Course Overview

This interdisciplinary course has both theoretical and applied dimensions and analyzes principles and practices of community change and development. Using current research on community development, students will have a chance to apply the major concepts as they conduct a case study of the students’ communities of reference. The course begins with definitions of community and the contribution of community capitals to community well-being. The course will relate community development approaches to conceptual models from diverse disciplines. Students will be exposed to professional practice principles and will leave the course having examined the seven capitals in their community as a basis for community improvement through the practice of community development.

Course Objectives:

1. Apply course resources to community development potentials in their own communities (three research papers);
2. Articulate how theory can help us understand community changes;
3. Use theory to frame how a particular place has changed over time;
4. Access original resource material from the UC Davis library;
5. Apply definitions of community, locality, and the capitals;
6. Identify strategies that lead to successful collaboration and governance;
7. Apply and analyze community theories and use them to explore different community situations;
8. Understand the ethical considerations involved in community development work.
Course Policies and Procedures:

Students are expected to attend all classes, have completed the readings, and be professional and courteous in their interactions. This expectation does not preclude vigorous discussion and occasional dispute, but directs the tone of all interactions among students and between students and the instructor. Students are expected to follow the UC Davis Academic Code of Conduct (http://sja.ucdavis.edu/cac.html). See the section on Academic Integrity.

Late grade policy: Without an appropriate excuse or by advance agreement with the teaching team, your maximum grade possible for assignments will drop by a half-grade each 24-hour period late. Appropriate excuses include: doctor's note, communicating with the instructor or TA as soon as possible regarding major life events (death or illness of partner, family or friend, loss of housing, etc.).

Required Texts:


Selected readings available on SmartSite.

Learning Activities and Grades/Performance Evaluation:

1. Quizes-21%
2. Three Research Papers-54%
3. Final Exam-25%

Quizes: (21%)

Four quizzes will be administered throughout the quarter. Quizzes cover the key topics from the readings and lectures for each module. They are short and designed to encourage you to complete the readings and attend lecture. Each quiz is worth 7% of your grade. The lowest score of the four quizzes will be dropped. Quizzes are used to assess if you are (a) engaging with the course material and (b) grasping the major concepts. Please take note of the quiz dates as there are no make-up quizzes (again, the lowest quiz score will be dropped). Quiz dates: October 10, 24, November 7, 21.
Research Papers: (3 papers for 54%)

For the three papers, you will select a California community (preferably one you know, have visited, or lived in, and could potentially visit during the quarter), then meet with library staff (Dr. David Michalski and Ms. Dawn Collings, Map Assistant, Special Collections, Shields Library), the instructor or teaching assistant to ensure that there are enough historical materials available to support your analysis. A required library resource presentation will be provided on Wednesday, September 21 to learn how to access original map and textual sources on-line and in the physical holdings at Shields Library.

Assignment 1 (10%)

Select the community in California that you will study during the entire course. The three papers are designed to give you increasing knowledge of "your" community as you study different facets of it, so the community that you choose should be one to which you have ready access and could potentially visit during the quarter. Once you select your community, contact the local Chamber of Commerce, County Extension office, and public library to locate county maps, a current telephone directory, community brochures, and economic development publications, and start a subscription to the local newspaper.

Write a brief description (600-800 words) of the community you have selected. Include its location (where in the state, nearness to major highways, railroads, rivers, or ports), appearance, size, ethnic composition, and any important historical events that you know have occurred in the area. Using U.S. Census data or other data sources describe the human and social capital in your community. Explain why you chose this community and your past and current experience with that place. Due on SmartSite by noon Friday, October 7.

Assignment 2 (19%)

Analyze how your community has changed over time—at three different moments at least ten years apart—and apply one of the theories reviewed in readings and class to frame how you would investigate the changes.

In this report you will describe your selected community at three different moments in history (1000-1200 words, plus images). The report should detail changes in borders, land use, businesses, infrastructure, property ownership, demographics, tourism, and other notable factors for your community through three snapshots in time. Specifically examine one of the following three areas: 1. The major units of government in your community and how they function formally and informally; 2. The school or city budget of
the community, how it is developed and the distribution across the capitals; 3. The school food system, any changes in its sourcing and relationship to sourcing locally. This report assesses (a) whether you have accessed original source material from the library (b) how closely you have engaged with those sources, and (c) how effective you connect evidence to a relevant social theory. **Due on SmartSite by noon Friday, October 28.**

**Assignment 3 (25%)**

In the final paper, you will describe how the community has changed using original source material from the on-line and physical holdings at Shields (plus any additional on the ground research you choose to do), frame how you could investigate the changes using one of the theoretical lenses presented in the course, and support your argument by drawing on course material and secondary and primary sources (1200-1600 words). Here you should utilize the seven capitals with a short statement about each capital. Also examine the ways in which global actors (e.g. non-US born labor, foreign businesses, international financial markets) influence the development of your community. Finally address possible directions you believe the community needs to take for the future and how you would recommend proceeding. **Due on SmartSite by noon Wednesday, November 23** (or paper copy by advance agreement)

Guidelines for paper formatting: 11- or 12-point, serif font (such as Arial or Times New Roman) and single-spaced with 1-inch margins. Use any citation system you like, but be consistent. Extensive citation guidance available at Purdue Owl: [https://owl.english.purdue.edu](https://owl.english.purdue.edu)

**Final Exam (25%)**

A comprehensive final two hour exam will be given on the **December 5 at 8 a.m.**

**Challenging assignment grades:** Students may challenge a grade on an assignment by submitting a written request to the instructor within one week of receiving the grade in question. The instructor will review the request and re-review the student’s assignment. A review does not guarantee a change in grade.

**Technology**

No phones or texting during class. Offenders will be asked to leave. If using a laptop to read and take notes, make an extra effort to listen, make eye contact and stay engaged.
Academic Integrity

Students are expected to follow the UC Davis Academic Code of Conduct ([http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html)):

- Be honest at all times.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Plagiarism: With all the materials that you use, be sure to cite the source. Note that plagiarism includes the direct lifting of text and re-stating of arguments without citation from texts in any language, not just English. If you use a website, include the URL and the date you accessed it. Cutting and pasting from a website that is not acknowledged is plagiarism. Students caught plagiarizing will be referred to Student Judicial Affairs and receive a "zero" for the assignment. For additional information on what constitutes plagiarism, go to: [http://sja.ucdavis.edu/files/plagiarism.pdf](http://sja.ucdavis.edu/files/plagiarism.pdf).

Course Outline:

Week One-Wednesday September 21

Course Introduction & Introduction to Library Resources-
Dr. David Michalski-Librarian, Social & Cultural Studies
Ms. Dawn Collings- Map Assistant, Special Collections, Shields
Week Two- Mon. & Wed. Sept. 26, 28
Theoretical and Philosophical Assumptions

Week Three- Mon. & Wed. Oct. 3, 5
Community Types/Capital Framework/Natural Capital
Flora, Flora, & Gasteyer, Chapter 1 & 2.

Week Four- Mon. & Wed. Oct. 10, 12
Cultural and Human Capital
Flora, Flora, & Gasteyer, Chapter 3 & 4.

Week Five- Mon. & Wed. Oct. 17, 19
Social and Political Capital
Flora, Flora, & Gasteyer, Chapter 5 & 6.
Horst, M., R. Subhashi, & C. Brinkley. 2016. “Getting Outside the Supermarket Box Alternatives to “Food Deserts”. SmartSite, Brinkley.
Schiff, R. 2008. “The Role of Food Policy Councils in Developing Sustainable Food Systems” SmartSite, Gupta.

Guest lectures- Professor Catherine Brinkley, Oct 17.
Professor Clare Gupta, Oct 19.

Week Six- Mon. & Wed. Oct. 24, 26
Financial Capital
Flora, Flora, & Gasteyer, Chapter 7.

Week Seven- Mon. & Wed. Oct. 31, Nov 2  
**Built Capital**  
Flora, Flora, & Gasteyer, *Chapter 8*.  
Reich, R. 2015. *Saving Capitalism: For the Many, Not the Few.*  
New York, Knoff.  **Pp. 89-150.**

Week Eight- Mon. & Wed. Nov. 7, 9  
**Consumption**  
Flora, Flora, & Gasteyer, *Chapter 10*.  
Reich, R. 2015. *Saving Capitalism: For the Many, Not the Few.*  
New York, Knoff.  **Pp. 153-219.**

Week Nine- Mon. & Wed. Nov. 14, 16  
**Globalization**  
Flora, Flora, & Gasteyer, *Chapter 9*.  
**Pp. 384-402. SmartSite, JoP Otero.**

Week Ten- Mon. & Wed. Nov. 21, 23  
**Governance**  
Flora, Flora, & Gasteyer, *Chapter 11*.  
**Pp. 41-55, Smartsite, Morton.**  
**SmartSite, Florida.**  
Guest lecture- Lucas Frerich, Davis City Council  
Dirk Brazil, Davis City Manager, Nov. 21.

Week Eleven- Mon. & Wed. Nov 28, 30  
**Generating Change**  
Flora, Flora, & Gasteyer, *Chapter 12*.  
**SmartSite, Stoeker.**  

Guest lecture- Jonathan London, Director of the Center for Regional Change, Nov. 28.

Week Twelve- December 5  
**Final Exam**