

UEP 101 Environment and Society

Spring 2016 Syllabus, Tu & Th, 10:05 to 11:30

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Course Background and Conceptual Themes

UEP 101 is an introductory course on the urban environment with a focus on the intersection of urban and environmental systems, policies and politics. You will be asked to think about the urban environment as a combination of the natural world; the built environment; the people that inhabit these places; and the political, economic, and infrastructural systems and processes that shape our cities. The class introduces students to a broad range of urban and environmental issues through readings, discussions, presentations, on-the-ground investigations, and individual and group assignments.

The course will also introduce students to policy analysis and to social change. We will consider how policies and social movements influence the ways that we live and the places that we live in. Students will become familiar with the basics of policy--what it is, what it does, how to read it, and how to change it. Students will write their own policies individually and in groups. Throughout the course we will consider how views of urban places and environmental goals have changed over time and how power disparities (i.e., race, class, gender) influence urban and environmental issues.

The class is designed for students with an interest in environmental and urban topics who might want to pursue further coursework and research through the Urban & Environmental Policy major, as well as for those interested in these topics, even though they may be pursuing another major.

The course will be organized around six broad topics and conceptual themes:

1. **Right to the City:** how can we understand and change the places we live in?
2. **Resources:** how do we use energy, water and materials; how does this impact the climate and emit waste; how can we transform this urban metabolism?
3. **People and Places:** how does the places people are born in, live in, and migrate to shape their lives and generate inequality; and how can people improve communities?
4. **Urban Spaces:** how does planning influence land use, housing, transportation and access to food and open space?
5. **Environmental Justice:** why are some types of people more burdened by pollution, toxins and resulting health challenges and how are communities organize for environmental justice?
6. **Consumption and Production:** where does the 'stuff' we buy and consume come from and what are impacts of moving products across the globe?

Students will explore these themes through class readings and discussions but also in groups focused on specific neighborhoods in Los Angeles. These assigned groups will analyze class topics using their assigned neighborhood as a real world example. Groups will also develop pol-

icy proposals to enhance neighborhoods. At the end of the class, all students will vote on which of these policy ideas should be implemented citywide to improve L.A. Each student will also research and write their own in-in depth policy paper /proposal on a subject of their choosing.

Grading - The class is a 4 credit, graded course. Grades will be calculated as follows:

- 20% Individual short essays (4 x 5% each)
- 20% Individual final paper/ordinance
- 20% group neighborhood memos (4 x 5% each)
- 15% final group memo
- 5% final group presentation
- 10% Participation in-class
- 10% out-of-class activities (2 x 5%)

Detailed instructions for essays, memos, papers and presentations can be found in the appendix to this syllabus.

Attendance Policy - Because participation is central to this class students are expected to attend all classes.

- 2 unexcused absences will result in a grade no higher than a B+
- 3 unexcused absences will result in a grade no higher than a B-
- 4 or more unexcused absences will result in a grade no higher than a C
- 5 or more unexcused absences will result in an F

Please inform the professor of any upcoming absences (or past absences if an emergency arises). Ask the professor to check what absences count as excused.

Computers in Class - We encourage students to bring laptops or tablets to class for in-class group activities or note taking. These technologies are for class use not for social media, work on assignments for other courses etc. Instructor may restrict use at any time and may be more likely to call on students sitting in back of class and/or buried in their phone/ computer.

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 peoples' 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: <http://www.oxy.edu/student-handbook/academic-ethics/academic-misconduct>.

Academic Accommodation - Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. All discussions will remain confidential.

Section 1: The Right to the City

Who has a right to the city and what does that mean? What are the qualities of a good city and how do different conceptual frameworks understand and visualize urban environmental issues? What are tools for seeing and investigating the places we live in and the forces that shape our daily lives? How does knowledge turn into action? What are strategies for change, including policies? Who has the power to influence these decisions and shape cities and our urban environments?

Thurs Jan 21- going for a walk

Introduction to class themes and methods through a walk on campus and in Highland Park.

instructions: meet at the UEP garden prepared for a group walk (wear comfortable shoes, bring water, etc.)

Please register for the Greater Los Angeles Homeless Count (for one count location of your choice on one evening) <http://www.theycountwillyou.org/register>

Tues Jan 26- changing views of the environment and cities

instructions: meet in classroom, start work on individual short essay #1; attend homeless count on your assigned evening (Jan 26, 27 or 28) and be prepared to write short reflection on the activity, due Feb 4.

read:

Cronan, William; "The Trouble with Wilderness; or, Getting Back to the Wrong Nature" http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html

Gottlieb, Forcing the Spring, pgs 52-57, 83-92, 121-127, 313-327

Brentin Mock, "Are there two different versions of environmentalism, one "white," one "black"?" <http://grist.org/climate-energy/are-there-two-different-versions-of-environmentalism-one-white-one-black/>

Glaezer, Triumph of the City, pgs 3-15

Kunstler, "Back to the Future: a road map for tomorrow's cities" <http://www.orion-magazine.org/index.php/articles/article/6336>

Thurs Jan 28 - understanding places and systems

instructions: complete and turn in short essay #1; be prepared to summarize and discuss your essay and the readings in class. Students will be divided into groups, each of which will focus on an LA neighborhood during the course. Connect with the students in your group in and out of class to plan your research and a trip to observe the neighborhood.

read:

Sloane, Planning Los Angeles, pgs 1-10

Jan Gehl, How to Study Public Life- pgs 13-19, 24-35

Sampson, Great American city- pgs 13-20, 24-25

Hidden Hazards, <http://www.libertyhill.org/document.doc?id=202> pgs 11-21

view:

http://www.lamayor.org/garcetti_directs_city_departments_to_collect_data_for_open_data_initiative

<https://data.lacity.org/>

show in class:

<http://maps.latimes.com/neighborhoods/>

<http://zimas.lacity.org/>

Tues Feb 2 - how does social change happen?

instructions: continue working in your group on memo #1; find an article on an urban and/or environmental issue and bring to class. Write notes to yourself so you are able to summarize and discuss in class:

- what is the issue
- is anyone trying to change what is happening? who/what are they?
- what are they trying to do?
- does anyone oppose the change? who? why?
- if you could do one thing to address this issue, what would it be?

read:

SCOPE, mobilizing for action presentation, <http://ebookbrowse.com/mobilizing-for-action-presentation-12-1-07-pdf-d111023959>

Harvey, "The right to the city," <http://newleftreview.org/II/53/david-harvey-the-right-to-the-city>

show in class:

sample policy issues for power analyses: closing & cleaning up after Exide: <http://graphics.latimes.com/exide-battery-plant/>

dealing with gas leak in porter ranch: <http://www.latimes.com/local/lanow/la-me-porter-ranch-gas-leak-live-htmlstory.html>

Section 2: Resources

What are the environmental and social justice implications of the ways cities source, use, produce and dispose of energy, water, materials and pollution? How do urban patterns and systems contribute to, mitigate, or adapt to climate change? What are the opportunities to reshape the 'metabolism' of cities?

Thurs Feb 4 - energy and climate

instruction: turn in and be prepared to summarize/discuss group memo #1 and homeless count activity reflection.

watch this video before class:

350.org, "to understand climate change, understand these three numbers" <https://www.youtube.com/watch?v=5KtGg-Lvxso>

read:

C-Change LA. Temperature, <http://c-change.la/temperature/>
LADWP Facts and Figures https://www.ladwp.com/ladwp/faces/ladwp/aboutus/a-power/a-p-factandfigures?_adf.ctrl-state=ng21kpvvt_4&_afLoop=26483985080620
State of CA emissions trading overview http://www.arb.ca.gov/cc/capandtrade/guidance/cap_trade_overview.pdf

skim:

Paris Climate Agreement <http://unfccc.int/resource/docs/2015/cop21/eng/l09.pdf> (pgs 20-34)

City of LA Sustainable City Plan, carbon and climate leadership: <https://d3n8a8pro7vh-mx.cloudfront.net/mayorofla/pages/17003/attachments/original/1428427249/environment-carbon-and-climate-leadership.pdf?1428427249>

Tues Feb 9 - water

instructions: start working on individual short essay #2.

read:

US drought monitor: California <http://droughtmonitor.unl.edu/Home/StateDroughtMonitor.aspx?CA>

LADWP, Urban Water Management Plan 2010, executive summary, Pgs 29-47 https://www.ladwp.com/cs/idcplg?IdcService=GET_FILE&dDocName=QOELLADWP005416&RevisionSelectionMethod=LatestReleased

State Water Resources Control Board, 2014 Emergency Conservation Regulations, http://www.swrcb.ca.gov/publications_forms/publications/factsheets/docs/fs072914man-waterreg.pdf

Thurs Feb 11 - materials and waste

instructions: turn in and be prepared to summarize/discuss in class individual short essay #2; work with group on neighborhood memo #2.

read:

Coolidge, "Margins in our Midst," The Infrastructural City, pgs 68-75

Holland, "Smoke got in their Eyes"

Los Angeles County Department of Public Works, Countywide Siting Element, pgs 2-14

<http://dpw.lacounty.gov/epd/cse/docs/cse/CSE%20ES.pdf>

LA zero waste franchise ordinance http://www.lacitysan.org/ZeroWasteLA/PDFs/reports/Franchise_Ordinance_No_182986.pdf

Tues Feb 16 - campus tour of Oxy's environmental systems

instructions: come to class prepared to go on a walk to observe and learn about some of Occidental College's environmental issues and systems

read:

TBD

Section 3: People and Places

Does place matter? How do neighborhoods within a metropolis vary and how do these places influence inequality, opportunity and health? How do neighborhoods change through migration, gentrification, investment or disinvestment? How does crime and our criminal justice system intersect with inequality? In what ways does place provide or deny residents access to a healthful life?

Thurs Feb 18 - poverty and inequality

read:

Dreier, Place Matters, 247-274

LA promise zone <https://www.hudexchange.info/onecpd/assets/File/Promise-Zones-Designee-Los-Angeles.pdf>

Sampson, Great American City, 97-120

<http://www.pewsocialtrends.org/income-segregation/los-angeles/>

show in class:

Income statistics for All residents in Los Angeles. 2013. Retrieved from:

<http://www.city-data.com/income/income-Los-Angeles-California.html>

Central Intelligence Agency (CIA) World Book (2014). Retrieved from: <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2172rank.html>

Berube, Alan. 2014. All Cities Are Not Created Unequal. Brookings Institute. Retrieved from:

<http://www.brookings.edu/research/papers/2014/02/cities-unequal-berube>

Tues Feb 23 - mobility, migration, & community development

read:

Fernandez, Manny and Julia Preston. Dec. 8, 2015. Anxiety Grows in Texas With Syrians Due to Arrive Soon. New York Times. Retrieved at: <http://www.nytimes.com/2015/12/09/us/anxiety-grows-in-texas-with-syrians-due-to-arrive-soon.html>

Saunders, Arrival City, pgs 5-11, 76-85

Chetty, "The Impacts of Neighborhoods on Intergenerational Mobility" http://www.equality-of-opportunity.org/images/nbhds_exec_summary.pdf

Turner, "Tackling persistent poverty in distressed urban neighborhoods" <http://www.urban.org/UploadedPDF/413179-Tackling-Persistent-Poverty-in-Distressed-Urban-Neighborhoods.pdf>

Medina, J. (2013). Los Angeles Neighborhood Tries to Change, but Avoid the Pitfalls, The New York Times, August 17, 2013.

show in class:

UNHCR United Nations Refugee Agency. Stories From Syrian Refugees: Discovering the human faces of a tragedy. <http://data.unhcr.org/syrianrefugees/syria.php>

York & Fig: at the intersection of change <http://yorkandfig.com/>

Thurs Feb 25 - crime and justice

read:

Davis, Mike. 1990. "Fortress L.A." from City of Quartz

Rothstein, Richard; "The Making of Ferguson"; American Prospect; October 15, 2014; <http://prospect.org/article/making-ferguson-how-decades-hostile-policy-created-powder-keg>

Alexander, M. (2011), The New Jim Crow: Mass Incarceration in the Age of Color Blindness. NewPress. Introduction and Chapter 1.

Mejia, Brittny. November 4, 2015. After 30 years of helping gang members, Father Greg Boyle is slowing a bit but still determined. Los Angeles Times. Retrieved at: <http://www.latimes.com/local/great-reads/la-me-c1-father-boyle-20151104-story.html>

California Prop 47 https://ballotpedia.org/California_Proposition_47,_Reduced_Penalties_for_Some_Crimes_Initiative_%282014%29

President Obama Gun Control Speech, Orders Executive Action on Gun In America. January 5, 2016. Watch <https://www.youtube.com/watch?v=xlx3GEM1pQ> or read transcript: <https://www.whitehouse.gov/the-press-office/2016/01/05/remarks-president-common-sense-gun-safety-reform>

show in class:

How to have a better life – in the words of former L.A. gang members. <http://www.latimes.com/local/great-reads/la-me-homeboy-vid-20151103-premiumvideo.html> (2 minutes)

Homeboy Industries website: www.homeboyindustries.org

Tues Mar 1 - food and health

read:

Lo, Joann; "Walmart at the Crossroads: Live Better, Do Better for All of Us/The Environmental and Labor Impact of Its Food Supply Chain"; Capital & Main; June 4, 2015; <http://capitalandmain.com/latest-news/issues/labor-and-economy/walmart-at-the-crossroads-live-better-do-better-for-all-of-us-0604/>

Vallianatos, M. (2009). Food Justice and Food Retail in Los Angeles. Ecology Law Currents. Vol. 36:186-194

City of Los Angeles, Good food purchasing pledge, read pgs 1-6. http://lacity.cityofla.ac-sitefactory.com/sites/g/files/wph281/f/mayorvillaraigosa331283141_10242012.pdf

show in class:

City of Los Angeles Health Atlas, Chapter 6: http://healthyplan.la/wordpress/wp-content/uploads/2013/10/LA_Atlas_6_Health_Conditions.pdf

<http://healthyplan.la/the-health-profiles/>

Section 4: Urban Spaces

How has the physical form of cities changed over time? What are the forces that shape metropolitan areas? Why are some there more 'good' land uses in affluent and majority white areas than in lower-income and non-white areas? What types of urban form and urban planning can help make cities better places to live in? Why is housing so expensive and more people homeless? What are policies to improve housing and reduce homelessness? What are ways to expand transportation options and make streets safer? Are cities and nature at odds or can they coexist?

Thurs Mar 3 - land use

instructions: neighborhood memo #2 is due the Thursday after spring break, so groups should discuss a timeline for completing it.

read:

Fishman, *Bourgeois Utopias*, pgs 155-181

Glazer, *Triumph of the City*, 210-222

Jacobs, *The Death and Life of Great American Cities*, pgs 187-197

Pulido, L. (2000). *Rethinking Environmental Racism: White Privilege and Urban Development in Southern California*.

show in class:

Thorpe, "the world's most successful model for sustainable urban development?" <http://sustainablecitiescollective.com/david-thorpe/229316/words-most-successful-model-sustainable-urban-development>

Land use exercise in class

Tues Mar 8 & Thurs Mar 10 - spring break, no class

Tues Mar 15 - housing

read:

UCLA study identifies L.A. as most unaffordable rental market in the nation. UCLA Newsroom. August 12, 2014. Retrieved from: <http://newsroom.ucla.edu/stories/ucla-study-identifies-l-a-as-most-unaffordable-rental-market-in-the-nation>

"Culture war over the last true skid row in America" <http://www.laweekly.com/news/las-culture-war-over-the-last-true-skid-row-in-america-4880238>

What is passive building? <http://www.phius.org/what-is-passive-building-/the-principles>

skim:

City of LA rent stabilization ordinance [http://www.amlegal.com/nxt/gateway.dll?f=hitdoc\\$hitdoc_bm=000000088000000500000FC2\\$hitdoc_hit=1\\$hitdoc_dt=document-frame-set.htm\\$global=hitdoc_g_\\$hitdoc_g_hittotal=10\\$hitdoc_g_hitindex=9](http://www.amlegal.com/nxt/gateway.dll?f=hitdoc$hitdoc_bm=000000088000000500000FC2$hitdoc_hit=1$hitdoc_dt=document-frame-set.htm$global=hitdoc_g_$hitdoc_g_hittotal=10$hitdoc_g_hitindex=9)

show in class:

California Housing Partnership Corporation, 2015. *Lack of Affordable Housing Driving*

More Los Angeles County Families into Poverty. Retrieved from:
<http://chpc.net/wp-content/uploads/2015/11/23-LAHousingNeed2015.pdf>
Lopez, Steve. 2016. Finally, a smart approach to helping L.A.'s homeless, Los Angeles Times, Retrieved from:
<http://www.latimes.com/local/california/la-me-017-lopez-skid-row-20160117-column.html>
<http://www.zillow.com/>

Thurs Mar 17- transportation

instructions: turn in neighborhood group memo #2, see appendix for details.
In class we will discuss Fig Jam, an event to celebrate the past, present and future of N. figueroa street. Students will be assigned tasks for Sat Mar 19 to help set up, staff and remove safe temporary safe street infrastructure on N. Fig between Aves 50 and 60. You will observe and write a short reflection on the event, due March 24.

read:

Walker, Human Transit, pgs 23-33, 210-214
Vanderbilt, Traffic: why we drive the way we do, pgs 163-179
MoveLA future transit measure "strawman"
Gehl, Cities for People, pgs 238-241
Pucher and Buehler, City Cycling, 105-135
Burgos, R., & Pulido, L. (1998). The politics of gender in the Los Angeles bus riders' union/Sindicato de Pasajeros

show in class:

<http://revision.lewis.ucla.edu/>

Tues Mar 22 - urban nature: parks and gardens

read:

Gottlieb, "Nature in the City," Reinventing Los Angeles, pgs 26-49
Loukaitou-Sideris, "Green Spaces in the Auto Metropolis," Planning Los Angeles pgs 191-202
CA AB 551, urban agriculture incentive zones http://leginfo.legislature.ca.gov/faces/bill-NavClient.xhtml?bill_id=201320140AB551
Raya, R. and Rubin, V. (2006). Safety, Growth, and Equity: Parks and Open Space. PolicyLink. Retrieved from: http://www.policylink.org/sites/default/files/SafetyGrowthEquity-ParksOpenSpace_final.pdf

show in class:

TED Talk: http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la
(10 minutes; disclaimer about explicit language)

Thurs Mar 24 - urban nature: water and land

instructions: turn in out of class activity reflection paper for the Fig Jam festival, see appendix for details. Start working on group neighborhood memo #3, see appendix for details.

read:

Gottlieb, Reinventing Los Angeles, pgs 135-145, 159-167
Army Corps of Engineers, Los Angeles River Ecosystem Restoration Integrated Feasibility Report, pgs 22-37

Price, "Thirteen ways of seeing nature in Los Angeles," pt 1 http://www.believmag.com/issues/200604/?read=article_price and pt 2 http://www.believmag.com/issues/200605/?read=article_price

show in class:

Kudler, "A map guide to the glorious future of the los angeles river" http://la.curbed.com/archives/2014/07/a_map_guide_to_the_glorious_future_of_the_los_angeles_river_1.php#more

Groves, "Scouting out Malibu Beaches? There's an APP for that," *Los Angeles Times*, May 27, 2013, available at <http://www.latimes.com/news/columnone/la-me-malibu-beach-app-20130526-dto.0.2231733.htmlstory>
<http://oehha.ca.gov/EJ/CES2.HTML>

Section 5: Environmental Justice

How are different communities and types of people impacted differently by environmental hazards and health outcomes? How did these disparities arise and why do they persist? Has the environmental movement embraced environmental justice? What are strategies that impacted communities have used to draw attention to environmental problems and to reduce pollution?

Tues Mar 29 - environmental justice & health

read:

First National People of Color Environmental Leadership Summit. (1991). The Principles of Environmental Justice (EJ).

President William Clinton (1994). "Executive Order 12898, Federal Actions To Address Environmental Justice in Minority Populations and Low-Income Populations. February 11, 1994." Executive Office of the President of the United States.

Steingraber, Sandra; "our bodies, inscribed" in *Living Downstream*; pp. 239-259

Martinez, "Exide, Porter Ranch: a double standard," <http://egpnews.com/2016/01/exide-porter-ranch-a-double-standard/>

show in class:

<http://www.epa.gov/cleanups/cleanups-my-community>

Thurs March 31: history of environmental injustice & justice

instructions: t; start working on individual short essay #3, due thurs, apr. 7, see appendix for details.

read:

Cole, Luke and Foster, Sheila; "A History of the Environmental Justice Movement"; in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*; 2001

Lee, Trymaine; "Cancer Alley: Big Industry, Big Problems: Clusters of Poverty and Sickness Shadow America's Industrial South"; <http://www.msnbc.com/interactives/geography-of-poverty/se.html>

Gordon, R. (1999). Poisons in the fields: The United Farm Workers, pesticides, and environmental politics. *The Pacific Historical Review*, 51-77.

Pastor, M., J. Sadd and J. Hipp (2001). "Which Came First? Toxic Facilities, Minority Move-in and Environmental Justice." *Journal of Urban Affairs* 23(1): 1-21.

Tues Apr 5 - EJ communities: challenges and organizing

read:

Quach, T. , Robert Gunier, Alisha Tran, Julie Von Behren, Phuong-An Doan-Billings, Kim-Dung Nguyen, Linda Okahara et al. (2011). "Characterizing workplace exposures in Vietnamese women working in California nail salons." *Journal Information* 101, no. S1.

Cone, Marla; "Dozens of Words for Snow, None for Pollution: Perched atop the Arctic food chain, the people of the Far North face an impossible choice: abandon their traditional foods, or ingest the rest of the world's poisons with every bite"; *MotherJones*; February 2005 <http://www.motherjones.com/environment/2005/01/dozens-words-snow-none-pollution>

Ishiyama, N. (2003). Environmental Justice and American Indian Tribal Sovereignty: Case Study of a Land–Use Conflict in Skull Valley, Utah. *Antipode*, 35(1), 119–139.
AB 696: Bringing Renewable Energy to Environmental Justice Communities; <http://caleja.org/2015/07/ab-693-bringing-renewable-energy-to-environmental-justice-communities/>

show in class:

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>

Section 6: Consumption & Production

What do we buy, how is it made, who makes it, where does it come from, how did it get here, and where does it go when we're done with it? What are the social and environmental effects of globalization and global trade?

Thurs Apr 7 - global trade and supply chains

instructions: turn in individual short essay #3; start working on group memo #4, due thursday April 14, see appendix for details.

read:

Knowlton, Brian; "Globalization, According to the World, Is a Good Thing. Sort of"; *New York Times*; October 5, 2007; <http://www.nytimes.com/2007/10/05/world/05pew.html>

Timmerman, Kelsey; "Follow your labels: Your place in the global consumer chain"; *Christian Science Monitor*; July 21, 2013; <http://www.csmonitor.com/World/Global-Issues/2013/0721/Follow-your-labels-Your-place-in-the-global-consumer-chain>

Byster, Leslie A. and Smith Ted; "The Electronics Production Life Cycle. From Toxics to Sustainability: Getting Off the Toxic Treadmill"; in *Challenging the Chip: Labor and Environmental Justice in the Global Electronics Industry*; Temple University Press; June 2005
Welsh, David; "Fair Trade for the Global Garment Industry"; *New York Times*; May 20, 2015; <http://www.nytimes.com/2015/05/21/opinion/fair-trade-for-the-global-garment-industry.html>

Muldoon, "Where the Green Is: Examining the Paradox of Environmentally Conscious Consumption," <http://ase.tufts.edu/gdae/CS/Green%20Consumerism.pdf>

show in class:

<https://data.lacity.org/A-Prosperous-City/Listing-of-Active-Businesses/6rrh-rzua>
<http://www.census.gov/econ/cbp/>

Tues Apr 12 - the global comes home and gets personal: goods movement and local impacts

guest speakers:

Jessica Tovar and Angelo Logan from the Moving Forward Network

watch this video before class:

read:

East Yard Communities for Environmental Justice. I-710 Fact Sheet. Retrieve at: http://eycej.org/wp-content/uploads/2012/09/FS_I-710-11.2.09.pdf

Matsuoka, M. Democratizing Planning: How Communities are Raising their Voices to Transform the I-710 Corridor Project. http://cache.oxy.edu/sites/default/files/assets/I-710-Case-Study-final_web.pdf

Hricko, A. Progress and Pollution: Port Cities Prepare for the Panama Canal Expansion. Environmental Health Perspectives. December 2012

Global Trade, Local Impacts: Lessons from California on Health Impacts and Environmental Justice Concerns for Residents Living near Freight Rail Yards

Thurs Apr 14: in-class group work

instructions: turn in group memo #4; students will work in class in groups to plan their final memo and group presentation.

Tues Apr 19: in-class group work

instructions: turn in one-2 page outline of final individual paper, students will consult with professor and work on their individual research in class

Thurs Apr 21 - student presentations

instructions: turn in final group neighborhood report
group presentations day 1; see assignment prompt for instructions

Tues Apr 26 - student presentations

instructions: turn in individual short essay #4 on class reflections
group presentations day 2

Thurs Apr 28 - voting and reflections

instructions: voting on group policy proposals and reflections on class

Thurs May 5 - final individual policy paper and ordinance due

Appendix: Assignment Prompts

Individual Short Essay #1 – Reflections on Cities: Due Jan 28

5% of grade; 2 pages, single space, 12 point font, 1 inch margins

Due before class in Moodle course website and bring a hard copy to class

Write your essay to address the following questions:

1. What city do you consider your hometown? Briefly describe this town/city.
2. What is your family history? How did your family migrate to your hometown?
3. What were some positive and negative aspects of your hometown?
4. What are ideal characteristics of a city?
5. How does Los Angeles compare to your hometown and/or your ideal characteristics of a city?

Group Neighborhood Memo #1 - : Due Feb 4

5% of grade; 2-4 pages of text (excludes graphics), single space, 12 point font, 1 inch margins

At least, 2 citations from different course readings must be incorporated

Due before class in Moodle course website and bring a hard copy to class

In class, we will create teams of 4-5 students for the neighborhood group project.

Neighborhoods for Mark's section:

Chinatown, Cypress Park, Downtown, Boyle Heights or Silverlake

Neighborhoods for Karna's section:

Historic South Central, Koreatown, Pacoima, Santa Monica, and Watts

Describe the geography and history of your neighborhood:

- where is it situated within Los Angeles
- what are the boundaries of the neighborhood
- provide a map
- historically and currently, what is this area known for
- what are some landmarks in the neighborhood
- describe the typical land uses in the neighborhood
- describe the presence or absence of nature, parks, and green space

From your research and/or site visit describe:

- whether and how the neighborhood is changing
- observations about the built environment and socioeconomic indicators

Resources:

<http://maps.latimes.com/neighborhoods/>

<http://zimas.lacity.org/>

www.socialexplorer.com

<https://www.lacity.org/for-businesses/planning-and-zoning/gis-maps-and-statistics>

Individual Out-of-Class Activities Reflection Paper - Homeless Count: Due Feb 4

5% of grade; 1 page, single space, 12 point font, 1 inch margins

Describe the out-of-class activity and how you participated. Explain what you learned about urban or environmental issues. Provide feedback on whether this activity was a valuable experience (explain why or why not) and how it could be improved.

Individual Short Essay #2 - Ecological Footprint: Due Feb 11

5% of grade; 2 pages, single space, 12 point font, 1 inch margins

Due before class in Moodle course website and bring a hard copy to class

Calculate and print your ecological footprint calculation:

http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint

In your essay, answer the following questions:

1. How many "Planet Earths" are needed to provide resources for your activities?
2. How many global acres of the Earths' productive area are needed to support your lifestyle? What were the top three types of land needed?
3. What were the types of resources that you used the most and the least?
4. What were some of the scenarios suggested to change your footprint? What suggestions do you think that you would or would not implement and why?
5. Share any other reactions regarding this information on your ecological footprint (was the information surprising or influential to make any life changes?).

Group Neighborhood Memo #2 - Demographic Data: Due Mar 17

5% of grade; 2-4 pages of text (excludes graphics), single space, 12 point font, 1 inch margins

At least, 2 citations from different course readings must be incorporated

Due before class in Moodle course website and bring a hard copy to class

Describe the demographics and social conditions of your neighborhood:

- population/density
- median income
- poverty rate
- race/ethnicity
- age
- education
- housing
- transportation
- crime

From your research and/or site visit describe:

- initial policy ideas for a diverse, inclusive neighborhood

Resources:

<http://maps.latimes.com/neighborhoods/>

<http://healthyplan.la/the-health-profiles/>

<http://www.zillow.com/los-angeles-ca/home-values/>

<http://www.zillow.com/los-angeles-ca/schools/>

<http://www.cde.ca.gov/ds/>

Individual Out-of-Class Activities Reflection - Paper Fig Jam: Due Mar 24

5% of grade; 1 page, single space, 12 point font, 1 inch margins

Describe the out-of-class activity and how you participated. Explain what you learned about urban or environmental issues. Provide feedback on whether this activity was a valuable experience (explain why or why not) and how it could be improved.

Group Neighborhood Memo #3 - Environmental Data: Due Mar 31

5% of grade; 2-4 pages of text (excludes graphics), single space, 12 point font, 1 inch margins

At least, 2 citations from different course readings must be incorporated

Due before class in Moodle course website and bring a hard copy to class

Describe the applicable environmental conditions of your neighborhood:

- air
- land
- water
- pollution
- waste
- climate change
- environmental hazards/exposure
- health hazards/outcomes

From your research and/or site visit describe:

- initial policy ideas for an environmentally sustainable neighborhood

Resources:

<http://oehha.ca.gov/EJ/CES2.HTML>

<http://www.epa.gov/cleanups/cleanups-my-community>

<http://healthyplan.la/the-health-profiles/>

<http://revision.lewis.ucla.edu/>

Individual Short Essay #3 - You are what you eat and buy: Due Apr 7

5% of grade; 2 pages, single space, 12 point font, 1 inch margins

Due before class in Moodle course website and bring a hard copy to class

For one meal, write down everything that you ate.

- What country or city did this food originate from?
- Describe if the food was processed or unprocessed
- If you ate processed foods, write down the ingredients for three of these products
- Go to goodguide.com and see if any of these products are rated (scale 0-10, with 10 safer for the environment)

Select three personal care products (e.g. shampoo, makeup, lotion, laundry soap, cleaning products, etc.) and list the ingredients on the back of the products.

- Go to goodguide.com and see if any of these products are rated (scale 0-10, with 10 safer for the environment)
- Go to safecosmetics.org and check if there are any chemicals of concern

Write about the results of these two activities and discuss your reaction to this information. In your opinion, what type of product information would be useful for consumers?

Group Neighborhood Memo #4 – Economic Data: Due Apr 14

5% of grade; 2-4 pages of text (excludes graphics), single space, 12 point font, 1 inch margins

At least, 2 citations from different course readings must be incorporated

Due before class in Moodle course website and bring a hard copy to class

Describe the applicable economic conditions of your neighborhood:

- what are the major types of industries and businesses
- employment and unemployment data
- job density, employment access, and commuting
- what are the major modes of transit and commerce, e.g. airports, ports, railroads, etc.
- how is this neighborhood connected to the regional and global economy

From your research and/or site visit describe:

- initial policy ideas for an economically sustainable neighborhood

Resources:

<http://healthyplan.la/the-health-profiles/>

<http://revision.lewis.ucla.edu/>

<https://data.lacity.org/A-Prosperous-City/Listing-of-Active-Businesses/6rrh-rzua>

<http://www.census.gov/econ/cbp/>

Group Final Neighborhood Report: Due Apr 21

15% of grade; 10-15 pages of text (excludes graphics), single space, 12 point font, 1 inch margins

At least, 8 citations from different course readings must be incorporated

Due before class in Moodle course website and bring a hard copy to class

Write the group final neighborhood report to include:

1. Introduction
2. Neighborhood Overview
3. History
4. Demographic Data
5. Environmental Data
6. Economic Data
7. Policy Issues
8. Recommendations
9. Conclusion
10. Appendix
11. Resources/Bibliography

Group Final Neighborhood Presentation: Due Apr 21 & 26

5% of grade; 15 minutes for the presentation, each member of the group must speak, maximum 8-10 Power Point slides

For your group final presentation:

1. Introduce yourselves and your neighborhood
2. Describe the location and unique history of your neighborhood
3. Describe the most interesting findings about the demographic, environmental, and economic data
4. Discuss your policy issues and recommendations

Individual Short Essay #4 – Final Reflection: Due Apr 26

5% of grade; 2 pages, single space, 12 point font, 1 inch margins

Due before class in Moodle course website and bring a hard copy to class

Write about a formative moment in the class. Recall a moment during the semester when your understanding of an issue changed most significantly. What changed? How does the institutional contexts of the issue relate to you and your personal/family/cultural identity?

Individual Policy Paper & Ordinance: Due May 5

20% of grade; 8-10 pages of text (excludes graphics), single space, 12 point font, 1 inch margins

At least, 5 citations from different course readings must be incorporated

Write about a policy issue that affects Los Angeles socially, spatially, and/or environmentally. Discuss the history of this issue, various perspectives on the issue, and how it affects the city/county (include some data or statistics, if available). Propose some policy solutions and recommend one solution to become an ordinance. As part of this paper, draft an ordinance for the City of Los Angeles. [A template for an ordinance will be discussed/ shared in class]