Class times: M/W 2:10-4:00pm
1150 Hart Hall

Professor: Jonathan London
Email: jklondon@ucdavis.edu
Office hours: Thursdays 2-4pm
https://calendly.com/jklondon/15min
or by appointment
2335 Hart Hall (standard)
Or by Zoom, if requested
https://ucdavis.zoom.us/j/7189168451?pwd=S01tWnkxU3dUd09FanFEBGi3S3FPQT09
Meeting ID: 718 916 8451
Passcode: 1369

TA:
Gaurav Thapa
gsthapa@ucdavis.edu
Office Hours: Tuesdays 10-12 or by appointment
2305 Hart Hall

Course Description

This upper-division undergraduate course is intended to help students develop a critical understanding of the ways that community settings influence youth well-being and how youth can serve as agents of community change.

The course will examine youth well-being as an indicator of broader community well-being and explore the inter-dependencies between the two. It will assess the proposition that goals of social equity on a community, metropolitan or regional scale cannot be achieved unless disparities in youth well-being are also addressed. Drawing from the fields of youth development, youth organizing, as well as community development, this course will help students reflect on their own adolescent experiences and the places in which these played out and to develop strategic interventions in improving communities for all young people. It will draw on readings from innovative thinkers in community youth development, guest speakers from cutting edge youth development and youth organizing groups in California, and a final group project-based learning assignment on youth leadership in a diversity of social movements.
This course has three basic learning goals.

1. To introduce students to a broad range of perspectives on community/youth development from the academic literature and practitioner/activist sectors.
2. To build students’ understanding of the role of youth in social movements around the country and the world.
3. To deepen students’ critical reflection on their life experiences in a community development and change perspective

Top photo: Courtesy of Boston Youth Organizing Project. Bottom two photos: Courtesy of Californians for Justice
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings/ Activities</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 9/21  | Introductions/ Course Overview & Placing youth and community development in your hometown(s) | Welcome!  
• Introduction to goals, structure, expectations of course, to instructor, TA and to each other.  
• Group agreements  
• Defining our terms: youth, community, community development, youth/community development, social movements  

**Listen:**  
The Rockefeller Foundation (2017). *Youth and the new type of activism.*  
[https://www.youtube.com/watch?v=ITyzsNkN_Mg](https://www.youtube.com/watch?v=ITyzsNkN_Mg) | Submit course survey on Google Forms |
| 9/26  | Youth Story Mapping                        | **Guest Lecture: Gaurav Thapa: Story Mapping**  
**Story Mapping Demo**  
**Read:**  

**Explore:**  
[https://storymaps.arcgis.com/collections/8797652dbe244610a6b1b2e0e2f07434](https://storymaps.arcgis.com/collections/8797652dbe244610a6b1b2e0e2f07434) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| 9/28 | Youth empowerment and adolescent development | **Read:**  
| 10/3 | Youth Civic Participation | **Guest speaker:** Belen Flores, California Center for Youth Participation.  
Read:  
Explore:  
[https://www.californiacenter.org/](https://www.californiacenter.org/) |
| 10/5 | Youth Organizing | **Read:**  
**Watch:**  
Funders’ Collaborative for Community Organizing:  
[https://www.facebook.com/TheFCYO/videos/1604226693022111/](https://www.facebook.com/TheFCYO/videos/1604226693022111/)  
Optional: |
Daniel Hosang, "Beyond policy: Ideology, race and the reimagining of youth." In *Beyond resistance: Youth activism and community change.*

Melvin Delgado. *Community Practice and Urban Youth.* Pages 1-39

| 10/10  | Youth and Environmental Justice Organizing | **Guest Lecture: Marlen Garcia- UC Davis Sunrise Movement**  
Read:  
Explore:  
Youth Voices on Climate Justice:  
Our Children’s Trust: Juliana V US. [https://www.ourchildrenstrust.org/juliana-v-us](https://www.ourchildrenstrust.org/juliana-v-us)  
**Other resources to Watch and/or Listen:**  
- Marisol Becerra: Youth EJ mapping  
  [https://vimeo.com/2214321](https://vimeo.com/2214321)  
- Greta Thunberg “Our House is on Fire” (2019). World Economic Forum  
  [https://www.youtube.com/watch?time_continue=22&v=zrF1THd4bUM](https://www.youtube.com/watch?time_continue=22&v=zrF1THd4bUM)  

Submit *My Home Town story map*  
Due 11:59pm on Canvas

| 10/10  | Youth and Environmental Justice Organizing | **Guest Lecture: Marlen Garcia- UC Davis Sunrise Movement**  
Read:  
Explore:  
Youth Voices on Climate Justice:  
Our Children’s Trust: Juliana V US. [https://www.ourchildrenstrust.org/juliana-v-us](https://www.ourchildrenstrust.org/juliana-v-us)  
**Other resources to Watch and/or Listen:**  
- Marisol Becerra: Youth EJ mapping  
  [https://vimeo.com/2214321](https://vimeo.com/2214321)  
- Greta Thunberg “Our House is on Fire” (2019). World Economic Forum  
  [https://www.youtube.com/watch?time_continue=22&v=zrF1THd4bUM](https://www.youtube.com/watch?time_continue=22&v=zrF1THd4bUM)  

Submit *My Home Town story map*  
Due 11:59pm on Canvas
| 10/12 | Youth Organizing for Education Equity | Read: | Michelle Renée The Growing Field of Youth Organizing for Educational Justice
Youth Organizing in the Wild West: Mobilizing for Educational Justice in Arizona! Shawn Ginwright and Julio Cammarota
Nijmie Dzurinko, Johonna McCants, and Jonathan Stith The Campaign for Nonviolent Schools: Students Flip the Script on Violence in Philadelphia. 
Explore: [https://www.whatkidscando.org/resources/spec_youthorganizing.html](https://www.whatkidscando.org/resources/spec_youthorganizing.html) |


Additional Resources:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10/19 | Civic Engagement/ Voting | **Read:**  
**Watch and/or Listen:**  
- The power of the youth vote. (2016). Mindy Romero. [https://www.youtube.com/watch?v=T2jwSUhu70k](https://www.youtube.com/watch?v=T2jwSUhu70k)  
- Youth engagement in politics. (2012). Jacob Helliwell. [https://www.youtube.com/watch?v=vdDFLzyk94k](https://www.youtube.com/watch?v=vdDFLzyk94k)  
**Explore:**  
- Center for Inclusive Democracy: [https://cid.usc.edu/](https://cid.usc.edu/) |
| 10/24 | Juvenile Justice       | **Guest Speaker: George Villa, MILPA**  
**Read:**  
Wright, Dana. "¡ Escuelas, Si! ¡ Pintas, No! (Schools, Yes! Prisons, No!) Connecting Youth Action Research and Youth Organizing in California."  
**Browse:** [https://milpacollective.org/](https://milpacollective.org/) |

**Literature Review Due 11:59pm**
| 10/26 | Race/Police/Violence | **Read:**  


**Explore:**  

**Police violence against children sparks demand for use-of-force laws**  
[https://tinyurl.com/x45m9yh4](https://tinyurl.com/x45m9yh4) |
| 10/31 | Youth as culture workers | **Guest Speakers SAYS (Sacramento Area Youth Speaks)**  
**Read two of the following:**  
Clay, Andreana. "" All I need is one mic": Mobilizing youth for social change in the post-civil rights era." *Social Justice* 33.2 (104 (2006): 105-121.  


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Event/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/9</td>
<td>Sexual Violence</td>
<td><strong>Guest Speakers: Isabella Masterson (CARE)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Explore:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We are the University Survivor’s Movement: <a href="https://www.instagram.com/weareusm/">https://www.instagram.com/weareusm/</a></td>
</tr>
<tr>
<td>11/14</td>
<td>Immigrant Rights</td>
<td><strong>Guest Lecture: AB 540 and Undocumented Students Center</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td>Going Global I: Intersectional Activism</td>
<td><strong>Read:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/23</td>
<td>Thanksgiving Eve</td>
<td>Enjoy!</td>
</tr>
</tbody>
</table>
| 11/28 | Conservative/Right-Wing Movements                                    | **Read:**

Read and browse videos:
|       |                                                                      | **Paper Review Draft to your Peer Reviewer Due: 11:59pm**                                                                                                                                            |
| 11/30 | Self-Empowerment and Self-Care/ Course Synthesis                    | **Guest Lecture: Kristin Zimmerman**

**Read:**

Spartaro, J. (2016). The toll activism takes on your body: Trying to make the world a better place can ravage your body, one protest at a time. *Vice.*  
https://www.vice.com/en_us/article/kwznqx/the-toll-activism-takes-on-your-body

Optional: The Practices of Transformative Movement Building

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2</td>
<td>NO CLASS</td>
<td>Peer Review Paper Back to Peer: 11:59pm</td>
</tr>
<tr>
<td>12/7</td>
<td>NO CLASS</td>
<td>Final Papers Due: 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>No late work accepted without prior permission and with a valid medical/family reason.</em></td>
</tr>
<tr>
<td>12/8</td>
<td>NO CLASS</td>
<td>Learning Journey essay due: 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>No late work accepted without prior permission and with a valid medical/family reason.</em></td>
</tr>
</tbody>
</table>
Assessment/ Assignments

1. **Class participation (10 points)**
   Learning is an interactive process, -- and especially for a course on organizations -- active participation class is a requirement. My hope is that this class can become a supportive and intellectually adventurous community of learning and teaching.

   The assessment of class participation will include:
   - Being present for class: we expect students to attend all classes and send an email to the professor and TA in advance of class to notify us of your absence. **After one absence with no valid excuse, students will be marked down for all classes missed.**
   - Active engaging in class discussions and activities. Active participation is not limited to speaking and also includes listening and reflection.

   Classes will be recorded and posted on Canvas along with the lecture slides after class. I strongly encourage everyone who can to attend classes in person, but if this is not possible then you can submit a short (about 150 words) reflection on the most important/ interesting points from each class that you do not attend in person. These will be due by the last day of class (December 7th) but can be submitted any time before that. Those who do not attend a class in person or submit the reflection paragraph will be marked absent for that session.

2. **“My home town(s)” (10 points) Due: 10/10 11:59pm**
   This assignment is an opportunity for you to explore some of the issues in the course from the perspective of your own growing up experience. The intention is both for you to reflect on your own experience as lens into the class material and for you to use the class material as a way to see your experience more deeply or clearly. Many of us have grown up in multiple communities: please feel free to refer to any one or a combination of these places in your responses.

   Create a story map using ArcGIS online (or other platform) that addresses **at least 5** of the following questions. Use text, photographs, maps, videos, graphs or other elements to produce your story map. In addition to answering these questions, write one introductory paragraph to set up your map (what topics will you address and why you chose these topics) and one reflection paragraph at the end on what was your experience creating the story map: What was the most interesting thing you learned? What was difficult? How did creating the map make you understand your community and your growing up experience differently?

   1. What elements in your community were most influential on your own development?
   2. How supportive of you (your well-being, health, safety, success) were the people, organizations and places around you?
   3. What challenges did growing up where you did present for you?
   4. How/ to what extent did you address or overcome these challenges?
   5. How/ to what extent did you have an influence on the place(s) you grew up?
   6. What kinds of community or youth organizing did you participate in? What lessons did you learn from these experiences?
   7. What advice would you give a younger sibling or friend growing up in your community?
   8. What advice would you give decision-makers on how to make the community a better place for young people to grow up?
3. Literature Review (5 pages double-spaced, plus references; 10 points)
Due: 10/24 11:59pm
Any good research project must acknowledge that it does not exist in a vacuum. This is not the first time students, scholars, journalists etc. have thought about this topic! Your first step is to learn what work has been done already (don’t reinvent the wheel), what knowledge has already been put into the public sphere and what gaps in knowledge exist by those who have been studying and thinking about this. The review will help you document: What are the key concepts and theories from the class readings and other related sources that help define the terms, how can you frame the debates, and how can you situate the project in the broader scholarship of youth studies? How do these sources address the key themes of the course in ways that will be helpful for the project? The literature review must include at least 5 sources from the class readings and at least 3 other sources from the broader field of youth studies relevant to your topic. These should focus on academic sources (peer reviewed articles and books) about youth development/organizing. You will use other references related to your specific case study (many of these from media and web-based sources) in the final paper.

4. Final Paper Outline (4-5 pages double spaced; 10 points)
Due: 11/15 11:59pm
This assignment will provide an outline of the final paper. This will help you organize your thoughts and allow the teaching team to give you feedback to guide the production of the final paper. This assignment does not include the literature review. See Canvas for more detail.

5. Peer Review of Paper. (In text comments and 100 word summary paragraph; 5 points)
   a. Paper due to Peer: 11/28 11:59pm
   b. Paper comments back to Peer (and submitted on Canvas) 12/2 11:59
Reading and commenting on your peers’ papers is a useful way to improve your own writing. You will be assigned one other student’s paper to read and comment on. Comments should be constructive and include both things they did well and things they can do to improve the paper. You will be assessed on the thoroughness and thoughtfulness of your comments. Be as specific as possible. These comments will be submitted in the text on Canvas and as a summary paragraph of about 100 words. You will not be graded on your own draft paper. It is for review purposes only. The 5 points for this assignment are based on your review of your peer’s paper.

6. Final Paper: “Portraits of a Youth Social Movement”
(10 pages double spaced (plus references and plus a story map); 50 points)
Due: 12/7, 11:59pm
The final project will produce a portrait of youth social movement related to one theme of the course of your choice (education, criminal justice, LGBTQIA youth, immigrant youth etc.) The purpose of the assignment is to use the theories of the course to understand the specific struggles of marginalized populations to achieve youth justice. Papers will address several key elements of your case study movement. These are: A. the historical context of the movement (how and why did it form?), B. the social movement organizations involved in advocating on that issue, C. the role of youth leadership in these organizations use, and D. one or more examples of specific youth activism campaigns (the issue, the strategies, the outcomes of their work).

The structure of the paper is:
• Introduction: Presents the topic, key questions, thesis (the argument) of the paper.
• Methods (Where and how did you get your information?)
• Key Findings: What did you learn about your topic? (This is where you address the topics a-d above)
• Discussion: How do these findings help you answer your key questions and support your thesis?
• Conclusion: Why is this topic important to the field of youth studies and to efforts to improve youth health and well-being? Are there any limitations to your study? What future research would you recommend to build on your study?
• References cited (does not count towards the 10 page length)
  o In-text and bibliographic references in APA style

• A story map that summarizes and illustrates the key findings of the paper using photographs, maps, videos, tables, graphs or other media. Each image should have a brief caption that explains what the image is, why it is important to your study and the source. The story map should include at least 5 images and captions. This is to be submitted as a separate assignment on Canvas and does not count towards the 10 pages of the paper.

7. Learning Journey 5 points; 2 pages double-spaced; Due: 12/8/11:59pm
This short essay is intended to help you reflect on your learning process and outcomes for the course. The paper should include a description of the ideas, lessons, or examples that you found most interesting and an explanation of why. Some prompting questions include: Which aspects of the course did you find to be most valuable or insightful? How have your perspectives and understandings changed as a result of taking this course? What was unexpected or surprising from the lectures, readings, or discussion sections? How do you plan to apply ideas from this course in your future studies, research, or professional development?

Grading

<table>
<thead>
<tr>
<th>Grade Values</th>
<th>94%-100% = A</th>
<th>83%-85% = B</th>
<th>73%-75% = C</th>
<th>63%-65% = D</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-93% = A-</td>
<td>80%-82% = B-</td>
<td>70%-72% = C-</td>
<td>60%-62% = D-</td>
<td></td>
</tr>
<tr>
<td>86%-89% = B+</td>
<td>76%-79% = C+</td>
<td>66%-69% = D+</td>
<td>&lt;60% = F</td>
<td></td>
</tr>
</tbody>
</table>

Class/Community Standards

Readings
Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class, and come prepared to engage in a thoughtful discussion on them. Active participation in discussing the readings will be an important contribution to the participation grade.
• Course texts are on the course Canvas organized for each week.
• Many week reading sections also include links to relevant websites. Please browse these and pick out readings, projects, resources, or links that are most relevant to your interests.

Late assignment policy
• No late assignments will be accepted without written approval from the instructor and a documented excuse (medical/ family emergency or other issue.) Ideally, we would like to receive prior notice of a potential delay in submitting an assignment. With approval of the instructor, late assignments will be accepted and receive a drop in one grade per day (that is, from an A+ to an A to an A- etc.). We understand that these are challenging times so will work

CRD 147  Fall 2022  15
with you to accommodate unavoidable events that may have caused a delayed submission.

Class climate

• **Come to class prepared.** We expect everyone to come to the interactive/live sessions familiar with the reading assignments associated with lecture for that session. To facilitate active learning, these sessions often include small and larger group activities aimed at identifying and clarifying questions and concepts that are confusing, difficult, or unclear. You and your classmates benefit most from these experiences when you are already familiar with the main ideas from the readings. You do not have to understand it all; you should in fact come to class ready to share at least two questions you have about the readings (chances are that many others will have the same or similar ones).

• **Community expectations.** This class is a learning community and will function best if we all agree and abide by principles of reciprocity, fairness and compassion, and collaboration. We will set mutual agreements in the first class session, but these will include:
  o Pro-active approach to microaggressions: Microaggressions are forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgments related to race, ethnicity, citizenship, gender identity, sexual orientation, age, type of college (4-year or transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. More information on microaggressions can be found in the course resources or on the links below:
    o [https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf)
    o [https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1162&context=mcnair](https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1162&context=mcnair)

In order to foster a safe learning environment for all those participating in CRD 147, please:
  • Be conscientious about creating space where all feel safe, supported, and encouraged to ask questions and participate. Keep in mind this sometimes means stepping back so that others can step forward.
  • Respect: Give undivided attention to the person who is speaking (professor, classmates, guests, field research experts).
  • Nonjudgmental approach—We can disagree with another person's point of view without putting that person down.
  • Openness: Avoid assigning intentions, beliefs, or motives to others.
  • Be conscientious about things that are said and done in the classroom that may be considered a microagression.
  • Recognize and respond to microaggressions when they occur. This includes either speaking to the individual outside of class, stopping the behavior, or requesting to have a class dialogue about the issue.
  • Do not assume that all are familiar with U.S. or others cultures.
  • Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary.
Communication

- Please send questions/concerns/requests about the class to both the professor – Jonathan London (jklondon@ucdavis.edu) and TA – Gaurav Thapa: gsthapa@ucdavis.edu
- Always include “CRD 147” in your subject line.
- One of us will respond to emails about the class within 24 hours of your email, Monday through Friday.
- We will only occasionally open or respond to emails after 5pm on Fridays, or on Saturdays and Sundays.

4. Accommodations:

- We want this class to be accessible and comfortable to all. We will gladly make needed accommodations that can help you deal with disability issues or any other issue that could be an obstacle to you getting the most out of the class.
- Please consult the Student Disability Center https://sdc.ucdavis.edu/ for assistance in setting up an accommodation plan for you.
- Please let us know as early as possible in the quarter to tell us what accommodations you will need.
- We also recognize that students will be facing additional challenges due to COVID, remote learning and other issues. We will work with you to ensure that you have a successful learning experience.

6. Plagiarism and the Student Code of Conduct

- All should be familiar with the Student Code of Academic Conduct that includes definitions and policies about plagiarism and related issues. See: https://ossja.ucdavis.edu/code-academic-conduct
- Please review this carefully and ask me if you have any questions. Remember that I am obliged to refer you to Student Support and Judicial Affairs in all cases of violation or suspected violation.

8. Using your own written material from other courses

In addition to the well-known problems of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes. However, it is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

- You inform the instructor beforehand.
- You clearly identify the portions where you quote yourself (or have collaborated with others)
- You provide a copy of the work you have submitted / will be submitting in the other class to the instructor.
- To ensure that you receive good grades, make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
- If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.
9. **Student Support:**
We all need a range of supports in our lives to stay healthy, happy, and safe. The campus has a wide range of programs to provide this support when needed. Please refer to these to get the care you deserve. **You are worth it!**

- The campus’s comprehensive student support site is Aggie Compass Basic Needs with information on a wide range of programs and services. It has resources for food, housing, finances and mental health [https://aggiecompass.ucdavis.edu/help](https://aggiecompass.ucdavis.edu/help)
- Office of Student Support provides comprehensive access to campus resources for health and wellness. [https://ossja.ucdavis.edu/case-management-student-support](https://ossja.ucdavis.edu/case-management-student-support)
- The UC Davis Student Health and Counseling Services provides free and confidential student-centered mental health services, advocacy, outreach, and consultation to promote psychological well-being and academic success. [https://shcs.ucdavis.edu/services/counseling-servicescare](https://shcs.ucdavis.edu/services/counseling-servicescare)
- Center for Advocacy, Resources & Education (CARE) provides confidential support on issues of sexual harassment and assault. [https://care.ucdavis.edu/](https://care.ucdavis.edu/). Other resources on sexual violence can be found here: [https://sexualviolence.ucdavis.edu/get-support](https://sexualviolence.ucdavis.edu/get-support)
  You can also text "RELATE" to 741741 for quick responses.
- The Lesbian, Gay, Bi-Sexual, Transgender, Queer and Intersex Resource Center: [https://lgbtqia.ucdavis.edu/](https://lgbtqia.ucdavis.edu/)
- The Student Academic Success Center can help with writing strategies, editing, grammar, formatting and other issues. [http://success.ucdavis.edu/academic/writing.html](http://success.ucdavis.edu/academic/writing.html). The Writing Center: [https://tutoring.ucdavis.edu/](https://tutoring.ucdavis.edu/); There are also Academic Success Centers focused on specific racial and ethnic populations. [https://studentaffairs.ucdavis.edu/student-life/ari](https://studentaffairs.ucdavis.edu/student-life/ari)
- UC Davis Library: [https://www.library.ucdavis.edu/](https://www.library.ucdavis.edu/). There are reference librarians who can help you identify resources and develop research strategies. David Michalski is the social sciences librarian. He is very friendly and is knowledgeable about Community and Regional Development issues. [https://www.library.ucdavis.edu/author/david-michalski/](https://www.library.ucdavis.edu/author/david-michalski/)