

**ANTIOCH UNIVERSITY LOS ANGELES  
MASTER OF ARTS IN URBAN SUSTAINABILITY**

**Sustainable Urban Economies URS-504  
Spring/Summer 2015 3 Units**

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**COURSE DESCRIPTION**

At the root of the climate crisis is how our economy is structured — its underlying values and relationships, operating assumptions, and measures of success. These factors both define the nature of cities, where the majority of the world’s populations exist, and are responsible for crisis levels of urban and global inequality. Unlike nature’s adaptations that are beyond human control, the building blocks of our economy are entirely the product of human decisions and design. And, just as those decisions have created the conditions that produce climate change and inequality, radically different decisions can produce radically different results.

The purpose of this course is to identify and explore the underlying structures of our economy, the nature of the urban crisis, and the possibilities of transformative demands produced by social movements for a more sustainable world.

The course is built around various lenses:

1. The lens of key U.S. economic policy debates of the last 100 years and how the neo-liberal trend of the last thirty years has affected cities.
2. The lens of economic crisis and responses from social movements.
3. The lens of “many alternatives” with a special focus on examples from Spain.
4. The lens of the “Degrowth” critical framework and its relationship to democracy.
5. The lens of three basic human needs: Food, Clothing, and Housing.

In addition, and in conjunction with the above, students will be exposed to the following tools and methods that are useful for devising informed proposals for change: power analysis, supply chain analysis, policy analysis, business model generation, and campaign strategy.

Towards that end, the course includes the following activities and assignments:

- **Presentations, readings, videos and guest speakers from the field**
- **Reflective, student-generated blogs and discussions**
- **A short reflective essay in which students locate themselves within the problematics of sustainable urban economies.**
- **A partner exercise to trace the supply chain of an article of clothing.**
- **A 10-15 page paper** that consists of either **a business model, a campaign plan, or a policy analysis** on a topic of the student's choosing. Frameworks for these are available on the Residency page of the course website. Topics will be negotiated with the instructor by the 14th week of the semester.
- **Personal coaching and consultation** with the instructor in association with the above assignment.

### **COURSE LEARNING OBJECTIVES AND EVALUATION CRITERIA**

<b>Learning Outcome</b>	<b>Evidence of Learning</b>	<b>Evaluation Criteria</b>
Demonstrated understanding of the two primary competing U.S. economic policy frameworks [supply-side, demand-side]; their theory, consequences, and limitations.	- short reflective essay	- <b>Clarity and use of concepts</b> - <b>Level of critical thinking and analysis</b>
An understanding of other frameworks; their theory consequences, and possibilities for sustainability including those proposed by social movements and/or which have achieved significant scale in other parts of the world.	- Student-led on-line discussions and forums on readings and other course content	- <b>Quality of preparation</b> - <b>Ability to lead a discussion with relevant and evocative questions</b>
Introduction to tools for thinking analytically and critically about economic solutions [such as power analysis, supply chain analysis, business model generation, campaign strategy]	- supply chain assignment - 10-15 page business model, policy analysis, or campaign strategy.	- <b>Quality of research and written presentation.</b>
Writing, research, and presentation skills.	10-15 page business model, policy analysis, or campaign strategy.	- <b>Quality of research, writing, and preparation</b>
Ability to make a compelling and professional on-line presentation	- 7 minute presentation of final project - blog posts	- <b>Brevity, logic model, and visual coherence of presentation</b>

## COURSE OUTLINE, CALENDAR, & ASSIGNMENTS

### Notes about the syllabus calendar:

- Our 22-week semester includes 2 residencies [Week 1: April 28-May 3 and Week 13r: July 23-26] and two break weeks [Weeks 10 and 11, June 28-July 11] 26]
  - With a few exceptions, specific due dates for assignments and specific dates and times for our synchronous Adobe Connect class sessions will be added to this syllabus after the first day of class, at which time we will choose a day and time for synchronous class meetings that works for everyone.
  - An updated SYLLABUS and a CALENDAR of all assignments and due dates will be emailed to all students shortly after the Residency and also posted on the Course Sakai site and Website.
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### **Please obtain the following books for the course:**

D'Alisa, Giacomo; Demaria, Federico; Kallis, Giorgos, ***Degrowth: A Vocabulary for a New Era***. Routledge. 2015. ISBN: 978-1-138-00077-3.

*This book is essentially a kind of glossary, consisting of short articles and keywords — an attempt to curate a lexicon for the discussion of sustainable economies.*

Osterwalder, Alexander and Pigneur, Yves. ***Business Model Generation: A Handbook for Visionaries, Game Changes, and Challengers***. Wiley. 2010. ISBN: 978-0-470-97641-1.

*This book provides a systems thinking approach to describing the rationale of how an organization creates, delivers, and captures value.*

Purcell, Mark. ***Recapturing Democracy: Neoliberalization and the Struggle for Alternative Futures***. Routledge. 2008. ISBN: 978-0-415-95435-8.

In this book, Mark Purcell builds a theoretical and analytical framework for creating authentic urban democracies in the context of the existing neoliberal city.

### **SUMMARY OUTLINE OF COURSE MODULES**

- I. Crisis And The Neoliberal City [Weeks 1 -3: April 26-May 16]
- II. TAMA: Spain 2015 [Weeks 4 -5: May 17-May 30]
- III. Degrowth & Democracy [Weeks 6 -7: May 31-June 13]
- IV. Housing [Weeks 8-9: June 14-27]  
BREAK [Weeks 10-11: June 28-July 11]
- V. Food [Weeks 12-13: July 12-25]
- VI. RESIDENCY: Skill Modules [Week 13: July 23-26]
- VII. Clothing [Weeks 14-15: July 26-August 8]
- VIII. Personal Projects & Coaching [Weeks 16-21: August 9-September 19]
- IX. Student Project Presentations [Week 22: September 20-26]

## I. CRISIS AND THE NEOLIBERAL CITY [Weeks 1 -3: April 26-May 16]

### Objectives:

In this first three-week module of the course, which includes a week-long engagement with the Black Workers Center during the Residency, we will:

- build a baseline understanding of the neoliberal economy; how it is supported by policies, practices, and ideas; and how that has shaped what it means to be a city.
- gain an understanding of the two primary U.S. competing economic policy frameworks [supply-side and demand-side]; their attendant values, consequences, and limitations.
- explore the fact that these are not the only debates; that other debates are being played out in the world; and that There Are Many Alternatives [TAMA].
- learn about capitalism in crisis and the growing crisis of inequality
- learn how to blog on the course website
- establish a calendar of our synchronous sessions for the semester

### ASSIGNMENTS & DEADLINES [Weeks 1 -3]

#### READ [available on course website]

Brenner, Neal and Theodore, Nik "Cities and the Geographies of 'Actually Existing Neoliberalism,'" *Antipode*, 2002.

"Blank is Beautiful: Three Decades of Erasing and Making the World," and "Shock Wears Off: The Rise of People's Reconstruction," from *The Shock Doctrine: The Rise of Disaster Capitalism*, by Naomi Klein. Picador. 2007.

"Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities," by Alice O'Connor, from *The Community Development Reader*, Routledge. 2008.

"Back to Basics: Development Worthy of the Name," by Jonathan Sher; "What is Economic Development?" by Steve Fisher; and the "Goal is Democracy, Not Growth," by Howard Stanback, from *Everybody's Business: A People's Guide to Economic Development*. Southern Exposure. 1986.

"Claiming the Right to the City: A Question of Power," by Gihan Perera. *Race, Poverty, and the Environment*. Urban Habitat. Spring 2008.

"Mapping (in)justice," by Gilda Haas. *City: analysis of urban trends, culture, theory, policy, action*. 2011.

#### WATCH [available on course website]

3 short videos about supply side vs demand side economics and how the financial crisis happened:

- Robber Barons, the Great Depression, and Demand-Side Economics [5:34]  
<https://drpop.wistia.com/medias/6r4jbbf20e>
- Supply-side, Reaganomics, and the Giant Pool of Money [5:12]  
<https://drpop.wistia.com/medias/dn131vfk9h>
- Meltdown! The Amazing Adventures of Planet Earth and Planet Finance. [14:39]  
<https://drpop.wistia.com/medias/8okurkq4m8>

David Harvey on the Contradictions of Capitalism [18:54]

<https://www.thersa.org/discover/videos/event-videos/2014/04/the-contradictions-of-capitalism/>

Thomas Piketty on Capital in the 21<sup>st</sup> Century (scroll down for video) [21:00]

<http://ideas.ted.com/thomas-pikettys-capital-in-the-twenty-first-century-explained/>

Ed Whitfield's opening speech, "The Other Side of the Door," at the 2014 Common Bound conference [49:02]

<https://www.youtube.com/watch?v=zTeiHIEqDr4>

## WRITE

**BLOG POST DUE: 5:00 pm, Friday, May 15**

**COMMENTS DUE: 5:00 pm, Sunday, May 17**

Using the readings, residency, and your own experience as resources, write a blog post of approximately 750 words (*login, click post, write, save*) in which you locate yourself as an actor in the business of sustainable urban economies. Here are some questions that may serve as guidance:

- Is there a sector or issue that is most important to you? Say why.
- Is there a particular strategy that resonates the most with you? (negotiations, creating alternative institutions, building grassroots power...). Say why.
- Is there a type of intervention (business, policy, campaign...) that resonates the most with you? Say why.

Read and Comment on at least two of your peers' posts by Sunday, May 17, do not feel limited by that requirement, and continue to blog and comment as you are moved to do so.

## DISCUSS

**Week 3: SUNDAY, MAY 17 10 am pst [7 pm cest]**

### **Adobe Connect Discussion Session**

This discussion will consist of:

- conversation about the first course module, building from student blog posts, readings, videos, and our own experience
- framing introduction to the module on cooperative economic development and current anti-austerity and democratic urban political movements in Spain.

### **Adobe Connect instructions:**

Please link to the Adobe Connect session 5 minutes before start time. *For this session we will be using VOIP (because instructor is calling from Spain).* Quick access to the Adobe Connect online classroom is always available by clicking on ADOBE CONNECT on the top menu of the Course Website.

Please note that the url for all Adobe Connect sessions for this class is always:

<http://antioch.adobeconnect.com/economy/>

*log in as a **guest** and simply enter your name in the space provided*

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## II. TAMA: SPAIN 2015 [Weeks 4 -5: May 17-May 30]

### Objectives:

In this second two-week module of the course (which coincides, in part, with your instructor's real-time engagements with the Mondragon Cooperatives, the tiny communist town of Marinaleda, the Plataforma de Afectados por la Hipoteca [PAH], and the new Podemos party in Spain), we will:

- explore the above Spanish economic and political institutions as examples that connect the idea that "There Are Many Alternatives" to the possibilities of transforming the neoliberal city
- discuss, in a real-time session and through personal blogs, what insights the Spanish experience can offer our thinking about building sustainable urban economies in the U.S. in general and Los Angeles in particular

### **ASSIGNMENTS & DEADLINES [Weeks 4 -5]**

**READ** [available on course website]

#### **About Mondragon:**

"The Mondragon Cooperative Experience: Humanity at Work," by José Luis Lafuente and Fred Freundlich. Management Innovation eXchange. May 11, 2012.

<http://www.managementexchange.com/story/mondragon-cooperative-experience-humanity-work>

"A Coop State of Mind" by Ajowa Nzinga Ifateyo. *In These Times*, August 18, 2014.

[http://inthesetimes.com/article/17061/a\\_co\\_op\\_state\\_of\\_mind](http://inthesetimes.com/article/17061/a_co_op_state_of_mind)

#### **About Marinaleda**

"Spain's Communist Model Village," by Dan Hancox. *The Guardian*. October 19, 2013

<http://www.theguardian.com/world/2013/oct/20/marinaleda-spanish-communist-village-utopia>

[OPTIONAL BOOK] Hancox, Dan, *The Village Against the World*. Verso. 2013. [pdf]

#### **About Podemos**

"What is Going on in Spain?" by Vicente Navarro. *Counterpunch*. January 9-11, 2015.

<http://www.counterpunch.org/2015/01/09/what-is-going-on-in-spain/>

"Podemos Latin-American Roots," by Bécquer Seguí. *Jacobin*. 3-27-15.

<https://www.jacobinmag.com/2015/03/podemos-spain-iglesias-morales-chavez/>

Storify on Barcelona en Comú [in English]

<https://storify.com/katesb/guanyem-barcelona>

## WATCH

### ***About Mondragon***

“Understanding the Mondragon Worker Cooperative Corporation in Spain’s Basque Country,”  
*Democracy Now!* March 25, 2013. Interview transcript. [VIDEO: 35:28]

[http://www.democracynow.org/blog/2013/3/25/video\\_understanding\\_the\\_mondragon\\_worker\\_cooperative\\_corporation\\_in\\_spains\\_basque\\_country](http://www.democracynow.org/blog/2013/3/25/video_understanding_the_mondragon_worker_cooperative_corporation_in_spains_basque_country)

### ***About Marinaleda***

“Marinaleda: A Terra de Todos –The Land of Utopia-english subtitles” May 9, 2012. [24:12]

<https://www.youtube.com/watch?v=8rlqT4NPM9E>

### ***About Podemos***

“Pablo Iglesias of Podemos: Hope is Changing Sides: Understanding Spain’s Political Change” OR “The Next Syriza? As Greece Rejects Austerity, Meet the Activist Who Could Become Spain’s New PM”  
*Democracy Now!* February 21, 2015 and February 17, 2015.

[http://www.democracynow.org/blog/2015/2/21/watch\\_pablo\\_iglesias\\_hope\\_is\\_changing](http://www.democracynow.org/blog/2015/2/21/watch_pablo_iglesias_hope_is_changing) [1:12:25]

OR

[http://www.democracynow.org/2015/2/17/the\\_next\\_syriza\\_as\\_greece\\_rejects](http://www.democracynow.org/2015/2/17/the_next_syriza_as_greece_rejects) [58:56]

Ada Coulou, Podemos candidate for mayor of Barcelona, campaign video with English subtitles

[https://www.youtube.com/watch?v=4VVSqVI\\_HVs](https://www.youtube.com/watch?v=4VVSqVI_HVs) [3:07]

## WRITE

### **COMMENTS ON GILDA’S BLOG POSTS FROM SPAIN, DUE: 5pm, Sunday, May 24**

Comment/question at least two of Gilda’s blog posts from Spain (including responding to each other) between May 17-May 24.

## DISCUSS

### **Week 5 Adobe Connect Discussion Session: Tuesday, May 26, 7 PM**

This discussion will consist of:

- conversation about how the Spain module informs our understanding of sustainable economies.
- framing introduction to the third course module on Degrowth and Democracy

Please link to the Adobe Connect session 5 minutes before start time. Quick access to the Adobe Connect online classroom is always available by clicking on ADOBE CONNECT on the top menu of the Course Website.

Please note that the url for all Adobe Connect sessions for this class is always:

<http://antioch.adobeconnect.com/economy/>

*log in as a **guest** and simply enter your name in the space provided*

Conference line:

Phone number: 866-453-5550

Code: 8050439#

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### III. DEGROWTH & DEMOCRACY [Weeks 6 -7: May 31-June 13]

#### Objectives:

In this third module of the course we will:

- examine attempts to construct a new language to challenge traditional economic assumptions and values about growth and markets
- revisit some ideas, theories, and strategies about the meaning and practice of democracy and why that is important to the production of sustainable economies

#### **ASSIGNMENTS & DEADLINES [Weeks 6 -7]**

##### **READ**

Any chapters that interest/appeal to you in *Degrowth: A Vocabulary for a New Era*

Chapters 2, 3, and Conclusion from Purcell, Mark, *Recapturing Democracy: Neoliberalization and the Struggle for Alternative Urban Futures*.

“Democracy, Formal or Substantive: When Liberalism Becomes Counter Revolutionary,” from Raby, D.L., *Democracy and Revolution: Latin America and Socialism Today*. Pluto Press. 2006.

##### **WATCH**

Watch whichever of the following videos best supports your understanding of degrowth and democracy:

Naomi Klein’s address at Degrowth-2014. [25:09]

<http://www.commondreams.org/news/2014/09/03/naomi-klein-degrowth-conference-climate-change-can-deliver-peoples-shock>

*[if you understand Spanish]* Alberto Acosta’s address at Degrowth-2014 [Decreimiento y Democracia – Degrowth & Democracy. Spanish recording] [20:59]

<https://www.youtube.com/watch?v=VrHH6JhkDHk&list=PL4DC027D4D05BD6C3>

Briefly summarized in English by the Rosa Luxemburg Stiftung:

*Alberto Acosta, economist and father of the Ecuadorian constitution, made very clear in his opening speech, that it is not enough to simply do away with the growth paradigm if we miss to build up a different world altogether. On the example of a news article on the possibility of an economic recession in Germany and the devastating impacts this would have on other European countries, he pointed out that it is impossible to have a growth-economy without having actual growth. He called on the more than 3000 people gathered in Leipzig at the conference to establish connections between the global North and South which he sees as the two sides of the same coin: People here and there are concerned about the same issues, and so their different perspectives belong together in the struggle to create global change. He added that commercialization of nature has increased tremendously together with the “green economy” or “green growth, which did not only lead to environmental, but also to social limits. The efforts in the global South to follow the Western development model and foster growth at any*



*expense, led to increased poverty in many places, to the destruction of communities, the rise of new inequalities, and new resource extractivism alongside capitalism and the growth paradigm. Referring to the carbon footprint of the wealthy countries, which is much higher than the world can sustain, he described the current global situation as a “systematic failure of civilization”. The numbers he quoted – 85 individual people holding more private assets than 1,75 billions of the poor – are the best evidence that the world is in dire need for alternative models – and that degrowth has to go hand in hand with putting an end to extractivism. He asked whether we will really have to destroy our planet before we manage to turn our economy around and implement new economic models based on the needs and limits of societies. We shouldn’t tolerate poverty and hunger, as we are already producing enough food and could theoretically even feed 11 billion people which is merely a matter of distribution. He mentioned the Latin American example of “Buen Vivir” and emphasized that humans are living organisms and parts of nature who should move away from anthropocentric thinking and start recognizing nature in its own rights. He called for a short-term, a medium-term and a long-term vision, going along with concrete steps in a democratic, bottom-up movement based on community-driven solutions.*

"The Curse of Abundance": Alberto Acosta on the Failure of Extractive Industries and Alternative Models of Development in Ecuador. *Democracy Now!* April 29, 2010. [5:15]

<http://bit.ly/1aUnv7c>

“Alliances for Degrowth Between Global North and South” panel with Beatriz Rodríguez-Labajos, Ashish Kothar, and Alberto Acosta. Degrowth-2014. [2:13:36]

<http://www.degrowth.org/back-from-leipzig>

“Climate Justice and Degrowth: Commonalities, Resistances, and Alternatives” panel with Nnimmo Bassey, Lyda Fernanda, Tazio Müller, Lucia Ortiz. Degrowth-2014. [1:51:48]

[https://www.youtube.com/watch?v=RhuMdP0b6j4&index=16&list=PLvnBzZOjEg-EUJ1b\\_eUxockve-16ec2N](https://www.youtube.com/watch?v=RhuMdP0b6j4&index=16&list=PLvnBzZOjEg-EUJ1b_eUxockve-16ec2N)

## **MAKE**

### **POSTER DUE: Tuesday, June 9**

Using the above readings, videos, and your own experience as resources, as well as what you gleaned from our Residency Workshop with Rosten Woo re: using graphics to tell a story, create a poster that contains the key ideas that resonated the most with you in this module.

Upload the poster to your blog and be prepared to present the thinking behind it during our Adobe Connect discussion session.

## DISCUSS

### Week 7 Adobe Connect Discussion Session: Tuesday, June 9, 7 PM

This discussion will consist of:

- student presentations and conversation about the issues, questions, and ideas that came up in their posters.
- framing introduction to the upcoming sustainable urban economies modules on the basic human needs of housing, food, and clothing.

Adobe Connect:

<http://antioch.adobeconnect.com/economy/>

*log in as a **guest** and simply enter your name in the space provided*

Conference line:

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## IV. HOUSING [Weeks 8-9: June 14-27]

### Objectives:

In this fourth module of the course we will:

- review historic and current housing debates, struggles, and ideas in the U.S. related to the tensions between private property and the common good and the notion of housing as a human right.
- engage in conversation with leaders of the *Homes for All* campaign.

## ASSIGNMENTS & DEADLINES [Weeks 8-9]

### READ

Chapter 1, "The History of a Movement and an Ideology," from Heskin, Allan. *Tenants and the American Dream*. Praeger. 1983.

Chapter 1-3, "A Time of Struggle: Holding the Line in the 1940s," "'The Right to Lease and Occupy a Home: Equality and Public Provision in Housing Development,'" and "So Much Life: Retrenchment in the Cold War" from Gold, Roberta, *When Tenants Claimed the City: The Struggle for Citizenship in New York City Housing*. University of Illinois Press. 2014.

Hartman, Chester, "The Case for A Right to Housing," from *A Right to Housing: Foundation for a New Social Agenda* by Bratt, Rachel; Stone, Michael; Hartman, Chester (Eds). Temple University Press. 2006.

*Rise of the Renter Nation*, Right to the City Alliance, 2014.

*Rise of the Corporate Landlord*, Right to the City Alliance. 2014.

"Reallocating Equity: A Land Trust Model of Land Reform," by John Emmeus Davis (1984). *The Community Land Trust Reader*. Lincoln Institute of Land Policy. 2010.

*My Brooklyn Study Guide: A Companion to the Documentary Film My Brooklyn.*

## WATCH

*My Brooklyn* available from Vimeo on Demand for \$9.99 [77:00]

“My Brooklyn is a documentary about Director Kelly Anderson’s personal journey, as a Brooklyn “gentrifier” to understand the forces reshaping her neighborhood along lines of race and class.”

*A Matter of Place* embedded on the course website [27:35]

The Fair Housing Justice Center has partnered with [Kavanagh Productions](#) to produce this documentary that shines a bright light on housing discrimination, one of the most shrouded and misunderstood civil rights issues in America.

*The Pruitt-Igoe Myth*. Embedded on course website. [1:21:11]

Destroyed in a dramatic and highly-publicized implosion, the Pruitt-Igoe public housing complex has become a widespread symbol of failure amongst architects, politicians and policy makers. The Pruitt-Igoe Myth explores the social, economic and legislative issues that led to the decline of conventional public housing in America, and the city centers in which they resided, while tracing the personal and poignant narratives of several of the project’s residents. In the post-War years, the American city changed in ways that made it unrecognizable from a generation earlier, privileging some and leaving others in its wake. The next time the city changes, remember Pruitt-Igoe

OPTIONAL listen to Spike Lee’s rant on gentrification

<https://soundcloud.com/daily-intelligencer/spike-lee-on-gentrification>

## WRITE

**BLOG POST DUE: 5 PM, Sunday, June 21**

**COMMENTS DUE: 5 PM, Tuesday, June 23**

Using the readings, videos, and your own experience as resources, write a blog post of approximately 750 words (*login, click post, write, save*) about housing and its relationship to establishing sustainable urban economies. Read and Comment on at least two of your peers’ posts by DATE TBD, do not feel limited by that requirement, and continue to blog and comment as you are moved to do so.

## DISCUSS

**Week 9 Adobe Connect Discussion Session: Tuesday, June 23, 7 PM**

This discussion will consist of:

- conversation about housing and urban sustainable economies.
- framing introduction to the next course module on Food.

Please link to the Adobe Connect session 5 minutes before start time. Quick access to the Adobe Connect online classroom is always available by clicking on ADOBE CONNECT on the top menu of the Course Website.

Please note that the url for all Adobe Connect sessions for this class is always:

<http://antioch.adobeconnect.com/economy/>

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**BREAK [Weeks 10-11: June 28-July 11]**

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**V. FOOD [Weeks 12-13: July 12-25]**

**Objectives:**

In this fifth module of the course, we will:

- examine local and global barriers and possibilities for sustainable food production and consumption in the urban economy
- engage in conversation with local Los Angeles food movement organizers
- introduce the three alternative formats for the final course assignment [business model, policy analysis paper, campaign strategy]

**ASSIGNMENTS & DEADLINES [Weeks 12-13]**

**READ**

Chapters 1, 2, 4 & 7 from *Behind the Kitchen Door* by Jayaraman, Saru. ILR Press. 2014.

“Behind the Kitchen Door: Inequality and Opportunity in Los Angeles, the Nation’s Largest Restaurant Industry,” The Restaurant Opportunities Center of Los Angeles, Restaurant Opportunities Centers United, and the Los Angeles Restaurant Industry Coalition. February 14, 2011.

“Los Angeles Food System Snapshot 2013: A baseline report of the Los Angeles regional foodshed,” Los Angeles Food Policy Council. October 2013.

Check out Scientific American's interactive 5,000 Mile Salad...

<http://www.scientificamerican.com/article/graphic-science-where-in-the-world-your-fruits-vegetables-come-from-interactive/#map/2007-09>

Patel, Raj, “What Does Food Sovereignty Look Like?,” *The Journal of Peasant Studies* Vol. 36, No. 3, July 2009, 663–706

“La Via Campesina: An Historical and Political Analysis” by Annette Aurélie Desmarais and Paul

Nicholson. 2013.

Schiavoni, Christina M., "Competing Sovereignties, Contested Processes: Insights from the Venezuelan Food Sovereignty Experiment: International Institute of Social Studies (ISS), The Hague, The Netherlands Published online: 05 Feb 2015.

Fischer-Hoffman, Cory "Hundreds of Rural Families in Venezuela Retake Idle Land for Agricultural Production," Venezuela Analysis. September 29, 2014.

## **WATCH**

Raj Patel, "Stuffed and Starved: As Food Riots Break Out Across the Globe, Raj Patel Details "The Hidden Battle for the World Food System," Democracy Now! April 8 2008. [10:00] *embedded on course website*

Raj Patel on "The Value of Nothing: How to Reshape Market Society and Redefine Democracy," Democracy Now! January 12, 2010. [10:00] *embedded on course website*

*Food Chains* available to rent from iTunes in SD for \$3.99. 2014. [82:00]

This documentary covers the campaign of the Florida-based Coalition of Immokalee Workers to defeat the \$4 trillion global supermarket industry through their Fair Food Program which partners with growers and retailers to improve working conditions for farm workers in the U.S.

*The Future of Food: Democracy or Dictatorship* [1:49:47] *embedded on course website*

Internationally renowned food activist Vandana Shiva discusses the movement for food democracy with environmentalist Derrick Jensen and the ecologist and GMO expert Ignacio Chapela at the Hammer Museum in Los Angeles, Nov 9, 2014

*Growing Change* documentary by Simon Cunich. 2011. [59:00] *embedded on course website*

Growing Change is a documentary that looks at Venezuela's experiments to grow a fair and sustainable food system. In Venezuela, from fishing villages to cocoa plantations to urban gardens, a growing social movement is showing what's possible when communities, not corporations, start to take control of food.

## **WRITE:**

**BLOG POST DUE: Tuesday, July 21, 5 pm**

**COMMENTS DUE: Thursday, July 23, morning**

Using the readings, videos, and your own experience as resources, write a blog post of approximately 750 words (*login, click post, write, save*) about the greatest challenge to creating a sustainable urban food economy, what you think the first step might be to get there, and why. Read and Comment on at least two of your peers' posts by DATE TBD, do not feel limited by that requirement, and continue to blog and comment as you are moved to do so.

## **SUSTAINABLE URBAN ECONOMIES PROJECT FORM:**

**Download and complete the Sustainable Urban Economies Project form and bring it to the Week 13 Residency. [it is on the RESIDENCY page of the Course Website]**

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## VI. RESIDENCY: SKILL MODULES [Week 13: July 23-26]

In addition to engaging in discussion related to the course module on Food, during the 4-day Residency you will be introduced to three alternative formats for your Sustainable Urban Economies project:

- **Business Model:** A business model describes the rationale of how an organization creates, delivers, and captures value. It is a living document that needs to be revisited over the life of the organization.
- **Policy Analysis Paper:** A policy analysis paper provides a target audience with sufficient information to make decisions on a specific policy issue. This tool is most useful in the context of a particular political moment and context.
- **Campaign Strategy/Plan:** A campaign strategy builds from a clear objective that is aligned with long-term goals, includes information about target groups (power analysis), and includes a tactical action plan on a timeline. Like the business model, it needs to be revisited over the course of the campaign to adapt to new opportunities and obstacles. Campaign Plans typically include specific elements such as research, organizing, legal, communication, and political, depending on the nature of the campaign.

More details regarding the above will be presented during the Residency, however for those of you who like to stay ahead, check out the following:

### **Business Model Generation**

Skim through this book (Osterwalder, Alexander and Pigneur, Yves. *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley. 2010. ISBN: 978-0-470-97641-1) to see if this is a professional skill that you would like to learn as an outcome of this class.

A downloadable copy of the CANVAS tool for generating business models is available on the course website.

A video of your instructor walking through the CANVAS tool is also available on the course website.

### **Policy Analysis Paper**

Review “How to Structure a Policy Analysis Paper” to see if this is a professional skill that you would like to learn as an outcome of this class. (available on the course website)

### **Campaign Strategy/Plan**

Review the Midwest Academy’s Strategy Chart to see if this is a professional skill that you would like to learn as an outcome of this class. (available on the course website)

There is also a powerpoint (that includes presenter notes) available on the course website that walks you through the Midwest Academy campaign strategy planning process. This version was created by the American Medical Student Association.

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## **VII. CLOTHING [Weeks 14-15: July 26-August 8]**

### **Objectives:**

Historically, the textile and garment industries are known as those that revolutionized the industrial age and, as pointed out by Edward Baptist in *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, virtually created American capitalism and its status as a "wealthy nation with global influence." Those same industries, however, are also major contributors to environmental degradation, labor exploitation, and the persistence of economic inequality and poverty, especially in Third World countries.

In this seventh module of the course we will:

- examine the actors and systems behind the clothing we wear by tracing the life-cycle of a T-shirt
- learn about a specific garment industry sectoral intervention strategy (Garment Industry Development Council, NYC, 1990s)
- work in pairs to find out, to the best of our abilities, what we can about the supply chain behind an article of clothing (our own)

### **ASSIGNMENTS & DEADLINES [Weeks 14-15]**

#### **READ**

"History of American Cotton," "Cotton Comes to China," "Developments 2009-2014," from *The Travels of a T-Shirt in the Global Economy: An Economist Uncovers the Markets, Power, and Politics of World Trade* by Pietra Rivoli. Wiley. 2009 (revised edition)

*Action Research on Garment Industry Supply Chains: Some Guidelines for Activists*. Women Working Worldwide. 2003.

*The Garment Industry Development Corporation: A Case Study of a Sectoral Employment Development Approach*. Aspen Institute. 1999.

*NYC's Garment Industry: A New Look?* Fiscal Policy Institute. 2003.

"Bologna and Emilia Romagna – A Model of Economic Democracy" 2002.

Check this out: "The Color of Money: Confederate Currency" <http://www.colorsofmoney.com/exhibition.htm>

Check this out: American Apparel's vertical integration  
<https://www.americanapparel.net/aboutus/verticalint/>

## WATCH/LISTEN

*Planet Money's T-Shirt Project*

Planet Money Makes a T-Shirt: <http://apps.npr.org/tshirt/#/title>

Planet Money's T-shirt radio documentary embedded on course website, including:

- How Technology And Hefty Subsidies Make U.S. Cotton King, December 2, 2013. [8:57]
- Planet Money Spins a Yarn and Makes a "Perfect" T-Shirt [6:34]
- Two Sisters, A Small Room, and the World Behind a T-Shirt [12:59]
- Next Stop Bangladesh as We Follow Planet Money's T-Shirt [7:49]
- "Our Industry Follows Poverty": Success Threatens a T-Shirt Business [12:58]
- Nixon and Kimchi: How the Garment Industry Came to Bangladesh [7:46]
- Meet the Humble Container that Moves the Global Economy [8:02]
- The Giant Book that Creates and Destroys Entire Industries [5:19]
- The Afterlife of American Clothes [8:16]

## WRITE

### **SIMPLE SUPPLY CHAIN ANALYSIS DUE by email to Gilda: 5 pm, Sunday, August 2**

With your assigned partner [Mary-Gopal; Chris-Caroline] pick an article of clothing, check the label, and using any relevant methods from *Action Research on Garment Industry Supply Chains: Some Guidelines for Activists*, find out as much as you can about the supply chain that produced your garment. Write up your findings and be prepared to present your findings during our August 4 Week 15 Adobe Connect session.

## DISCUSS/PRESENT

### **Week 15 Adobe Connect Discussion Session: Tuesday, August 4, 7 pm**

This discussion will consist of:

- Student presentations about the supply chain for their selected article of clothing
- Short presentation and discussion with Enisa Jakupovic regarding her capstone research on textiles and procurement
- Check-ins regarding individual Sustainable Urban Economies project

Please link to the Adobe Connect session 5 minutes before start time. Quick access to the Adobe Connect online classroom is always available by clicking on ADOBE CONNECT on the top menu of the Course Website.

Please note that the url for all Adobe Connect sessions for this class is always:

<http://antioch.adobeconnect.com/economy/>

*log in as a **guest** and simply enter your name in the space provided*

Conference line:

Phone number: 866-453-5550

Code: 8050439#



## VIII. PERSONAL PROJECTS & COACHING [Weeks 16-22: August 9-September 19]

### Objectives

This 6-week module consists of one-on-one coaching and consultation with the instructor to support individual sustainable urban economies projects. The learning objective here is one of professional development — to learn how to produce one of the following products: a business model, policy analysis paper, or campaign strategy/plan. Each, in its own way, is useful to economic development practice.

### ASSIGNMENTS AND DEADLINES [Weeks 16-22]

#### **Sustainable Urban Economies Paper/Project DUE: 5 pm, Sunday, September 20**

##### **RESEARCH/WRITE**

Write a 10-15 page business model, policy analysis paper, or campaign strategy on a topic of your choosing related to urban sustainable economies. *Note: this is a good opportunity to take an area with which you have some familiarity, passion, and/or interest (which may have emerged in the course of this class) and investigate it through a new form. In other words, don't try to learn a completely new topic and a new form at the same time unless you plan to devote a substantial amount of time to this project.*

##### **PREPARE/PRESENT**

Prepare a 10-15 minute presentation about your project for the Tuesday, September 22 Adobe Connect Session.

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## IX. STUDENT PROJECT PRESENTATIONS [Week 22: September 20-26]

### **Week 22 Adobe Connect Discussion Session: Tuesday, September 22, 7 pm**

This discussion will consist of:

- 10-15 minute student presentations of their business model, policy analysis, or campaign strategy
- Instructor presentation on what she learned from students during the coaching period.

Please link to the Adobe Connect session 5 minutes before start time. Quick access to the Adobe Connect online classroom is always available by clicking on ADOBE CONNECT on the top menu of the Course Website.

Please note that the url for all Adobe Connect sessions for this class is always:

<http://antioch.adobeconnect.com/economy/>  
*log in as a **guest** and simply enter your name in the space provided*

Conference line:

Phone number: 866-453-5550

Code: 8050439#

## **ADDITIONAL COURSE INFORMATION**

### **URBAN SUSTAINABILITY PROGRAM LEARNING OUTCOMES**

This core course is designed to produce a major contribution to the *Antioch MA in Urban Sustainability Program Learning Objectives*, which are as follows:

*Upon leaving the program, USMA students will demonstrate the ability to:*

1. Apply ecosystems thinking and a human rights framework to the analysis of urban environments.
2. Utilize natural and social science theory, concepts, and principles to address urban sustainability challenges.
3. Produce effective strategies, at multiple scales, for sustainability planning, policy, and regulation.
4. Use effective research, communication, and reflective practice skills in service to urban sustainability.
5. Engage in collaboration, advocacy, and leadership to effect transformational change.

### **ADDITIONAL COURSE AND ANTIOCH UNIVERSITY POLICIES AND EXPECTATIONS**

#### **Attendance Policy**

A primary consideration in the design of this course is that we learn from each other, through discourse, and through practice. For that reason, you are expected to attend all class sessions during the residencies, all online sessions, and to participate in weekly online discussions. If an absence is unavoidable, please contact me in advance about a make-up assignment. As indicated below and per University policy, you will not receive credit if you miss more than twenty percent of the residency and online class sessions.

University policy states: “students are expected to attend all class sessions and, for online courses, participate in online discussions as required in the syllabus. If a student attends less than 80% of class sessions, the student will earn no credit for the course. If a student anticipates an absence for religious observance, work obligations, or any other reason, the student consults with the instructor before or during the first week of class to request an accommodation in the form of makeup assignments. In some cases, however, accommodation may not be possible if in the instructor’s judgment the absence would be disruptive to the learning process. In these cases the judgment of the instructor is final.” (See AULA General Catalog, 2010-2012, p. 59.)

#### **Letter grade Equivalent Policy**

University policy states, “AULA instructors and evaluators are required by the University to provide grade equivalents for students who request them.” (See *AULA General Catalog, 2010-2012*, p. 64.)

Letter grade equivalents will not automatically be provided for this course. If you would like to receive a grade equivalent, please request it in writing by week two.

### **Incomplete Policy**

Per University policy, students must complete all course work by the deadlines stated in this syllabus. “If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. Faculty members are neither obligated nor encouraged to award Incompletes. When a student receives an Incomplete, all outstanding course or project work must be submitted by the sixth week of the subsequent term.” (See *AULA General Catalog, 2008-2010*, p. 58.)

### **Information Literacy and Research Requirements**

Students in this class are expected to use the Sakai learning management system to post their assignments. You will also use the Antioch University online library resources, including the OhioLink library system, WeDeliver document delivery services and RefWorks bibliographic management system. Students who need technological assistance can contact the 24-hour HelpDesk (1-866-662-0056, <http://helpdesk.antioch.edu>), and those who need training can contact the AULA library for tutoring assistance (310-578-1080 x333).

### **Student Conduct Policy**

The standards for student conduct in this class are:

- To be respectful to each other at all times.
- To focus constructive criticism towards statements and ideas, not the person.
- To listen to others attentively, and with an open, receiving mind
- To participate fully with the understanding that student participation is an essential component of the course learning experience.

For more information about the University’s general policies regarding student conduct, See *AULA General Catalog, 2010-2012*, (p.59 &71).

### **Plagiarism policy**

University policy describes plagiarism as “the representation of someone else’s writing, graphics, research, or ideas as one’s own. Paraphrasing an author’s ideas or quoting even limited portions of the work of others without proper citation are also plagiarism, as is cutting and pasting materials from the Internet into one’s academic papers. Extreme forms of plagiarism include submitting a paper written by another person or purchased from a commercial source.” (See *AULA General Catalog, 2008-2010*, p. 66.)

Plagiarism is a serious breach of academic integrity that results in sanctions which may include dismissal from the University. Please consult Diana Hacker and Nancy Sommer’s *Rules for Writers, 7th ed.*, pp. 539-543 for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources.

Please also feel free to ask me for clarification.

### **Reasonable Accommodation for Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Josh Williams, Director of Student Advocacy and Services, extension 441, [jwilliams10@antioch.edu](mailto:jwilliams10@antioch.edu), room A2041.

### **Antioch University Policies**

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy.

To access academic, student, and other university policies are available online:  
[http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)