

SYLLABUS

CRD 142: RURAL CHANGE IN THE INDUSTRIALIZED WORLD

UC DAVIS | WINTER 2019

Corporate agriculture's preoccupation with scientific and business efficiency has produced a radical restructuring of rural America that has been carried into urban America. There has been more than a "green revolution" out there — in the last thirty years there literally has been a social and economic upheaval in the American countryside. It is a protracted, violent revolution, and it continues today.

— Jim Hightower (1976: 87)

What I've learned is, when you want answers for how to change the world, sometimes all you have to do is ask. So my hope for this massive movement working toward a sustainable and just future in food and agriculture, is that we can broaden our lens, honor the diversity of stories that exist within this fight, and learn that sometimes you should just sit back and listen.

— Natasha Bowens (2015: 219)

[R]ural development policy needs to be more than just an arm of agricultural support ... [It] should be primarily about facilitating the viability of rural areas, enhancing the well-being of local people and good management of land in which agriculture and forestry have a role to play.

— Dimitris Diakosavvas (2006: 15-16)

Reframing involves imagining the economy differently. It means taking notice of *all* the things we do to ensure the material functioning and well-being of our households, communities, and nations. It means finding ways of framing the economy that can reflect this wider reality. In such a reframed economy we might imagine ourselves as economic actors on many different stages—and as actors who can reshape our economies so that environmental and social well-being, not just material output, are addressed.

— J.K. Gibson-Graham et al. (2013: 3-4)

LOGISTICS

Instructor: **Ryan E. Galt**, Associate Professor, Department of Human Ecology

office: 2429 Hart

office hours: T 12:45-1:30 & R 12:15-1:30 p.m., or by appointment

email: please use the Canvas mail tool (if not possible, you can use regalt@ucdavis.edu but you *must* put "CRD 142" in the title)

phone: (530) 754-8776, [webpage](#)

Teaching Assistants: Section A02 (T 4:10 p.m.): **Tatiana Sierra**

M.Sc. student, Community Development | email: tdsierra@ucdavis.edu

Sections A01 & A03 (T & R 7:10 p.m.): **Nick Robinson**

Ph.D. student, Geography | email: nirobinson@ucdavis.edu

Lecture: T & R 1:40 to 3:00 p.m., 1150 Hart

Discussion: T 4:10 to 5:00 p.m., 107 Wellman; CRN 28362 (A02)

T 7:10 to 8:00 p.m., 7 Wellman; CRN 28361 (A01)

R 7:10 to 8:00 p.m., 7 Wellman; CRN 28363 (A03)

Website: Canvas

COURSE OVERVIEW AND GOALS

The objective of the course is to help students understand important social, economic, political, agricultural, and environmental issues in rural areas and rural communities in the industrialized world, and their interconnected nature. While the study of rural areas is vast, this course gives special emphasis to (1) historical and recent transformations in rural areas (commonly referred to as "rural restructuring"); (2) the ideas and practices of alternative economic arrangements, including a consideration of "the commons" and its role in rural areas and modern society; and (3) people and groups who have commonly been marginalized and/or oppressed in wider society and within rural areas.

Changes in rural areas of industrialized countries commonly consist of agricultural consolidation, rural industrialization, the shift from primary production to increased employment in services and alternative economic activities, an influx of migrants from urban areas to rural areas in some areas and continued depopulation in other areas, devolution of governance to the local level, the establishment of protected areas and other forms of environmental protection, and a movement of productivist agriculture toward alternative agriculture, including direct sales, ecological entrepreneurship, and other strategies. Through readings, lectures, and discussions, you will come to understand these processes, and the ways that they impact various social groups.

I teach the course from the perspective of the social sciences, especially the subdisciplines of human geography, rural sociology, and political ecology. Comparative cases and examples are drawn largely from North America, but include cases from Europe, Australia, New Zealand, Japan, and some newly industrialized countries.

WHERE I'M COMING FROM: A BRIEF STATEMENT OF EDUCATIONAL PHILOSOPHY

I do not follow the banking model of education, in which students passively receive knowledge “deposited” by experts (hooks 1994), and in which memory is the storage tank and intelligence is the ability to access memory. Rather, I believe education should include critical thinking, problem solving, creativity, curiosity, and engagement with real-world situations. Education should also include wrestling with ethical issues, and examining one’s values and interests since these underly all inquiries and learning (Castree 2005). I also believe that each student brings important knowledge, experiences, and voice into the classroom, and the learning community can greatly benefit from this diversity.

For me, intelligence is not fixed or predetermined, nor can it be measured, let alone ranked, on a single scale (Gould 1996). Rather, I think intelligence develops and expands when people try hard to learn new things that they do not understand and when they make new connections. This is most powerful in a supportive context. Trying things out and making mistakes (i.e., fearless experimentation) are essential parts of the learning process and the development of our intelligence, and it is my job to create a learning environment in which this can occur, for students, for the TAs, and for myself. Fundamentally, all people can change and develop — by examining, organizing, and practicing their knowledge, thought processes, ethical commitments, and behaviors. For me, it is these changes toward reaching your full human potential as understood and valued by you, and not just accumulation of facts, that represent true learning.

I strongly believe that education has a social purpose to develop students’ critical consciousness (Freire 1973) and to provide practice in collaboration and group decision-making. In this way, education is fundamentally linked to participatory democracy, in which informed citizens together make decisions about the future of society. The educational philosophy briefly elaborated here can be called critical social constructivism. At any point in the class, I invite you to ask me to discuss my educational philosophy and how it informs the work we do.

I have an obligation to make each class session worth attending and to facilitate your learning process. I ask that you let me know if I am not doing this. The buck stops with you, however. As adults here by choice, you bring yourself and your desire to learn and participate, and what you do in the course ultimately depends on your commitment to yourself, your learning process, and our learning community.

WORKLOAD AND EXPECTED TIME COMMITMENT

My classes follow the Carnegie Rule, which holds that students should devote 2 to 3 hours of outside work for each hour spent in class. The Carnegie Rule is the official guide for classes

offered at UC Davis (Teaching Resources Center 2004; Davis Division of the Academic Senate 2010). This means that you should budget at least 12 hours per week for this class, 4 hours for in-class time and 8+ hours for work outside of class. Work outside of our classroom sessions consists of reading and rereading, writing and rewriting, thinking and rethinking, both individually and in your teams. Your professor and TAs are important resources for your success in the class and your academic success generally.

LEARNING ACTIVITIES AND GRADES

Activity	Percentage of Grade	Due Date
Small Assignments	7%	
<i>Profile + VARK Assessment</i>	(1%)	<i>Jan. 11 before lecture</i>
<i>Field Trip Reflection(s)</i>	(3%)	<i>TBD</i>
<i>Career Options Presentation</i>	(3%)	<i>TBD</i>
Discussion	23%	
<i>Leadership</i>	(4%)	<i>determined by TAs</i>
<i>Reading Responses</i>	(18%)	<i>discussion sessions</i>
Team Research Project (TRP)	20%	
<i>Project Outline/Proposal</i>	(1%)	<i>Jan. 29 (T) / Jan. 31 (R)</i>
<i>Draft for Peer Review</i>	(2%)	<i>Feb. 19 (T) / Feb. 21 (R)</i>
<i>Peer Review Comments</i>	(3%)	<i>Feb. 26 (T) / Feb. 28 (R)</i>
<i>Final Presentation</i>	(15%)	<i>last two discussion sessions</i>
<i>Team Evaluation</i>	(required)	<i>Mar. 12 (T) / Mar. 14 (R)</i>
Midterm Essay (5-7 pages)	25%	
<i>Midterm Outline</i>	(required)	<i>approval deadline Feb. 7, 12:00 p.m.</i>
<i>Midterm Essay</i>	(25%)	<i>Feb. 12, 11:59 p.m.</i>
<i>Midterm Essay Revision</i>	(up to 2% bump)	<i>Feb. 22, 11:59 p.m.</i>
Final Essay (5-7 pages)	25%	
<i>Final Outline/Draft</i>	(feedback format TBD)	<i>Mar. 7, 12:00 p.m.</i>
<i>Final Essay</i>	(25%)	<i>Mar. 14, 11:59 p.m.</i>

GENERAL EDUCATION (GE) REQUIREMENTS FULFILLED

UC Davis organizes its undergraduate education partially through requiring students to take classes that fulfill certain general education (GE) requirements. CRD 142 fulfills the Writing Literacy GE requirement, and it does so in the following ways. The two take-home exam essays are about 5-7 pages long each, making for a total of 10-14 written pages. These essays offer the opportunity for students to develop and demonstrate critical thinking and to communicate an understanding of core issues explored in the course. Students receive clear guidance on the essays' expectations through the written assignment instructions provided and during in-lecture question-and-answer sessions about the essays and expectations. When the assignments are given, students also receive clear communication about the criteria used for evaluating their writing via the rubric, which includes an evaluation of content, clarity, organization, and logic, among other criteria. Lastly, students receive written feedback on the midterm essay as to how to improve, which can be used for revisions on the midterm (see above) and also hopefully helps with improving writing and analysis for the final essay.

WEEKLY SCHEDULE OF COURSE TOPICS & READINGS

Reading is *fundamental* to the course. Each day of lecture has corresponding readings that must be completed before lecture session. There are three required textbooks, while the remaining readings are available electronically through Canvas.

Available through purchase at the campus bookstore:

Woods, Michael. 2005. *Rural geography: processes, responses and experiences in rural restructuring*. Thousand Oaks, California: SAGE.

Patel, Raj, and Jason W. Moore. 2017. *A history of the world in seven cheap things: a guide to capitalism, nature, and the future of the planet*. Berkeley: University of California Press.

Available as a UCD Library e-book and for purchase:

Gibson-Graham, J.K., Jenny Cameron and Stephen Healy. 2013. *Take back the economy: an ethical guide for transforming our communities*. Minneapolis: University of Minnesota Press. **The e-book through the UC Davis Library:** <https://ebookcentral.proquest.com/lib/ucdavis/detail.action?docID=1204687>.

PART I: INTRODUCTION: CONCEPTUAL & THEORETICAL FOUNDATIONS

1. Jan. 8 - Introduction to the course

2. Jan. 10 - Open Space session to envision course assignments

Owen, Harrison. 2007. "Open space technology." In *The change handbook: the definitive resource on today's best methods for engaging whole systems*, edited by Peggy Holman, Tom Devane and Steven Cady, 135-148. San Francisco: Berrett-Koehler Publishers, Inc.

3. Jan. 15 - Foundational concepts and approaches to understanding rural areas

Woods Ch. 1 "Defining the rural"

Woods Ch. 2 "Understanding the rural"

Patel & Moore "Introduction"

4. Jan. 17 - Farm size & inequality in California's rural communities

Woods Ch. 4 "Agricultural change"

Bonnen, James T. 1992. Why is there no coherent U.S. rural policy? *Policy Studies Journal* 20 (2): 190-201.

Skim to understand the basic message: Goldschmidt, W. R. 1978. Part II: Agribusiness and the rural community. Pp. 277-451. *As you sow: three studies in the social consequences of agribusiness*. Montclair, New Jersey: Allanheld.

5. Jan. 22 - Globalization, uneven development, and rural areas

Woods Ch. 3 "Globalization, modernity and the rural world"

Patel & Moore "Cheap nature"

PART II: RURAL EXPERIENCES: RACE, ETHNICITY & CLASS IN RURAL AREAS

6. Jan. 24 - Race and ethnicity as a foundation of divergent rural experiences

Patel & Moore "Cheap lives"

Woods Ch. 20 "Rurality, national identity and ethnicity"

Adelman, Larry. 2003. Race – the power of an illusion. *San Francisco Chronicle*, 29 June.

Recommended

Churchill, Ward. 1993. "Radioactive colonization: a hidden holocaust in Native North America." Pp. 261-276, 301-308 in *Struggle for the land: indigenous resistance to genocide, ecocide, and expropriation in contemporary North America*. Monroe, Maine: Common Courage Press.

Hochschild, Arlie Russell. 2016. Preface, Ch. 1 "Traveling to the heart," Ch. 9 "The deep story." Pp. ix-xii, 3-23, 135-151 in *Strangers in their own land: anger and mourning on the American right: A journey to the heart of our political divide*. New York: The New Press.

7. Jan. 29 - Farm labor in the United States: history and current situation

Patel & Moore "Cheap labor"

Woods Ch. 18 "Working in the countryside"

Brown, Sandy, and Christy Getz. 2011. Farmworker food insecurity and the production of hunger in California. In *Cultivating food justice: race, class, and sustainability*, edited by A. H. Alkon and J. Agyeman, pp. 121-146. Cambridge, Massachusetts: MIT Press.

8. Jan. 31 - Farmers of color in the United States: resilience and resistance

Bowens, Natasha. 2015. [Part 1: Brown Girl Farming](#), [Part 3: Seeds of Resilience](#), [Epilogue and Acknowledgements: Coming Home](#), and [Collage: We Are Here Too.](#) " *The color of food: stories of race, resilience and farming*. Gabriola Island: New Society Publishers. If the links above do not work, the whole book is available electronically through the UC Davis Library: <https://ebookcentral.proquest.com/lib/ucdavis/detail.action?docID=1980234>.

Minkoff-Zern, Laura-Anne, Nancy Lee Peluso, Jennifer Sowerwine, and Christy Getz. 2011. Race and regulation: Asian immigrants in California agriculture. In *Cultivating food justice: race, class, and sustainability*, edited by A. H. Alkon and J. Agyeman. Cambridge, Massachusetts: MIT Press.

PART III: RURAL RESTRUCTURING & TECHNOLOGICAL CHANGE

9. Feb. 5 - Intensive and extensive meat/dairy production and their impacts on rural areas ^

Patel & Moore "Cheap food"

Henson, Zachary, and Conner Bailey. 2009. CAFOs, culture and conflict on Sand Mountain: framing rights and responsibilities in Appalachian Alabama. *Southern Rural Sociology* 24 (1):153-174.

Skim to understand the basic message: Isakson, Hans R., and Mark D. Ecker. 2008. An analysis of the impact of swine CAFOs on the value of nearby houses. *Agricultural Economics* 39:365-372.

10. Feb. 7 - The rise of organic agriculture and organic food

Buck, Daniel, Christina Getz, and Julie Guthman. 1997. From farm to table: the organic vegetable commodity chain of northern California. *Sociologia Ruralis* 37 (1):3-20.

11. Feb. 12 - GMOs and agricultural biotechnology's impacts on rural areas — Guest lecture by Dr. Maywa Montenegro, Postdoctoral Fellow, Dept. of Human Ecology

Readings TBD

12. Feb. 14 - Two mini-lectures: 1) Farm-to-bar chocolate in Hawai'i: an emerging value-added rural industry; 2) Rural change in Costa Rica: export orientation and pesticide use

Galt, Ryan E. In press. Farm-to-bar and bean-to-bar chocolate on Kaua'i and the Big Island, Hawai'i: an industry profile and quality considerations. In *Fermented Landscapes*, Colleen Myles (ed.). Lincoln: University of Nebraska Press.

Galt, Ryan E. 2008. Pesticides in export and domestic agriculture: reconsidering market orientation and pesticide use in Costa Rica. *Geoforum* 39 (3):1378-1392.

PART IV: COMMUNITY ECONOMIES & OTHER ALTERNATIVES IN RURAL AREAS

13. Feb. 19 - Community economies: a framework for taking back the economy

Gibson-Graham et al. Prologue "Take back the economy: why now?"

Gibson-Graham et al. Ch. 1 "Reframing the economy, reframing ourselves"

Gibson-Graham et al. Ch. 2 "Take back work: surviving well"

Patel & Moore "Cheap care"

14. Feb. 21 - Civic agriculture & community food systems: new community economies?

Gibson-Graham et al. Ch. 4 "Take back the market: encountering others"

Galt, Ryan E. 2013. The moral economy is a double-edged sword: explaining farmers' earnings and self-exploitation in Community Supported Agriculture. *Economic Geography* 89 (4):341-365.

15. Feb. 26 - Rural development through local food: possibilities and problems

Tabuchi, Hiroko. 2009. For young Japanese, it's back to the farm. *The New York Times*. <http://www.nytimes.com/2009/04/16/business/global/16farmer.html>

Galt, R. E., K. Bradley, L. Christensen, J. Van Soelen Kim, and R. Lobo. 2016. Eroding the community in community supported agriculture (CSA): competition's effects in alternative food networks in California. *Sociologia Ruralis* 56 (4):491-512.

16. Feb. 28 - Cooperatives for rural development ^

Taylor, Keith. 2018. Bringing cooperative business back in: how might we overcome political gridlock to meet our community needs? *Rural Connections (Magazine)* 12(2): 21-24.

Gibson-Graham et al. Ch. 3 "Take back business: distributing surplus"

17. Mar. 5 - Guaranteed basic income: cases from Canada and South Africa

Readings TBD (possible movie)

PART V: ENVIRONMENTAL & LAND CONSERVATION & CHANGE IN RURAL AREAS

18. Mar. 7 - Wilderness protection and rural livelihoods

Woods Ch. 13 "Protecting the countryside" *pp. 186-197 only*

Gibson-Graham et al. Ch. 5 "Take back property: commoning"

19. Mar. 12 - A rural energy revolution: renewable energy

Patel & Moore "Cheap energy."

Bourne, J. K., Jr. 2007. Green dreams: making fuel from crops could be good for the planet—after a breakthrough or two. *National Geographic*, October.

20. Mar. 14 - Planning and land preservation in rural areas

Woods Ch. 13 "Protecting the countryside" *pp. 197-202 only*

Gibson-Graham et al. Epilogue "Any time, any place"

Mar. 18, 1:00-3:00 p.m. - [Final exam period](#) - *activities to be determined by class

GENERAL POLICIES

Assignments are due on Canvas in the Assignments section unless the assignment explicitly states otherwise. When submitting through Canvas, it is your responsibility to make sure you have turned it in.

Late assignments will have 10% deducted for every day late (plus any additional fraction of a day), including weekends. Ten days late means no credit for these assignment. The last day to turn anything in for credit is the day of the final exam period. Some items might not be accepted late, as specified in the assignment details.

Papers that exceed the stated word limits of the assignment will have 10% deducted. Instructors reserve the right to grade papers based solely on the content within the word limit.

Collaboration on coursework: Collaboration on your team research project and discussion leadership is necessary and expected. 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 and on the Web here: <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: You must correctly *cite* all the sources from which you get information for your classwork. Examples of correct parenthetical citations appear in this syllabus, and examples of an acceptable reference list can be found in the "Reference" section at

the end of the syllabus. 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).

Be familiar with the 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 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. 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. 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 (Academic Integrity Project 2008b, emphasis in original).

For more on academic misconduct and university policy, please see: <http://cai.ucdavis.edu/plagiarism.html>. The Academic Integrity Project also offers helpful information on citations: <http://cai.ucdavis.edu/citation.html> (Academic Integrity Project 2008a).

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 (see also Solomon and Nellen 1996). Class time will allow for discussion of various topics, many of which are quite controversial. Thus, the following are the ground rules that those 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 that striving to use inclusive language (e.g., “humankind” instead of “mankind,” “you all” instead of “you guys,” etc.) is important in creating an inclusive learning environment. We also recognize that this might go against conditioned language patterns, so might be challenging at first, but the benefits of changing that conditioning are important.
3. 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.
4. 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.
5. 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.

REFERENCES

- Academic Integrity Project. 2008. *Citation: the key to responsible research*. University of California 2008a [cited 9 September 2008]. Available from <http://cai.ucdavis.edu/citation.html>.
- . 2008. *The meaning and prevention of plagiarism*. University of California 2008b [cited 9 September 2008]. Available from <http://cai.ucdavis.edu/plagiarism.html>.
- Bowens, N. 2015. *The color of food: stories of race, resilience and farming*. Gabriola Island, BC: New Society Publishers.

Castree, N. 2005. Whose geography? Education as politics. In *Questioning geography: fundamental debates*, eds. N. Castree, A. Rogers and D. J. Sherman, 294-207. Malden, Massachusetts: Blackwell Publishers.

Davis Division of the Academic Senate. 2010. *Policies and procedures*. Committee on Courses of Instruction 2010 [cited 16 December 2010]. Available from <http://academicsenate.ucdavis.edu/ra/policy.htm>.

Diakosavvas, D. ed. 2006. Coherence of agricultural and rural development policies. Paris: OECD.

Freire, P. 1973. *Education for critical consciousness*. 1st American ed. New York: Seabury Press.

Gibson-Graham, J. K., J. Cameron, and S. Healy. 2013. Take back the economy: an ethical guide for transforming our communities. Minneapolis: University of Minnesota Press.

Gould, S. J. 1996. *The mismeasure of man*. Revised and expanded ed. New York: Norton.

Hightower, J. 1976. Hard tomatoes, hard times: the failure of the land grant college complex. In *Radical agriculture*, eds. G. Baker and R. Merrill, 87-110. New York: Harper & Row.

hooks, b. 1994. Teaching to transgress: education as the practice of freedom. New York: Routledge.

Solomon, P., and A. Nellen. 1996. Communicating about the behavioral dimensions of grades. *The Teaching Professor* 10 (2):3-4.

Teaching Resources Center. 2004. Teaching at Davis: suggestions and resources. Davis: University of California.

CONTRACT STATEMENT

Please fill in and sign the following statement, then print it, cut it out, and bring it to lecture within two sessions of the finalized syllabus.

Following the expectations set out above, I will spend ____ hours per week *in* class sessions (lecture and discussion) for this class and ____ hours per week *outside* of class sessions for this class. I have read the above syllabus and agree to its terms and conditions.

Name (Printed): _____

Signature: _____

Date: _____