**Urban Studies**

**URB 1100. Introduction to Community Mapping Processes. 1 Unit.**

**URB 1110. Applying Community Engagement Skills. 1 Unit.**

**URB 1120. Linking Community Bldg and Service Learning. 1 Unit.**

**URB 2500. Prior Learning: Urban Studies. 1-5 Unit.**

**URB 3030. Intro to Urban Communities & Environment. 3-4 Unit.**

**URB 3031. Urban Studies: The City As Learning Lab. 3-4 Unit.**

We study the city so we can study ourselves - past, present and future - the strength and resilience of our communities, our planning missteps; class, race and gender; our accomplishments, our monuments, our mess and our most meaningful moments of human activity. In this course, we use major themes such as advocacy, policy, culture and environmental studies to consider the foundations of our urban experience - housing, quality of life, economic stability, climate change and public health impacts, the role of activism and politics - and those themes will guide us to locate, identify, assess and utilize the necessary tools for thoughtful and equitable change.

**URB 3040. Sustainable Los Angeles: Vision, Practice, and Promise. 3-4 Unit.**

This course provides a vision of sustainability and justice in practice; we will spend five weeks visiting sites in LA where sustainability is in evidence, where projects are underway, where activists and innovators are working, where change is tangible. Our alternating classes will be a series of discussions, student presentations and reflections. This course is focused on activities in the field, observing and engaging with leaders and communities at sites and on issues that may include solar installations, environmentally friendly manufacturing models, community gardens, public gathering places, political initiatives, and more. The students have an opportunity to analyze and synthesize the City’s progress up close, to measure real actions, to ask questions of practitioners, and to take their own vision and build personal interpretations and applications via education in both an experiential and a reflective format.

**URB 3050. Social Theory of the City. 3-4 Unit.**

What does it mean to live in a city? How does urban life shape and construct our identities and experiences? What role do urban processes play in the construction of racial, ethnic, class, gender, sexual, and political identities? What do people mean when they talk about the ghetto, the inner city, or bringing life back to downtown? In this course, traditional urban concerns such as community, anonymity, social difference, spatial divisions, urban renewal/gentrification, safety, violence, and crime are examined anew through the lens of a broad range of social theory. Students work with theory from sociology, geography, media studies, ethnic studies, feminist studies, and queer studies to analyze critically the intersections between urban spatial form and the (de)construction of social categories. The course is organized around the analysis and deconstruction of a series of dualisms: center/periphery, native/foreign, white/black, rich/poor, civilized/savage, safe/criminal, private/public, male/female, and straight/queer. These dualisms reflect popularly held, but overly simplistic, assumptions about how social life in the city works. We will take the artificial divisions between these purportedly oppositional concepts as our entry point into a discussion of the greater complexity of urban social life.

**URB 3130. Autonomy, Sustainability, Justice: Community Organizing in LA. 3-4 Unit.**

**URB 3130A. Sustainability, Justice, and the Solidarity Economy. 3-4 Unit.**

**URB 3130B. Radical Economy: From Inequality to Solidarity. 3-4 Unit.**

This class explores possibilities and opportunities for strengthening our communities by building self-reliance, solidarity and a more democratic economy. We begin with looking at our big problems, such as lack of access to healthy food, climate chaos, and the struggle for healthy and safe places to live and work. Many of these issues stem from an inequitable economy, as evidenced by the loss of social safety nets and the lack of opportunity for everyday well-being. In order to tackle these problems thoughtfully and effectively, we will consider an inspiring range of alternative economic tools and ways of thinking; creative and innovative methods such as time banks, worker owned cooperatives, participatory budgeting, social entrepreneurs, and community finance models. The growing movement of worker-owned cooperatives exemplifies the real-world opportunities of the solidarity economy; reflecting values, cultures and communities of cooperation, building relationships of mutual support, tackling shared responsibility and democratic decision-making. These opportunities serve to strengthen the diversity of local cultures and environment, as well as epitomize a commitment to valuing and celebrating our shared humanity. We explore the principles of solidarity and ‘just transition’ in class, by learning from individuals and groups who are thriving examples of organizing new and creative forms of conceiving public space, cultivating and consuming food, promoting self-sufficiency, developing equitable economic models, and fostering healthy, just communities. We’ll examine and imagine our own place in the movement. Many local, regional, national and international initiatives are actively working to answer the call for a just new economy and sustainable future. In this course we will examine the current state of economic justice, assess and deconstruct the problems and root causes in financial systems, distinguish between the multiple perspectives of economic opportunity, investigate and analyze potential solutions, and create new pathways. Our course activities will include group discussion, reading reflections, access to new media, project construction, conversations with guest speakers, and writing support.
URB 3260. Art & Community Engagement. 3-4 Unit.

URB 3270. Toolkit for Community Leaders. 3-4 Unit.

Toolkit for Community Leaders is a hands-on exploration of social, economic and political change strategies, as seen through the study of several real Los Angeles community-based campaigns. This course provides practice and skills in the field of community advocacy. The course will focus on specific campaigns with one and two week sections on policy analysis, community outreach, campaign building, messaging and power analysis; with the purpose of building effective participation in a cohesive local community of advocates for social change. Using the POP model (Purpose, Outcome, Process) for assessment, students will have the opportunity to analyze and investigate existing campaign goals and strategies. Those campaigns will include the City of LA's Green Retrofit and Workforce Development Program, LAANE's Don't Waste LA and the Figueroa Corridor Coalition's Staples Center Community Benefits Agreement. Students will work to identify a final campaign project, analyze and describe the purpose, outcome and process, create policy or program recommendations, summarize support and opposition positions, and develop a messaging strategy.


URB 3510. Independent Study, Urban Studies. 1-5 Unit.

URB 3530. Urban Studies Internship. 1-4 Unit.

URB 3900D. Mic Check: This Is What a Social Movement Looks Like. 1 Unit.

URB 3900E. Practical Map Making Movement Looks Like. 1 Unit.

URB 3900F. Ecotourism: Economic Development and Social Responsibility. 1 Unit.

In this one-day workshop students will explore the evolution of ecotourism as both an economic and conservation effort. Discussion and activities will allow students to explore case studies of ecotourism projects from around the world through the lens of sustainable development strategies and initiatives; evaluate and critique them within competing notions of sustainability; discuss the importance of the local ecology, culture, history and economic development balanced with social responsibility; explore the relationship of tourism and ecotourism to local communities; explore the negative and positive impacts of ecotourism on biodiversity and on local peoples and cultures. After the course students will evaluate an ecotourism venture and apply best practice guidelines and assessment tools introduced in class.

URB 4090. Immigrant Experiences in the Global City: From Displacement to Self-Reinvention. 4 Units.

This course offers historical, methodological and theoretical tools appropriate to grasp the unprecedented cultural, economic, and political experiences of twenty-first century immigrants who end up in major cosmopolitan areas. We particularly focus on those settling in Los Angeles, an alluring newcomers' magnet since the late 1700's and today's premier Western illustration of 'the global city'. Characterized by accelerated urbanization, intense flows of information, technology, and world capital, as well as significant dependence on immigrant labor, the global city is a multilayered space where inequality and exclusion coexist with unique forms of urban participation and allegiance. How do immigrants cope with this extreme urban vortex? How do they navigate the global predicament? And ultimately, how do they negotiate their journeys from displacement to self-reinvention? In search for possible answers that may aptly grasp the nuances of social experience, the latest contributions of Sociology and Cultural Studies suggest the application of an ethnographic approach. It consists on learning to build up a mindful scholarly stance aware of the insider/outside paradox, as well as to compile and analyze testimonial information in such ways that we can attempt to respectfully look at those experiences in their context, and in this case, do our best to remain inclusive of the immigrants' own perspectives.

URB 4450. Working Toward a Healthy City. 3-4 Unit.

URB 4530. Urban Studies Internship. 1-4 Unit.

URB 4900. The City in Art. 1 Unit.

URB 4900AW. Community Organizing. 1-2 Unit.


General Education Transfer Credit Equivalency: Do not make any sections from this course.


General Education Transfer Credit Equivalency: Do not make any sections from this course.

URB X4000. Urban Studies / Social Sci Domain. 1-9 Unit.

General Education Transfer Credit Equivalency: Do not make any sections from this course.


General Education Transfer Credit Equivalency: Do not make any sections from this course.