

History of Community Development in Los Angeles  
CDTech/LATTC  
Fall 2011  
Course# \_\_ (Community Planning \_\_)  
Room# \_\_\_\_\_

SYLLABUS AND COURSE DESCRIPTION

INSTRUCTORS: Mary M. Lee, Esq. [mmlee2@sbcglobal.net](mailto:mmlee2@sbcglobal.net); Yuki Kidokoro  
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Office hours: *Please call to schedule an appointment*

Office locations: Trailer: \_\_\_\_\_

**Class Day/Time: Mondays, 5:30 – 9:30 p.m.**, October 24– December 12, 2011

REQUIRED MATERIALS

**Books, Articles and Handouts:** Students will be responsible for reading the materials and handouts that will be distributed in class. These handouts will cover a variety of topics related to community development conditions, from both a historical perspective and from the vantage point of events occurring today.

COURSE DESCRIPTION:

Los Angeles is a world class city; the region is famous for being the entertainment capital of the world. But there are many other dimensions to Los Angeles. It is perhaps the most diverse city in the nation - there are more than 220 different languages spoken in Los Angeles, and more than 140 nationalities represented within the city. In terms of raw numbers, there are more people living in Los Angeles County than any other county in the nation, approximately 9.8 million residents. The racial breakdown of Los Angeles County - according to county-level data from the 2007 U.S. Census, - indicates that there are more Hispanic residents (4.7 million), Asian residents (1.4 million), and Native American residents (146,500) in Los Angeles than any other in the nation, and the nation's second largest concentration of African American residents (950,00). It is an area of great wealth and devastating poverty, where automobiles are prevalent but where public transportation is woefully inadequate. International conglomerates and the informal/underground economy co-exist in LA. State of the art medical facilities are opening in the same city where millions are denied health care; world class restaurants and boutique grocery stores in the midst of food deserts.

How did this place of such extreme contrasts come to be? This course will explore the history of community development in Los Angeles by tracing several primary themes: Migration; Industrialization/Labor; Housing; Transportation; Water; Land Use/Built Environment/Redevelopment; Retail and Commercial Development; Art and Culture; Race and Class. The impact of local politics, changing demographics and other social factors will be part of the analysis of each of these themes.

Students will explore the ongoing problems that have resulted from short-sighted development policies, particularly the negative impact such policies have on low income communities and communities of color. Students will also learn about promising practices being utilized to create neighborhoods that are equitable, sustainable and designed to serve community needs.

STUDENT LEARNING OBJECTIVE:

Students will develop an understanding of the historical context of community development policies. They will be able to recognize the impact of an array of community development issues that unfold simultaneously. Students will examine how those policies are made and who the decision-makers are. Students will also enhance their ability to conduct research, work collaboratively as part of a team and make effective oral presentations.

EXPECTED LEARNING OUTCOMES

Students will be able to understand the community development landscape and recognize how development decisions have often been influenced by the race, class and socio-economic status of a neighborhood.. Students will be able to identify alternate approaches to development that engage community residents and incorporate community voices in development decisions.

Students will be able to craft a time line that illustrates how community development in Los Angeles has occurred..

#### FORMAT

The class will meet once each week. Class participation is essential. Field trips may also be scheduled. Students are required to come to class prepared to take part in discussions of the reading materials, lectures and presentations. Students will also work in small groups. Guest speakers with expertise in the topics covered by the course will be invited to make presentations during several class sessions. Interactive methods and multimedia formats will also be utilized.

#### GRADES

Students will be graded as follows:

- Class participation, which includes asking questions and making comments during weekly discussions and class projects, and sharing current events related to the topics covered in the class - 30%
- Take-home written assignments and journal entries (3) - 10% each
- Final class presentation and written journal - 40%

**ASSIGNMENTS** – Assignments are to be turned in at class sessions. **No Assignments Will Be Accepted Via Email**

- 1) Assignment – due **November 7, 2011**
- 2) Assignment – due **December 21, 2011**
- 3) Assignment – due **December 5, 2011**

#### FINAL EXAMINATION:

GROUP PROJECT - Students will collaborate in teams on a group project to develop a topic to be entered on the Los Angeles timeline. Each team will make oral presentations of their timeline entry to the class on **December 12, 2011**

#### FINAL EXAM GRADING CRITERIA

The final exam will be graded as follows:

- Collaboration with team members – 25%
- Preparation and content of class presentation – 45%
- Delivery of class presentation – 30%

***Students with disabilities who need any assistance or accommodations should contact the instructor***

#### Tentative Schedule of Topics

- M – 10/24/11 **Introductions**; review expectations of students and faculty. My LA story – when did I come to Los Angeles? Where have I lived in LA? Where do I live now? Our class map.  
Migration/Immigration – the founding of Los Angeles, demographic shifts over time
- M – 10/31/11 **Industrialization** – moving from agriculture to manufacturing. Developing land to support industry – zoning and land use decisions. Workforce, Labor rights in early Los Angeles
- M - 11/7/11 **Transportation** – How do you get around? How did LA destroy a great public transit system? Transit Oriented Development, Transit Equity. How transportation planning decisions impact the built environment

- M – 11/14/11 **Water** –what does it take to turn a desert into an “oasis”. Building Sustainable Communities; regional competition or collaboration
- M- 11/21/11 **Housing** – residential segregation shapes LA neighborhoods: restrictive covenants, fair housing/fair lending –suburbs and white flight. Equity scams and subprime lending
- M – 11/28/11 **Retail and Commercial Development** – NIMBYs. LULUs, food deserts and food swamps – retail corridors and residential neighborhoods; Art and Culture: Race and Class segregation impacts the development of LA’s neighborhoods.
- M – 12/5/11 **Redevelopment/Mega projects**/– forces that drive development in LA today – sports arenas and other developer driven initiatives. From skid row to downtown lofts - Gentrification and displacement
- M -12/12/11 **Final Project Presentations**

*\* Please note: the schedule of topics is tentative and is subject to change. Revisions may be made to accommodate guest speakers. Announcements of changes to the schedule will be made in class and students are responsible for adjusting the calendar*