

Urban and Environmental Policy 101

Society & Environment

Spring 2024

Course Information

Section 1 (Professor Cahen): Tuesday and Thursday 10:05-11:30 am in Johnson 302

Section 2 (Professor McGuffie): Tuesday and Thursday 10:05-11:30 am in Johnson 305

Office Hours

Professor Joshua McGuffie (he/him)

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

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

mcguffie@oxy.edu

Professor Claire Cahen (she/her)

(Office location in the UEP Department, 1882 Campus, #107)

Tuesday/Thursday 3 – 5 pm or by appointment. Please email to set up a time.

cahen@oxy.edu

Course Overview: What is this course about?

This course is an introduction to 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. 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. **As the semester unfolds, additional joint sessions may get scheduled. Syllabus will be updated on Moodle.**

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:
 - **Large class discussions (5%):** Engagement in class discussions and full class synchronous meetings
 - **Class facilitation (10%):** 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 (5%):** 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.
 - **Moodle Reading Forums (5%)** Please see above for Moodle forum details. Remember, posts will be due before each meeting of the class unless noted otherwise.

- **Your Local Neighborhood Observation Paper (15% of grade):** There is one paper assignment based on your observation walk in your community. Paper prompts will be posted to Moodle. The paper is to be **submitted on Moodle by 11:59 on Thursday, February 22.**
- **Midterm Exam (20% of grade):** Midterm will be due on **Thursday, March 7.** Since the midterm will be due, **we will not have a class meeting on the 7th.** More details will be discussed in class closer to the date.
- **Field Trip and Reflection Paper (15%):** The class will take a field trip on Saturday, March 23, and will screen a mandatory movie (Inundation District) on Monday, March 25. A short 2-3 page reflection paper on the field and movie will be due on **Tuesday, April 9.** For this reflection paper, you will write in your own voice and consider what you learned during the field trip/ movie. You should touch on what surprised you and what did not, and draw out the links that you saw between the field trip and the movie.
- **Event / Speaker Attendance and Reflection (5%):** Attend a public event or a presentation given by a public speaker broadly relevant to the course, on-campus or off-campus, and write a 1–2-page reflection for each about the event, integrating topic ideas and/or sources from class. **Due Tuesday, April 30** by 11:59 pm. Turning in these reflections early is encouraged. *Attending online events is permitted, but check with the instructor first.*
- **Final Paper (20% of grade):** Final papers are **due on Thursday, May 9 at 11:59 pm** You must upload your paper to Moodle. Papers should be between 5-7 pages, double-spaced, 12-point font. A paper prompt and grading rubric will be passed out and discussed in class.

Summary of Weekly and Summative Assessments with Due Dates

Assignment	% of Grade	Due Date
Moodle Readings Forums	5%	9am before each class meeting
Neighborhood Observation Paper	15%	Thursday, February 22 by 11:59pm
Midterm Exam	20%	Thursday, March 7 by 11:59pm
Field Trip/Reflection	15%	Tuesday, April 9 by 11:59pm
Event / Speaker Reflection	5%	Tuesday, April 30 by 11:59pm
Final Paper	20%	Thursday, May 9 by 11:59pm

Late Assignment Policy

Timely submission of assignments is important for UEP 101. That said, we understand that unwelcome events crop up without warning and every student in this course is automatically granted a 5-day, penalty-free extension on two assignments.

All other late work will be marked down one letter grade (e.g., from B to B-) for each 24-hour period that it is late. If you find yourself struggling to keep up with your work and assignments, please communicate with us as soon as possible and we will work out a plan. Similarly, if you must miss a synchronous class due to reasons of faith or conscience, please communicate with us as early in the semester as possible.

Class Schedule, Readings, and Assignments

Readings and course materials should be completed for discussion for classes listed below. Please note that readings may change; check Moodle for the latest reading assignments. Although the reading links have been tested; some links may no longer work. When this happens, look up the title of the document. Often there are “snapshots” of the sites still accessible. If you cannot find it, please ask your instructor or email schico@oxy.edu

Course Schedule

Tuesday, Jan. 23

Introduction to the Course - Urban and Environmental Policy in a Time of Climate Change.

UEP INTAKE ASSESSMENT - please bring a laptop or tablet to class to complete this assignment:

https://oxy.qualtrics.com/jfe/form/SV_1SWdVN2K2Zj4HUG

Thursday, Jan. 25

What and where is the environment?

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

Jenny Price. “13 Ways of Seeing Nature in Los Angeles” 2006. pgs. 1-26

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

Brolin, Brent C. (1972). “**Chandigarh Was Planned by Experts, but Something Has Gone Wrong.**” *Smithsonian* 3(3): 56-63.

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

Tuesday, Jan. 30

Cultural Foundations of the Environment

Lynn White, Jr. “[The Historical Roots of Our Ecologic Crisis](#)” in *Science*. Vol. 155, No. 3767 (March 1967), pgs. 48-54

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

Thursday, Feb. 1:

Urban Framing

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:

[Soja, Edward. 1989. "It All Comes Together in Los Angeles," Chapter 8 in Postmodern Geographies. Pp.190-221.](#)

Tuesday, Feb. 6

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/1wSGnBLI2KLOfEf6o1Rn2K-ollc4IBY3q/view?usp=share_link

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

<https://vimeo.com/133506632>

Thursday, Feb. 8

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.

Wallace C. Turbeville, [The Detroit Bankruptcy](#), November 20, 2013

Watch [John Oliver Argues for Reparations for Black Americans With LA's Manhattan Beach Case \(Video\) \(thewrap.com\)](#)

Tuesday, Feb. 13

Children and the Environment

Hart, R. (1986). The Changing City of Childhood: Implications for Play and learning;

https://cerg.commons.gc.cuny.edu/files/2013/11/Hart_The-changing-city-of-childhood_implications-for-play-and-learning-@The-1986-Catherine-Molony-Memorial-Lecture1.pdf

Alex Spiegel and Lulu Miller. World With No Fear (NPR interview);

<https://www.npr.org/2015/01/16/377517810/world-with-no-fear>

Thursday, Feb. 15

Your Neighborhood Walking Exercise – **NO CLASS, DO YOUR WALK TODAY**

Walking observation exercise. Refer to the prompts for the walk and the associated readings. Be prepared to share and discuss in class on Tuesday, Feb. 21.

“Place & Privilege: Telling Stories about Places that Aren’t Yours”. *Progressive LA*. 3/28/19, https://www.progressivecity.net/single-post/2019/03/28/PLACE-PRIVILEGE-TELLING-STORIES-ABOUT-PLACES-THAT-AREN-T-YOURS?utm_campaign=3ddcd599-9cb5-478b-bfb1-21e7cab51b37&utm_source=so

Pulido L, Barraclough, L, and Cheng W; Introduction and Northeast Los Angeles chapters from *A People’s Guide to Los Angeles*; 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. 20

Movements for Environmental Justice/Race and the Environment

Note: We will recap experiences from the neighborhood walks in class today as well as discuss the assignment that is due based on the walks.

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-science-research-on-race/article/toward-a-critical-environmental-justice-studies/804B88CD36120349E0027EBC0D59D05E>

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. 22

“Salton Sea Lithium Deposits Could Help EV Transition, Support Economically Devastated Area.” *PBS NewsHour*, 24 Jan. 2023, <https://www.pbs.org/newshour/show/salton-sea-lithium-deposits-could-help-ev-transition-support-economically-devastated-area>.

Jerez, Bárbara, et al. "Lithium Extractivism and Water Injustices in the Salar de Atacama, Chile: The Colonial Shadow of Green Electromobility." *Political Geography*, vol. 87, May 2021, p. 102382. *ScienceDirect*, <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>

Tuesday, Feb. 27

Farmworker Health

Nash, Linda; "'Purity and Danger': Historical Reflections on the Regulation of Environmental Pollutants;" *Environmental History*, 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." *Science, Technology, & Human Values*, 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." *Geoforum*, vol. 116, Nov. 2020, pp. 50–62. *ScienceDirect*, <https://doi.org/10.1016/j.geoforum.2020.07.007>.

Thursday, Feb. 29

Product Exposure and Environmental Health: Occupational and Consumer Considerations

JOINT CLASS

Guest lecturer: BWW

WATCH Prof. Bhavna Shamasunder's recording

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](#)

Tuesday, Mar. 5

Transportation and the Development of Cities

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

Thursday, Mar. 7

Midterm Exam

Tuesday, Mar. 12

NO CLASS, SPRING BREAK!

Thursday, Mar. 14

NO CLASS, SPRING BREAK!

Tuesday, Mar. 19

Building a Healthy and Just City - JOINT CLASS OUTDOORS

Sponsored by the Remsen Bird Fund and the CCBL.

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

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>

Thursday, Mar. 21

Water

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/>

Saturday, Mar. 23

Field Trip: Griffith Park (Travel Town) & LA River (Glendale Narrows)

Tuesday, Mar. 26

No Class

Thursday, Mar. 28

No Class

Tuesday, April 2

Carcerality – JOINT SESSION, Lower Herrick

Watch A Prison in Twelve Landscapes by Brett Story

Judah Schept, 2022, “Capturing Appalachia,” Coal, Cages, Crisis

Thursday, Apr. 4

Food Systems – JOINT SESSION

Guest Speakers: Sharon Cech, Rosa Romero, UEPI

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

http://lacity.cityofla.acsifactory.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; *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; <https://www.ehn.org/black-farming-food-sovereignty-2645479216.html>

Tuesday, Apr. 9

Plastics and Waste

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.” *International Journal of Environmental Research and Public Health*, vol. 18, no. 16, 2021, pp. 8488-. *oxy.primo.exlibrisgroup.com*, <https://doi.org/10.3390/ijerph18168488>

[Liboiron, Max, “How Plastic is a function of Colonialism”; *Teen Vogue*; How Plastic Is a Function of Colonialism | Teen Vogue; December 21, 2018](https://www.teenvogue.com/story/2018/12/21/how-plastic-is-a-function-of-colonialism/)

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

Optional:

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

Thursday, Apr. 11

Green New Deal for Public Schools

Green New Deal for K-12 Public Schools, Available at:

https://www.climateandcommunity.org/_files/ugd/d6378b_cc4acbe032604498a666f10f4795b11a.pdf

Tuesday, April 16

Sustainability(?)

Rita Kampalath – Los Angeles County Sustainability

Sponsored by the Remsen Bird Fund.

Thursday, Apr. 18

Nuclear Energy JOINT SESSION – led by Prof. McGuffie

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

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. 185 - 203.

Tuesday, Apr. 23

NO CLASS, FOUNDERS DAY

Thursday, Apr. 25

Climate Challenges

[Intergovernmental Panel on Climate Change 2021 report for policymakers](#)

Sachs, Jeffrey. “A Bold Bid for Climate Justice”. Watch the 23-minute video and read the commentary article. January 11, 2018 <http://www.cnn.com/2018/01/11/opinions/new-york-city-bold-bid-for-climate-justice-opinion-sachs/index.html>

[The Climate Game](#): *The Financial Times*

Tuesday, April 30

Solutions, Connections, and Intersections

Be prepared to discuss course themes in class as we conclude the semester.

Finals Week

Final Paper Due— Thursday, May 9

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 the practice of [land acknowledgment](#).

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

UEP 101 satisfies a [CPUD](#) requirement.

COVID-Specific Policy

The most recent guidance on COVID-related policies can be found here: <https://www.oxy.edu/back-oxy>

“Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow all applicable College policies, and wear a high-quality mask when around other individuals for 10 days.”

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.

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 resource**, 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. 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 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-wellness-center>
*Emmons can also help you locate resources out-of-state.

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 the Occidental community are committed to upholding 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 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 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/academic-ethics/academic-misconduct>

AI Policy for Assignments

Intellectual honesty is vital to an academic community and for the fair evaluation of all coursework. All work submitted in this course must be your own. Part of being a scholar in college involves honing your writing skills. **You may not make use of ChatGPT or other generative artificial intelligence composition software for any written assignments in this class.**

Title IX statement, and statement of the role of a 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)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at:

<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 or call 323-259-1338.

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 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 identified 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 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-visual and chat portions of each class may be recorded and then stored on the College's servers. Recordings will

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 & justice work is to dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let your instructor know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

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.

A: 93 – 100, A-: 90-92, B+: 88-90, B:83-87, B-: 80-82, C+:78-80, C: 73-77, C-: 70-72, D+: 68-70, D: 63-67, D-: 60-62; F: <60

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. The 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; the 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 does not evidence adequate understanding, analysis, or preparation.

Student often misses assignments and class discussions.

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

Grade F:

Student fails to meet the minimum requirements of the course Participation—little to no participation