

Community Governance

CRD 158, CRN: 27835 – Winter 2024

Place: Wellman 226 **Time:** Tuesday/Thursday 10:00 – 11:50AM

Instructor: Dr. Catherine Brinkley (She/her) Email: ckbrinkley@ucdavis.edu

Office Hours: Tuesday/Thursday immediately after class 12-2pm, pacing around the Quad in front of the Memorial Union

TAs: Clare McKeon (She/her), Email: cfmckeon@ucdavis.edu, office hours by appointment and Wednesday from 1:00pm-2:00pm at the tables in the coho

Course Description: This course relies on active learning and community engagement. Students are introduced to the institutions, community organizations and political processes involved in shaping local governance, regional development, political change, policy development, and economic health. The course includes field research on political processes and policy issues along with training in op-ed and policy brief writing.

Course Objectives: There are five distinct yet intertwined objectives in this course:

- (1) The purpose of this course is to acquaint students with evidence-based theory and best practices of community governance, with special attention to the Californian context. Students will understand the scope, powers, limitations, procedures, mandates, conflicts, constitutional and legal frames, offices, and democratic life of local government. The course employs history and case studies in food policy and climate change to highlight the role of community governance.
- (2) Through weekly discussions, guest lectures and fieldtrips, students will stay apprised of current events and relate them back to course readings for a real-time understanding of community governance.
- (3) The course is expected to make students more informed citizens and offer a primer for those interested in careers within and alongside government agencies. Students are encouraged to become involved in community governance outside the classroom, and course assignments (attending a public meeting, an op-ed and policy brief) are designed to be used beyond the classroom experience.
- (4) Students will explore tools for planned change at the local level.
- (5) Students will interface with local government practitioners and political activists for network building and career development.

Recommended Texts Journal article and report readings are posted on Canvas organized by week.

Course Expectations Students should come to class prepared to showcase their future professionalism.

Each student is responsible for completing reading assignments prior to class and should keep notes on course readings and lectures. Assigned readings, collateral readings, and current events will be the subject of class commentary and discussions.

Participation is an essential part of class.

Guest Speakers are welcomed to this course by a well-informed class that comes on time, is prepared (has finished the readings/posted questions) to intensely interact with the speakers and pose questions.

Several assignments engage with the City of Davis government agencies and community groups. Use this interface time to assess your own interest in local governance work, meet future collaborators, showcase your expertise, and have fun!

Assignments:

In addition to the weekly reading assignments and class discussion, this course is planned with four main deliverables that build upon each other. These assignments are designed to showcase your intelligence, demonstrate an arc of knowledge acquisition, and connect your work to the world outside the classroom.

1. **Participation** (20%)
 - i. Introductory letter (5% of total grade), comment to peers (5%)
 - ii. Public comment (10%)
2. **Writing reflections (3)** (30%, 10% each)
3. **Reflection on local government meeting** (10%)
4. **Policy Brief** (40%)
 - i. Draft (10%)
 - ii. Peer review (10%)
 - iii. Final (20%): to include policy recommendation, model examples from other cities, and financial considerations
5. **Extra Credit:** (up to 10%) 200-word summary for every lecture + readings

1. Participation

Introductory Letter

The goal of this assignment is for us to get to know one another and shape the focus areas of the course. Please write a few paragraphs detailing your interest in this course, your experiences that have shaped this interest, and what you hope to gain from this course. Please include a brief story of a time you affected change and how you went about it. This assignment is excellent practice for formatting a professional cover letter. We will use these letters of introduction to benchmark our progress at the end of the course.

- Please welcome your peers and comment on two of their introductory letters by **the end of the second week of classes (Friday, midnight)**. Post your letter to the 'Discussions' section of Canvas.

Public Comment

The goal of this assignment is to help train you in public speaking and science translation. To share your preliminary policy brief findings, you will prepare a two minute public comment that could be delivered to your city or county government. You will deliver the public comment in class. The schedule of public comment will be shared in lecture.

2. Writing Reflections (3 total required)

See canvas for writing reflection prompts

Submit a 2000-word reflection. You may wish to incorporate this material in your policy brief.

Reflection on local government meeting

Attend a local government meeting and take notes on the citizen groups participating, the interactions with the local officials and how you feel the topic of discussion progressed toward a policy outcome. Submit a 2000-word reflection. You may wish to incorporate this material in your policy brief. Please see the list of local meetings at the end of the syllabus.

3. Policy Brief

This paper should build off the findings from your weekly writing reflections and plan evaluation. The policy brief should be directed to local policymakers. This policy brief is designed to acquaint you with using primary literature and/or a primary data source.

In no more than 2000-4000 words, present:

- **Executive summary** (~300-500 words detailing the issue and recommended policy solution)
- **Introduction** (~300-500 words), covering the problem history, with references
- **Plan evaluation** (~800 words) how many jurisdictions address the topic of interest and how? Please provide an explanation of the patterns. Pull sample policies that can be used as a model for your local government to adopt. Include at least two sample policies from other cities/jurisdictions.
- **Relevant research** (~500-1000 words) on similar policy approaches, financial considerations, and the results with critical examination of methodology and sources.
- **Conclusion** (~250 words) make recommendations for specific municipal code changes or programming that include a timeline, benchmarks for success (eg. miles of new bike path), staff responsible, and potential funding to support the effort if needed

Be mindful to cite your sources and include references in APA format at the end of your paper in a **Reference** section. You will be graded based on timely completion of the task, understanding of the topic, critical analysis of the chosen problem, demonstration of reading comprehension through use of references, clarity of communication, and logic of proposed solution.

Peer Review

The goal of peer review is to provide constructive/helpful critique that is inspiring/uplifting. Above all, be nice. The rose, bud, thorn format allows you to lift up what worked well in an encouraging manner (the rose), what has promise with more development (the bud), and what points need to be cut to strengthen the piece (the thorn). Please provide constructive criticism for two peers using the format below:

- Write down the main argument. This allows the writer to see that they have clearly conveyed the main argument. If you are struggling to write down the main argument or misunderstand it, the writer needs to revise for clarity.

- Identify three supporting piece of evidence
 - Are these statements logical?
 - Do they agree with the main argument?
- Does the conclusion logically flow from the supporting statements? If there are more logical explanations than those presented, point these out to the author so that they can be addressed
- Identify grammatical and spelling errors

You can use this link to access the class notes and add notes from the readings/lecture:
<https://docs.google.com/document/d/1PomFIVrXKfPcwjQzuE-hxJCvITkv7mJHCNSvRWbfXjY/edit?usp=sharing>

Week 1: Community Governance: an introduction

- **Lecture 1:** Syllabus overview
 - **Exercises:** Knowledge Baseline Assessment, Class Social Network exercise, Collective pledge to hold time for each other
 - **Reading:** Syllabus, Recommended: Gumprecht, (2010). *The American college town*. Chapter 5, “All things right and relevant” (108-145).
 - Pay special attention to the personal narratives policy changers, the ebb and flow of private, public, civic, and university positions interchanging with one another--and the origins of these change movements
- **Lecture 2:** What then? Why Now?
 - **Reading:** Prologue; Recommended: Brinkley (2022) “After Hardin”
 - **Game:** Knowledge is local—geography game; finding and citing scholarly literature; pressing problems and promising solutions class brainstorm; report back on Class Social Network
- **Assignment,** due Monday @ midnight on Week 2:
 - Introductory letter
 - Schedule/calendar a public meeting to attend
 - Reflection: Sketch or create an image of the most important central features of your hometown. How do such central features relate to the most pressing problems and the most promising solutions that your community is facing?

Week 2: Othering and Belonging

- **Lecture 1:** Why do we gather? What are the essential ingredients for communities to form?
 - **Game:** Bundle of property rights
 - **Reading:** Chapter 1; recommended: Brinkley, Raj, and Raja (2023) FEWsheds; Recommended: Richard Florida’s *Creative Class and gentrification*, Bill Bishop’s *Big Sort* on [NPR](#) and [Bloomberg](#)
- **Lecture 2:** What would we keep and what would we change?
 - **Exercise:** Asset Based Community Development: demo using ChatGPT to create a petition
 - **Reading:** Chapter 2
- **Assignment**
 - Reflection due Monday @ midnight: Draft a historic preservation petition

Week 3: Urban Science

- **Lecture 1:** The planning of cities: urban metabolism and crooked streets
 - **Game:** preferences and sorting
 - **Reading:** Chapter 3, Recommended: [Wheeler \(2015\)](#)
- **Lecture 2:** Imagine utopia
 - **Game:** Design utopia
 - **Reading:** Chapter 4
- **Assignment**

- Reflection due Monday @ midnight: Describe your idea of the perfect society and built environment

Week 4: Local Governance

- **Lecture 1:** Zoning code, Municipal code, public health codes, comprehensive plans
 - **Exercise:** Plan evaluation demo focused on benchmarking progress with measurable deliverables, timelines, identified funding, dedicated staff, and committed language
 - **Reading:** Chapter 5, explore: PlanSearch.caes.ucdavis.edu and <https://library.municode.com/>
- **Lecture 2:** Plan Evaluation
 - **Exercise:** Policy brief reading & plan evaluation exercise
- **Assignment** due Monday @ midnight: first draft of policy brief 2000-4000 words

Week 5: Sociobiology and the Right to Govern

- **Lecture 1:** Learning from animals: what is “natural” for governance?
 - **Exercise:** peer review
 - **Reading:** Chapter 6
- **Lecture 2:** Managing the commons. The Market Fails, the Government Fails, but Things Still Work: the role of non-profits, government and industry in community governance.
 - **Exercise:** Food Deserts; Role play: mayor, grocer, non-profit, and community member,
 - Recommended reading: Brinkley (2019)
- **Assignment** due Monday @ midnight: Peer review policy brief

Week 6: Social Networks

- **Lecture 1:** Network structures
 - **Exercise:** network game, design mentor network
 - **Reading:** chapter 7
- **Lecture 2:** Case study: governing water policy in California
 - **Reading:** see canvas
- **Assignment** due Monday @ midnight: Reflect on public meeting (2000 words)

Week 7: Know your electeds

- **Lecture 1:** Know your electeds: Guest: Dr. Councilman Bapu Vaitla
 - **Exercise:** Public comments (20 minutes)
- **Lecture 2:** Follow the money, budgets as statements of value
 - **Exercise:** action plan for policy change, public comments (20 minutes)
- **Readings:** Chapter 8
- **Assignment due Monday @ midnight:** Summarize what your state and local elected are working towards

Week 8: Cascading failures, cascading successes

- **Lecture 1:** Setting Sustainable Development Goals—and meeting them
 - **Exercise:** Read [*Universal Declaration of Human Rights*](#) (1948); Public comments (20 minutes)
- **Lecture 2:** When the local government will not listen: civil rights advocacy
 - **Exercise:** Public comments (20 minutes)
 - **Readings:** see canvas
- **Assignment due Monday @ midnight:** turn in revised policy brief

Week 9: Knowledge and power

- **Lecture 1:** Social Equity / Sustainability / Environmental Justice in California
 - **Exercise:** Public comments (20 minutes)
 - **Reading:** Chapter 9
- **Lecture 2:** Community values, land values and global economies
 - **Exercise:** Public comments (20 minutes)
- **Assignment due Monday @ midnight:** Course reflection

Week 10:

- **Lecture 1:** Indigenous cities
 - **Exercise:** Public comments (20 minutes)
 - **Reading:** Chapter 10
- **Lecture 2:** Potluck
 - **Exercise:** Post-course assessment
 - **Reading:** none

Classroom Wellbeing Pledge [to be collectively edited by class]

Class time offers dedicated space and time set aside for learning. To make effective use of such limited time, both instructors and students must be fully engaged in listening and thinking. We will be vulnerable and awkward at times as we learn new skills and develop. With these ideals in mind, we promise to hold class time and office hours as a time to give one another our fullest attention. This includes: making space to promptly discuss how to adjust course materials and deliverables given the many obligations in our personal lives as well as the many events outside the classroom that compete for our attention and impact our physical and mental wellbeing. To support one another in making and holding space for learning, we pledge to meaningfully, genuinely connect with one another, treating others as we ourselves would like to be treated, while respecting differences.

Commitment to equality, diversity, and inclusion in the classroom. We 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>)

The University makes available free writing consultation. Use these wonderful services to help improve your writing- no matter where you are in the process:
<https://tutoring.ucdavis.edu/writing>

Plan ahead if you are determined to earn a particular grade. An “A” student will complete weekly assignments in a timely and thoughtful manner with clear, grammatically correct writing. An “A” student is respectful of fellow students and guest speakers, and always has a thoughtful question to add to the discussion. An “A” student completes all the required readings and refers to the readings in class discussion and assignments to demonstrate knowledge acquisition. An “A” student will start the research paper assignment four weeks before its due date, and have a friend proof the paper for content and style before submission for grading.

Grade-focused conversations are welcome when they are proactive (still enough time in the course to impact a grade), realistic (the math adds up), and framed around concrete goals for the course. You may contest a grade by putting in writing where you think I have erroneously interpreted the Grading Rubric, posted on Canvas. Beware: re-grading might also lead to a lowering of the grade.

General Education Literacies to be completed in this course:

- American Culture, Governance, and History
 - The reading requirements, lecture and course discussion will cover the history of American culture as it shapes local governance with focus on the California context
- Domestic Diversity
 - California’s changing demographics directly impact the shifts in local government policy focus and scope of powers. Students will analyze policies through the lens of changing demographics and changing demographic needs.
- Visual Literacy
 - Data literacy and social network mapping skills help students learn to visualize results and present them to wider audiences.
- Writing Experience
 - The weekly reading synthesis and policy brief assignments provide students with training and writing experience designed for extension beyond the classroom. Student working groups and iterative peer review help students further hone their writing skills.

EXTENUATING CIRCUMSTANCES

Extensions and late submissions. To request due date extensions, please email the course instructor or TA 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, 0.5 points will be deducted for each day (including weekends) past the due date. The last day to turn anything in for credit will be the last week of class.

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 or SHCS provides a wide variety of medical, mental health, and wellness services to all registered UC Davis students regardless of insurance coverage. More information at: <https://shcs.ucdavis.edu>.

ACADEMIC CONDUCT

All of your other assignments and exams must be your own original work, although we encourage you to solicit feedback on your drafts from friends, classmates, and the Learning Skills Center in 2205 Dutton Hall (Link: <http://lsc.ucdavis.edu/>). Please maintain all of your drafts with comments for your records. All of your work completed for this course must be completed for this course alone.

Citations, quotations, and paraphrasing. Please 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, 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 below).

Student Code of Conduct. All students should be familiar with the Student Code of Academic Conduct that is located here: <http://sja.ucdavis.edu/cac.html>. Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs 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 Code of 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 is not to be tolerated and interferes with your learning as well as that of your peers. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or work of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the source of any borrowed language or ideas that you present in your own work- including your own work from other courses. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows.

For more on academic misconduct and policy, see: <http://cai.ucdavis.edu/plagiarism.html>. The Academic Integrity Project offers information on citations: <http://cai.ucdavis.edu/citation.html>.

Governing Board Schedules

Check out these local governing opportunities!

Which of the following most interests you?

BOARD	MEETS	WHERE
Davis City Council	1st Four Tuesdays	City Hall
(530) 757-5648	6:30 PM	23 Russell Blvd.

<http://www.city.davis.ca.us/meetings/agenda.cfm?c=18>

<http://cityofdavis.org/city-hall/city-council/commissions-and-committees>

BICYCLING, TRANSPORTATION, AND STREET SAFETY COMMISSION

Second Thursday of the month at 5:30 p.m in the Community Chambers at City Hall, located at 23 Russell Boulevard

CIVIC ARTS COMMISSION

Second Monday of each month at 7:15 p.m. in the Community Chambers Conference Room at City Hall, located at 23 Russell Boulevard.

FINANCE AND BUDGET COMMISSION

Second Monday of each month at 7:00 p.m. in the Community Chambers at City Hall, located at 23 Russell Boulevard.

NATURAL RESOURCES COMMISSION

Fourth Monday of each month at 6:30 p.m. in the Community Chambers at City Hall, located at 23 Russell Boulevard.

PLANNING COMMISSION

The second and fourth Wednesdays of each month at 7:00 p.m. in the Community Chambers at City Hall, located at 23 Russell Boulevard.

COMMUNITY CHOICE ENERGY ADVISORY COMMITTEE

Please see the posted agenda for next meeting date and time. Meetings held in the City Hall Conference Room at City Hall, located at 23 Russell Boulevard.

CITY/YOLO COUNTY 2X2

First Thursday of the month at 8:00 a.m. in the City Hall Conference Room located at 23 Russell Boulevard.

Roseville City Council 1st and 3rd Wednesday City Hall Council Chambers
(651) 792-7021 7:00 PM 311 Vernon Street

http://www.roseville.ca.us/calendars/city_council_n_commissions.asp

<http://www.roseville.ca.us/council/default.asp>

Sacramento County Tuesdays & Wednesdays County Admin. Center
Board of Supervisors 9:30 AM (2nd Wednesday 700 H Street, Room 1450
(916) 874-5411 of the month - 6:00 PM) Sacramento

<http://www.bos.saccounty.net/MeetingInformation/index.htm>

<http://www.sccob.saccounty.net/calendar/calendar.pdf>

Dixon City Council 2nd and 4th Tuesday City Hall Council Chambers
(707) 678-7000 7:00 PM 600 East A Street

<http://www.ci.dixon.ca.us/MayorCouncil/citycouncilschedule.html>

West Sacramento 1st, 2nd, & 3rd Wednesday West Sacramento Civic Center
City Council 7:00 PM 1110 West Capitol Avenue
(916) 617-4500 West Sacramento

<http://www.cityofwestsacramento.org/cityhall/council/default.cfm>

Winters City Council 1st & 3rd Tuesdays Winters City Hall
(530) 795-4910 7:30 PM 318 First Street

http://www.cityofwinters.org/administrative/admin_council.htm

Vacaville City Council 2nd & 4th Tuesdays City Council Chambers
(707) 449-5110 7:00 PM (Live Cable TV 26) 650 Merchant Street

http://cityofvacaville.com/content/city_information/government.php

Folsom City Council 2nd & 4th Tuesdays City Hall

(916) 355-7200 6:30 PM (Cable TV 14) 50 Natoma Street
http://ci.folsom.ca.us/about/city_council/city_council_meetings_n_agenda/default.asp

Yolo County 1st, 3rd, and 4th Tuesdays County Admin. Bldg.
Board of Supervisors 9:00 AM 625 Court Street #206,
(530) 666-8195 Woodland
http://yolo.granicus.com/ViewPublisher.php?view_id=2

Woodland City Council 1st and 3rd Tuesdays City Hall Council Chambers
(530) 661-5806 7:00 PM 300 First Street
<http://www.ci.woodland.ca.us/UserFiles/File/City%20Council/Meetings2008Revised.pdf>

Sacramento City Council Tuesdays/Some Thursdays City Hall Council Chambers
(916) 808-7200 2:00 PM and 7:00 PM 915 I Street, First Floor
<http://www.cityofsacramento.org/clerk/documents/CouncilMeetingCalendar2008.pdf>

Galt City Council 1st and 3rd Tuesdays City Hall Council Chambers
(209) 366-7130 7:00 PM 380 Civic Drive
<http://www.ci.galt.ca.us/site/Calendar/index.php>

Workforce Investment Board (WIB) Schedules

BOARD	MEETS	WHERE
Yolo County (530) 661-2632	2nd Tuesday of every month 8:00 – 9:30 AM	Community Room, Yolo County Employment and Social Services Center 25 N. Cottonwood Street, Woodland
Sacramento County	1st Thursday of	Sacramento Employment &

(916) 263-3800	each month 10:00 AM	Training Agency (SETA) Board Room 925 Del Paso Blvd., Sacramento
http://www.calwia.org/lwia/index.cfm?county=Sacramento		
Solano County (707) 863-3540	3 rd Friday every other month 8:00 AM	Solano County Office of Education 5100 Business Center Drive, Fairfield
http://www.solanowib.org/		

Please call in advance to confirm time and location; there are occasional special sessions, locations, and times.

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles).

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and

professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

On 2010, through Resolution 64/292, the United Nations General Assembly explicitly recognized the human right to water and sanitation and acknowledged that clean drinking water and sanitation are essential to the realization of all human rights. In 2002, the Committee on Economic, Social and Cultural Rights adopted General Comment No. 15 on the right to water. Article I.1 states that "The human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights."