

PPD361 – Sustainable Communities, Policy and Planning

Spring 2021

Wed. & Fri. 10:00-11:50pm

Location: Online

Instructor: Jaime Lopez (jaimeilo@usc.edu)

Office: Online

Office Hours: 12:30-1:30 Wed. & Fri

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Course Description

This course is an introduction to the changes in public policy and planning underway at the local and metropolitan level in response to the existential threat of climate change and how sustainable development efforts are being implemented. Environmental issues will be examined in light of efforts underway in the City of Los Angeles and LA region in comparison with other cities and metropolitan areas in adopting policy and planning approaches that provide the best balance between the need for economic development, protection of natural resources and the environment, and a healthy, just, and democratic society. Particular attention will be given to how environmental issues are framed and how justice and equity fit into such framings.

Beyond Disciplinary Walls and Paradigms: This course will introduce students to the expanding field of sustainability, climate change, environmental planning and justice. But more than just viewing environmental planning topics within the disciplinary walls of planning, students will also be exposed to the various inter-disciplinary considerations that include, but are not limited to, history, politics, law, race, culture, linguistics, storytelling, multimedia, film and documentary, and more. This course goes beyond the distribution paradigm long associated with environmental justice scholarship. Since the 1990's, scholarship has recognized that the "process of creating toxic neighborhoods in minority communities cannot be reduced to a single general cause for all places and all times" (Boone and Modares, 1999). For example, scholars have started to also extend analysis of racial discrimination and have further connected it to the practices of capital (Pellow, 2007).

Historical Marginalization and Framing: Students will analyze and discuss not only the multi-faceted factors that have historically exposed marginalized communities to a variety of environmental harms, but also, how environmental issues have been framed, and how this is communicated in the academy, in policy, and in various media. Students will be required to think critically about how communities are becoming empowered and how they might be empowered in the future to gain control over how their own narratives are being captured (or not) by the official narratives created by political, economic, scientific and other technocratic institutions. A continued "erosion of formal democracy has enabled the expansion of capital to control discursive and material landscapes", making it critical to seek a more balanced planning process that better reflects the visions that communities have of their own environments (Sze, 2019).

Why this Course? If you have ever asked yourself any of the following questions – what are governmental institutions doing about sustainability and climate change?; how can we think differently about these challenges as planners and policymakers within and outside of the existing political structures?; and how are these issues being discussed and framed throughout society? – then this is a course that will provide frameworks and analytical tools that will help you answer these questions. [PPD 361 Student Intro Questionnaire](#)

COURSE NOTES:

I want to acknowledge that this course is happening under challenging circumstances: a global pandemic, a movement confronting systemic racism, economic uncertainty, a Presidential election cycle, and a shift from primarily residential education to online instruction at USC. As your instructor, I think it is important to recognize this backdrop as we embark on this unique semester. We realize students will be taking this course from many parts of U.S. (and world), and with unique circumstances that may impact their wellbeing and ability to fully participate in the course. My goal as your instructor is to provide as much flexibility as possible to students, while also ensuring that the transition to fully online instruction provides a quality learning experience. Some of you will have participated in online courses before, while for others this will be a new experience. I encourage you to reach out to me throughout the semester for help with both the course material and the learning format. In addition, if there are circumstances beyond class that may be impacting you, please know I am here to listen and point you to resources at USC, and beyond. With regard to course topics I strive to balance recent events with the fundamentals of sustainability, climate change, and environmental justice, policy and planning.

LEARNING OBJECTIVES

- Gain an understanding of the reasons for the transformation to a more environmentally sensitive, greener and sustainable future.
 - Identify reasons for implementing sustainability policies and associated challenges
- Develop an appreciation for the complex ethical, policy, and social implications of the transformation.
 - Identify how environmental policies are framed and the implications of such framing
 - Evaluate how equity and justice are or are not considered by environmental policies
 - Discuss local, state, and federal government planning procedures and the extent to which they influence the built environment of cities
- Become familiar with policies and plans to facilitate the transformation, in particular those being adopted by the City of Los Angeles.
 - Identify and explain the various elements of a sustainability plan
 - Compare and contrast Los Angeles sustainability efforts/challenges with other cities
- Improve analytical and presentational skills.
 - Analyze/recommend improvements for a major component of “The Green New Deal, Sustainable City pLAn”
 - Create a narrative that could be used to communicate to marginalized communities

COURSE REQUIREMENTS AND GRADING

Grades for this course will be determined through a number of assignments. I recognize that different kinds of assignments feed into the strengths of different students, and I work to provide a range of opportunities for you to show what you’ve learned.

Assignment	Date	% of Grade	Points
Submitted Questions & Comments on Assigned Reading, in Class Participation, Quizzes, Peer Review	Every Class Session	20%	100
Compare & contrast 3 cities in the Los Angeles region	Feb. 24	5%	25
Mid-term Exam	March 10	20%	100
Team presentation on LA's Green New Deal, Sustainability Plan 2019	See Course Requirements and Performance Evaluation section	25%	125
Final Exam	TBD	30%	150
		100%	Total: 500

Grading Scale:		
A = 500-465	A- = 464-450	B+ = 433-463
B=416-432	B- = 400-415	C+ = 383-399
C = 366-382	C- = 350-365	D+ = 333-349
D = 316-332	D- = 300-315	F = under 300

ASSIGNMENT DESCRIPTIONS, POINTS, AND RUBRICS

• Participation (100 pts)

- **Questions and Comments on the Reading for Class Discussion (38 pts)** Each student is to come to class having read assigned readings and to submit two (2) questions or critical issues raised by the readings that can help focus the class discussion. Questions and issues are submitted in advance of class, specifically, by 10pm on Tuesdays and by 9am on Fridays (unless indicated on the syllabus) via Blackboard. Questions and Comments will be discussed in class. Student must be in class to obtain credit for submitted questions/comments unless absence is excused.
- **Class Participation (22 pts)** Students will be evaluated based on participation in discussions.
- **Quizzes (20 pts)** Based on readings & discussion material presented in class
- **Peer Review (20 pts)** Group Work will be evaluated by other group members.

• Compare & Contrast (25 pts) Based on readings & discussion material presented in class.

Assignment Rubric:

Summary of Plans	5 points
Context Framing	5 points
Comparison of Strengths	5 points
Comparison of Weaknesses	5 points
Presentation	5 points

• Mid-term Examination (100 pts) Based on readings & discussion material presented in class.

• **Team Project (125 pts)** Each student is required to participate in a 3-4 member team to develop a path forward with respect a major component of “The Green New Deal, Sustainable City pLAN” in order for LA to become a more sustainable city by the year 2050. The team will present its findings and proposal to the class via a powerpoint presentation together with a 2-3page executive summary (excluding references and appendices); 25-30 minutes.

Assignment Rubric:

Executive Summary	20 points
Historical Context	20 points
Discussion of Challenges	20 points
Argument for Vision	40 points
Presentation	25 points

• Final Examination (150) Based on the readings and discussion material presented in class.

COURSE FORMAT:

This course meets twice a week and is constructed around lectures and discussions of the readings and, to some extent, films and documentaries. While the primary format of the course is lecture, my idea of lecture is a conversation around the weekly topics where I will lay out some basics, we all read background material and you add questions, comments and observations that we can discuss. For this to be successful, we all need to be ready to fully participate.

REQUIRED TEXTS AND READINGS:

All course readings will be on Blackboard. If you have trouble accessing these readings, you are responsible for letting me know immediately. A failure to access readings is not a reason for not reading them. You are responsible for completing the readings by the assigned date.

COMMUNICATION AND COURSE TECHNOLOGY

Blackboard and Zoom will be the primary modes of technology utilized for the course. All course materials (lecture slides, class recordings, additional readings, etc.) will be posted on the course Blackboard site. Instructor communication about the course will also happen via Blackboard announcements, which will also be delivered to students' @usc.edu email addresses. Assignments will be submitted via Blackboard, and will be screened with Turnitin plagiarism detection software. Zoom will be used for delivering synchronous course sessions as well as for office hours. Some lecture materials and additional videos may also be posted asynchronously on Blackboard. This will allow me to use more of our synchronous time to engage in discussion and in class exercises. Password protected links for Zoom based synchronous course sessions and office hours will be delivered via Blackboard. Zoom's breakout room feature will be used to facilitate smaller group discussions during synchronous course sessions. **It is expected that students will leave their cameras on during synchronous Zoom course sessions to maximize engagement. However, I realize this may not be possible for all students due to technological constraints or unique circumstances. Please reach out to me to let me know in advance if this will be an issue for you.** It is my goal to facilitate course discussion; however, in order for this to happen without disruption to synchronous Zoom sessions I ask that students first pose questions or comments via the Zoom chat function. I will then be able to engage with the question or comment and open up broader class discussion via video. Please enter Zoom course sessions with your microphone muted and keep it muted, unless actively participating in course discussions, presentations, or breakout sessions. I am also required to note that all synchronous course sessions **WILL BE RECORDED** and provided to student asynchronously via Blackboard. I also want to remind students that USC has a policy that **PROHIBITS** the sharing of synchronous and asynchronous course content outside the learning environment. This policy allows us to engage in academically valuable discussions while also protecting student privacy. Please carefully read the USC policy below:

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the Internet or

via any other media. (See Section C.1 Class Notes Policy). For students who need additional information on using Zoom, Blackboard, or other technologies, please see the following links:

[Blackboard help for students](#)

[Software available to USC Campus](#)

USC Technology Rental Program

I realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in January and distribute equipment to eligible applicants for the spring semester. You can find additional resources on the Student Basic Needs website (<https://studentbasicneeds.usc.edu/>) or contact them directly at basicneeds@usc.edu.

CLASS POLICIES

PARTICIPATION POLICY AND CLASSROOM CONDUCT

The environment I create in my class is one where students feel free to speak, free to explore, free to seek guidance, and free to engage with a community of learners that are all encouraged to view learning as a goal that is best achieved when everyone is open and willing to provide and receive thoughtful perspectives. Potentially trauma-inducing comments will be absolutely prohibited, and in cases where it is not immediately clear whether anyone's comments might compromise the safe learning environment already established, students will be encouraged to approach me and discuss how such damage can be addressed and prevented going forward. Students are welcomed to share their opinions at all times, but they will also be expected to articulate how they have arrived at any expressed opinion. Behaviorally, students in this class are expected to:

- Show respect to others
- Avoid dominating the discussion
- Avoid inflammatory language
- Criticize ideas, not individuals or groups

ATTENDANCE POLICY

It is expected that you attend all class sessions. Submitted weekly questions will serve as a proxy for attendance and class participation. Students will be expected to complete 19 submitted pairs of questions over the course of the 15-week semester to obtain the maximum points. In the event that a student must miss a session, there is no need to provide a rationale to the instructor.

PREFERRED NAMES AND GENDER INCLUSIVE PRONOUNS

In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support.

Class Schedule

Week 0

1. Jan 15 (F) – **Introduction**
Introductions, course overview

Week 1

2. Jan 20 (W) – **Framing / Science, climate change, and sustainability**

Required Reading

- Lakeoff, George. “Why It Matters How We Frame the Environment.” *Environmental Communication* 4, no. 1 (March 2010): 70–81.
- John P. Holdren (2008). Science and Technology for Sustainable Well-Being, *SCIENCE*, Vol. 319: <http://www.sciencemag.org/cgi/reprint/319/5862/424.pdf>
- United Nations Sustainability Goals:
https://en.wikipedia.org/wiki/Sustainable_Development_Goals

Optional Reading

- Hulst, Merlijn van, and Dvora Yanow. “From Policy ‘Frames’ to ‘Framing’: Theorizing a More Dynamic, Political Approach.” *The American Review of Public Administration* 46, no. 1 (January 2016): 92–112. <https://doi.org/10.1177/0275074014533142>.

Discussion: *Framing and sustainable development agenda for the 21st century*

3. Jan 22 (F) – **What science reveals about the challenges facing the planet, California, and Southern California**

Required Reading

- Dan Cayan, “Climate Change – What Should Southern California Prepare For?”, *Climate Change and the Future of Southern California*, SCAG, July 2009: http://www.scag.ca.gov/documents/climatechange_dancayan.pdf
- Corburn, Jason. Concepts for Studying Urban Environmental Justice. *Curr Envir Health Rpt*, no. 4 (2017): 61-67. <https://doi.org/10.1007/s40572-017-0123-6>.

Optional Reading

- PPIC (2019). Climate change threatens California’s future
[file://ppd3.sppd.usc.edu/users\\$/mazmania/Desktop/WORD/PPD361/PPIC,%20californias-future-climate-change-january-2020.pdf](file://ppd3.sppd.usc.edu/users$/mazmania/Desktop/WORD/PPD361/PPIC,%20californias-future-climate-change-january-2020.pdf)
- IPCC (2019), Climate Change and Land: Summary Report for Policymakers;
https://www.ipcc.ch/site/assets/uploads/2019/08/EditedSPM_Approved_Microsite_FINALE.pdf

Discussion: *the existential threat of climate change*

Week 2

4. Jan 27 (W) – **The role of states in responding to climate change – California**

<i>Week 2 Documentary: Anthropocene (2019) – (Kanopy Streaming) - REQUIRED</i>

Required Reading

- Daniel Mazmanian, John Jurewitz, and Hal Nelson (2019). “ State Leadership in U.S. Climate Change and Energy Policy: The California Experience,” *Journal of Environment and Development*; <https://journals.sagepub.com/doi/pdf/10.1177/1070496519887484>
- California Adaptation Advisory Panel to the State of California (2010). “Preparing for the Effects of Climate Change—A Strategy for California”: Blackboard (BB)
- NEXT 10 (2019). California Green Innovation Index; https://www.next10.org/sites/default/files/2019-10/2019-california-green-innovation-index-press-release_2.pdf

Discussion: *California as a sub-national climate change policy leader*

5. Jan 29 (F) - **The role of cities in responding to climate change**

Required Reading

- Louise Bedsworth and Ellen Hana (2013). “Climate policy at the local level: Insights from California.” *GLOBAL ENVIRONMENTAL CHANGE* 23, 664–677. doi:10.1016/j.gloenvcha.2013.02.004. BB
- Harriet Bulkeley and Michele Betsill (2013). “Revisiting the urban politics of climate change”. *ENVIRONMENTAL POLITICS* 22, 136–154. doi:10.1080/09644016.2013.755797. BB

Discussion: *How do city approaches differ from those at the state and national level?*

Week 3

Week 3 Documentary: THE WISDOM TO SURVIVE: Climate Change, Capitalism & Community (2013) (Vimeo) - OPTIONAL

6. Feb 3 (W) – **Sustainable Los Angeles, part a**

Required Reading

- LA’S GREEN NEW DEAL: SUSTAINABLE PLAN 2019: https://plan.lamayor.org/sites/default/files/pLAn_2019_final.pdf

Discussion: *LA’s plan*

7. Feb 5 (F) – **Sustainable Los Angeles, part b**

Guest speaker: **Michael Samulon**, Senior Policy Analyst, Sustainability Office, Los Angeles Mayor Eric Garcetti

Required Reading

- Sara Hughes (2015). “A meta-analysis of urban climate change adaptation planning in the U.S.”, *URBAN CLIMATE*: BB

Week 4

Week 4 Documentaries:

- ***WHO KILLED THE ELECTRIC CAR (2006) (YOUTUBE) – OPTIONAL***
- ***ELECTRIFIED – THE CURRENT STATE OF ELECTRIC VEHICLES (2019) - OPTIONAL***

8. Feb 10 (W) – **The transportation challenge in reducing GHG emissions**
 Guest speaker: **Sue Dexter**, Price School PhD Candidate, Urban Planning and Development
 Required Reading
- Anderson, S., Allen, J., & Browne, M. (2005). Urban logistics-how can it meet policy makers' sustainability objectives? *Journal of Transport Geography*, 13, 71–81; https://westminsterresearch.westminster.ac.uk/download/2536d17107f0114a2a50226528b5bfb867204f8aeca3b6cdd3743dd367b04e93/257389/Anderson_Allen_Browne_2005.pdf
 - Schweitzer, L., & Valenzuela, A. (2004). Environmental Injustice and Transportation: The Claims and the Evidence. *Journal of Planning Literature*, 18(4), 383–398; <https://journals.sagepub.com/doi/pdf/10.1177/0885412204262958>
- Optional Reading
- Dablanc, L. (2014). Logistics sprawl and urban freight planning issues in a major gateway city. In *Sustainable urban logistics: Concepts, methods and information systems* (pp. 49-69); https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991043231908403731&context=PC&vid=01USC_INST:01USC&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&mode=Basic
9. Feb 12 (F) – **Seattle and New York City sustainable planning**
 Required Reading
- Sustainable Seattle; <https://www.sustainableseattle.org/>
 - PlaNYC: A Comprehensive Sustainability Plan for New York City; <https://www.cakex.org/case-studies/planyc-comprehensive-sustainability-plan-new-york-city>
- Discussion: *strengths and weaknesses of Seattle and NYC sustainability plans*

Week 5

10. Feb 17 (W) – **Team research: topics, approaches, team assignments**
Discussion: *topics, approaches, assignments*
11. Feb 19 (F) – **Measurement and indicators of sustainability**
 Required Reading
- Kent Portney (2015). “Taking Sustainability Seriously: What Cities Are Doing”, Ch. 12, Norman Vig and Michael Kraft, editors, ENVIRONMENTAL POLICY: NEW DIRECTIONS FOR THE 21ST CENTURY, 9th ed. BB
 - Clinton Global Initiative; <https://www.clintonfoundation.org/clinton-global-initiative/commitments>
 - Kaid Benfield, “A Closer look at Siemens’ green cities ranking”; <http://grist.org/cities/2011-07-05-closer-look-at-siemens-green-cities-rankings/>
- Discussion: *the importance measurement and getting metrics right*

Week 6

12. Feb 24 (W) – Assignment and In-Class Presentations: Assessing city-level climate change plans in the Los Angeles region and California

Assignment (submitted through Turnitin):

Compare and contrast three (3) cities that have adopted either a Climate Action Plan or Sustainability Plan (excluding LA); partial listing for 2020, **BB**

In Class Presentations: *come prepared to share your assessment of the strengths and weaknesses of the plans*

13. Feb 26 (F) Water as a critical dimension of climate change

Guest speaker – **Brad Coffey**, Manager of Metropolitan’s Water Resource Management Group, Price School doctoral candidate

Required Reading

- Jeffrey Mount (2018). Managing Drought in a Changing Climate: Four Essential Reforms, PPIC; <https://www.ppic.org/wp-content/uploads/managing-drought-in-a-changing-climate-four-essential-reforms-september-2018.pdf>
- Metropolitan Water District of Southern California (2016), Integrated Water Resources Plan, executive summary. BB

Week 7

<i>Week 7 Documentary: Watershed (2012) (Kanopy) - REQUIRED</i>
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14. March 3 (W) – Adaptive management as a response to sea-level rise

Guest speaker: **Phyllis Grifman**, Associate Director, USC Dornsife Sea Grant Program

Required Reading

- California Coastal Commission Sea Level Rise Policy Guidelines (2018). “Executive Summary”;
[file:///ppd3.sppd.usc.edu/users\\$/mazmania/Desktop/WORD/PPD361/CA%20Coastal%20Commission,%20Sea-Level%20Rise Full 2018AdoptedSLRGuidanceUpdate.pdf](file:///ppd3.sppd.usc.edu/users$/mazmania/Desktop/WORD/PPD361/CA%20Coastal%20Commission,%20Sea-Level%20Rise%20Full%202018AdoptedSLRGuidanceUpdate.pdf)
- USC Sea Grant Program (2017). Regional AdaptLA: Coastal Impacts Planning for the Los Angeles Region, (esp. pp.1-16);
https://dornsife.usc.edu/assets/sites/291/docs/AdaptLA_Final_Reports/AdaptLA_Full_Report_Final_Jan_2017.pdf
- Legislative Analyst (Nov. 2019). Preparing for Rising Seas: How the State Can Help Local Coastal Adaptation Efforts;
[file:///ppd3.sppd.usc.edu/users\\$/mazmania/Desktop/WORD/Climate%20Change%20Adaptation,%20Issues%20and%20TF/CA%20coastal-adaptation-12-10-19,%20Legislative%20Analyst%20Report.pdf](file:///ppd3.sppd.usc.edu/users$/mazmania/Desktop/WORD/Climate%20Change%20Adaptation,%20Issues%20and%20TF/CA%20coastal-adaptation-12-10-19,%20Legislative%20Analyst%20Report.pdf)

Optional Reading

- Climate Central (2019). Ocean at the Door: New Homes and the Rising Sea;
<https://choices.climatecentral.org/#10/33.8105/-118.2534?compare=scenarios&carbon-end-yr=2100&scenario-a=unchecked&scenario-b=extreme-cuts>

15. Mar 5 (F) – **Revitalization of the LA River**

Guest Speaker: **Liz Crosson**, Director of Infrastructure, Office of Mayor Eric Garcetti
Required Reading

- Local Water Chapter (pp. 42-51), LA’S GREEN NEW DEAL: SUSTAINABLE PLAN 2019: https://plan.lamayor.org/sites/default/files/pLAn_2019_final.pdf
- Los Angeles River Revitalization Master Plan: http://boe.lacity.org/lariverrmp/CommunityOutreach/pdf/LARRMP_Final_05_03_07.pdf

Optional Reading: Frank Gehry’s bold plan to upgrade the L.A. River seeks to atone for past injustices (Los Angeles Times, 2021)

Week 8

16. Mar 10 (W) -- **MID-TERM EXAM**

17. Mar 12 (F) – **NO CLASS**

Week 9

Week 9 Documentary: An Inconvenient Truth (2006) (Amazon) - OPTIONAL

18. Mar 17 (W) – **Housing, homelessness, and sustainability**

Guest Speaker: **TBD**

Required Reading

- Daniel Flaming, Patrick Burns, and Jane Carlen (2018). Escape Routes: Meta Analysis of Homelessness in Los Angeles County, Economic Roundtable, pp. 1-20. BB
- C.R. Mills (7/5/19). LA’s Green New Deal and Housing; <https://shelterforce.org/2019/07/05/l-a-s-green-new-deal-and-housing-will-a-crucial-opportunity-become-a-missed-one/>
- Matthew Desmond, Carl Gershenson and Barbara Kiviat (June 2015). Forced Relocation and Residential Instability among Urban Renters, Social Science Review, pp. 1-30; https://scholar.harvard.edu/files/mdesmond/files/desmond.etal_2015.forcedrelation.ssr_2.pdf

Reminder: teams sign up for team meetings with the instructor -- March 24th or 26th (noon -1:30)

19. Mar 19 (F) -- **CA GHG reduction and the energy transition to 2050**

Required Reading

- **AB 32**, the California Global Warming Solutions Act of 2006, “Summary Overview” <http://www.arb.ca.gov/cc/ab32/ab32.htm>
- L.A.’s Green New Deal, “Renewable Energy,” pp. 36-41; https://plan.lamayor.org/sites/default/files/pLAn_2019_final.pdf
- E-3, “Summary of the California State Agencies’ PATHWAYS Project: Long-term Greenhouse Gas Reduction Scenarios”: https://ethree.com/documents/E3_Project_Overview_20150406.pdf

Optional Reading

- ACEEE City Scorecards: <http://database.aceee.org/city-scorecard-rank>

Discussion: *achieving goal for 2020 vs. 2030 and beyond*

Week 10

20. Mar 24 (W) –**4 Individual team meetings (no in-class session)**

21. Mar 26 (F) – **4 Individual team meetings (no in-class session)**

Week 11

Week 11 Documentary: Company Town (2016) (i-Tunes) - OPTIONAL

22. Mar 31 (W) – **Environmental Racism and the nexus of equity, environment, and economic development**

Required Reading

- Manuel Pastor (2014). “A measure of justice: environmental equity and the sustainable city.” Ch. 12, Mazmanian & Blanco. **BB**
- Pulido, Laura. “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California.” *Annals of the Association of American Geographers* 90, no. 1 (2000): 12–40.

Optional Reading:

- Schlosberg, David. “Theorising Environmental Justice: The Expanding Sphere of a Discourse.” *Environmental Politics* 22, no. 1 (2013): 37–55
- Mark Stallworthy (2009). “Environmental Justice for and Era of Climate Change”, *JOURNAL OF LAW AND SOCIETY*, 36(1):
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6478.2009.00456.x/pdf>

Discussion: *the multiple meanings of equity and justice*

23. Apr 2 (F) Guest Speaker: **Noah Miller**, Ph.D. candidate, Price School

Required Reading

- Elizabeth Doris, et al, Energy Efficiency Policy in the United States: Overview of Trends at Different Levels of Government: <http://www.nrel.gov/docs/fy10osti/46532.pdf>
Required: sections 1 and 5. Review additional sections based on individual interest, e.g., building codes, transportation
- Ryan Wisner, Renewable Portfolio Standards: <https://emp.lbl.gov/sites/all/files/lbnl-62569.pdf>

Week 12

24. Apr 7 (W) – **NO CLASS**

25. Apr 9 (F) – **Southern California’s Regional Sustainable Communities Plan (SB 375)**

Required Reading

- SCAG, THE **2016-2040 REGIONAL TRANSPORTATION PLAN/ SUSTAINABLE COMMUNITIES STRATEGY**
<http://scagtrtpscs.net/SiteAssets/ExecutiveSummary/index.html>

- Los Angeles County Economic Development Corporation (LAEDC), “2016-2020 L.A. Country Strategic Plan for Economic Development”:
http://laedc.org/2016/01/04/2016-2020-1-a-county-strategic-plan-for-economic-development/?utm_source=Strat+Plan+Release+1-6-16&utm_campaign=Strat+Plan+Release+1-6-16&utm_medium=email
 Discussion: *Pros and cons of a regional approach*

Week 13

Week 13 Documentary: Tomorrow (2015) (Tubi) - REQUIRED

26. Apr 14 (W) – **The importance of planning for a sustainable future**

Required Reading

- Michael Boswell, Adrienne Greve, & Tammy Seale (2014). “Climate Change Planning”, Ch. 15, Mazmanian and Blanco. **BB**
- A.R. Siders (2019). Managed Retreat in the United States, One Earth Perspectives Oct. 25; <https://www.cell.com/action/showPdf?pii=S2590-3322%2819%2930080-6>

Discussion: *“planning” as a policy tool*

27. Apr 16 (F) – **Citizen participation and stakeholder collaboration in sustainable policy and planning**

Guest speaker: **TBD**

Required Reading

- Michaela Zint and Kimberly S. Wolske (2014). “From information provision to participatory deliberation: engaging residents in the transition toward sustainable cities”, Ch. 10, Mazmanian & Blanco. **BB**

Optional Reading: Thorpe, Amelia. “Rethinking Participation, Rethinking Planning. *Planning Theory & Practice* 18, no. 4 (October 2, 2017): 566–82.

<https://doi.org/10.1080/14649357.2017.1371788>.

Week 14

28. Apr 21 (W) – **3 team presentations**

29. Apr 23 (F) – **3 team presentations**

Week 15

30. Apr 28 (W) – **2 team presentations and summary discussion**

Final Exam: TBD

(Guest Speakers and other Syllabus content is subject to change)

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu Support/accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each school, chronology, participation, and various student resources.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.