



DAVID LÓPEZ GARCÍA

Ph.D. Candidate in Public and Urban Policy
The New School

Teaching Portfolio

SHORT BIO

I'm a doctoral candidate in Public and Urban Policy at The New School, in New York. In my dissertation I research inequality of access to public transport in Mexico City and its socioeconomic implications. I have been a Teaching Fellow and a Teaching Assistant in the Parsons School of Design, the Lang College of Liberal Arts, and the Milano School of Policy, Management, and Environment, all at The New School. I am also an adjunct professor at the University of Guadalajara.

TEACHING PHILOSOPHY

It is said that an epoch is not defined by what we discuss, but by what we take for granted. What I value the most about education is the opportunity to assist students to think of issues that are usually taken for granted but are critical to understanding the social order in which we are embedded. My teaching philosophy is helping students to think critically about the urban experience and its policy implications. I believe that only through the understanding of the social, political, and economic forces that explain the city as it is today, that we can envision and work towards the city that we ought to have tomorrow.

ADVISING APPROACH

What I enjoy the most of teaching is the opportunity to work with students in their final papers for courses and thesis projects. Both at the University of Guadalajara and at The New School, I have had the opportunity to advise students on their final projects. My approach to advising is fourfold. First, helping students to identify new viewpoints of analysis that they have not yet thought of. Second, encouraging students to identify the unstated assumptions in their claims and to put them into question. Third, pointing students in the direction of useful literature that they can bring into their discussions. Finally, guiding students in the research methods design and providing feedback during the process of the research.

Appendix A of this portfolio shows an undergraduate student's final paper that conveys my approach to advising. Appendix B is a summary of the Parson's master student thesis that I have helped to develop. Appendix C is the student evaluation for the course Liquid Cities thought at the Lan College of Liberal Arts.

COURSES TAUGHT

Spring 2019	Teaching Assistant The New School Course: Economics for Management and Public Policy
Spring 2018	Teaching Fellow The New School Course: Liquid Cities at the Lang College of Liberal Arts; Course: Thesis Workshop at Parsons School of Design
Fall 2017	Teaching Assistant The New School Course: Advanced Quantitative Methods at the Milano school. Course: GPIA practicum.
Since 01/16	Adjunct Professor University of Guadalajara Course: Institutional Design for Government Accountability Program: Master in Transparency

THESIS ADVISING

Committee Chair	Análisis Conceptual de la Transparencia y su Implementación: El Caso del Instituto Nacional de Lenguas Indígenas [<i>Transparency and its Implementation Analysis: The Case of the Indigenous Languages National Institute</i>] - Thesis presented by Manuel Bazán Cruz to the University of Guadalajara to obtain the Master in Transparency and Personal Information Protection.
Committee Chair	La Interacción entre Sociedad y Gobierno en la Negociación del Desarrollo Urbano: El Caso de San Miguel de Allende, Guanajuato. [<i>Society and Government Interaction in the Negotiation of Urban Development: The Case of San Miguel de Allende, Guanajuato</i>] - Thesis in progress by Jaime Gómez to obtain the Master in Transparency and Personal Information Protection by the University of Guadalajara
Committee Chair	Rendición de cuentas a nivel local: Una exploración de los determinantes de la reelección en México, 2014-2018 [<i>Local accountability: An exploration to the determinants of reelection in Mexico, 2014-2018</i>]. - Thesis in progress by María Luiza Lazo to obtain the Master in Transparency and Personal Information Protection by the University of Guadalajara.
Secondary Advisor	Eleven master theses in the Master of Design and Urban Ecologies at the Parsons School of Design. Spring of 2018 (See Appendix B for a summary of the theses).

APPENDIX A

An undergraduate student's final paper

Author: Samuel Godin

Liquid Cities Final Paper: Water vs. Commute

New York City is fortunate to have one of the better public water supply systems in the United States, and maybe even the world. Our water comes from reservoirs and aqueducts in Upstate New York. The water leaves from a reservoir and travels through an intricate system of tunnels and pipes before eventually ending up in the city, distributed to millions. One of the most interesting aspects of the system is that the water is transported almost entirely by gravity. This system began construction in 1905 and was finished in approximately 1928, although there was frequent addition to the number of water sources until 1964. 19 different reservoirs and three controlled lakes carry around 580 billion gallons of water. These reservoirs and lakes combine into three main systems.

Nearly 85% of people who work in the United States drive to and from their jobs. In New York City however, approximately 80% of residents' commute using public transportation (MTA). The NYC subway system is one of the most used public rail systems in the entire world. With over 1.75 billion rides a year, this system finds itself ranked at number seven. There are 22 different lettered/numbered subway trains running specific routes. The subway system first opened in 1904 with only one route, spanning most of manhattans length. There has been continuous addition to the system since then.

Imagine it's a Monday morning and you are waking up to go to school or work; before you leave the house, you turn on the water to brush your teeth. How is the commute that you will soon embark on similar to the commute made by the water, to your faucet? In this paper, I am looking at similarities between the flow of water and the flow of people in New York City. There are both figurative and literal similarities between NYCs transit system and water supply system. With both of these systems being so highly regarded, what do these similarities mean, and what differences between the systems can be used to inform one another?

This is not a paper looking to conclude this matter, rather a paper opening up a discussion for further investigation.

The systems themselves have a similar purpose: to get something from one place to another. The general similarities are fascinating to think about. Both water and people, from different origins, travel through tunnels like the subway system or different filtration and titration systems. Once they've arrived in their intended part of NYC, they both scale buildings whether through pipes or an elevator, to finally reach the destination. The first specific similarity that I encountered during my research may or may not have any real relevance to my research question, but it is interesting nonetheless. NYCs Subway system has 22 different named routes and there are 22 different water sources for NYC comprised of 19 reservoirs and 3 controlled lakes. I have found that there are many similarities of this vain.

The first connection of substance is the similarity between the three reservoir systems and express/ local trains. The advantage of having three main reservoir systems is the flexibility that it provides for water to flow from one to another. This flexibility is important for a number of reasons; for one, it mitigates local drought. It also allows for reservoirs with high levels of water to distribute water to other reservoirs. These systems are

interconnected at many different points for even distribution. This is extremely similar to parts of the subway system. The 1, 2 and 3 trains for instance, run along similar routes and have connections along the routes for people to move between trains.

The 2 and 3 run express while the 1 runs local to mitigate traffic. In this connection, the subway system has the added benefit of differentiating between local and express. I'm not sure though, how the water supply system would utilize this, or if it even could at all. Another connection between this aspect of the water supply system and our transit system has to do with delays in transit. There are ridiculously unpredictable delays and disruptions in service on a regular basis that drastically effect daily commute. The interconnectedness of the MTAs transit system allows for multiple different paths to a single destination. On top of different options within the subway system, there are also often other forms of transportation such as busses that are provided as alternatives.

The existence of an above ground bus system, takes a lot of pressure off of the underground (mostly) subway system. Although this aspect of the NYC transit system shares similarities with the water supply system, there are fundamental differences as well that hold just as much if not more significance. If the largest of the three water systems were to cease function due to a collapsed pipe (or something similar), there would still be a flow through the other two systems, however the source of more than 50% of NYCs water would halt. This would result in a huge decrease in water pressure, causing water pumps to compensate, and even with this compensation we do not currently have the infrastructure to support this.

Disastrous occurrences comparable to the scenario described above are looking more and more like a potential reality. In an article by Aaron Ernst and Christof Putzel, this scenario was discussed, as well as possible fixes and alternative water transportation routes. Bypass tunnels are currently being constructed and will eventually surround the reservoirs, but it is uncertain how much this will compensate in the case of one of the systems halting. It would require an extreme budget and probably take substantial time to construct, but if the infrastructure were reworked to have an above ground water transportation as supplement, it would take pressure off of the main underground tunnel system, similar to NYCs busses and trains. I can even see the potential for the upper system to be powered by water energy generated by the main system below.

Briefly, as a tangent off of the thought above, it would be interesting to look into power sources for our public transportation system created as byproduct from one of the system's necessary functions. Our water system is almost entirely operational from upstate to the city with only the force of gravity. Could pressure from a body of water's directional movement be directly transformed into energy from force made on underwater subway tunnels?

There is so much subway tunnel that is not occupied by regular subway service, is it possible for this underground space to be combined in some way with our water infrastructure? Imagine that in the case of extreme precipitation instead of our run off water flowing directly into the sewer system, it was rerouted first into unused subway systems and distributed steadily into the sewer system. This would mitigate some of the negative effects of our combined sewage system such as combined sewage overflow.

APPENDIX B

A summary of the Parson's master thesis I have worked with.

INTRODUCTION

by David López García

Ph.D. Candidate in Public and Urban Policy

William Morrish, PhD

Professor of Urban Ecologies

“The polis, properly speaking, is not the city-state in its physical location; it is the organization of the people as it arises out of acting and speaking together, and its true space lies between people living together for this purpose, no matter where they happen to be.”

Next year, 2019, The New School University will celebrate the 100th anniversary of its founding. The late, Professor in Philosophy, Hannah Arendt, (1967-1978) is a seminal figure in our history setting down key ethical principles that guide our work today. One principle, is her definition for the term “polis” drawn from her internationally recognized book, *The Human Condition* (1958). The words of this brief quote frame many of the issues that our faculty and graduate students explore in their research, projects, and actions as urbanists.

The following summary of 11 thesis projects working within the “polis” of many diverse “human urban conditions”. Produced by 13 graduate students, collectively, they add up to a rich set of design and urban ecologies practices that will empower people to organized as they rise to act and speak together. They occupy the space that lies between, building new relations for an urban infrastructure of “living together” as a set of urban ecologies or polis, upon which they might grow and sustain local coalitions supporting the people’s right to make their city.

“Stimulating the Commotions: A meshwork of urban narratives,” is a collaborative project led by **Maha Aslam** and **Zara Farooq**. They explore their own city of Lahore, Pakistan, unpacking the turmoil driven by the insertion of global development projects upon rich “commotion” of urban life that is a growing an ecology of story-telling seeking to build a foundation against the splintered impact of neo-liberal projects.

“Industrious Intermediaries”, is situated within the fast-paced processes of gentrification impacting existing neighborhoods of San Antonio, Texas. **Jason Azar**’s work con-

fronts the wedge politics and development projects upon the existing neighborhoods, via the renovation of former industrial facilities drawing upon surrounding local assets and impact investments.

Eduarda Aun in her project, “Improvised Public//Planned Space: Insurgent practices and possible futures of the modernist city”, explores how recent social, economic, and political events has given rise to a new form of citizens reclaiming public spaces for collective action by social movements, community organizations, and cultural producers creating new spaces and new means for collective action. This project provides a comprehensive visual framework for aligning and assembling this urban field of spaces, people, and practices.

Emily Sloss’s thesis, “Towards Food Sovereignty: Critical agroecology and cooperative farming”, identifies food sovereignty as the ultimate goal for a reformed food system. This training manual for new farmers challenging the current sustainable agriculture education model and its failure to address the structural inequalities in which our food system is rooted.

Caroline Macfarlane shows us “Color Connects: Painting healthy spaces together.” Her project aims to create opportunities for individuals experiencing crisis to alter their surroundings using two powerful and relatively inexpensive tools: color and collaboration.

Burak Sancakdar & Burgess Brown’s project, “Dwelling by Design: Anchoring the Andrew Freedman Home”, digs deep into people’s right to dwelling, creating a ‘spiritual unity’ between people and things. Constructed in 1924, the Andrew Freedman Home takes up a full city block on the Bronx’s Grand Concourse. Many Bronxites have never heard of it or entered its intimidating doors.

Andrew Strong’s thesis project, “In Sight,

Out of Mind: A critical investigation of Golden State imaginaries”, unfolds the contested background environment of plentiful economic opportunity, optimism, progress, and perfect weather, colliding at the price aggressive, violent, and unfair leaving in its trace an ecology of inequality.

Sarath Balaji Ramanan takes us into the urban forces changing India’s cities and neighborhoods. “Understanding Settlement Ties: Through the lens of Mylapore, India”, takes a two-point view into this question of how existing and immigrant people form ties of “settlement”. The first is, from the view of government housing and neo-liberal development projects that create enclosed housing complexes. The other draws on the lived experiences in the neighborhood of Mylapore.

Selamawit Yemeru’s thesis shouts out, “Bigger Than Just Music: Hip Hop as an urban lens on post-civil rights politics”, is a campaign to unpack Hip Hop’s history of influence and reaction to the urban condition. Challenging public opinion as an outsider, while legitimizing the experiences of Black Americans that threatens and affects society as a whole.

Angelica Jackson’s in locates on the main street of Christ Church, Barbados. “Plug into All: Collectively navigating the political ecology of water use, access, and infrastructural management along the Red Line”, prioritizes the experiences at the community level and their need for stronger political agency and power in the conversation around water use, access, and infrastructure.

“Finding a Common Language in Our Local Financial Tools”, **Lyric Kelkar** reveals that the neighborhood of Boyle Heights, Los Angeles is home to some of the strongest resistance to gentrification in LA. This project aims to develop intervention pamphlets that will demystify the concepts of credit, homeownership, collective property ownership, and ITIN loans.

APPENDIX C
Student evaluations

New School
SP18 ULA AE TA

Course: LiquidCities: DSC.A.Sp18: Liquid Cities: DSC.A.Sp18
Instructor: David Lopez Garcia *
Response Rate: 11/19 (57.89%)

1 - The TA contributed significantly to the educational value of the course.						
David Lopez Garcia						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Agree	(5)	8	72.73%		4.73	
Agree	(4)	3	27.27%			
Neither Agree nor Disagree	(3)	0	0.00%			
Disagree	(2)	0	0.00%			
Strongly Disagree	(1)	0	0.00%			
Not Applicable	(0)	0	0.00%			
Response Rate				Mean	STD	Median
11/19 (57.89%)				4.73	0.47	5.00

2 - The TA was knowledgeable about the subject content.						
David Lopez Garcia						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Agree	(5)	8	72.73%		4.73	
Agree	(4)	3	27.27%			
Neither Agree nor Disagree	(3)	0	0.00%			
Disagree	(2)	0	0.00%			
Strongly Disagree	(1)	0	0.00%			
Not Applicable	(0)	0	0.00%			
Response Rate				Mean	STD	Median
11/19 (57.89%)				4.73	0.47	5.00

3 - The TA effectively led his/her section.						
David Lopez Garcia						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Agree	(5)	8	72.73%		4.64	
Agree	(4)	2	18.18%			
Neither Agree nor Disagree	(3)	1	9.09%			
Disagree	(2)	0	0.00%			
Strongly Disagree	(1)	0	0.00%			
Not Applicable	(0)	0	0.00%			
Response Rate				Mean	STD	Median
11/19 (57.89%)				4.64	0.67	5.00

4 - The TA was accessible and responsive through emails or in person.						
David Lopez Garcia						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Agree	(5)	9	81.82%		4.82	
Agree	(4)	2	18.18%			
Neither Agree nor Disagree	(3)	0	0.00%			
Disagree	(2)	0	0.00%			
Strongly Disagree	(1)	0	0.00%			
Not Applicable	(0)	0	0.00%			
Response Rate				Mean	STD	Median
11/19 (57.89%)				4.82	0.40	5.00

New School

SP18 ULA AE TA

Course: LiquidCities: DSC.A.Sp18: Liquid Cities: DSC.A.Sp18

Instructor: David Lopez Garcia *

Response Rate: 11/19 (57.89%)

5 - Please comment on your TA's effectiveness.

David Lopez Garcia

Response Rate 8/19 (42.11%)

- David was an amazing TA. He was very excited and ready to discuss class content and expand our learning experience. He was very dedicated to helping us navigate our group projects and it was extremely encouraging. He also tried to attend as many site visits as he could and prioritized class time for group projects.
- David is very passionate about what we are learning and very eager to help. He met with me outside of class and always brought good ideas to my projects to help me.
- David was always very excited to teach each class which made this class very enjoyable. While I came into this class not knowing anything about Liquid Cities David went above and beyond to get everyone very involved and intrested in our class discussions. David was a great teacher to have!
- Always very helpful and kind during class. Was able to use class time well, and helped get everyone participating in class.
- Thanks for being respectful to students! I love the class.
- he was all organized
- David was amazing, Always willing to help out with course content, as well as work in other courses!
- David was a godsend. He was willing to spend plenty of his time to help us produce the best work we could have done. He understood that sometimes us students had other work, and tried his best to help us with these obstacles by working closely with us and staying in touch. Even if we emailed late at night, he would respond as soon as he saw it, and let us know what would be the best way to resolve the problems brought up.

6 - Approximately how much did you spend on textbooks, materials and supplies for this course in this semester?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
\$0 - 50	(1)	11	100.00%		
\$51 - 100	(2)	0	0.00%		
\$101 - 150	(3)	0	0.00%		
\$151 - 200	(4)	0	0.00%		
More than \$200	(5)	0	0.00%		
				0 25 50 100	
Response Rate					
11/19 (57.89%)					