.757 RG(In)4(t)-5(er)6(g)-5(o)4(ve)-4(r)8(nm)6



## Attendance and Participation

Participation is expected as the work that we do in class is critical to your understanding of the material and you will work together with your peers to consider the readings and may be able to provide feedback to peers.

Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice and allow your instructor the opportunity to assess whether you are grasping the relevant concepts. This is true for in-person, online, or hybrid modes of instruction.

However, if there is a medical issue or family emergency, please let us know. We recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to reason of faith or conscience, please let us know as early in the semester as possible.

## Student Support Services

The College provides a wide range of [Student Academic Support Resources](#).

If you'd like to take advantage of the \_\_\_\_\_, which offers one-on-

## Academic Integrity

Students are expected to comply with the Student Handbook, in particular the section on [Academic Ethics](#). ([Link to the policy in the Student Handbook](#)). Whenever outside sources are used, they must be properly credited.

### Statement of the Shared Academic Integrity Commitment

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of All members of



be made available through Moodle (or another secure platform), but only for the express and sole use of those registered in the course. The 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.

### Equity & Justice in an Inclusive Learning Environment

This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and non-visible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity &



Pa792rtrionTQq0.00000912 0 612 792 reW\* nQq5211 Tf31 0 0 1 72.025 7129.0 Tm0 g0 G(P)-5(a70376Qq0.00000912 0 6