

URBAN & ENVIRONMENTAL POLICY/POLITICS 301
URBAN POLICY AND POLITICS
 Fall 2021

Tuesday and Thursday 10:15-11:40 am

Instructors:

**Rick Cole (he/him/his),
 Seva Rodnyansky (he/him/his)**

Teaching Assistant: Jack Conroy

Instructor	Cole	Rodnyansky	TA: Jack Conroy
Classroom	Treehouse South	UEPI Conference Room (1882 Campus Road)	
Office Hours Time	T/TH after class (1140am – 1pm)	W: 10:15am – 12pm F: 12:30 – 2:30pm Sign up here	T/TH 1-230pm
Office Hours Location	UEP Conference Room	UEP #205	TBD
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This Syllabus is subject to change throughout the semester. Students will be notified if the syllabus changes. The most updated copy is the one posted on Moodle.

What This Course is About

This seminar course focuses on the origin and dynamic development of cities. It explores the causes, symptoms and solutions to such urban challenges as poverty, affordable housing, transportation, policing, environmental justice, segregation and gentrification. It also explores how cities are governed, how power shapes policy and how power is won. It will also touch on the larger global context of urbanization.

For the first time in history, a majority of the earth’s human population lives in cities. America passed this milestone a hundred years ago – and now about 80 percent of the population lives in urbanized areas (although a majority of those live in suburbs). There are clearly lessons and models for the rest of the world to be found in the past and present of America’s cities.

After decades of lamenting an “urban crisis” of disinvestment, shrinking populations, racial strife and poverty, most American cities have seen a resurgence in urban vitality. Urbanists, planners, mayors, developers, and others are promising that strong cities can unleash productivity, bring diverse people together, and even save the planet.

Yet this has spawned what Richard Florida, the author of one of the three texts we will use, calls “the new urban crisis.” Long-standing issues such as concentrated poverty and stark inequality have been exacerbated. The specter of gentrification and displacement highlights the tensions of who benefits from economic dynamism.

The class will emphasize what is and can be done to address these challenges. Who wields power? We will examine how the interplay of movements, interest groups, and institutional inertia shapes policies that directly affect the lives of millions. We’ll explore new efforts to shift power and formulate and implement policies to create cities that work for everyone.

The course also emphasizes writing. This skill will be critical to you whether you seek to be an advocate, analyst or policy professional. Instead of academic term papers, you will be producing reviews, editorials, reports and interviews.

There's been a great deal of research and writing about urban problems in the past few years. Most of the readings for this course draw on up-to-date research and thinking. But we want to make space for new voices and welcome your contributions to that effort. At the same time, many of the urban problems we face today are not new. People have been thinking about urban problems for many years. We can learn a great deal from the urban thinkers of the past as well.

The major questions addressed in this seminar include the following:

1. As the U.S. has changed, so has the shape, function, and number of cities and metropolitan areas. How have these changes come about? How and why did the suburbs grow, especially after World War II? How has the physical shape of metropolitan areas -- its architecture, roads, residential areas, open spaces, factories, stores, offices, neighborhoods, downtowns -- changed? What impact have these changes had on how people live their lives?
2. Are there certain “urban” characteristics -- economic, social, political, psychological -- common to all cities and metropolitan areas? What is meant by the term "new urban crisis?" Does it affect all urban areas in the same way? How has the distribution of wealth and power in the larger society influenced the economic, social, and physical conditions of cities and metro areas? What are the causes of urban poverty and racial segregation?
3. Why don't cities and urban policies play a larger role in our national political life? Why isn't there a national urban policy designed to help strengthen and improve cities? Should policies help individuals wherever they happen to live? What approaches have been tried? What works? What hasn't? Why? How do we assess proposals to deal with our urban problems? Can innovation and experimentation at the local level successfully forge new solutions to long-standing challenges such as poverty and employment, housing and homelessness, public health, transportation and environment, racial segregation? What are the current policy debates regarding these and other issues?
4. How are cities governed? Who runs our cities? Business? Local politicians? Neighborhood groups? Developers? Bureaucrats? Unions? No one? What are the different ways that cities and metro areas are governed? What powers should cities have? Regions? States? What difference does it make?

5. What can we learn from cities around the globe? What are the similarities and differences between Los Angeles, New York, Seattle, Boston, Atlanta, San Francisco, Chicago and Paris, Copenhagen, Toronto, Mexico City, Cairo, Nairobi, and Beijing? What responsibility do we have as global citizens to model responsible, sustainable policies and politics?

Student Learning Outcomes:

1. Highlight the key contemporary urban policy challenges and their potential solutions
2. Understand how and why local government and governance works or does not work
3. Write succinctly and persuasively about urban topics in a range of formats
4. Engage in thought-out, data supported group discussion on urban topics
5. Explore varied paradigms for understanding and acting upon urban challenges
6. Recognize the use case for different types of sources and sieve through them
7. Taking aspirational policy and making it accessible and actionable

Credit Hour Policy

UEP 305 is a 4-unit course with a 0-unit lab associated with the course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time and in-lab time) on average.

Books to Purchase

You should purchase the following books, available at the college bookstore:

- Richard Florida, *The New Urban Crisis*, Basic Books (2018)
- Dreier, Mollenkopf, and Swanstrom, *Place Matters: Metropolitcs for the 21st Century*, 3rd edition (2014)
- Shane Phillips, *The Affordable City*, Island Press (2020)

Website Readings and Media

Beyond the texts, most of the readings for this source will be found on the Moodle website for UEP 301. The course readings to be found on the website are marked with an asterisk (*). It is each student's responsibility to get these readings from the website. Class discussion will draw on these videos, slides shows, charts and articles from magazines, newspapers, journals and other sources, so make sure you have sufficient time to download and watch or read them!

The weekly schedule / readings section below lists the specific required and optional readings.

A list of helpful topical websites and twitter handles is below as well.

Course Requirements and Assessment

The class is meant to immerse you in the vibrant life of cities – and to help you step back and analyze the history, long-term trends, and ongoing power struggles of urban life, with particular emphasis on governance – not just government, but the civic life and activism that spurs dynamic change.

I will keep lecturing to a minimum, instead seeking to weave my experience and insights into our class discussions. We will have several guests with the goal, again, of participating in lively interchange, rather than lecturing.

You will be expected to:

- *attend and participate in every class*
- *read or watch the required material prior to class*
- *complete the assignments on time*

... in each case subject to legitimate excuses, preferably notifying me in advance

As you know, the college expects you to spend at least 12 hours a week on this course, including class time.

By the time you are my age, three out of every four people on the planet will live in urban areas. We want you to become informed, confident, and engaged citizens of the world you will be living in. Your effective and strategic action stems from a strong foundation of critical thinking skills. We want you to understand the amount of time, the commitment to analysis, and the depth of thinking it takes to consider any topic or issue thoroughly. In the end, We wish for you to become skilled, deep, and confident thinkers. All aspects of this course are designed to build these skills and habits because, in the long run, the person you become at the end of this class—or at the end of your career at Oxy— matters more than any grade you receive.

That said, grades are tools to spur your commitment to mastering the material in this course, a measurement of your engagement with the ideas and the skills you are developing.

Your grade will be based on the following:

1. **Class participation:** This class is primarily structured around reading, writing and critical thinking. Active class participation is key to your engagement with the material. **30% of your grade** will be based on your class participation. You are **expected to do the readings on time and contribute to class discussions**. We will call on you whether you raise your hand or not.

You are also **assigned three discussion questions and/or reaction comments** based on the assigned readings **to be posted on the Moodle site by 9 am the day of class**. The class is **divided into Tuesday and Thursday groups** for these assignments.

Rubric for discussion questions/comments on the reading: When doing the reading, think about the issues you want to discuss in class and cite the readings that are the basis for your questions/comments.

Most of the readings are short articles with little or no technical jargon. A few readings are more difficult and will take more time to digest. In addition to the required reading/watching, I've included optional resources that you are encouraged to review. We encourage students to debate and disagree -- but to do so based on information and evidence as well as your own values.

a. Extra credit is given for volunteer group reports for presentations to class.

- b. **Class bike ride** (optional): we will plan for an optional class bike ride to see urbanism in action in the Northeast Los Angeles area. More info forthcoming throughout the semester.
2. **30%** of your grade will be based on **three written essay assignments** based on the course readings and videos. UEP 301 is a junior writing seminar. You will be assigned three short (3 to 4 page) papers, based primarily on the readings.

One will be on a topic of your choosing, the second will be a newspaper editorial or op-ed; and the third will be a policy recommendation for elected officials. All papers should be typed, doublespaced. Proofread your papers. Check for correct spelling, punctuation, grammar. Put your names on the first page. Cite your sources in the essay (Author: Page Number) and in the bibliography (Author, Title, Publisher, Date) for the first paper. Examples or statistics should be used to illustrate your major points, not as a substitute for critical analysis.

The first assignment (due September 24) will be on a thesis of your choice based on the readings from the first six class topics: 1) How we got here: 20th Century cities; 2) What Shapes Cities?; 3) The New Urban Crisis; 4) How National Policy Shapes Cities; 5) Who Owns Our Cities? Economics Shape Everything Else; 6) Structure of Governance and Power. Drawing on the readings for these class sessions, choose a clear thesis you wish to assert (e.g., “Richard Florida fails to address the racial dynamics of gentrification in his book *The New Urban Crisis*” or “President Biden’s ambitious housing plan is unlikely to be adopted” or “The Cheonggyecheon River restoration is a model for restoring the LA River.”) Address counter-arguments to your thesis – are they valid and to what extent?

For the newspaper editorial or op-ed: On the Moodle site (below our class readings), there are examples of Los Angeles Times editorials to guide you on length and language. The assignment is to write 600-1000 words taking a stance for or against a particular policy choice. For simplicity, please choose a topic related to housing or homelessness (still a broad area.) You may draw from what we’ve covered in class. You may do some research on current controversies/proposals in the LA region. But take a position and defend it. As with the first paper, address counter-arguments to your thesis – are they valid and to what extent. This is not an academic or analytic paper. You are seeking to *persuade*. Still, it doesn’t hurt to cite credible sources (but remember your audience is the general public when choosing who they might find credible.)

If you are not familiar with the terms, an editorial is the third person voice of the newspaper, written by one or more of the editorial staff. An op-ed is a personal opinion that reflects the author’s own voice. You can write it as if you were an expert in the housing and homelessness field, or in your own voice as a student, reflecting your personal experience or viewpoint. But remember, this is written to a general (not a student) audience and you aim to be as persuasive in your tone, examples, and arguments as possible.

The third assignment (due December 8) will be a policy recommendation for elected officials. You will use the Santa Monica Policy Playbook as a resource. You will select and make a recommendation on a proposal to address affordable housing. We will go into

greater detail on the format and topic for this assignment in our class session on November 16.

First essay due by **Friday, Sept. 24**; Newspaper Editorial by **Friday, Oct. 22**; Policy Recommendation by **Wednesday, Dec. 8**

3. **15%** of your grade will be based on your written observations and analyses **of two public events dealing with issues raised in the course** – housing, displacement, the minimum wage, policing, zoning, transportation, public health and the environment, and other topics. You will be expected to attend two meetings, rallies, public hearings, or other public events, record your observations of these events, and write a short evaluation of the different perspectives and political sides of the issue. **These events need to be off campus.** Your write-ups should include not only descriptions of these events but also analysis, linked to the topics and readings in this course. If you learn about such events, please share them with the rest of the class. The written observations/analysis should be two-to-three pages in length, doublespaced. Identify where and when you attended these events. Hand in the assignment within one week of the event. It is obviously OK if more than one student attends the same event, but we expect each student to write his/her own paper based on her/his own observations and analysis. We will penalize students whose papers appear to be too similar in content. One is due by **Friday, Oct. 8**, the second by **Friday, Nov. 8**.
4. **15%** of your grade will be based on observing at least two hours of a City Council meeting of one of the 88 cities in Los Angeles County and then contacting and interviewing one of the members (Mayor or Councilmember). Here are the minimum questions you should ask (you are free to ask others):
 - Why did you seek your current office?
 - What are the main issues you focus on?
 - What are your goals for 2021?
 - What are the pressures of serving in elective office?
 - What advice would you give to someone considering running for local elected office?This assignment is due by **Wednesday, Nov. 24**.
5. **10%** of your grade will be based on your review of one of the films listed below (see Film List), which you can watch on your own time. Review the film critically: what worked about the film and what didn't? What was missing, what was overemphasized?

The review should be three pages long (double-spaced). Don't pick a film you've already seen or is assigned for another course you're currently taking. Don't spend more than a paragraph summarizing the film. Instead, focus on how the film is relevant to the concepts we're discussing in class. On your paper, indicate when and where you saw the film. This assignment is due by **Friday Oct. 29**. Most of these films are available in the library and/or online. The trailers are hyperlinked for you to review to make a selection.

Film List

- [“Crash”](#) — the 2004 Academy Award winner for Best Picture about the racial and social

tensions in Los Angeles, inspired by a real-life incident

“[Fruitvale Station](#)” -- a 2013 dramatic film based on events leading to the death of Oscar Grant, a young man who was killed in 2009 by a Bay Area Rapid Transit officer in Oakland.

- “[Citizen Jane](#)” – this documentary recounts the epic battle between “power broker” Robert Moses and visionary critic Jane Jacobs over bulldozing neighborhoods in New York.
- “[City of Hope](#)” – This is a fictionalized story about a real city in New Jersey and how white and black politicians, community activists, and developers promoted and fought against gentrification.
- [Blade Runner](#) -- This 1982 Ridley Scott dystopian film projected what L.A. would look like in 2019
- “[Do The Right Thing](#)” -- Spike Lee's famous film about daily life in the Brooklyn ghetto in the early phases of gentrification and has an Oxy alum as one of the actors.
- “[Quinceañera](#)” – a 2006 dramatic film, set in the LA neighborhood of Echo Park (not far from Oxy) in the early stages of gentrification. It follows the lives of two young [Mexican American](#) cousins who become estranged from their families.
- [Chinatown](#) – iconic 1974 film noir version of how LA got its water that won an Academy Award for best screenplay
- “[The Pruitt-Igoe Myth](#)” – This documentary tells the story of the transformation of the American city in the decades after World War II, through the lens of the infamous Pruitt-Igoe housing development and the St. Louis residents who called it home
- “[Who Killed the Electric Car?](#)” -- a documentary that investigates the birth and death of the electric car, as well as the role of renewable energy and sustainable living in the future.
- “[Taken for a Ride](#)” – a documentary about why mass transportation declined dramatically in American cities in the 1950s and 1960s. You’ll be surprised to learn the answer.
- “[The Times of Harvey Milk](#)” – a 1984 documentary about the first openly gay American to get elected to a major political office – San Francisco’s Board of Supervisors.
- “[Daley: The Last Boss](#)” – a documentary about Chicago Mayor Richard Daley, who ran the city like it was his fiefdom, earning him the reputation as a political “boss.”
- “[Building Hope](#)” – a documentary about the history and accomplishments of community development corporations
- [Detropia](#) – a grim 2013 documentary as Detroit hit bottom with depopulation, disinvestment and bankruptcy.
- “[Urbanized](#)” – a 2011 documentary that introduces urban planning and design by interviewing some of the top thinkers and leaders in the field, and taking you around the globe to see how innovation in design has created better cities.
- “[Boom – The Sound of Eviction](#)” – A documentary about community activists and tenants rights organizations fighting gentrification in the Mission District of San Francisco.
- “[Save the Farm](#)” and “[The Garden](#)” – These are two documentaries about how Latino families, politicians, a wealthy developer, environmental activists, and celebrities collide over the fate of a community farm in South Los Angeles, the largest urban garden in the country.
- “[The Human Scale](#)” -- the Danish architect and professor Jan Gehl has studied human behavior in cities through 40 years, documenting how modern cities repel human interaction, and argues that we can build cities in a way, which takes human needs for inclusion and intimacy into account.

- **LA Plays Itself** – a light-hearted 2003 litany of the ways Los Angeles has been featured in films.
- **“This Changes Everything”** -- Inspired by Naomi Klein’s book, the documentary presents portraits of communities on the front lines of the climate crisis, from Montana’s Powder River Basin to the Alberta Tar Sands, from the coast of South India to Beijing.
- **“Where To Invade Next”** -- Documentary filmmaker Michael Moore visits various countries to examine how Europeans view work, education, health care, sex, equality, and other issues.

Summary of assignments and assessment:

Assignment Name	Due Date (by 9am PT)	% of Course Grade
Essay 1: Topic of your choice	Friday Sept. 24	30%
Essay 2: Newspaper Editorial	Friday Oct. 22	
Essay 3: Policy Recommendation	Wednesday Dec. 8	
Public Event Report 1	By Friday Oct. 8	15%
Public Event Report 2	By Friday Nov. 12	
Film Review Paper	By Friday Oct. 29	10%
Elected Official Interview	By Wednesday Nov. 24	15%
Participation	Whole Semester	30%
Total		100%

All assignments are due by 9am PT on the day they are due.

Each student should turn in their own assignment, there is no group writing in this course.

You will turn in all assignments on Moodle. Assignments should be turned in online, on Moodle, in Microsoft Word or PDF, or handwritten and scanned to a PDF.

Grading rubric: **A: 93-100; A-: 90-93; B+: 87-90; B: 83-87; B-: 80-83; C+: 77-80; C: 73-77; C-: 70-73; D+: 67-70; D: 63-67; F: 0-63.**

Late Assignment Policy

Timely submission of assignments is crucial for UEP 301. Late assignments derail faculty’s ability to provide timely grading and necessary comments on your project drafts.

Late assignments should be posted to Moodle. If assignments are late for more than 24 hours, 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, we recognize that these type of life issues can sometimes arise unexpectedly. If you are unable to turn the assignment in on time or attend class, please communicate to us 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 me as early in the semester as possible.

Assignment Return Policy

Our commitment to you is to return graded assignments and post grades to Moodle within 1-2 weeks of receiving the assignments from you. If this has to change for some unforeseen reason, we will notify you.

Useful Urban Web Sites

The internet is a great way of connecting to the larger worlds of public policy. There are thousands of web sites that deal with social issues and thousands of advocacy organizations and political networks that have their own web sites. Here are several key sites with which you should be familiar. We encourage you to bookmark them so you can find them easily.

The Brookings Institution Metropolitan Policy Program (<http://www.brookings.edu/metro.aspx>), the Urban Institute (<http://www.urban.org>), and the Center for Budget and Policy Priorities (<http://www.cbpp.org>) are three outstanding research and policy centers focusing on urban issues. These websites are constantly being updated with new reports on a diversity of issues -- housing, transportation, welfare, banking, segregation, poverty, and other topics.

Local Progress (<http://localprogress.org>) is a network of hundreds of progressive local elected officials from around the country committed to a strong economy, equal justice, livable cities, and effective government.

Neighborhood Planning (<http://www.neighborhoodplanning.org>). This is a wonderful website about what makes cities and communities livable. It looks at neighborhoods (and neighborhood planning) from the point of view of planning tools for housing, transportation, schools, economic development, public safety, and other issues. It also has a section on the “heroes” of community planning - some of the most important figures in the history of planning, architecture, organizing, and other topics.

The Campaign for America’s Future (<http://www.ourfuture.org>), the Economic Policy Institute (<http://www.epi.org>), and the Center for American Progress (<http://www.americanprogress.org>). These sites are a goldmine of policy ideas and data about economic and social policy from a liberal/progressive perspective. Similar organizations from a conservative perspective include the Cato Institute (<http://www.cato.org>), the Heritage Foundation (<http://www.heritage.org>), and the American Enterprise Institute (<http://www.aei.org>).

Community Organizing and Development (<http://comm-org.wisc.edu>) -- This site is a link with hundreds of groups involved in urban community development. If you want to find out what groups are working on different urban issues, this is the site. It also has many articles and reports on urban community development and community organizing.

Next American City (<http://americancity.org>), CityLab (<http://www.citylab.com>), and Governing (<http://www.governing.com>) are interesting websites with provocative articles about livable cities, innovative practices, and debates over what cities are doing the best.

The Center for Neighborhood Technology (<http://www.cnt.org>), the National Housing Institute

(www.nhi.org), Poverty & Race Research Action Council (<http://www.prrac.org>), Planners Network (<http://www.plannersnetwork.org>), Sustainable Communities (<http://www.sustainable.org>), and Citistates (<http://www.citistates.com>) all focus on innovative research and programs that strengthen urban neighborhoods and metropolitan areas. Each site has links to many other resources about particular issues, programs, cities, and metropolitan areas. Two magazines -- *Shelterforce* (<http://www.nhi.org/online>) and *City Limits* (<http://www.citylimits.org>) -- provide examples of interesting urban politics and policy from a liberal/progressive perspective. *City Journal* (<http://www.city-journal.org>), published by the Manhattan Institute, provides interesting articles on urban issues from a conservative perspective.

The U.S. Department of Housing and Urban Development has its own web site with information about its programs, policies, data bases, and many links. HUD's Office of Policy Development & Research (<http://www.huduser.org>) has its own site with a great deal of information about housing and urban problems, studies and publications, and available data. You reach can the HUD library, with many reports and publications about cities and housing problems, at this site.

American Prospect (<http://www.prospect.org>), *The Nation* (<http://www.thenation.com>), and *Mother Jones* (<http://www.motherjones.org>). These are three of the most important magazines analyzing American politics from a progressive, grassroots perspective.

Demos (<http://www.demos.org>), the Center for Responsive Politics (<http://www.opensecrets.org>); Every Voice Center (<http://www.everyvoicecenter.org>); Good Jobs First (<http://www.goodjobsfirst.org>); and the California Budget and Policy Center (<http://calbudgetcenter.org>) -- These think tanks all provide interesting policy ideas on such issues as tax policy, campaign finance, anti-poverty policy, economic development, citizen participation, housing and homelessness, voting rights, and others.

Newspapers, Magazines and Journals

If you want to keep up-to-date about urban issues, you should read at least one daily newspaper – the LA Times, the New York Times, the Washington Post, or the Wall Street Journal -- on a regular basis. You can read them the old-fashioned way or on-line. If you read an article in one of these papers that relates to the topics in the course, bring it up in class.

You might also want to become familiar with the major journals that focus on urban problems and policies. In the Library or on Google Scholar through Oxy, you can peruse these publications to see what scholars and practitioners are saying. The major journals include Urban Affairs Quarterly, Journal of the American Planning Association, Journal of Urban Affairs, and National Civic Review.

Twitter

There are lively hives of Twitter users, including Urbanist Twitter, [Housing Twitter](#), Local Government Twitter and, of course, endless variations, factions and iconoclasts sharing and espousing the latest news and (especially) opinions about all things urban policy and politics. We would never recommend anyone not already addicted to take up the habit, but here are a sampling of some we follow:

@ELGL50 Emerging Local Government Leaders is the “cool” organization for young professionals committed to public service and inclusion

@Richard_Florida One of our authors
@ShaneDPhillips Another of our authors
@JSadikKhan Janette Sadik-Khan is an illustrious Oxy alum, former Transportation head of NYCity and a fierce warrior for livable cities
@Prof_MPastor: Best California voice for social equity and political empowerment (at USC)
@AHLALocal Abundant Housing LA advocates for all things housing
@_KennyUong_ Quirky lover of LA and especially LA transit
@tafarai Tafari Bayne is another unique LA voice, this one a Rec and Parks Commissioner from South LA
@AlexforDowney Alex Contreras is a young non-binary activist who ran (and lost) in last Downey City Council race
@awalkerinLA Alissa Walker is a prolific leftish writer on LA city stuff
@Mas4LA LA-Más is a non-profit urban design and community development organization focused on the Frogtown neighborhood
@TamikaButler is LA's pre-eminent voice for transportation equity
@PeterDreier Used to teach this course and is a prolific participant in the struggles of the day
@markvalli Prof. Valliantos is at Oxy and provides an eastside antidote to westside myopia
@urbanistCole We don't actually follow him, but we hear he also teaches at Oxy

Course/College Policies and Support Services

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 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.

[Link](#) to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)

Plagiarism Defined: Plagiarism occurs when the ideas, organization, or language of another are incorporated into one's work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student's own words, any ideas or information that are not common knowledge must be acknowledged in a reference. Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it. As a student scholar, if you:

Quote directly from a source: you must enclose the quoted material, even if it is no more than a phrase or a single distinctive word (such as a neologism), within quotation marks, and provide a reference.

- Paraphrase, i.e., restate the material in your own words: (a) the paraphrasing must represent a substantial change from the original, not just the changing of occasional words and phrases, and (b) you must provide a reference.
- Present material that is common knowledge, but borrow someone else's organizational pattern: you must acknowledge that borrowing in a reference.

Penalties for academic misconduct are severe ([see handbook](#)), and ignorance of the principles and policies concerning cheating and plagiarism is not a defense. Students with any doubts at all about whether an action or piece of academic work involves academic misconduct should consult their instructors before committing the action or submitting the work.

Title IX and Role of Faculty member as Mandatory Reporter ([Link](#) to Title IX)

In the event that you choose to write or speak about having experienced sexual misconduct, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual and/or

gender-based harassment, as a designated Responsible Employee, I 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. You have no obligation to respond to the Title IX Office or to meet with them to discuss support services and reporting options.

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:

- Oxy's 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 afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences ([Link to Disability Services](#))

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 ([Link to the policy in Catalog](#))

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>

COVID-Specific Policy on Masks. Faculty have the option of stipulating that masks are required for a given course, even if local and College regulations at the time change as to no longer require universal indoor masking. If you wish to plan to require masks for the entire semester, you may wish to adapt the below statement and include it in your syllabus.

Students are expected to wear masks at all times during all indoor classroom activities. Students should not eat or drink in class; please step outside if you need to remove your mask for even a brief period of time.

Classroom Responsibilities, Community, and Online Learning

Teachers and students share the responsibility of learning and teaching. We see our responsibility as creating the space and stimulating enthusiasm for learning, coming prepared to class, creating the goals and structure for a course, introducing concepts and ideas, and facilitating the sharing of knowledge amongst the students and between the students and myself. Students are responsible for

attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material in class.

UEP 301 is designed to facilitate a co-learning community of students, formally and informally. Students are responsible for engaging in respectful, open, and thoughtful discussion with each other and the professors; faculty are responsible for ensuring that discussions in the classroom are inclusive and productive.

As a student participating in an in-person and potentially online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

Classroom Etiquette

In the classroom – in-person or digital – we commit to making myself as visible, audible, and legible as possible.

By coming to class, you signal that we are able to call on you or ask you a question about the course material during throughout the session. Students who join digitally have the option to keep their video on OR off during synchronous or asynchronous sessions. However, the same principle applies – we can call on you whether your video is off or on. Similarly, in the digital realm, we will be using Chat, Breakout Rooms, Whiteboards, and Screen Sharing, among other features, for some of the activities in this course. By joining the session, you will be expected to participate in these activities as necessary.

If there are special circumstances that make this difficult for you, please reach out to us directly.

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.

Once waivers are signed, we may be recording class sessions in case students want to view sessions they have missed due to time zones or unforeseen circumstances.

Lived name policy

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use a lived first name and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom to display their lived name, pronouns, and profile picture (in case you are off video). These can be set at <https://occidental.zoom.us/profile>.

Discrimination, Harassment, and Retaliation [policy](#)

I 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 come to me with any concerns.

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 nonvisible 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 me know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

Support Services

The college provides a set of resources to students to support them in learning. The [Writing Center](#) provides writing assistance to students to develop ideas, draft, and revise papers.

Students with documented disabilities 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 experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>

Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we learn and live through a global pandemic. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur. Emmons Counseling staff are committed to supporting the mental health needs of all of our students, regardless of where you're located.

The [Emmons Wellness Center](#) also provides important support services and can help you address issues of stress, medical and mental health, and overall well-being.

Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students residing in California. All students residing outside of California will have access to ongoing telecounseling through a national telecounseling service. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7

confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

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 Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#) and [discipline-specific peer tutoring for coursework](#) and [language learning](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools. We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact dcoaguila@oxy.edu for more information). *The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, proposals, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For Fall 2021, most of our appointments will be synchronous in-person sessions, with some availability for Zoom virtual meetings and asynchronous feedback. We are located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to sign up for appointments.* Please contact the Writing Center Director, Prof. Prebel (jprebel@oxy.edu; x1307) for more information on how the Writing Center can work with you.

The [Intercultural Community Center \(ICC\)](#) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact icc@oxy.edu, or reach out directly to Chris Arguedas, at carguedas@oxy.edu.

Family Involvement

As many of you are learning from home this semester, you may have family around who are willing and able to provide you with support. While general support is necessary and welcomed by many, in order to protect your academic growth and ensure the integrity of this course, this statement serves as a reminder that your work must be your own. While office hours are always available for students, they will not be available for parents/guardians/family members. As always, if your parent/guardian has concerns, they are welcome to [contact the Dean of Students office](#).

Land Acknowledgement

Occidental College sits on the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

TOPICS AND READINGS

This reading list and schedule is subject to change throughout the semester. Students will be notified if it changes. The most updated copy is the one posted on Moodle.

(Readings preceded by an *asterisk are available on the class Moodle site.
NYT = New York Times. LAT = Los Angeles Times).

PART I **POLITICS AND POLICY ARE ABOUT VALUES AND CHOICES**

Class One, Tuesday August 31/ Our Stories of Place

Starting with our stories:

What is your story of place? Where have you lived? How has that place shaped you?

Where have you traveled? What is your favorite place and why?

How have your experiences with place shaped your views on place?

PART ONE: THE NEW URBAN CRISIS

Thursday, September 2 / How we got here: 20th Century cities

Watch this entire movie before class:

- *[Citizen Jane: "The Fight for the City"](#) (92 minutes) Documentary tells the iconic story of the titanic clash between journalist and activist Jane Jacobs and "The Power Broker" Robert Moses over the development of Manhattan

Watch the first 6 minutes of this video before class:

- "The Selling of Sprawl" (9 minutes) <https://www.youtube.com/watch?v=ZvN5kN5TCdY>

Read before class:

- *[Cole, "Urban Design in our Individual and Civic Lives" \(Terrain, April 17, 1997\)](#)
- *[Cole, "California Dreamin' 2020" \(LAT, July 23, 2007\)](#)

- [*Gerckens, "10 Events That Shaped the 20th Century American City" \(Planning Commissioners Journal, Spring 1998\)](#)
- [*Biles, Black Mayor's: An Historical Assessment \(The Journal of African American History Volume 77, Number 3, Summer 1992\)](#)

Tuesday, September 7/ What Shapes Cities? [JOINT SESSION, COLE TEACHES]

Watch these videos before coming to class:

- “Urbanized,” before coming to class (optional) - Library has a copy of the film (HT166 .U75 2012) <https://vimeo.com/ondemand/urbanized285-minute> (85 minutes)
- “The Future of Cities” <https://www.youtube.com/watch?v=xOOWk5yCMMs> (18 minutes)
- “How to Make an Attractive City?” before coming to class: <http://www.citylab.com/cityfixer/2015/02/what-makes-a-city-beautiful/386291> (14 minutes)

Read before class:

- [*Redmon, "The Man Who Reinvented the City \(The Atlantic, May 18, 2010\)](#)
- [*Jacobs, “The Uses of Sidewalks: Safety” \(from The Death and Life of Great American Cities\)](#)
- [*Balwit, James Baldwin's Cities \(City Lab, August 2, 2016\)](#)

Optional videos:

- “The City,” from 1939: <https://www.youtube.com/watch?v=7nuvcpnysjU> (30 minutes)
- “Making Room for Urban Expansion” <https://www.youtube.com/watch?v=wQkuoPFq3PM> (5 minutes)
- “The Social Life of Small Urban Spaces,” before coming to class <https://edisciplinas.usp.br/mod/resource/view.php?id=2401843> (one hour)

Optional reading:

- [*Locke, “These are the World’s Most Livable Cities in 2019” \(CNBC, September 4, 2019\)](#)
- [*Crostwaite, “How Pope Francis' *Laudato Si* Relates to City Planning” \(International Making Cities Livable, June 2016\)](#)
- [*Davis, “The Prevalence of Slums” \(Chapter 2 of Planet of Slums, 2006\)](#)
- [*Lennard and Lennard, “Principles of True Urbanism” \(2005\)](#)
- [*Speck, “Making Better Places: Ten City Design Resolutions” \(Planetizen, January 10, 2005\)](#)
- [*Arango, “Turn Off the Sunshine” Why Shade is a Mark of Privilege in Los Angeles” \(NYT, December 1, 2019\)](#)
- [*Goodheart, “Madeline’s Amazing Cool Room: A Silver Lake Eviction Tale” \(Capital & Main, February 12, 2019\)](#)
- [*“An Economy for the 99%” \(Oxfam, January 2017\), pages 1-8 only](#)

- [*Philip Alston, “Statement on Visit to the USA” \(United Nations, Special Rapporteur on Extreme Poverty and Human Rights, December 15, 2017\)](#)
- [*de Haldevang, “There Are Ways to Let Cities Sprawl Without Destroying the Environment and Marginalizing the Poor” \(Quartz, October 15, 2016\)](#)
- [*Taft, “Sitting on a Porch Can Be Good for Your Health” \(Shelterforce, September 25, 2018\)](#)

Thursday, September 9/ The New Urban Crisis

Read before class:

- Florida, *The New Urban Crisis*, Preface and Chapters 1-5, pp. 1-95 is required. Ch.6 "The bigger sort" is optional: pp 96-121.
- [*Dorling, "The New Urban Crisis review: 'Flawed and elitist ideas'" \(The Guardian, September 26, 2017\),](#)
- [*Wetherall, "Richard Florida is Sorry \(Jacobin Magazine, September 19, 2017\)"](#)

Watch this video before class:

- KCDC Annual Meeting 2016: Joel Kotkin debates Richard Florida (38 minutes)
<https://www.youtube.com/watch?v=BGlmeSL7Rk>

Tuesday, September 14/ How National Policy Shapes Cities

Read this before class:

- Dreier, *Place Matters*, Chapter 5, From FDR to Obama: A Brief History of Urban Policy, pp. 136-174
- [Andrews “How Ben Carson Tried to Destroy Fair and Affordable Housing” \(Curbed, August 17, 2020\)](#)
- [*The Biden Plan for Investing in our Communities Through Housing \(Biden Harris Campaign, 2020\)](#)
- [*Steuteville, “What will Biden do for Urbanism?” CNU, November 9, 2020\)](#)
- [*Baskin, ”HUD Deserves Better Than Marcia Fudge” \(New Republic, December 14, 2020\)](#)
- [*Katz “How Washington made itself irrelevant” \(Washington Post, December 4, 2014\)](#)

Optional readings:

- Nivola, *Laws of the Landscape: How Policies Shape Cities in Europe and America*. Online at Oxy library.

PART TWO: GOVERNANCE AND POWER

Thursday, September 16 / Who Owns Our Cities? Economics Shape Everything Else [JACK CONROY TEACHES]

Watch this video before class:

- Kinder Institute Forum: Henry Cisneros (60 minutes, but you can skip the first 10 minutes of introductions) https://www.youtube.com/watch?v=dKVL1Kmrm2s&feature=emb_logo

Read before class:

- [*Cole, "Who Takes Ownership of the City," Reimagine, \(Spring 2010\)](#)
- [*Florida, "The Diverging Economies of LA and San Francisco" \(City Lab, April 25, 2016\)](#)
- [*Florida, "How the 1 Percent Is Pulling America's Cities and Regions Apart" \(CityLab, April 3, 2019\)](#)
- [*Wolf, The Fight over Amazon is the fight over the future of the Democratic Party" \(CNN, February 15, 2019\)](#)
- [*Matsakis, "The Truth About Amazon, Food Stamps, and Tax Breaks" \(Wired, Sept. 6, 2018\)](#)
- [*Leonhardt, "New York Did Us All a Favor by Standing Up to Amazon" \(NYT, February 17, 2019\)](#)
- [*Tynan, Bas, and Cohen, *Unmasking the Hidden Power of Cities: Using Their Authorities, Energy and Promise to Secure the Common Good*, June 2018 \(pages 1-19 only\)](#)

Optional readings:

- [Mattera, "We're Subsidizing the Forbes 400" \(December 2014\)](#)
- [*Sassen, "Who Owns Our Cities – And Why This Urban Takeover Should Concern Us All" \(Guardian, November 24, 2015\)](#)
- [*Semuels, "When Wall Street Is Your Landlord" \(Atlantic, February 12, 2019\)](#)
- [*Glantz, "The Homewreckers: How Trump Cronies are Sabotaging the American Dream" \(Reveal, September 14, 2017\)](#)
- [*Burns, "Oakland's Moms 4 Housing Were Evicted by a Giant Corporation That Runs National Home-Flipping Operation" Intercept, January 17, 2020\)](#)
- [*Kruse, "Seattle has decided what kind of city it wants to be – for better or worse" \(Q13 Fox, November 9, 2019\)](#)
- [*Furillo, "When Big Money Votes, Wealth Gap Widens" \(Capital & Main, November 13, 2019\)](#)
- [Davis, "Millionaire Population Swells in Bluet States Despite Migration Fearmongering" \(Just Taxes Blog, September 3, 2020\)](#)
- Pinnameneni, Sruthi. "Negative Mount Pleasant". Reply All Podcast. [Negative Mount Pleasant](#)

Tuesday, September 21/ Structure of Governance and Power [JOINT SESSION, COLE TEACHES]

Read before class:

- [*Svara “The Visionary Facilitator in City Hall and the County Courthouse” \(Presentation for ICMA President’s Colloquium\)](#)
- [*”Is Rick Cole's Resignation as Santa Monica City Manager a Canary in the Coal Mine for All Cities?” \(The Planning Report, April 19, 2020\)](#)
- [*Holder, “Rising Star Mayor Who Championed Guaranteed Income Loses Hometown Race” \(CityLab, November 19, 2020\)](#)
- [*”Common Issues and Pro/Con Arguments in Elections to Change Form of Government” \(Municipal Research and Services Center Fact Sheet\)](#)
- [*Harney, “The Mayor Manager Conundrum” \(Governing Magazine, April 2004\)](#)

Optional Readings:

- [*Judd & Hinze, “The Reform Crusades” – Ch.4 in *City Politics* 10th edition](#)

Thursday, September 23 / City Budgets and Finances

Read before class:

- Dreier *Place Matters* Chapter 6 – “City Limits: What Can Motown Teach Us About Wealth, Poverty and Municipal Finance?”
- [*Cole, Four Horseman of the Fiscal Apocalypse \(Planning Report, April 29, 2020\)](#)
- [*Mayor Garcetti's Proposed FY 20-21 Budget Summary](#)
- [*Organizational Chart – City of LA”](#)
- [*Detailed Departmental Budgets, Volume 1](#) Just read pp. 407-433 to familiarize yourself with the LAPD budget
- [*Judd & Hinze, “The Metropolitan Battleground” – Ch.12 in *City Politics* 10th edition](#)

Optional readings:

- [*Meyerson, “The ‘Blue’-ing of California” \(New Labor Forum, January 2020\)](#)
- [*“Wealthiest Persons in Los Angeles, 2018” \(LA Almanac\)](#)
- [*“Largest Employers in Los Angeles, 2018\) \(LA Almanac\)](#)
- [*“LA At a Glance: Leading Economic Institutions”](#)
- [*Friedersdorf, “After 40 years, Proposition 13's Failures are Evident” \(LAT, June 4, 2018\)](#)
- [*Goldberg, “After 40 years, Let’s Finally Reform Proposition 13” \(CalMatters, March 31, 2019\)](#)

Dissecting local government revenues and expenditures:

- Revenues: [Urban Institute's "State and Local Revenues"](#)
- Expenditures: [Urban Institute's "State and Local Revenues"](#)
- California's 2020 budget in 9 charts: Urban Institute's [California state fiscal brief](#)
- [Auxier, Gordon, and Reuben \(2020\) "California's State and Local Revenue System"](#)

Tuesday, September 28 / Case Study: The Structure of the City of Los Angeles

Read before class:

- Sonenshein *Los Angeles Structure of City Government* (League of Women Voters, 2006) pp. 19-68

Guest Speaker: **Dr. Rafe Sonenshein**

Thursday, September 30 / Public Safety, Police, & Criminal Justice [JOINT SESSION, RODNYANSKY TEACHES]

Watch these videos before class:

- "Philip McHarris on What Defunding the Police Actually Means" <https://www.youtube.com/watch?v=r5b-uroEBpA> (39 minutes)
- "Defunding the police is not the answer, Houston Police Chief Says" <https://www.youtube.com/watch?v=siCzLV97JN8> (8 minutes)

Read before class:

- [*Lopez, "Want to End Mass Incarceration? Stop Blindly Reelecting Your Local Prosecutor" \(Vox, September 1, 2016\) \(PDF\)](#)
- [*Gonnerman, "Larry Krasner's Campaign to End Mass Incarceration" \(The New Yorker, Oct. 29, 2018\)](#)
- [*Mahony, "Tiffany Caban Knows Who the Bad Guys Are" \(Jacobin, May 23, 2019\)](#)
- [*Booker, George Gascon Implements Sweeping Changes to LA's District Attorney's Office \(NPR, December 28, 2020\)](#)
- [*Florida, "The Great Crime Decline and the Comeback of Cities" \(CityLab, January 16, 2018\)](#)
- [*Rao, "Why Rising Police Budgets Aren't Making Cities Safer" \(Next City, July 19, 2017\)](#)
- [*Cobb, "The Death of George Floyd in Context \(The New Yorker, May 28, 2020\)](#)
- [*Ray, "What Does 'Defund the Police' Mean and Does it Have Merit?" \(Brookings, June 19, 2020\)](#)

- [*Elmahrek, "Santa Ana Embrace 'Defund the Police' Then came the union backlash" \(LAT, September 3, 2020\)](#)
- [*Akinnibi, "Cities Say They Want to Defund Their Police, But Their Budgets Say Otherwise \(CityLab, Jan. 12, 2021\)](#)

Tuesday, October 5 / 21st Century Policing

Read before class:

- "The Report of the President's Task Force on 21st Century Policing" pp 1-70
https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf
- [Finnegan, William. 2020. "How Police Unions Fights Reform". The New Yorker, July 27.](#)
- [Mazumder, Shom. 2020. "What Protests Can \(And Can't\) Do." FiveThirtyEight, Aug 27.](#)

Optional readings:

Castle, Cerise. (2021). "The History of Deputy Gangs in the Los Angeles County Sherriff's Department" <https://knock-la.com/tradition-of-violence-lasd-gang-history/>

Theckmedyan, Alene. (2021). "L.A. County sheriff's unit accused of targeting political enemies, vocal critics". Sept 23. <https://www.latimes.com/california/story/2021-09-23/sheriff-alex-villanueva-secret-police>

Guest Speaker: **TBD**

Thursday, October 7 / Conservative, Liberal, & Progressive Cities

Watch this video before class

- *"The New Los Angeles"* (56 minutes)

Read before class:

- Dreier, *Place Matters* Chapter 7 – "Urban Politics Matters: Progressive, Liberal and Conservative Cities"
- Find and read at least 3 current online articles about the New York City Mayor's Race.

Optional reading:

- [*Perry, "Buffalo is more progressive than Portland: The 50 most liberal cities in the US, ranked" \(The Oregonian, May 17, 2019\)](#)
- [*Schragger, "The Limits of Progressive Policymaking in US Cities" \(Metropolitics, Sept. 11, 2018\)](#)
- [*Dreier and Clavel, "What Kind of Mayor Was Bernie Sanders?" \(The Nation, June 2, 2015\)](#)

- [*Johnson, "I'm a conservative who moved to a liberal city and I was surprised to see my views change on several issues" \(Business Insider, August 7, 2019\)](#)
- [*Dilworth, "The Making of a Progressive Mayor: James Kenney of Philadelphia" \(Metropolitix, October 17, 2018\)](#)
- [*Dovere, "Can This Millennial Mayor Make Universal Basic Income a Reality?" \(Politico, April 24, 2018\)](#)
- [*Klein, "New Haven Risen" \(Dissent, Winter 2015\)](#)
- [*Cook and Brown, "De Blasio Unveils NYC Ferry Expansion, Retirement Program, More in State of the City Address" \(AM New York, January 10, 2019\)](#)
- [*Connor and Smith, "Imagine: If Mayor de Blasio Really Were a Socialist" \(Truthout, January 2, 2014\)](#)
- [*Stockman, "How One Socialist Lawmaker Is Trying to Change His State's Pro-Business Policies" \(NYT, January 16, 2019\)](#)
- [*Nichols, "How to be a Radical Mayor" \(Nation, October 7, 2019\)](#)
- [*DePillis, "Meet the Lefty Club Behind a Blitz of New Laws in Cities Around the Country" \(Washington Post, January 4, 2015\)](#)
- *de Benedictis-Kessner, Justin, and Christopher Warshaw. 2016. "Mayoral Partisanship and Municipal Fiscal Policy." *The Journal of Politics* 78 (4): 1124-1138.
- *Marble, William, and Nall, Clayton. (2021). "Where self-interest trumps ideology: liberal homeowners and local opposition to housing development." *The Journal of Politics*.

Tuesday, October 12: No Class, Fall Break

Thursday October 14 / How the Media, Activism and Campaigns Shape Governance

Readings:

- [Brichasek. "Six ways the media influence elections" \(University of Oregon\)](#)
- [Owen. "The New Media's Role in Politics" \(OpenMind BBVA, 2018\)](#)
- [Hopkins. "All Politics is National because All Media is National" \(538, June 6, 2018\)](#)
- [Suciu. "Social Media and Local Government" \(Forbes, Nov 19 2019\)](#)
- [Bolter. "Social Media are Ruining Political Discourse" \(The Atlantic, May 19, 2019\)](#)
- [Ardia et al. "Addressing the decline of local news, rise of platforms, and spread of mis- and disinformation online". \(UNC CITAP, 2019\)](#)
- [Fisher. "The subtle ways that 'clicktivism' shapes the world" \(BBC, September 15, 2020\)](#)
- Charlie Warzel. ["How an Online Mob Created a Playbook for the Culture War" *New York Times*, August 15, 2019.](#)
- Brendan Nyhan. ["Relatively Few Americans Live in Partisan Media Bubbles, but They're Influential" *New York Times*, September 7, 2016.](#)
- ZZ Packer. ["When is 'Civility' a Duty, and When is it a Trap?" *New York Times*, December 2, 2018.](#)
- Melissa Golden. ["It Wasn't Cocaine, but You Wouldn't Know that from Watching Cops" *New York Times / From Press*, June 30, 2019.](#)

- Amanda Taub. “[The Real Story about Fake News is Partisanship](#)” *New York Times*, January 11, 2017.
- Maya Kosoff. “[Can the Post-Trump Internet Ever be Fixed](#)” *Vanity Fair*, December 18, 2018.
- Jonathan Stray. “[How Much Influence Does the Media Really Have Over Elections? Digging into the Data](#)” *Nieman Lab*, January 11, 2016.
- Matt Taibbi. “[We Need a New Media System.](#)” Jan 11, 2021.
- Matt Taibbi. “[The American Press Is Destroying Itself.](#)” Jun 12, 2020.

PART THREE: ORGANIZED COMPLEXITY

Tuesday October 19 / Cities, Suburbs & Regions

Watch these videos before class:

- SCAG 2012 Compass Blueprint Intro (3 minutes) <https://vimeo.com/40259535>
- Bruce Katz: The Global Metropolitan Revolution (18 minutes) <https://youtu.be/8ou-bkgjVN4>

Read before class:

- Florida, *The New Urban Crisis* pp. 87-166
- Dreier, *Place Matters* Chapter 4, “The Roads Not Taken: How Government Policies Promote Economic Segregation and Suburban Sprawl”
- [*Fulton, The Long Drive \(The Reluctant Metropolis\)](#)

Thursday, October 21 / Cars, Trains and Buses: How Do We Get From Here to There?

Watch these videos before class:

- “Taken for a Ride” (60 minutes) <https://www.youtube.com/watch?v=p-I8GDklsN4>
- Change the Street, Change The World (45 minutes) <https://www.youtube.com/watch?v=oMLnnFATeGg>

Read before class:

- [*Goodyear, “Why the Streets of Copenhagen and Amsterdam Look So Different From Ours” \(CityLab, April 25, 2012\)](#)
- [*Baca, “The Green New Deal’s Huge Flaw” \(Slate, February 7, 2019\)](#)
- [*Dayen, “The Great Los Angeles Revolt Against Cars” \(American Prospect, Summer 2017\)](#)
- [Shoup, Parking Reform Will Save the City \(CityLab, September 19, 2019\)](#)
- [*Fitzsimmons, “Why the West Coast Is Suddenly Beating the East Coast on Transportation” \(NYT, January 1, 2019\)](#)
- [*Barry, “Should Public Transit Be Free?” \(NYT, January 14, 2020\)](#)

Tuesday, October 26 / Sustainable Cities

Guest Speaker: **TBD**

Watch these videos before class:

- ["The Nature of Cities"](#) (40 minutes) about the role of nature in urban life
- "Out of the Shadows" (7 minutes) <https://vimeo.com/57175702>

Read before class:

- *["LA's Green New Deal: Sustainable City pLAn"](#) (2019) Read the Introduction, pp. 1-21, and Chapters One (Environmental Justice); Three (Local Water), Nine (Waste and Resource Recovery) and Eleven (Urban Ecosystems and Resilience)

Optional reading:

Climate Action:

*[Hurley, "How the Green New Deal Could Retrofit Suburbs"](#) (CityLab, February 11, 2019)

*[Meyerson, "The Great New Deal as Economic Development"](#) (American Prospect, December 5, 2019)

*[Fitzgerald, "Cities on the Front Lines"](#) (American Prospect, December 5, 2019)

Trash:

*["Los Angeles Approves Zero Waste LA Waste Management Franchise System"](#) (Recycling Today, December 12, 2016)

*[Margolis, "Mountains of US recycling pile up as China restricts imports"](#) (PRI's The World, January 1, 2018)

*[Five Reasons Your City Should Have a Zero Waste Plan](#) (Next City, October 21, 2020)

Water:

*[Gold, "Making Los Angeles Completely Water Self-Sufficient Won't Be Easy or Cheap. But It Can Be Done"](#) (LAT, March 19, 2018)

Pollution and Environmental Justice

*[California sues to recover costs for Exide lead cleanup, but community still wants justice](#) (LAT, December 19, 2020)

Thursday, October 28 / What Can We Learn from Cities in Other Countries?

Watch these videos before class:

- “Defying the Crisis - The Spanish Collective Mondragón”
<https://www.youtube.com/watch?v=zaJ1hfVPUe8&feature=youtu.be> (5 minutes)
- Cyclovia: Bogota, Columbia <https://vimeo.com/12564994> (10 minutes)
- Revitalizing a City by Revitalizing a Stream <https://youtu.be/NJkZYCiXRAw> (11 minutes)

Read before class:

- [*Peters, "Paris Mayor has dream of the 'Fifteen Minute City \(Fast Company, January 29, 2020\)](#)
- [*Adler "Stories of Cities 37, How Radical Ideas Turned Curitiba Into Brazil's Green City" \(Guardian, May 6, 2016\)](#)
- [*Gelman "What If Citizens Set City Budgets?" \(World Resources Institute, June 18, 2018\)](#)
- [*Eukliadas, “Xiong’an, China’s self-sufficient city” \(Tomorrow City, October 25, 2020\)](#)
- [*Lennard and Lennard, “The Genius of the European Square” \(Livable Cities, December 2004\)](#)

Optional readings:

- [Mizroch, 10 Israeli Start-Ups Shaping the Cities of Tomorrow \(Forbes, November 11, 2018\)](#)
- [*Francis, “It’s Better to be Poor in Norway Than in the US” \(Christian Science Monitor, April 14, 2005\)](#)
- [*Orange, “How Stockholm Became the City of Work-Life Balance” \(Guardian, May 22, 2019\)](#)
- [*Jones, “After I Lived in Norway, America Felt Backward. Here’s Why” \(The Nation, January 28, 2016\)](#)
- [*Hunt, “City With a Female Face: How Modern Vienna Was Shaped By Women,” \(Guardian, May 14, 2019\)](#)
- [*Bamburg, “Mondragon through a Critical Lens” \(Fifty by Fifty, October 3, 2017\)](#)
- [*Alderman and Greenhouse, “Living Wages, Rarity for U.S. Fast-Food Workers, Served Up in Denmark” \(NYT, October 27, 2014\)](#)
- [*Khazan, “The Secret to Finland's Success With Schools, Moms, Kids—and Everything” \(Atlantic, July 11, 2013\)](#)
- [*Henley, “It’s a Miracle’: Helsinki's Radical Solution to Homelessness” \(Guardian, June 3, 2019\)](#)
- [*Taylor, “Everybody Needs Good Neighbours: Melbourne Moves Into Community-Led Housing” \(This Place, July 10, 2018\)](#)
- [*Goodyear, “Why the Streets of Copenhagen and Amsterdam Look So Different From Ours” \(CityLab, April 25, 2012\)](#)
- [*Sengupta and Popovich, “Cities Worldwide are Reimagining Their Relationship with Cars” \(NYT, November 14, 2019\)](#)
- [*Goodman, “The City That Cycles With the Young, the Old, the Busy and the Dead,” \(NYT, November 19, 2019\)](#)
- [*Amigo, “How a City in Spain Got Rid of Its Cars” \(Citiscopes, August 30, 2017\)](#)

- [*Dakskobler, “From No Recycling to Zero Waste: How Ljubljana Rethought Its Rubbish” \(Guardian, May 23, 2019\)](#)
- [McCardle, “Is Masdar city a ghost town or a green lab?” \(Popular Science, April 24, 2018\)](#)

PART FOUR: POVERTY, HOUSING AND HOMELESSNESS

Tuesday, November 2 / The Roots & Legacy of Residential Segregation

Watch these videos before class:

- “Race – The Power of an Illusion: How the Racial Wealth Gap Was Created”
<https://vimeo.com/133506> (30 minutes)
- [“Longford Street: Precious Places” http://www.youtube.com/watch?v=Zb7vFNKXIFo](http://www.youtube.com/watch?v=Zb7vFNKXIFo)“ (9 minutes)

Read before class:

- [*Florida, How Zoning Restrictions Make Segregation Worse \(CityLab January 4, 2016\)](#)
- [*Oliver, “The Racist Origins Of America’s Suburbs And The Story Of The First Black Family To Move In” \(ATI, November 19, 2017\)](#)
- [*Hurley, “Housing Is Everybody’s Problem” \(Places Journal, October 2017\)](#)
- [*Badger, “How Redlining’s Racist Effects Lasted for Decades” \(NYT, August 24, 2017\)](#)
- [*Rothstein, “Why Los Angeles is Still a Segregated City After All These Years” \(LAT, August 20, 2017\)](#)
- [*Kallenberg, "The Government Created Housing Segregation. Here's How the Government Can End It" \(The American Prospect July 2, 2019\)](#)
- [*Cole, The Scars Have Not Healed"](#) (To be published in Pasadena Now)
- [*Trounstine, Jessica. 2018. Segregation by Design: Local Politics and Inequality in American Cities. Cambridge University Press. 1-45.](#)

Thursday, November 4 / The Shame of the Cities: Inequality & Poverty

Watch this video before class:

- “Wealth Inequality in America” (6 minutes)
<http://www.youtube.com/watch?v=QPKKQnijnsM>

- Go to this website (“What Percent Are You?”) and plug in your family’s household income to discover where your family fits in the class system: <http://www.nytimes.com/interactive/2012/01/15/business/one-percent-map.html?ref=business>
- Go to this website (“Family Budget Calculator”) and plug in your family type, state, and location to discover how much a family in your area needs to make ends meet: <http://www.epi.org/resources/budget>

Check out these Tables and Charts:

- [”Growth of Family Income Then and Now: 1947-2014”](#)
- [“CEO to Worker Compensation Ratio: 1965-2020”](#)
- [“Ratio Between CEO and Average Worker Pay: Selected Countries”](#)
- [Real Median Household Income by Race and Hispanic Origin: 1967 to 2018”](#)
- [“Poverty Guidelines - 2019”](#)
- [“Number in Poverty and Poverty Rate: 1959 to 2018”](#)
- [“Poverty Rates by Age: 1959 to 2018”](#)
- [“Poverty Rates by Age and Sex: 2018”](#)
- [“Poverty Rates by Race or Ethnicity: 1959-2012”](#)

Read before class:

- Dreier *Place Matters* Preface; Chapter 1 – “Place Still Matters”; Chapter 2 – “The Facts of Economic Segregation and Sprawl”; Chapter 3 – “The Costs of Economic Segregation and Sprawl”
- Optional reading:
- *[Grabar, “The Devious Paradox of American Inequality: How the Rich Get Richer By Staying Hidden” \(Salon, January 4, 2016\)](#)
- *[Myers, “Millions of Californians are poor, and they don't always live where you'd expect” \(LAT, July 29, 2018\)](#)
- *[Levitz, “Jobs, Jobs Everywhere, But Most of Them Kind of Suck” \(New York, December 6, 2019\)](#)
- *[Joe Cortright and Dillon Mahmoudi, Lost in Place \(City Observatory, Dec. 2014\), pages 1-9 only](#)
- *[Gudrais, “Disrupted Lives” \(Harvard Magazine, January/February 2014\)](#)
- *[Thomas, “Separated by Design: How Some of America’s Richest Towns Fight Affordable Housing” \(Connecticut Mirror, May 22, 2019\)](#)
- *[Lowrey, “Trump Should Just Give People Money” \(NYT, July 7, 2018\)](#)
- *[Anderson, “Off the Deep End: The Wall Street Bonus Pool and Low-Wage Workers” \(Institute for Policy Studies, March 11, 2015\)](#)
- *[Quigley, “Ten Examples of Welfare for the Rich and Corporations” \(Huffington Post, January 14, 2014\)](#)
- *[Khouri, “Erratic Schedules a Part of Life for L.A. Retail Workers” \(LAT, March 14, 2018\)](#)
- *[Sainato, “Fight for \\$15 Campaign is a Comeback for Labor Movement's Role in Elections” \(Guardian, October 28, 2018\)](#)

- [*Desmond, "Dollars on the Margins" \(NYT, February 24, 2019\)](#)
- [*Tedeschi, "Pay Is Rising Fastest for Low Earners. One Reason? Minimum Wages," NYT, January 3, 2020](#)
- [*Paton, "Poverty is Not Inevitable: What We Can Do Now to Turn Things Around" \(YES, August 20, 2014\)](#)

Tuesday, November 9 / Homelessness

Read before class:

- Judge Carter injunction
- CA Auditor report http://auditor.ca.gov/reports/2020-611/index.html?utm_source=CalMatters+Newsletters&utm_campaign=ea8076fbf3-WHATMATTERS&utm_medium=email&utm_term=0_faa7be558d-ea8076fbf3-150824932&mc_cid=ea8076fbf3&mc_eid=d436afc0e4
- [Report of the Ad Hoc Committee on Black People Experiencing Homelessness](#), pp 1-66 and the "[Homelessness](#)" section of the "[No Going Back](#)" Report, pp. 65-77
- [*Gladwell, "Million Dollar Murray" \(New Yorker, February 13, 2006\)](#)
- [*Cole, "LA County Flying Blind on Homeless Data" \(San Gabriel Valley Tribune, December 20, 2020\)](#)
- [*Cole, "Homelessness is a Manmade Disaster" \(Pasadena Star-News, January 2, 2020\)](#)
- [*Kaljur, "Vancouver Gave People Experiencing Homelessness \\$5800. It Changed Their Lives" \(Next City, January 11, 2021\)](#)

Downloading and reading this report is optional:

[*Flaming, "Locked Out: Unemployment and Homelessness in the COVID Economy" \(January 11, 2021\)](#)

PART FIVE: ENACTING EQUITY – POLICY AND PROGRESS

Thursday, November 11 / No Going Back: Focusing on Equity

Read before class:

- [*Committee for a Better Los Angeles, "No Going Back" Report, 2020 Read the Executive Summary and Introduction pp. 11-19 as well as sections on Economic Stress, pp. 20-38, Black Life in Los Angeles pp. 39-51; Immigrants 148-164; Alternatives to Incarceration pp. 165-173; Transportation pp. 186-194](#)
- [*Smith, 'No Going Back' To Racist Past, LA Civic Leaders Say of Post-COVID Future \(LAT, Sept. 9, 2020\)](#)

- *Sances, Michael W, and Hye Young You. 2017. "Who Pays for Government? Descriptive Representation and Exploitative Revenue Sources." *The Journal of Politics*. 79 (3): 1090-4.

Optional reading:

- Dottle, Bliss, and Robles ["What is Looks Like to Reconnect Black Communities Torn Apart by Highways"](#) (Bloomberg CityLab, July 28, 2021)

Tuesday, November 16 / Promoting Equity: How Policy Gets Made

Read before class:

- [*Santa Monica Policy Playbook](#)

Guest Speaker: Santa Monica Deputy City Manager Anuj Gupta

Thursday, November 18 The Affordable Housing Crisis: Rent Burden & the Market

Read before class:

- Phillips, *The Affordable City* pp. 1-60
- [Ellen, O'Regan, and House, "Housing Policy Must Change in Wake of COVID-19" \(Shelterforce, March 24, 2020\)](#)

Optional reading:

- [*Out of Reach 2019, NLIHC](#)
- [*"LA: Out of Reach in 2018" \(SCANPH\)](#)
- [*Kimberlin, "California's Housing Affordability Crisis Hits Renters and Households With the Lowest Incomes the Hardest" \(California Budget and Policy Center, April 2019\)](#)
- [*Khouri, "Sky-high rents and home prices are making it hard for Southern California businesses to attract workers" \(LAT, February 22, 2018 <https://www.latimes.com/business/la-fi-housing-costs-economy-20180222-story.html>\)](#)
- [*Tenants Together, "Evictions in California Are Triple Previous Estimates" \(Portside, June 25, 2018\)](#)
- [*"Three Out of Four Low-Income At-Risk Renters Do Not Receive Federal Rental Assistance" \(Center on Budget & Policy Priorities, August 2017\)](#)
- [*"Federal Rental Assistance Fact Sheets" \(Center on Budget and Policy Priorities, December 10, 2019\)](#)
- [*Mejorado and Gilliland, "Rent Strikers" \(California Sunday Magazine, Nov. 28, 2018\)](#)
- [*Smith, "Yup, Rent Control Does More Harm Than Good" \(Bloomberg, January 18, 2018\)](#)
- [*Dreier, "Should California Expand Rent Control: Yes" \(CalMatters, Sept. 12, 2018\)](#)
- [*Clark, "Should California Expand Rent Control: No" \(CalMatters, Sept. 12, 2018\) \(on the same pdf as above\)](#)

Tuesday, November 23/ Gentrification

Watch slide show before class:

- 50 Years of Gentrification: A Timeline” (The Next City)
<http://nextcity.org/gentrificationtimeline#intro>

Watch these videos before class:

- “City Rising.” <https://www.kcet.org/shows/city-rising/city-rising-broadcast-episode> (one hour)
- “Gentrify? No! Gentrify? Si!”
<https://www.nytimes.com/video/us/100000002371527/gentrify-no-gentrify-si.html?action=click>ype=vhs&version=vhs-heading&module=vhs®ion=title-area&cview=true&t=2> (4 minutes)
- *Anbinder, "The Pandemic Disproved Urban Progressives' Theory About Gentrification" (The Atlantic, January 2, 2021)
- *Cole, LA Mayor's 'I-Team' Seeks to Minimize Displacement During Urban Revitalization (The Planning Report, February 13, 2015)

Optional readings:

- *Tobar, “Viva Gentrification” (NYT, March 21, 2015)
- *Dreier, “Who Benefits From Gentrification?” (KCET, September 13, 2017)
- *Stein, “Capital City: Gentrification and the Real Estate State” (NextCity, March 4, 2019)
- *Saval, “The Plight of the Urban Planner” (New Yorker, November 20, 2019)*

Thursday, November 25 Thanksgiving Holiday

Tuesday, November 30 / Affordable Housing Policy

Read before class:

- Phillips, The Affordable City pp. 61-220
- *Dreier, “Why America Needs More Social Housing” (American Prospect, April 16, 2018)

Optional readings:

- *Bagot, “State Senator Scott Wiener’s SB 50 – The Myth of the Market” (Stansbury Forum, February 9, 2020)
- *Sisson, “How Minneapolis’s Radical Zoning Plan Becomes Policy” (Curbed, January 9, 2019)
- *Flint, “Backyard Brouhaha: Could Inclusionary Housing Break the YIMBY Deadlock?” (Land Lines, February 26, 2019)
- *Galles, “How Affordable Housing Mandates Make Housing More Expensive” (LAT, Jan.18, 2016)
- *Beyer, “What Liberals Don't Get About Affordable Housing: Filtering” (Forbes, Feb. 19, 2015)

- [*Chew, "Luxury Housing Is Making Our Housing Crisis Worse" \(Truthout, November 7, 2018\)](#)

Thursday, December 2/ Summary: A City That Works for Everyone

Read before class:

- [*Milk, "A City of Neighborhoods" Speech, 1978 \(Milk, Black and Morris *An Archive of Hope: Harvey Milk's Speeches and Writings*, University of California Press, 2013\)](#)
- [*Manjoo, Why Should We Ever Return to Working and Living So Close Together \(NYT, December 22, 2020\)](#)
- [*Fulton, "Here's what our cities will look like after the coronavirus pandemic" \(Urban Edge, March 26, 2020\)](#)
- [*Fulton, "How the Covid-19 Pandemic will change our cities" \(Urban Edge, March 29, 2020\)](#)
- [*Mazumder, "A City That Works for Everyone: Reflections on the Necessity of an Intersectional Urbanism" \(Blog, September 24, 2017\)](#)