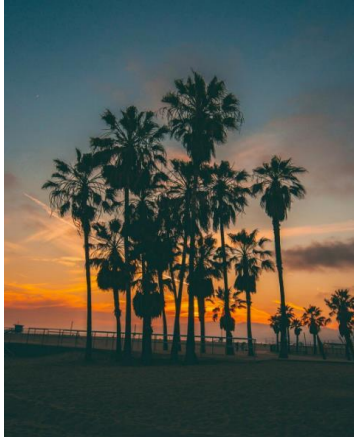


**Final Version: Any changes will be
announced in class**

California Employment Issues: Public Policy 233



Syllabus: Winter 2017

Version of 12-12-16

Instructor: Daniel J.B. Mitchell, Professor-Emeritus, Anderson School of Management and Dept. of Public Policy of the Luskin School of Public Affairs

Class days and times: Wednesdays: 6-8 PM entire quarter (6362 Luskin School of Public Affairs). Thursdays: 2-4 PM weeks 2 through 8 - unless Prof. Mitchell indicates you should stay until 4:50 PM (2343 Luskin School of Public Affairs). Note: Students who did not attend MPP orientation on California by Prof. Mitchell should attend week 1, 2-4 PM.* No Thursday classes during weeks 9 and 10.

NOTE 1: UNDERGRADUATES MAY NOT ENROLL IN PP233 AND SHOULD INSTEAD TAKE PP10B.

NOTE 2: PROF. DUKAKIS IS NOT AN INSTRUCTOR IN PP233.

Prof. Mitchell's Office Hours in 6361 Luskin School of Public Affairs:

Thursdays: 1:00 - 1:50 PM

Wednesdays: 3:30-5:30 PM or by appointment

Mailbox: Room D502 Collins (Anderson School Complex)

Secretary at Anderson: Marco Alvarado, Room D502 Collins (Anderson School complex)

E-mail: daniel.j.b.mitchell@anderson.ucla.edu

Phone: 310-825-1504

Requirement for enrolling: **Graduate status.**

The unusual nature of Public Policy 233. For many years, actually going back before the creation of the Luskin School of Public Affairs, an undergraduate course on California Policy Issues - now denoted Public Policy 10B - has been offered. That course, originally created with

*Alternatively, go to the link below and watch the Fall 2016 MPP orientation presentation (in four parts):

<https://archive.org/details/104Mpp16Part3>

the assistance of the UCLA Anderson Forecast (which focuses on California), covers a broad range of policy issues. It is currently co-taught by Prof. Mitchell and Michael Dukakis - former governor of Massachusetts and 1988 presidential candidate - on Thursday afternoons. However, the presentations in PP10B are primarily made by guest speakers from various government agencies, nonprofits, and from academia. *Please note that Prof. Dukakis is not an instructor for purposes of grading in PP233 and does not participate in the Wednesday classes of PP233.*

Public Policy 233 was created to offer graduate students access to the guest speaker presentations in PP10B (Thursdays) while having a separate seminar format - and some additional readings - on Wednesdays with Prof. Mitchell.

It is difficult to predict final course enrollment so there may be adjustments in the course format. However, subject to adjustment based on what enrollment turns out to be, it is expected to have the following components.

1) **Format:** In the Wednesday seminars, Prof. Mitchell will present relevant material. Then students will present summaries of that week's required readings and videos on a rotating basis (the "round robin"). Again, the exact format will depend on enrollment.



2) **Reports:** Students prepare a written report on a California policy issue to be turned in by **week 9** (in the Wednesday class). Oral presentations based on these reports will occur in class during **weeks 9 and 10** (Wednesdays). There is no final exam. Note: You can pick your topic in consultation with Prof. Mitchell. For the undergraduates in PP10B, a required menu of topics is part of the course. You may want to consult that list for ideas on the PP10B syllabus (available on that course's website page which it shares with PP233). However, you are free to pick a California topic not on that list.

3) **Important Report Schedule Information:** Please pick your report topic by the Wednesday class of week 2. An outline of that report should be given to Prof. Mitchell by the Wednesday of week 5. That report in its final written format should be handed in on the Wednesday of week 9 (not the last day of class). Oral presentations of class reports will be made by students in weeks 9 and 10.

Note: For purposes of week numbering, our first class on Wednesday, January 10, occurs in week 1.

Why does the course have the word "employment" in its title? Most of the topics covered - really all of them - have significant labor market implications. For example, "social unrest and crime" can discourage area development and therefore job opportunities. Thus, PP233 can be used as part of an MPP concentration focusing on labor and employment issues. However, students may have other interests - for example, you might be interested in crime policy directly. If so, your papers and presentations can be directed to your personal and career objectives. Bottom line: "Employment" is in the title for accidental historical reasons related to the

original creation of the MPP curriculum. It's easier to explain the title each year than to have the university bureaucracy change it.

MOST OF THE INFORMATION YOU NEED WITH REGARD TO READINGS AND GUEST SPEAKERS IS TO BE FOUND ON THE SYLLABUS FOR PP10B. THAT SYLLABUS CAN BE FOUND ON THE COURSE WEBPAGE (which it shares with PP10b) FOR PP10B AND ALSO ON PROF. MITCHELL'S FACULTY WEBPAGE AT THE ANDERSON SCHOOL. THERE IS ALSO A VIDEO LIST AT THE SAME TWO LOCATIONS RELATED TO THIS COURSE. HOWEVER, AS PP233 IS A GRADUATE COURSE, WE ALSO DO SUPPLEMENTARY READINGS IN ADDITION TO THE PP10B READINGS. SO PLEASE USE THIS SYLLABUS WHICH CONTAINS ALL PP233 READINGS AND OTHER REQUIREMENTS. PROF. MITCHELL'S FACULTY WEBPAGE AT ANDERSON ALSO HAS A COPY OF THE SYLLABUS AND VIDEO LIST FOR THIS COURSE. THEY ARE ALSO ON THE COURSE WEBPAGE FOR PP233.

YOU WILL NEED TO ACQUIRE COPIES OF THE FOLLOWING TWO BOOKS FROM THE ASUCLA BOOKSTORE:

- 1) Kevin Starr, *Golden Dreams: California in an Age of Abundance: 1950-1963* (Oxford University Press, 2009). Note: Starr is the author of a series of "Dream" books on California extending through its history going back before statehood. The book published just prior to this one dealt with California's problems in the 1990s and early 2000s, going up to the 2003 recall of Gov. Gray Davis. He has yet to complete the interval from the late 1960s through the 1980s. But he recently came out with a short volume on construction of the Golden Gate Bridge in the 1930s.
- 2) Daniel J.B. Mitchell, ed., *California Policy Options 2017* (Luskin School of Public Affairs, 2017). An inexpensive spiral-bound version will be available at a local copy shop. Location of the shop will be announced in class. If you have trouble asking for the volume under the title PP233, try asking under PP10b.

All other readings – including required videos – are available for download on the course website.

Instructions for writing reports and making oral reports appear at the end of this syllabus. Please follow them carefully in preparing your reports.

Please be sure your email account is functioning so that Prof. Mitchell can communicate with you during the quarter. Student email accounts at UCLA have size limits and can overflow if not regularly checked for messages.

ATTENDANCE: You should plan to attend all classes, both the Wednesday seminars and the Thursday guest speaker presentations. We do not record the guest speaker presentations so there is no way to "make up" for missing them.

ACADEMIC MISCONDUCT: *Students are expected to hand in original work. For information on university standards, visit www.deanofstudents.ucla.edu. Unfortunately, the undergraduate PP10B has produced repeated instances of misconduct. I would like to think that such things could not happen in a graduate class such as this one. But incidents have occurred in the past among graduate students, including in this class. Therefore, all written reports will be handed in via the turnitin.com system. Submitting unattributed material via turnitin.com is "suicide by cop." So please avoid doing anything that could lead to embarrassment and severe university penalties. Thank you.*

GRADING POLICY: *Unlike other classes you may have taken, I do not use a mechanical formula for course grading, i.e., X% for this; Y% for that. Obviously, the written papers and oral presentations are going to be very important. Absences detract from the learning experience - including the learning experience of fellow students. Note that missing the Thursday guest speakers contradicts the purpose of the course, which - as noted above - is to create a vehicle so that graduate students could benefit from the speakers coming to PP10B. Please plan your schedule accordingly.*

Topics and Units:	Date	Week*
Introduction	Jan. 11	1
If you did not attend MPP orientation on California, also watch the video of the orientation (footnote on p. 1 gives link)		
Environment and infrastructure	Jan. 18-19.	2
Water supply, air/environmental quality, congestion		
State and local fiscal situation	Jan. 25-26.	3
Special social problems: health care/income distribution .	Feb. 1-2.	4
Immigration, demographics, and international trade	Feb. 8-9.	5
Urban and regional planning/economic development.. . . .	Feb. 15-16.	6
Social unrest and crime.	Feb. 22-23.	7
California Economic Policy	Mar. 1-2.	8
Student Oral Reports	Mar. 8	9
Student Oral Reports - continued	Mar. 15	10

**As noted earlier, the numbering of weeks may differ from other numbering systems in use at UCLA. Week 1 for purposes of this syllabus is the week containing the first day of this class. Week 10 is the week containing the last day of this class. All assignments by week number refer to our class numbering system and no other.*

California Education Code Section 78907

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.

Source: <http://codes.findlaw.com/ca/education-code/edc-sect-78907.html>

We reproduce this provision because our guest speakers volunteer to participate in the class. They do not consent to have their remarks recorded or circulated on social media.

1: Introduction

Jan. 11

Also Jan. 12, 2-4 PM, only IF you didn't attend MPP orientation on California. Alternatively, you can watch the video of the orientation. See page 1 of this syllabus, footnote, for details and link.)

REQUIRED READINGS BEGIN IN WEEK 2.

Topics:

- Introduction to course and its logistics
- Overview of topics to be covered
- Discussion of student assignments (team and individual projects)
- Introduction to California

Recommended (optional) course website videos.

- *Gold Rush: Documentary on the California gold rush. <goldrush.wmv>*
- *Transcontinental Railroad: California is linked to the rest of the U.S. in the 1860s. <Transcontinental RR.wmv>*
- *California at War: The economic and social transformation of California during World War II. <CAatWar.wmv>*
- *B of A 50th Anniversary: State boosterism in 1954 produced by Bank of America - then a major financial institution in the state, now a brand name of an out-of-state bank. <B of A 50th anniversary.wmv>*
- *Mt. Wilson: Southern California Expands the Universe. The construction of the 100-inch telescope on Mt. Wilson in the early 20th century leads to an amazing discovery. <mt Wilson.wmv>*

You may also be interested in the YouTube videos placed online for this course unit.



Note 1: There are a total of 5 items to read for this unit. "NEW" means a reading that was not part of the course last year or earlier.

Note 2: You should have chosen your course report topic by Wednesday, January 18.

Required Readings and Video:

- Kevin Starr, Golden Dreams, chaps. 9 and 10 ("Freeways..." and "Mare Nostrum...")
- Daniel J.B. Mitchell, "Clearing the Air: What the Times Called for in 1947" in *California Policy Options 2016*. (The beginning of anti-smog policy in the LA area.) <clearing.pdf>
- Daniel J.B. Mitchell, "Earl Warren's Fight for California's Freeways: Setting a Path for the Nation," *Southern California Quarterly*, Summer 2006, pp. 205-238. Class webpage <FREEWAY.pdf> (In a different era, California adopts a pay-as-you-go approach to freeways.)
- NEW: Axel Sarkissian, "Intercity and High-Speed Rail Service in California," *California Policy Options 2017*. NOT on the course website; only in your book of readings. (Development of rail in California. A chapter based on an individual report by a former student in Public Policy 10b.)
- NEW VIDEO: "Oppenheimer-Episode 1" on the course website. Also at <https://www.youtube.com/watch?v=2sS0prKCEME> BACKGROUND: AS PART OF THE CROSS-CUTTING TECH THEME THAT RUNS THROUGH THE VARIOUS TOPICS OF THIS COURSE, WE INCLUDE THE 7-PART "OPPENHEIMER" DOCUDRAMA - ONE EPISODE PER WEEK. (In the 1930s, the University of California (UC) was primarily Berkeley with UCLA as the "Southern Branch." At Berkeley, the physics department had achieved world class status, thanks especially to Prof. Ernest Lawrence who received the Nobel Prize for invention of the cyclotron and Prof. J. Robert Oppenheimer, a renowned theorist. The Berkeley physics department played a major role during World War II in the "Manhattan Project" that produced the atomic bomb. Oppenheimer became co-director of that project, despite official concerns about his left-wing connections. Also appearing in the docudrama is Dr. Edward Teller, who began work on the hydrogen bomb even before the A-bomb had been developed. Teller, later founded what is now the Lawrence Livermore National Lab for UC and worked as its director and associate director. UC now is involved in the management of three U.S. Dept. of Energy labs as a result of the World War II Manhattan Project. As you see the various episodes, you might think about the not-always-foreseen consequences of scientific advances and new technologies. In Episode 1 we are introduced to Oppenheimer and his Berkeley colleagues in the late 1930s as well as his complicated personal life. Word comes to Berkeley of work in Nazi Germany that suggests the possibility that an atomic bomb is possible. World War II begins in Europe.)

Guest speakers:

--Seleta J. Reynolds, General Manager., LA Dept. of Transportation LADOT, 2 pm

--Shane Phillips, Project Director, LA Streetcar, 3 pm

Recommended optional course website videos of interest:

- *Cadillac Desert: Water* documentary generally following the "Chinatown" approach. <Cadillac desert.wmv>
- *Chinatown excerpts*: The film *Chinatown* has a complex plot loosely based on the Owens Valley Project, but reset in the 1930s instead of the pre-World War I era. The plot adds murder and incest to the story. A character based on Harrison Gray Otis, owner of the LA Times and a major figure in the City, is the villain. Another character based on William Mulholland, the engineer who oversaw the Owens Valley Project, is the murder victim. Jack Nichols plays a private detective hired by the daughter of the Otis character who uncovers a conspiracy to dump water out of the City reservoirs to create a water shortage and induce voters to pass a bond issue. As he figuratively sniffs around, his nose is repeatedly injured. <Chinatown excerpts.wmv>
- *Hetch-Hetchy*: The Hetch-Hetchy dam is to San Francisco what the Owens Valley Project is to L.A. <hetch-hetchy.wmv>
- *Colorado River*: A major source of water for Southern California. <coloradoriver.wmv>
- *Golden Gate Bridge*: One of the most famous infrastructure projects in California was the construction of the Golden Gate Bridge. <goldengate.wmv>
- *California water vs. environment under Gov. Schwarzenegger*. <calwater60min.wmv>
- *The Red Car Conspiracy and Roger Rabbit*. The film *Who Framed Roger Rabbit* (which has a deliberate Chinatown-type villain) features the supposed conspiracy that ended streetcars in Los Angeles until they were more recently revived as light rail. As might be expected, the actual story is more nuanced. <red car roger rabbit.wmv>
- *True Detective's California high-speed rail conspiracy* <True Detect-RR plot-full.wmv>

You may also be interested in the YouTube videos placed online for this course unit.



Required readings and video: (5 items)

- *Kevin Starr, Golden Dreams, chap. 7 ("Warren, Nixon, Knight, and Knowland...")*
- *NEW: Daniel J.B. Mitchell, "Not If He Can Help It: Enacting the 2016-17 California State Budget," California Policy Options 2017. NOT on the course website; only in your book of readings. (Gov. Jerry Brown focuses on his legacy and on avoiding a budget crisis.)*
- *NEW: Helmut K. Anheier and David B. Howard, "Foundations in Los Angeles," California Policy Options 2017. NOT on the course website; only in your book of readings. (Nonprofit, tax-favored entities and their development in LA. Nonprofits carry out public services just as do governments.)*
- *Chuck McFadden, Trailblazer: Chapters 3 and 4 <trailblazer.pdf>. (Insights into the period when Prop 13 - which drastically cut local property taxes - was passed by voters and altered the state's fiscal arrangements.)*
- *NEW Video: Oppenheimer Episode 2 on the course website. Also on <https://www.youtube.com/watch?v=EX0fvoPHOZM>. (The federal government has set in motion the Manhattan Project to build the A-bomb, but the project lacks focus and leadership. General Leslie Groves is in charge but needs a scientific co-director. Edward Teller is already thinking of going beyond an A-bomb to an H-bomb. Groves selects Oppenheimer to be the co-director, despite concerns about Oppenheimer's communist connections. A technological break-through is made. The site for a secret location at Los Alamos, New Mexico is selected. A Berkeley colleague approaches Oppenheimer to see if he would pass information to the Soviets.)*

Guest Speakers:

- Rick Cole, City Manager, Santa Monica, 2 pm
- Mahdi Aluzri, City Mgr., City of Beverly Hills, 3 pm

Suggested optional video from course website:

- *Interview with former Gov. Schwarzenegger just after Nov. 2008 election on the budget and other matters. <schwarzinterpostelect.wmv>*
- *Interview with Gov. Brown on fiscal and other issues, Nov. 2013 <brown ATC 11-6-13.wmv>*

You may also be interested in the YouTube videos placed online for this course unit.

4: Special Social Problems: health care/income distribution
(On the 2nd, stay for all three speakers until 4:50 pm.)

Feb. 1-2

Required readings and video:

(5 Items to read for this combined unit.

- Kevin Starr, *Golden Dreams*, chap. 6 ("Downsides and Dividends...")
- Daniel J.B. Mitchell, "Impeding Earl Warren: California's Health Insurance Plan That Wasn't and What Might Have Been," *Journal of Health Politics, Policy, and Law*, December 2002, pp. 947-976. Class webpage <IMPEDING.pdf>. California might have created a model for national universal healthcare - but didn't in the 1940s.
- NEW: Parul Baweja, Uyen Dinh Chu, Crissy Chung, Danielle Ogez, and Andrea Truong, "The Affordable Care Act 2.0: Reimagining Health Care Reform in California," *California Policy Options 2017*. NOT on the course website; only in your book of readings. (Improving the state's health care system. A chapter based on an Advanced Policy Project report by a team of MPP students.)
- NEW: Stanley M. Paul, "Undocumented Lawyer: Admission to the California State Bar" *California Policy Options 2017*. NOT on the course website; only in your book of readings. (Can an undocumented individual receive a license to practice as a lawyer in California? A case of integrating an undocumented person into the workforce.)
- NEW Video: Oppenheimer Episode 3 on the course website. Also on YouTube at <https://www.youtube.com/watch?v=io3WSJwVklI>. (Los Alamos evolves into a secret city. Frictions arise over project administration. Oppenheimer's leftist connections - particularly at Berkeley - and his uneven personal life continue to be an issue. The FBI bugs his conversations. Groves confronts Oppenheimer concerning the attempt by a colleague to obtain information for the Soviets.)

Guest speakers:

--Elaine Batchlor, MD CEO Martin Luther King Jr Community Hospital, 2 pm
--Snehal Desai, Artistic Director, East West Players, 3 pm
--Teresa Chien UCLA-MPP, Executive Director, LA County Dental Society, 4 pm

Optional video:

CalOSHA Policy Issues 2010. Deficiencies in state worker safety enforcement. <caloshaissues2010.wmv>

Leslie Aaron, LAUSD teacher of the year 2012-13, Keynote address to UCLA Anderson Forecast, <Leslie Aaronson Sept 2013 Forecast Keynote.mpg>. May also be live-streamed at <http://www.youtube.com/watch?v=3v6JE5TRnj0>.

You may also be interested in the YouTube videos placed online for this course unit.



5: Immigration, demographics, and international trade

Feb. 8-9

Note: Outlines of reports are due by Wednesday, Feb. 8.

Required Reading and Video (5 items total)

Immigration & Demographics (3 items)

- Kevin Starr, *Golden Dreams*, chap. 16 ("People of Color...")
- Daniel J.B. Mitchell, "Warren's Wedge: An Historical Perspective on Wedge Issues in California Politics," *California Policy Options 1999*. Class webpage <mitchell-wed.pdf>. (Forced relocation of the Japanese-origin population during World War II.)
- Daniel M. Friess, "Falling Voter Turnout Rates in California" in *California Policy Options 2016*. (Who votes?) Friess is a former MPP student in PP233. <friess.pdf>

Topics: Changing demographics of California
Labor market implications of immigration

International Trade

Another Required Reading: (1 item)

Topics: Infrastructure related to trade (sea ports, airports)
California trade promotion

- William Sholan, "Getting Better: An Update on Security at the Ports of Los Angeles and Long Beach." (Updates an earlier study on port homeland security efforts which found deficiencies.) *California Policy Options 2013* book. <sholan.pdf> Sholan is a former PP10b student; this chapter was based on his individual report.

Required Video: (1 item)

- Oppenheimer Episode 4 on the course website. Also available at <https://www.youtube.com/watch?v=uo0jZqxcrWE>. (Progress is made on the bomb's triggering mechanism. Teller continues to push for the H-bomb. Scientists on the project are beginning to have concerns about the moral issue of using the bomb in the war, even before it is ready for testing.)

Guest Speakers:

--Allison Yoh, Director of Transportation Planning, Port of Long Beach, 2 pm
(Dr. Yoh has a PhD from the Dept. of Urban Planning, UCLA Luskin School.)
--Eric Eide, Director, International Trade for the City of LA, 3 pm

Recommended optional course website videos of interest:

- *LA Port: Short documentary on how shipping occurs in the local port.* <LA Port>
- *Zoot Suit Riots: During World War II, the "Sleepy Lagoon" murder case and frictions between Mexican-American teenagers and military personnel leads to the Zoot Suit Riots.* <zoot suit riots.wmv>

- *Mendez vs. Westminster: A California case involving school segregation of Latinos in the 1940s that set the groundwork for Brown vs. the Board of Education, the 1954 U.S. Supreme Court decision declaring segregation in the schools unconstitutional. <mendez.wmv>*
- *California Immigration: Exploration from various viewpoints of the immigration issue. <CA immigration.wmv>*
- *Why Braceros? The Bracero Program was established during World War II and ended in the 1960s. It brought Mexican farmworkers into California through a government program. Today such a system would be called a "guestworker" program, as some have proposed. <bracero.wmv>*
- *Armenian immigration into California: This film, made in the 1980s and narrated by then Governor George Deukmejian, provides a history of Armenian immigration, particularly into the Central Valley. <strangers.wmv>*
- *Challenge to Democracy: A film made during World War II by the agency charged with running the relocation centers after the forced relocation of the Japanese-origin West Coast population. In the viewpoint of the film, the relocation was a wartime necessity and life in the centers is portrayed in an idealized fashion. <challenge.wmv>*
- *Alameda Corridor: Video explains construction and function of the Alameda Corridor, a freight rail link to the Ports of LA and Long Beach. <Alameda Corridor.wmv>*
- *Return to the Valley. Documentary reflecting on the internment during World War II of the Japanese-origin population in California. Former internees are interviewed. <return.wmv>*

You may also be interested in the YouTube videos placed online for this course unit.



Required Readings and Videos:

- Kevin Starr, Golden Dreams, chaps. 1 and 2 ("San Fernando..." and "Designs...")
- Renee Moilanen, "Heart of the City: Development at Redondo Beach," California Policy Options 2006. Class webpage <HEART.pdf>. Moilanen is a former MPP student who wrote this chapter as a class assignment. (Dealing with NIMBYism. Note: Despite the derogatory connotation of "NIMBY," are there legitimate issues being raised by residents?)
- VIDEO: Renewal - San Diego: Impact of an effort on urban renewal. <renewal-San Diego.wmv> or <The Price of Renewal Snagfilms.mp4> Note: Do not wait until the night before to download, only to discover some technical problem. Make sure several days in advance that you can access this video. If you have a problem, we can provide assistance. But the question is due at the deadline. You may be able to see at live-streamed (possibly with ads) at http://www.snagfilms.com/films/title/the_price_of_renewal.
- NEW: Brian Nguyen, Kiana Taheri, and Blake Valenta, "Regulations for the Online Short-Term Rental Market in Los Angeles," California Policy Options 2017. NOT on the course website; only in your book of readings. (How LA might respond to the regulatory challenges of Airbnb. A chapter based on an Advanced Policy Project report by a team of MPP students.)
- NEW Video: Oppenheimer Episode 5 on the course website. Also available at <https://www.youtube.com/watch?v=Xo6s9G1W8Ng>. (Oppenheimer does not fully represent the concerns of the scientists about using the bomb to federal authorities. The Trinity test takes place in New Mexico. The bomb is then used on Japan. Oppenheimer is shaken when he sees films taken after the surrender of Japan that show the effects of the bomb.)

Topics: Planning process

Business Improvement Districts
 Effect of tax system on land use policies
 "Sprawl"
 Competition by local governments for private investments

Guest Speakers:

--Cecilia V. Estolano, Executive Director, Westside Cities Council of Governments, 2 pm
 --Reva Feldman, City Manager, City of Malibu, 3 pm

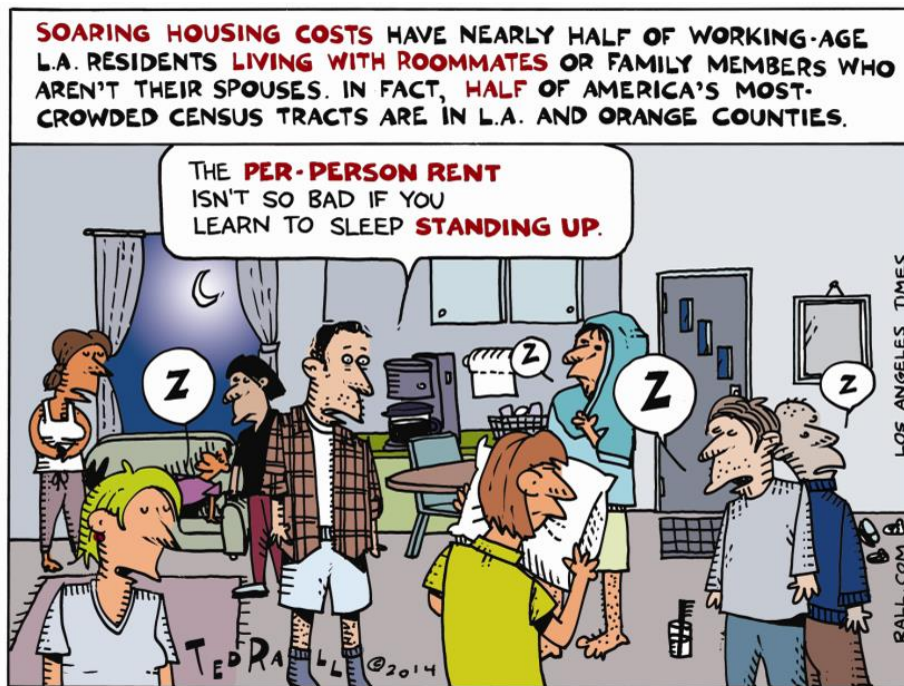
Recommended other optional videos on the course website:

- *Rising Sun: Local authorities like to attract investment but in this film, the fact that it's foreign investment from Japan - a major factor in L.A. real estate and other industries in the 1980s - seems to be source of tension. The plot involves a murder in the offices of a Japanese firm in an L.A. highrise. <rising sun excerpts.wmv>*
- *San Francisco Earthquake: The 1906 San Francisco earthquake was less devastating than the fires that followed. Local authorities were not prepared for a major quake. <San Francisco earthquake.wmv>*
- *Things That Aren't There Anymore: What level of historic preservation is appropriate? <Things That Aren't.wmv>*



- *New L.A.:* A look at the changing political structure of Los Angeles. <New LA.wmv>
- *Santa Monica:* This film, made in the late 1950s, touts the virtues of Santa Monica and the surrounding area. It is typical of boosterism films made in that era. <santamonica.wmv>
- *City at Risk:* Residential development in the Sacramento area puts housing at flood risk. <cityatrisk.wmv>
- *Fate of the LA Times:* There has been concern that the move of the LA Times from local control to control by an out-of-state firm is bad for the City in some way. Meanwhile, internet news has had a negative impact on the Times and newspapers generally. This excerpt from a public TV documentary focuses on the LA Times. (Since it was made, an out-of-state buyer bought the newspaper and it ended up in bankruptcy after another change in ownership. The bankruptcy ended and the new status is uncertain.) At one time newspapers played a dominant role in state and local politics in California. How much do they matter now? <latimes.wmv>
- *Dorothy Chandler and the Music Center.* The Chandler family was once highly influential in LA and California politics through its ownership of the LA Times. Dorothy Chandler was the main force behind the construction of the Music Center in downtown LA. <dorothyhandler.wmv>
- *Will Westwood Ever Be Hip Again?"* Radio broadcast of Nov. 26, 2013 on Which Way LA? KCRW. <Will Westwood Be Hip.wmv>

You may also be interested in the YouTube videos placed online for this course unit.



Required Readings: (4 items including video)

- Kevin Starr, *Golden Dreams*, chaps. 5 and 17 ("The Cardinal..." and "Cool...")
- **NEW:** Daniel J.B. Mitchell, "Death and Resurrection: The Tale of Coroner Noguchi," *California Policy Options 2017*. NOT on the course website; only in your book of readings. (A minority community rallies to support an LA County official.)
- Video: "Carissa." <carissa.wmv> or <Carissa AOL.com.mp4>. (We won't say more about Carissa except that she is not your typical UCLA Anderson and UCLA Law School graduate.) Video may be available (possibly with ads) in live-streaming at <http://www.aol.com/video/view/carissa/554a68f0e4b0e0bd77675391/>
- **NEW Video: Oppenheimer Episode 6** on course website. Also available at <https://www.youtube.com/watch?v=msadfwjWfo>. (In the postwar period, Oppenheimer opposes development of the H-bomb. His left-wing past comes back to haunt him. The chair of the Atomic Energy Commission, a new agency, wants Oppenheimer out of the picture. The Soviets test an A-bomb. Teller pushes to develop an H-bomb. A Soviet agent is revealed among the scientists who worked on the Manhattan project. Oppenheimer comes under investigation.)

Topics: Crime, drugs, police, riots, homeland security



Guest Speakers:

--Jacqueline Seabrooks, Chief of Police, Santa Monica Police Dept., 2 pm

--Deirdre L. Fike, Assistant Director in Charge, FBI-Los Angeles, 3 pm

Recommended optional course website videos of interest on the course website:

- *LA Riot: A documentary on the 1992 L.A. riot.* <LA riot.wmv>
- *Falling Down (Excerpts):* The plot involves a laid-off, white collar aerospace professional who goes on a crime rampage. This film is based on the idea of "angry white men" who are led to anti-social behavior due to economic distress, a popular idea in the 1990s. <falling down excerpts.wmv>
- *LA Medical Marijuana.* The City of LA seems to have a problem dealing with the regulation of medical marijuana sales. <LAmedicalmarijuana.wmv>

You may also be interested in the YouTube videos placed online for this course unit.



8: California Economic Policy

Mar. 1-2

Required Readings:

- Kevin Starr, *Golden Dreams*, Chap. 8 ("Cold War Campus")
- NEW: Matthew P. Drennan, "What's Wrong with Los Angeles and What Could Fix It?" *California Policy Options 2017*. NOT on the course website; only in your book of readings. (Issues in promoting the economic development of LA.)
- NEW: Robert Kleinhenz and Christopher Thornberg, "Better Than You Think: The California Economic Outlook for 2017," *California Policy Options 2017*. NOT on the course website; only in your book of readings. (Economic forecast for the state.)
- NEW Video: *Oppenheimer Episode 7 (final)* on your course website. Also at <https://www.youtube.com/watch?v=s0dfw uPlQo>. (A hearing is held to determine if Oppenheimer should have his security clearance revoked. Teller testifies against Oppenheimer as does Groves.)

Speakers: Today's "guest" speakers are your two class instructors. Prof. Daniel J.B. Mitchell will be discussing the limits to what California can do about its macro-economy and give some lessons from history. Then Prof. Michael Dukakis will be discussing the opportunities for state policy to influence the California micro-economy.

INDIVIDUAL WRITTEN REPORTS DUE TODAY WITH CHECKLIST FROM LAST PAGE OF THIS SYLLABUS INCLUDED!

**Outlines due today from those making oral TEAM
presentations next week!**

Recommended course website video of interest accessible only to registered students:

- EPIC: A California gubernatorial campaign in 1934 aims at pulling the state out of the Great Depression. <EPIC.wmv>

You may also be interested in the YouTube videos placed on line for this course unit.

Weeks 9 and 10: Wednesday classes only:

Mar. 8 and 15

Students' oral reports. Written reports due in class in week 9 (not 10). Oral reports sequence will be scheduled in class for the two dates.

*Report Writing and Oral Reports for this Course
(and any others you may take!)*

Written Report:

1) Use an *outline style* with actual¹ headings and subheadings:

- I. Introduction

- II. Title of Topic #1
 - i. Title of Subtopic 1a
 - ii. Title of Subtopic 1b
 - etc.

- X. Conclusions



2) Use the *introduction* to state what your main topic is and where you will be going.²

3) Use the *conclusion* to sum up the report and make recommendations.³ Do NOT introduce new material in the conclusion.

“Hold on. I’m going to have to call for back up.”

4) Give credit where credit is due via footnotes or references. Be sure to read the material in the introduction to this syllabus on submission of original material and the use of turnitin.com.

5) When presenting data tables or graphics, be sure to discuss them in the text. But do not just rehash the numbers. Explain what you are demonstrating with the data tables or graphics.

6) When using data (in tables or graphics), present them in a meaningful way. Is the most useful information the absolute value, the rate of change, or perhaps as a ratio to some other index?

7) *Number your pages* so that instructor comments can be made referring to locations in the paper.⁴

8) Avoid paragraphs that go on and on and on and on. After 3 sentences, begin to ask yourself if a new thought is being introduced. If so, you probably should start a new paragraph. Avoid sentences that go on and on and on. After 3 lines, begin to ask yourself whether your sentence can be cut into two separate sentences.

¹“Actual” means that you should have headings as indicated. To help you avoid problems, please see the checklist on the last page of this syllabus.

²Papers should have an introduction.

³Papers should have a proper conclusion.

⁴Papers should have numbered pages.

9) Don't be afraid to use your *spellcheck*. Be afraid not to use it!

10) Avoid starting sentence after sentence with the same word. The.... The... The... The...

11) *Avoid a folksy style* of writing. "I always loved this topic because..." Avoid little asides to the reader, e.g., "You probably are wondering why..."

Oral Presentation:

1) Be *organized*. Have an outline of what you plan to say.

2) Set the *groundrules* early on. Do you want questions as you go? Or do you want to postpone questions until the end? Even if you choose the latter, you should be willing to take a clarifying question, e.g., what does a particular word or acronym mean?

3) *Do NOT read* a written paper out loud. Nothing is more boring except one thing: reading a paper off file cards.

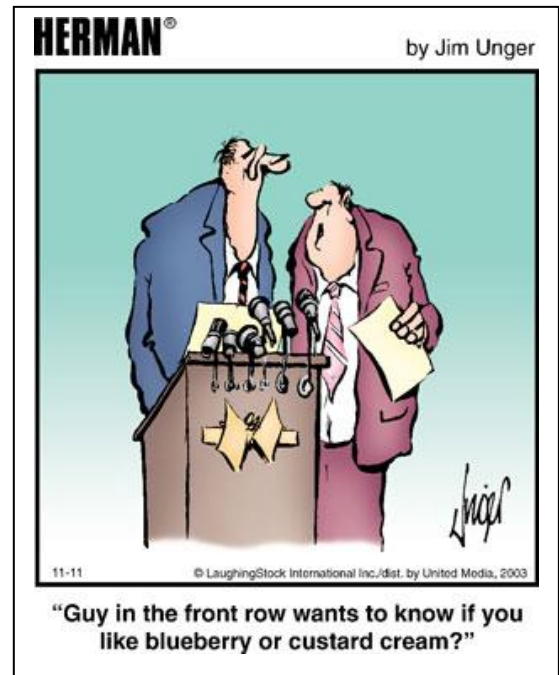
4) Use *visual aids*. PowerPoint slides with bullet outlines are useful. But don't put too much material on any one slide. *Repeat: Don't put too much material on any one slide.* A page that looks like this page is not a useful slide. An example of a useful PowerPoint bullet point slide appears after these guidelines.

5) Do not put small-font data tables on a PowerPoint slide and expect anyone to be able to read it. If you need to have the audience look at a detailed table, distribute it as a paper handout. If you were to violate this rule, your audience members would be distracted from what you are saying as they tried to read your unreadable table.

6) Simple graphics - charts showing basic trends, pie charts - can be effective in making simple points and make good PowerPoint slides. But don't make slides so busy and complex that the message cannot be readily seen. Use font sizes that can be seen on graphic labels. Note that pretty colors that appear on your home or laptop screen may not be clearly seen when projected.

7) At the end of the presentation, provide a brief *summary* of the key points you have made. What do you want the audience to remember?

8) In the question period after the formal presentation, if you don't know the answer, just say so. You want to be responsive. But if you don't know, you can't respond usefully.



9) You don't want to get into a side discussion with one member of the audience who is interested in a minor point. "We can discuss this after the class" is a good response when the discussion is veering away from the main issue.

10) **Practice** your report. Use an audio recorder. You may be surprised at what you hear and want to correct it. Listen to a radio or TV news station. Note that the announcers do not say "you know" in every sentence. (If we know, why tell us?) Note that radio and TV announcers rarely say "uh." They rarely say "like" except where the word properly belongs. It's good to practice and not just rely on what comes to mind. Saying whatever comes to mind doesn't work out very well:

<http://www.youtube.com/watch?v=U5oVzbwYWpg>

Note that radio announcers and public speakers do not end every sentence in an upward intonation that turns what should be a declarative statement into a question. Such a speaking style is sometimes known as "uptalk" and sometimes pejoratively as "moronic interrogation" so you don't want to use it in public speaking.

If you make declarative statements into questions, the effect is not one of being inclusive. Instead, you give the audience the impression that you are unsure of what you are saying. James Earl Jones used to announce "This is CNN!" He did not say "This is CNN??" Check him out at:

<https://www.youtube.com/watch?v=BuHfSo5YI M>

For an example of what to avoid, go to:

<http://www.youtube.com/watch?v=SCNIBV87wV4>

A Useful PowerPoint Slide:

Example

- Lettering is large so slide can be read by viewers
- Only a few points are shown
- Lessons from slide are clear to the audience

Example of a table that can be usefully presented as a PowerPoint slide:

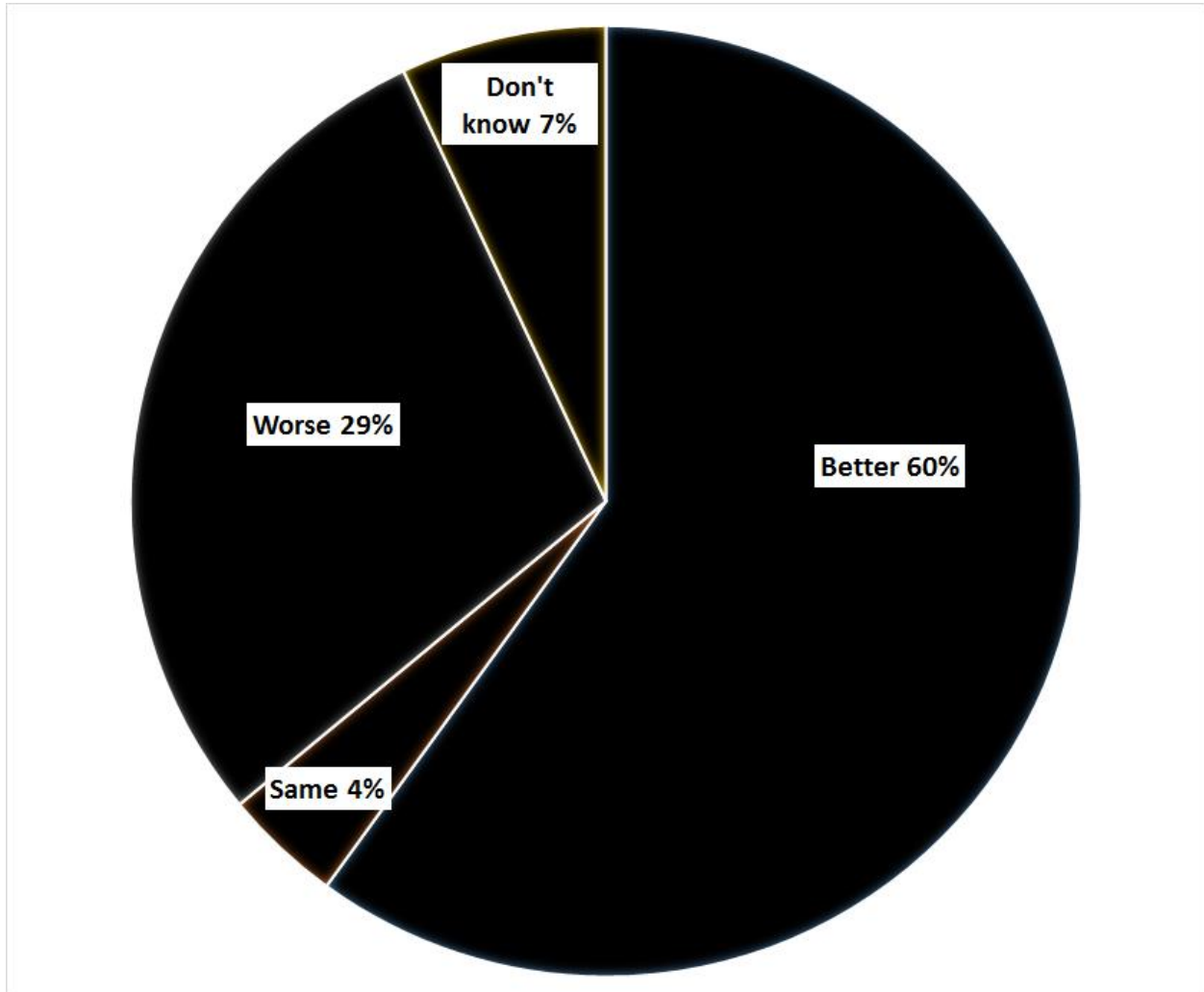
Likely Voters in California by Age

PPIC Poll: Sept. 2016

18-34	18%
35-54	35%
55+	47%
Total	100%

Example of a useful graphic for a PowerPoint slide as alternative to the table on the previous page:

Likely Voter Views on CA Initiative Process: *Are initiatives better than laws passed by the legislature and governor? (percent)*



PPIC Poll: May 2013

Below is an item that is not a good candidate for a PowerPoint slide. Distribute information such as this item as a paper handout, not a slide.

State Song: "I love You California"

Written by F. B. Silverwood
Composed by A. F. Frankenstein

I love you, California, you're the greatest state of all
I love you in the winter, summer, spring, and in the fall.
I love your fertile valleys; your dear mountains I adore.
I love your grand old ocean and I love her rugged shore.

Chorus

I love your redwood forests - love your fields of yellow grain,
I love your summer breezes, and I love your winter rain,
I love you, land of flowers; land of honey, fruit and wine,
I love you, California; you have won this heart of mine.

Chorus

I love your old gray Missions - love your vineyards stretching far.
I love you, California, with your Golden Gate ajar.
I love your purple sunsets, love your skies of azure blue.
I love you, California; I just can't help loving you.

Chorus

I love you, Catalina - you are very dear to me,
I love you, Tamalpais, and I love Yosemite,
I love you, Land of Sunshine, half your beauties are untold.
I loved you in my childhood, and I'll love you when I'm old.

Chorus

When the snow crowned Golden Sierras
Keep their watch o'er the valleys bloom.
It is there I would be in our land by the sea,
Ev'ry breeze bearing rich perfume,
It is here nature gives of her rarest.
It is Home Sweet Home to me.
And I know when I die I shall breathe my last sigh
For my sunny California.

For a shortened recorded version of the song, go to:
<https://archive.org/details/CaliforniaStateSong>.

Report Checklist. Before handing in your written report, be sure you can check off each item below. The undergraduates in PP10b have to submit the checklist. Graduate students can do the checking mentally but should be sure they meet the requirements below.

_____ I have used explicit headings/subheadings.

_____ I have numbered the pages.

_____ My report contains an introduction section that explains to the reader what the report is about.

_____ My report contains a conclusion section that summarizes the key points made in the report but does not take up new issues that should be in the body of the text.

_____ I have avoided sentences that run on and on and on, in violation of the "rule of 3" for sentences.

_____ I have avoided paragraphs that are overly long, in violation of the "rule of 3" for paragraphs.

_____ I have avoided starting sentence after sentence with the same word such as The... The... The... The...

_____ I have used my spellchecker and more generally have proofed this report before turning it in.

_____ I have given credit where credit is due in my report; my report is original work.

_____ I have submitted this report through the Turnitin system.