UC DAVIS
UNIVERSITY OF CALIFORNIA

CRD 1: The Community (Winter Quarter 2024)

LOGISTICS
Lectures: Tuesday & Thursday 12:10 – 1:30 pm in Wellman 106

Discussion*: Section A01: Wednesday 5:10-6:00 pm in Wellman Hall 235
Section A02: Wednesday 6:10-7:00 pm in Wellman Hall 129
Section A03: Wednesday 7:10-8:00 pm in Wellman Hall 129
Section A04: Thursday 5:10-6:00 pm in Wellman Hall 101
Section A05: Thursday 6:10-7:00 pm in Wellman Hall 129
Section A06: Thurdsay 7:10-8:00 pm in Wellman Hall 129
* All discussion sections will meet in person in their assigned classrooms.

TEACHING TEAM
Instructor: Clare Cannon, Associate Professor, Department of Human Ecology
Email:cebcannon@ucdavis.edu
Office hours: Tuesdays and Thursdays 230 – 330
Office: 2311 Hart Hall

Teaching Assistants:
Emmanuel Momoh Graduate Student in Geography
email: eomomoh@ucdavis.edu
Discussion Sections: A05 and A06
Office hours: Friday 2 - 4

Victor Rodriguez Graduate Student in Community Development
Email: vicrodriguez@ucdavis.edu
Discussion Sections: A01 and A02
Office hours:

Rabeya Tabasum, Graduate Student in Community Development
Email: rtabasum@ucdavis.edu
Discussion Sections: A03 and A04
Office Hours: Thursday 2 – 4

Commitment to equality, diversity, and inclusion in the classroom. We, the teaching team, are committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all. (Link to the UC Davis Principles of Community: https://diversity.ucdavis.edu/principles-community)

UC Davis Land Acknowledgement Statement: We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

COURSE OVERVIEW

CRD 1: "The Community" is the introductory course to the Community and Regional Development major in the Department of Human Ecology at UC Davis. The course also satisfies university general education (GE) requirements in the social sciences and in other areas. The course has several goals. The first is to develop your understanding of your own communities, social relationships, and personal biographies by studying relations with other social groups, social institutions, and community types. Specifically, we will explore the relationship between the issues we face in our daily lives, and the histories, social institutions, and ideologies that help shape our experiences. The course emphasizes the idea of communities as constructed and regularized social interactions and structures, in other words, as the interrelationship of groups, classes, rules, norms, and institutions (e.g., family, work, religion) at the community level and beyond.

The second goal is to introduce you to the critical tradition within social science. Using the analytic tools of social science, we will examine the historical construction of community and some of the most pressing problems that confront communities today. These issues include the reorganization of world and local economies and how these processes influence how we live and interact with each other, the growing privatization of public space, and class, race, and gender inequalities challenging the social, political, and ecological fabric of communities. We will explore the ideologies and values that make the community a contested political space and the focus of important political struggle. We will ask, "who benefits and how?" from our new communities and strategies for social change. The Teaching Assistants and I hope to help you develop your ability to ask critical questions and to reject mechanical answers to them in understanding community life.

COURSE OBJECTIVES

In this course, we will focus on the spaces, scales, and dimensions of social, political, economic, and cultural changes in a globalizing, multicultural, and highly technological world. Students will learn to apply community-based concepts to understand the drivers, patterns, processes, and implications of these changes happening at multiple scales, including global, regional, and local. By the end of the course, students will:

- Be able to make connections between their local environment and the world beyond.
- Have a basic understanding of the ways social and cultural values are transmitted, contested, altered, and imprinted through and across geographic space.
- Have a basic understanding of their own communities, social relationships, social groups, and social institutions.
- Understand the ways daily life has been impacted by economic rationalization, political domination, cultural convergence, and environmental degradation with the intensification of global flows of people, capital, and ideas.
- Have a sense of the complexity and diversity of social and cultural values and traditions in the modern world, as well as an appreciation of the ways those values and traditions are changing in response to new and emerging development challenges.
- Have a sense of their position in a changing social, political, economic, and cultural milieu that extends beyond their immediate surroundings.

The course will also focus on developing critical reading and writing skills in the social sciences, as well as practice in, and an appreciation for, group work, research, and discussion in a collaborative setting. At the end of the course, your transferrable skills will include:

- A set of critical reading, writing, and social science analytic skills that can be applied to future study and in a professional setting.
- An ability to articulate theoretically and contextually relevant insights that will help you in a career in community planning, economic development, advocacy, social welfare, public health, and/or policy development.
- Assessment and handling of data/secondary sources that will help in further studies and long-term career development.

Fulfillment of General Education (GE) course requirements. UC Davis organizes its undergraduate education partially through requiring students to take classes that fulfill certain general education (GE) requirements. CRD 1 fulfills the GE requirements in the following ways:
- Writing experience: The two reflective essays, readings responses, and the final portfolio constitute at least 3,400 words of original writing. Assuming 250 words per page, this makes a total of approximately 14 written pages. The essays offer the opportunity for students to develop and demonstrate critical thinking and to communicate an understanding of core issues explored in the course. The final portfolio requires students to incorporate instructor feedback on previous essays to improve them.
- Oral skills: The course offers opportunities for oral presentation. The first is through discussing readings in the discussion sections, where students will lead and facilitate one section. The second is through the Group Presentation on a community meeting. These presentations offer opportunities for students to strengthen effective communication skills and critical thinking skills in presenting ideas and concepts verbally.
- Visual literacy: The lecture, discussion sections, and weekly reading responses will stress the skills needed to communicate through visual means as well as the analytical skills needed to be a thoughtful consumer of visual media. The course provides students with the analytical skills they need to understand how still and moving images, art and architecture, illustration accompanying written text, graphs and charts, and other visual embodiments of ideas inform and persuade people.
- American cultures, governance, and history: The course presents issues pertinent to the governance and history of the United States and analyzes major forces underlying historical events and political institutions within the United States. The course will prepare students to take up the responsibilities and demands of citizenship in an increasingly interconnected and diverse nation.
- Domestic diversity: The course provides students with an understanding and appreciation of the social and cultural diversity of the United States, the relationships between these diverse cultures, and larger patterns of national history and institutions. Through lectures, discussion sections, and participation in community meetings, students will learn to think analytically about American institutions and social relations, and understand the diversity of American cultures.

To emphasize these GE requirements, students will receive clear guidance on assignment expectations through written instructions provided and during lecture and discussion sections.

READING MATERIALS

There are no required textbooks for this course. All readings are available digitally and are posted on the course Canvas website. Printed copies of readings are not provided. If students are interested in purchasing books for their own interest, this course sources materials from the following books:

• Carmon, Naomi and Susan S. Fainstein (Eds.). 2013. *Policy, Planning, and People: Promoting Justice in Urban Development*. University of Pennsylvania Press.
• Lin, J., & Mele, C. (Eds.). (2013). The urban sociology reader. Routledge.
• Philips, Rhonda and Robert H. Pittman (Eds.). 2009. *An Introduction to Community Development*. London and New York: Routledge.

COURSE REQUIREMENTS AND ASSIGNMENTS

Students are expected to attend and participate in lectures and discussion sections and complete all readings and assignments. The lectures are meant to provide a broad survey of key ideas, concepts, and theories relevant to the topic area (listed in the Weekly Schedule and Reading List below). Discussion sections give students the opportunity to talk about readings and lecture content in depth, while also providing space for critical reflection and collaborative group work. This course requires a fair amount of reading which is essential to a successful learning experience. Students need to keep current or ahead on reading assignments in order to come to lecture and discussion section prepared to discuss them. All readings are posted on the course Canvas website.

This course has the following graded components, which are explained briefly below:

Assignment	Percentage	Due date
(1) Essay 1, a 750-word critical reflection on readings in Part 1 and Part 2 of the course	20%	February 10 at 5:00 pm
(2) Essay 2, a 750-word critical reflection on readings in Part 3 of the course	20%	February 24 at :00 pm
(3) Community meeting group presentation	10%	In section, Week 10
(4) Reading responses (8)	15%	Weekly, Mon. at 12:00 pm
(5) Leadership of discussion sections	5%	Decided Week 1
(6) Attendance in discussion sections	5%	Weekly
(7) Final portfolio	25%	March 20 at 5:00 pm

Two critical reflection essays (Essays 1 and 2): Students are to write two 750-word critical reflection essays. Both should be submitted as either a MS Word or PDF file to Canvas before 5:00 pm on the due date. The reflection essays should be typed in 12-point Times font, double-spaced, and with 1-inch margins. The word count is exclusive of the essay title and reference list. Each essay should include references to at least three journal articles, books, or book chapters from the syllabus. Peer-reviewed scholarly sources from outside of the course can be included if approved by the course instructor or Teaching Assistant. Websites or published reports *do not* count towards the three peer-reviewed scholarly sources. Your references should be compiled in APA citation style, an extensive guide to which can be found here: https://libguides.murdoch.edu.au/APA.

(1) Essay 1: The first reflective essay draws on Part 1 and Part 2 of the course, and should explore a particular theoretical tradition in community studies. The essay topic is: Which social science concept best explains the structure and function of a community?
• The goal of this reflective essay is to select one concept in our historical survey of the field and, through applying your insights from lecture and assigned readings from Part 1 and Part 2, develop an argument for why that particular concept best explains the form and function of a specific community of your choice. We generally recommend choosing a community that you are already familiar with or are part of.
• You are to define the chosen concept, reference key authors who developed the concept, and explain how you think the concept best explains the form or function of a community. You

are free to discuss the concept through a particular case study if you find that helpful.
- Some examples of key concepts include (but not limited to): Gemeinschaft and Gesellschaft, social networks, social capital, governance, industrialization, urbanization, suburbanization, globalization, colonialism, modernization, segregation, technology, neoliberalism, progressivism, inequality, etc.
- Proper writing, argumentation, and APA referencing style are required. We will discuss these in more detail in your discussion section.

(2) Essay 2: The second reflective essay draws on Part 3 of the course, and should explore a particular contemporary societal challenge. The essay topic is: <u>What concept found in community studies helps us to evaluate the emergence and implication of a particular social problem?</u> Please use a specific case study and back up the community development concept you choose with specific arguments and examples.
- The goal of this reflective essay is to select one contemporary social problem and, through applying your insights from lecture and from that week's assigned readings, develop an argument for why a particular concept in community studies can help us to explain it.
- You are to define the chosen problem, reference key authors who illustrated the problem, and explain how you think a concept in community studies can be applied to explain the problem. You must discuss the problem through a particular case study.
- Case studies can be sourced from lectures, readings, popular media, or personal experience. Some examples of key social problems include (but not limited to): socioeconomic inequality, social exclusion, segregation, marginalization, gender and/or racial discrimination, segregation, age discrimination, homelessness, communal violence, environmental degradation, poverty, structural disadvantage, political oppression, migration, food insecurity, different forms of health challenges, etc.
- Proper writing, argumentation, and APA referencing style are required. We will discuss these in more detail in your discussion section.

(3) Community meeting group presentation: Students teams are to attend one community meeting during the quarter and complete an 8-10-minute group presentation on the proceedings, including a description of the events and a reflection on particular dynamics witnessed during the meeting. The group presentations are scheduled for our final discussion section the last week of classes. The group presentation counts for 10% of your course grade.

<u>It is your team's responsibility to choose and attend a community meeting that is scheduled during the course of the quarter.</u> For safety and security reasons, students are to select and attend a community meeting together with a group of <u>between 4 and 5 students</u>. To accommodate numbers, students must confirm their participation in a group with the TA as soon as possible (no later than Week 5). Students should coordinate amongst themselves to attend a meeting together. Some meetings provide a virtual options due to COVID-19, and students are not required to travel beyond Davis. There are plenty of public meetings in the city, county, state, neighborhood, campus, or residence hall. For our purposes, any public meeting that involves citizens discussing a pressing social issue will suffice.

To aid in your search, I have compiled a list of possible public meetings in the local area to attend:
- Davis City Council: https://cityofdavis.org/city-hall/city-council/city-council-meetings
- Old North Davis Neighborhood Association: http://www.oldnorthdavis.org
- Woodland: https://www.cityofwoodland.org/654/Meetings-Agendas

- West Sacramento: https://www.cityofwestsacramento.org/government/meetings-agendas
- City of Sacramento: https://www.cityofsacramento.org/Clerk/Meetings-and-Agendas
- Sacramento Building Healthy Communities: https://sacbhc.org/about-us/action-teams/
- Yolo County: https://www.yolocounty.org/government/board-of-supervisors/board-meetings
- Sacramento County: https://sccob.saccounty.net/Pages/BOSPublicMeetings.aspx
- Solano County: https://www.solanocounty.com/depts/bos/default.asp
- UC Davis campus events: http://eventscalendar.ucdavis.edu
- And others!

After attending the public meeting, each student team will give an 8-10-minute presentation with the following sections: a brief description of events, synopsis of key issues, and a reflection on how these key issues relate to topics discussed in the course. The presentation must reference particular concepts from lectures or assigned readings, including at least three journal articles, books, or book chapters. Websites or published reports *do not* count towards the three sources. The presentation should be done with MS PowerPoint or Google Slides and contain no more than five slides (excluding the reference list). The presentation must include at least one photo of all group members in the meeting. If attending virtually, a photo of the virtual meeting at the end of the presentation is enough. In addition to text, the presentation must also include some figures as well as appropriate references (in APA style). Each member of your team will also submit a peer evaluation of group members to gauge team member participation.

(4) Reading responses: Reading responses are submitted as Discussions on Canvas and are due on Monday at 12:00 pm for each week's readings. There will be a total of 8 reading responses. Reading responses should be between 100-200 words, and may be formatted as separate sentences, bullet points, or short paragraphs, whatever you find most appropriate for communicating your ideas. Whichever format you choose, reading responses should be clearly written; we suggest you read it aloud before you post it. You should not use sources other than the assigned readings in your reading responses, and you do not need to provide a list of references. The teaching assistants may provide feedback about the formatting of reading response questions or alter the format of the reading responses as the quarter progresses.

For each reading response you are expected to do the following: 1) Summarize each of the week's readings using at least one complete sentence per assigned article or chapter. Mention the author's name, the title of the article/chapter and then present the author's main thesis. 2) Compose at least two discussion questions. These two questions should be written clearly and focus on what you see as each reading's key points or its strengths and weaknesses at empirical or theoretical levels. Questions should demonstrate your engagement with the readings. Your questions about the readings can take several different forms. For example, they can:
- identify sections or concepts within the readings that you do not understand,
- interrogate parts of the readings that you agree or disagree with,
- inquire about parts of the readings that you find especially interesting,
- ask how the readings relate to your personal experience or other real-world examples, and
- explore how the readings relate to ideas and issues raised elsewhere in this course.

(5) Leadership of discussion sections: Sign up for leading/facilitating discussion section will take place in Week 1. Your Teaching Assistant will demonstrate discussion leadership and facilitation in the first week of the course, and discuss expectations of your leadership/facilitation in section.

Student group size will depend on the total enrollment of the section, but will be between 3-4.

(6) Participation in discussion sections: Students are expected to attend all lectures and discussion sections and to be on time. Attending and participating in classroom activities are essential to your success in this course. You are responsible for all announcements and instructions provided in class, whether or not you are present. <u>Please contact your section TA directly before your section time in case you will be absent in discussion section or are in need of any adjustments</u>. Be sure to turn off your cell phones or place them on silent mode<u>. In terms of grades, discussion and attendance in discussion sections counts for 5% of the final course grade, with deductions occurring for each unexcused absence from a discussion section.</u> A request for excused absence must be accompanied by a valid explanation and/or documentation, such as a note from a medical professional or coach/manager of an official University athletic team.

(7) Final portfolio: The final portfolio is the capstone assignment for the entire course. The portfolio includes a combination of your revisions to previously-submitted reflection essays as well as a short discussion of what theories or ideas you plan to take forward in further studies, research, or professional career. An effective portfolio will demonstrate a higher-level understanding of the important concepts and overall objectives of course. The goal is also to identify your intellectual or professional position amidst the complex, complicated, and contentious issues encountered during the quarter. Your final portfolio should include the following components:
- <u>Revisions to the two reflective essays and explanatory narratives</u>. You are to revise the two reflective essays submitted during the quarter based on the comments and critiques you received. This will give you a chance to incorporate new thinking and refine your arguments, taking into account the course content in its entirety. The sections of the reflective essays that you have revised should be highlighted, and you should write a short narrative (of no more than 250 words each) accompanying each revised essay explaining what you have decided to change and why.
- <u>A 500-word synopsis of your personal learning journey</u>. The synopsis 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?

The final portfolio word count is approximately 2,500 words, with 1,000 of original text plus revisions to another 1,500 words that you have already written. The two portfolio components should be combined into one file (either MS Word or PDF) for submission on Canvas. The portfolio should be written in 12-point Times font, double-spaced, and with 1-inch margins. The word count is exclusive of figures/diagram (and their captions) and reference list, which should be compiled in APA citation style.

GRADING AND DISPUTES
Students will receive clear guidance on assignment expectations through written instructions provided and during lecture and discussion sections. When assignments are given, students also receive clear communication about the criteria used for evaluating their writing or oral presentation via a rubric, which includes an evaluation of content, clarity, organization, and logic, among other criteria. Lastly, students receive written feedback on the two reflective essays as to how to improve,

which must be applied to revisions included in the final portfolio.

Grading criteria for course assignments are listed below and posted on Canvas. Note that these criteria are not equally weighted and cannot be used to calculate a grade. They are to inform relative weaknesses and strengths. The approach to grading assignments in this course will be <u>accumulative</u>, meaning that grades are based on a qualitative assessment of criteria that you have successfully achieved, rather than through a process of deducting points that you got 'wrong'. The latter approach does not work for the course due to the nature of assignments, which are designed to promote critical thought and reflective engagement that often do not have clear right or wrong answers.

GRADING CRITERIA FOR 750-WORD REFLECTION ESSAYS:
- <u>Engagement</u>: Critical engagement with essay question; Evidence of engagement with relevant literature(s); Evidence of engagement with materials from lectures and discussion sections.
- <u>Structure and execution</u>: General organization of essay; Use of paragraphs and/or headings; Flow of argument; Writing style; Appropriate referencing format; Consistent referencing and in-text citations.
- <u>Arguments and conclusion</u>: Critical evaluation of sources; Logic, coherence, and consistency; Selection of relevant evidence to support argument; Originality of argument; Relevance and accuracy of factual content

GRADING CRITERIA FOR COMMUNITY MEETING GROUP PRESENTATION:
- <u>Engagement:</u> Clear and concise description meeting events; Evidence of engagement with events in the context of materials from lectures and discussion sections; Evidence of application of theories/concepts from relevant literature(s).
- <u>Content</u>: Addresses the presentation objectives (in terms identifying and justifying the key factors); Well researched (range and depth of sources used); Well structured (clear focus, good logical flow).
- <u>Presentation style</u>: Technical skill (good use of foreground and background colors, fonts, overall visibility); Delivery (clear voice, minimal reference to notes, good eye-contact, establish and maintain communication with the audience, good communication within the team); Timing (finish within time-limit, good use of available time, good pacing of delivery, evidence of rehearsal).

GRADING CRITERIA FOR FINAL PORTFOLIO:
- <u>Engagement</u>: Evidence of content improvement in the two reflective essays; Reflective engagement with comments and application of feedback on the two reflective essays; Clear and concise articulation of reasons for essay revisions in the two short explanatory narratives; Evidence of intellectual growth throughout the quarter.
- <u>Reflective learning</u>: Originality of reflection; Logic, coherence, and consistency of reflection; Critical evaluation of sources and materials from lectures and discussion sections; Selection of relevant literature sources to support reflection.
- <u>Structure and execution</u>: General organization of the final portfolio; Use of paragraphs and/or headings; Flow of reflections and narratives; Writing style; Appropriate and consistent referencing format, including reference list and in-text citations.

Final course grades are distributed by the following percentages of the total points possible.

A+ 97-100	B+ 87-89	C+ 77-79	D 60-69

A 93-96	B 83-86	C 73-76	F 59 and below
A- 90-92	B- 80-82	C- 70-72	

Simply completing the course requirements does not entitle a student to a grade of A or B. "A" grades are earned for exceptional work. Requests for reconsideration of grades will be accepted only in writing with a clear statement of what the student believes has been mis-graded within one week of receiving the graded material. Please submit your original full assignment along with your request for grade reconsideration. *Important: In reviewing the requested assignment for grade reconsideration, grades may be revised up or down depending upon the reassessment of the graded material. The entire submission will be regraded not just the part(s) in dispute.*

EXTENUATING CIRCUMSTANCES

Extensions and late submissions. To request due date extensions, please email the course instructor or TA before the due date and give a clear reason for the request **well ahead of the due date**. An extension request must be supported by documentation, such as a note from a medical professional or coach/manager of an official university athletic team. We will strive to accommodate all legitimate requests and special needs. For unexcused late submission of assignments, 10% off the total final grade will be deducted for each day or portion of a day (including weekends) past the due date. **Unexcused late final portfolios will not be accepted.** The last day to turn anything in for credit will be the last day of class (Dec. 9).

Special needs. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact UC Davis Student Disability Center for disability access: https://sdc.ucdavis.edu/. Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Health and counseling service. UC Davis Student Health and Counseling Services (SHCS) provides a wide variety of medical, mental health, and wellness services to all registered UC Davis students regardless of insurance coverage. Find more information at: https://shcs.ucdavis.edu.
For information and updates regarding COVID-19 related recommendations and regulations, see the University's official website: https://campusready.ucdavis.edu/

Technology and learning support. The use of cellular telephones is strictly forbidden in class. Phones must be packed away and turned off or switched to silent mode (not vibrate mode). Laptops and tablets with approved software are allowed in class. Students using laptops or tablets are asked to sit either in the back or sides of the classroom to minimize disruption to other students, although this does not apply to students with special needs (such as permission to record lectures) or disability provisions. All students can download Microsoft Office (Word, PowerPoint, etc.) for free here: https://servicehub.ucdavis.edu/servicehub?id=content_details&sys_id=b8c095e61b94c0103f4286a e6e4bcb66

ACADEMIC CONDUCT

Collaboration on coursework. Collaboration on your group presentation and discussion leadership is necessary and expected. All of your other assignments and essays must be your own original work, although we encourage you to solicit feedback on your drafts from friends, classmates, and the Academic Assistance and Tutoring Centers (AATC) (link: https://tutoring.ucdavis.edu), and

especially their Writing Support Center (link: https://tutoring.ucdavis.edu/writing). Please maintain all of your drafts with comments for your records. All of your work done for this course must be completed for this course alone.

Student Code of Conduct. All students should be familiar with the Student Code of Academic Conduct located here: https://ossja.ucdavis.edu/code-academic-conduct. Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to the Office of Student Support and Judicial Affairs (OSSJA) in all cases of violation or suspected violation. In addition to the well-known problems of plagiarism (see below) and cheating on examinations, it is also a violation of the Student Code of Academic Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration. It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work).
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
5. If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or your TA prior to making any submission.

Plagiarism and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct, which is detailed in the UC Davis Code of Academic Conduct: https://ossja.ucdavis.edu/code-academic-conduct. Below is the basic definition of plagiarism according to our university:

• Taking credit for any work created by another person; work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings.
• Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work.
• Using another person's presentation of ideas without putting such work in your own words or form and/or failing to provide proper citation.
• Creating false citations that do not correspond to the information you have used
• Representing your previous work as if it is new work.

Citations, quotations, and paraphrasing. You must correctly cite, in APA style, all the sources from which you get information for your classwork. As a general rule of thumb, when you use more than three consecutive words from a source, use quotation marks around the words and quote the source by inserting a parenthetical citation and referencing the page number within it. Paraphrase authors' work that you do not quote directly by using your own words to express their ideas. Copying or using any information from a source and not attributing the information to the proper source is plagiarism (see above). Please note that citations, quotations, and paraphrasing are key elements of scholarship and avoiding plagiarism. Two guides for success in this arena can be found here:
https://ossja.ucdavis.edu/avoiding-plagiarism-mastering-art-scholarship
https://writing.wisc.edu/handbook/assignments/quotingsources/

WEEKLY SCHEDULE AND READING LIST

Below is a description of lecture topics, including lists of required readings (and some videos) for completing before the day's lecture. All readings are posted as PDFs on the course Canvas page. *Note that there are optional readings for each topic that I will touch on during lectures to provide more context to the main ideas presented that week. These optional readings are located on Canvas under Files.* The schedule is subject to change.

PART 1 - FOUNDATIONAL IDEAS

January 9– Lecture 1: Introduction to the course
Required readings
> • Cottrell, S. (2011). Chapter 1: What is critical thinking? In *Critical thinking skills: Developing effective analysis and argument* (pp. 1-16), Palgrave Macmillan.

January 11 – Lecture 2: Societies and communities
Required readings

> • England, M. (2011). Community. In V. J. Del Casino Jr., M. E. Thomas, P. Cloke, and R. Panelli (Eds.), *A companion to social geography* (First Edition, pp. 91-107), Blackwell.

Optional readings
> • Aldous, Joan, Emile Durkheim, and Ferdinand Tönnies. 1972. "An Exchange Between Durkheim and Tönnies on the Nature of Social Relations, with an Introduction by Joan Aldous." American Journal of Sociology, 77(6): 1191-1200.

January 16 – Lecture 3: Concepts in Community Studies
Required Readings
> • Hustedde, R. J. (2009). Seven theories for seven community developers. In R. Phillips and R. H. Pittman (Eds.), *An introduction* to *community development* (pp. 22-44), Routledge.

Optional readings
> • Hampton, K. N., & Wellman, B. (2020). All the lonely people?: the continuing lament about the loss of community. In Routledge handbook of digital media and communication (pp. 281-296). Routledge.
> • Portes, A. 2000. The Two Meanings of Social Capital. Sociological Forum, 15 (1): 1–12

PART 2 - COMMUNITY STUDIES IN A HISTORICAL PERSPECTIVE

January 18– Lecture 4: Industrialization and urbanization
Required readings
> • Boyle, M. (2015). Homo urbanus: Urbanization and urban form from 1800. In: *Human geography: A concise introduction* (pp. 215-239). John Wiley & Sons Publishing.
> • Slater, Terry. 2012. The rise and spread of capitalism. In P. Daniels, M. Bradshaw, D. Shaw, and J. Sidaway (Eds.), *An introduction to human geography* (Fourth Edition, pp. 43-64). Pearson.

Optional readings
> • Redfield, R. 1947. "The Folk Society." American Journal of Sociology, 52(4): 293-308.

January 23– Lecture 5: The Post-War Community
Required readings
> • Massey, D., & Denton, N. (2013). "Segregation and the making of the underclass" from *American*

Apartheid (1993). In J. Lin & C. Mele (Eds.), *The Urban Sociology Reader* (Second Edition, pp. 192-201). Routledge.

Optional readings
- Wacquant, L. J., & Wilson, W. J. (2013). "The cost of racial and class exclusion in the inner city". In J. Lin & C. Mele (Eds.), *The Urban Sociology Reader* (pp. 196-205). Routledge.
- Squires, G. D., & Woodruff, F. (2019). Redlining. The Wiley Blackwell encyclopedia of urban and regional studies, 1-8.

January 25– Lecture 6: Research, referencing, and writing skills (Asynchronous - Online)
Required readings
- Cottrell, S. (2011). Critical, analytical writing: critical thinking when writing. In: *Critical thinking skills: Developing effective analysis and writing* (pp. 167-182). Palgrave MacMillan.
- Examples of previous student essays posted on Canvas.

January 30 – Lecture 7: Community restructuring in the late-20th Century (In-Person)
Required readings
- Steger, Manfred and Ravi Roy. 2010. First-wave neoliberalism in the 1980s: Reaganomics and Thatcherism. In: Neoliberalism: A Short Introduction. Oxford University Press.
- Hyra, D. S. (2012). Conceptualizing the new urban renewal: Comparing the past to the present. Urban Affairs Review, 48(4), 498-527.

Optional readings
- DeFilippis, J. (2009). Paradoxes of community-building: community control in the global economy. *International Social Science Journal*, *59*(192), 223-234.

February 1– Lecture 8: Globalization, technology, and finance (Asynchronous - Online)
Required readings
- Delanty, G. (2003). Virtual community: belonging as communication. In: *Community* (First Edition, pp. 167-185). Routledge.
- Kolzow, David R. and Robert H. Pittman. 2009. The Global Economy and Community Development. In: An Introduction to Community Development. Rhonda Phillips and Robert H. Pittman (Eds.). London and New York: Routledge

Optional readings
- Calhoun, Craig. 1998. Community without Propinquity Revisited: Communications Technology and the Transformation of the Urban Public Sphere. Sociological Inquiry, 68(3), 373–397.

February 6– Lecture 9: No lecture – TA "drop-in" to discuss reflection essays
No required readings

PART 3 - CONTEMPORARY ISSUES AND PROBLEMS IN COMMUNITY STUDIES

February 8 – Lecture 10: Key issues: Class, race, and ethnicity (In-Person)
Required videos
- [10 min.] Bainbridge, D. (2018). *Origin of race in the USA*. PBS Origin of Everything. [Video]. https://youtu.be/CVxAlmAPHec

Required readings
- Krysan, M., & Crowder, K. (2017). Chapter 1. Cycle of segregation: Social processes and residential stratification. Russell Sage Foundation.

Optional readings
- Krysan, M., & Crowder, K. (2017). Chapter 2. Cycle of segregation: Social processes and residential stratification. Russell Sage Foundation.

February 13– Lecture 11: Key issues: Globalization, migration, and citizenship (Asynchronous - Online)

Required videos
- A d i c h i e , C. N. (Presenter). (2009, Oct. 9). *The danger of a single story*. TED Talk. [Video]. https://youtu.be/D9Ihs241zeg

Required readings
- Portes, A. (1996). Global villagers: The rise of transnational communities. *American Prospect*, 74-78.
- Portes, A., & Manning, R. D. (2013). The immigrant enclave: Theory and empirical examples. In J. Lin & C. Mele (Eds.), *The Urban Sociology Reader* (pp. 202-213). Routledge.

February 15– Lecture 12: Key issues: Gender and sexuality (In-Person) Required video
- [30 min.] Crenshaw, K. (2016). *On intersectionality*. Keynote, Women of the World. [Video]. https://youtu.be/-DW4HLgYPlA

Required readings
- Goh, K. (2018). Safe cities and queer spaces: The urban politics of radical LGBT activism. *Annals of the American Association of Geographers*, *108*(2), 463-477.

Optional readings
- Sandercock, L., & Forsyth, A. (1992). A gender agenda: new directions for planning theory. *Journal of the American Planning Association*, *58*(1), 49–59.

February 20- Lecture 14: Key issues: Infrastructure, housing, and economic development (Asynchronous - Online)

Required readings

- Ladd, H. F. (1994). Spatially targeted economic development strategies: do they work?. Cityscape, 1(1), 193-218.

- Phillips, R. (2015). Housing and community development. In R. Phillips and R. H. Pittman (Eds.), *An Introduction to Community Development*. London and New York: Routledge.

February 22 – Lecture 15: Key issues: Sustainability and resilience (In- Person)

Required readings

- Wheeler, Stephen M. 2009. Sustainability in Community Development. In: *An Introduction to Community Development*. Rhonda Phillips and Robert H. Pittman (Eds.). London and New York: Routledge.

Optional readings
- Beatley, Timothy. 2012. Sustainability in Planning: The Arc and Trajectory of a Movement, and New Directions for the Twenty-First-Century City. In: Planning Ideas that Matter: Livability, Territoriality, Governance, and Reflective Practice. Bishwapriya Sanyal, Lawrence J. Vale, and Christina D. Rosan (Eds.). MIT Press.
- Sachs, Jeffrey D. 2012. From Millennium Development Goals to Sustainable Development Goals. The Lancet, 379(9832), 2206–2211.

PART 4 - COMMUNITY ANALYSIS AND THEORIES OF CHANGE March 13 - Lecture
February 27 -- 16: Community change in action
Required video

• [14 min.] Public Money. 2018. What If You Controlled the Budget? An Experiment in Democracy. *The Atlantic*. Link: https://youtu.be/DHhm6W0sD7M
Required readings
• Bratt, Rachel G. and Kenneth M. Reardon. 2013. Beyond the Ladder: New Ideas About Resident Roles in Contemporary Community Development in the United States. In: *Policy, Planning, and People: Promoting Justice in Urban Development*. Naomi Carmon and Susan S. Fainstein (Eds.). University of Pennsylvania Press.
Optional readings
• Gilchrist, Alison. 2009. Community Development. In: The Well-Connected Community: A Networking Approach to Community Development (Second Edition). Policy Press.

February 29-No lecture – TA "drop-in" to discuss reflection essays
No required readings

March 5 – Lecture 17: Social mobilization and justice
Required video
• [14 min.] Rugnetta, Mike. 2017. How Do You Design a Just Society? Thought Experiment: The Original Position. PBS Idea Channel. Link: https://youtu.be/P3gWGtf_w_s.
Required readings
• Ostrander, Susan A. 2013. Agency and Initiative by Community Associations in Relations of Shared Governance: Between Civil Society and Local State. *Community Development Journal*, 48 (4): 511–24.
• Dobson, C. (2001). Social movements: a summary of what works. *The Citizen's Handbook: A Guide to Building Community in Vancouver*. Link: https://www.citizenshandbook.org/movements.pdf
Optional readings
• Agyeman, Julian and Tom Evans. 2003. Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions. Annals of the American Academy of Political and Social Science, 590, 35–53

March 7 – Lecture 18: Community Research Methods I
Required readings
• Vincent, John W. II. 2009. Community Development Practice. In: *An Introduction to Community Development*. Rhonda Phillips and Robert H. Pittman (Eds.). London and New York: Routledge.
Optional readings
• County of Yolo. 2019. 2020-21 Yolo County Community Action Plan Summary. Woodland, CA. Link: https://www.yolocounty.org/home/showdocument?id=59249
• Wolf-Powers, Laura. 2016. Understanding Community Development in a 'Theory of Action' Framework: Norms, Markets, Justice. In: *Readings in Planning Theory*. Susan S. Fainstein and James DeFilippis (Eds.). Wiley-Blackwell.

March 12 – Lecture 19: Community Research Methods II
Required readings
• Vincent, John W. II. 2009. Community Development Assessments. In: *An Introduction to Community Development*. Rhonda Phillips and Robert H. Pittman (Eds.). London and New York: Routledge.
Optional readings
• Green, Gary Paul. 2010. Community Assets: Building the Capacity for Development. In: *Mobilizing*

Communities: Asset Building as a Community Development Strategy. Green, Gary Paul and Ann Goetting (Eds.). Temple University Press.

March 14 – Lecture 20: Enabling Transformative Change

Required readings

- Shi, L., Chu, E., Anguelovski, I., Aylett, A., Debats, J., Goh, K., Schenk, T., Seto, K.C., Dodman, D., Roberts, D. and Roberts, J.T., 2016. Roadmap towards justice in urban climate adaptation research. Nature Climate Change, 6(2), pp.131-137.

Optional readings

- Appadurai, Arjun. 2001. Deep Democracy: Urban Governmentality and the Horizon of Politics. *Environment and Urbanization*, *13*(2), 23–43.
- Fung, Archon and Erik Olin Wright. 2001. Deepening Democracy: Innovations in Empowered Participatory Governance. *Politics & Society*, *29*(1), 5–41.
- Gurstein, Penny. 2013. Social Equity in the Network Society: Implication for Communities. In: *Policy, Planning, and People: Promoting Justice in Urban Development*. Naomi Carmon and Susan S. Fainstein (Eds.). University of Pennsylvania Press.

MARCH 20 FINAL PORTFOLIOS DUE BY 5PM

GROUND RULES AND EXPECTATIONS FOR CONDUCT IN CLASS

As instructors, the Teaching Assistants and myself assume that you are all adults taking the class by choice. The class requires you to cultivate and maintain what I consider to be essential characteristics of good students: curiosity, courage, and discipline. Class time will allow for discussion of various topics, many of which are quite controversial. Thus, the following are the ground rules that we propose to provide a safe and respectful atmosphere (see also the UC Davis Principles of Community). Previous classes have created and edited these ground rules, and we took time in class to determine what changes, if any, we want to implement. The following agreements are what we arrived at:

1. We agree that treating others with compassion, empathy, and respect is something we will strive toward, even if we do it imperfectly. This means we agree to create a safe, respectful, and supportive learning environment for our own benefit and the benefit of our fellow students, our class as a whole, and our broader community. This includes being proactive about communicating how you would like to be treated and respected (such as your gender pronouns, trigger issues for you, etc.), and not making assumptions about what other people think or value based on how they appear. Open communication about what constitutes respectful behavior is important.
2. We agree to respect and give voice to our own viewpoints, even when they appear to be internally conflicting and contradictory. Everyone can contribute, and each contribution is unique and important.
3. We agree to support and respect our peers, Teaching Assistants, and professor in giving voice to their own viewpoints, even if they may be opposed to our own.
4. We agree to attempt to avoid dominance in discussions, which involves being mindful of the amount of our contributions in relation to that of others. If we tend to be quiet in group discussions, we agree to speak up more often, and if we tend to be dominant in group discussions, we agree to listen more often. We also agree to speak up — through whatever channel is most comfortable or appropriate — when we believe that dominance is occurring so that it can be corrected. Avoiding dominance also includes letting others finish expressing their thoughts, rather than interrupting.

6. We agree to begin statements with "I think" or "I feel" as a way to introduce our views, especially when faced with other peoples' conflicting perspectives or claims.
7. We agree to support others and ourselves in being silent, if that is what feels like the best approach to a difficult discussion. We are free to withdraw from any interaction at any time if we feel unsafe in any way.
8. We agree that there are no stupid questions. Questions, and all forms of inquiry, reflect interests and one main purpose of this course is to support our discovery of both our interests and the world in which we find ourselves. Additionally, we recognize that other students will benefit from the questions we ask.
9. We agree that we can provide honest feedback to our classmates and instructors, without fear of being belittled or attacked.
10. We agree that perfectionism can be harmful. We agree to strive to give ourselves permission to be wrong and to not judge ourselves or others too harshly when we/they are wrong or behave unskillfully.
11. We agree that forgiveness is an important stance to strive toward when faced with interactions that might have harmed us. We will try to not take disagreements or differences in perspective personally, and to not hold grudges over them.
12. We agree to take full responsibility for what we do with the learning opportunities in this course. This includes coming to class prepared to discuss assigned materials.