

CRD 154-Fall 2019 (Draft)
Social Theory, Inequality, and Community Change
Monday & Wednesday 12:10-2:00 PM, Olson 250

Teaching Team:

Instructor- Dr. William Lacy

Professor of Sociology, Department of Human Ecology

Office Hours-2321 Hart Hall Tuesday 10 a.m.-noon or by appointment

Contact- wblacy@ucdavis.edu

Teaching Assistant- Elizabeth Castner

Geography PhD Candidate

Office Hours- Hart Hall Thursday 1-3 p.m. or by appointment

Contact- eacastner@ucdavis.edu

Librarian- Dr. David Michalski

Social & Cultural Studies

Office- Room 288 Shields Library

michalski@ucdavis.edu

Course Overview

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

Course Objectives:

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

Course Policies and Procedures:

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

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

Required Texts:

Flora, C. B., J. L. Flora, S.P. Gasteyer. 2016. *Rural Communities: Legacy + Change, Fifth Edition*. Boulder, CO. Westview Press.

Reich, R. 2015. *Saving Capitalism: For the Many, Not the Few*. New York, NY. Vintage Books.

Selected readings available on Canvas.

Learning Activities and Grades/Performance Evaluation:

1. Quizzes/Exams-30%
2. Three Research Papers-45%
3. Final Exam-25%

Quizzes/Exams: (30%)

Four quizzes will be administered throughout the quarter. Quizzes cover the key topics from the readings and lectures for each module. They are short and designed to encourage you to complete the readings and attend lecture. Each quiz is worth 10% of your grade. The lowest score of the four quizzes will be dropped. Quizzes are used to assess if you are (a) engaging with the course material and (b) grasping the major concepts. Please take note of the quiz dates as there are no make-up quizzes (again, the lowest quiz score will be dropped). **Quiz/Exam dates: October 14, 28, November 13, 25.**

Research Papers: (3 papers for 45%)

For the three papers, you will select a California community (preferably one you know, have visited, or lived in, and could potentially visit during the quarter), then meet with library staff (Dr. David Michalski and Ms. Dawn Collings, Map Assistant, Special Collections, Shields Library), the instructor or teaching assistant to ensure that there are enough historical materials available to support your analysis. ***A required library resource presentation will be provided on Monday, September 30*** to learn how to access original map and textual sources on-line and in the physical holdings at Shields Library.

Assignment 1 (10%)

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

Write a brief description (700-900 words) of the community you have selected. Include its location (where in the state, nearness to major highways, railroads, rivers, or ports), appearance, size, ethnic composition, and any important historical events that you know have occurred in the area.

- a. Using U.S. Census data or other data sources describe the human and social capital in your community.
- b. Explain why you chose this community.
- c. Describe your past and current experience with this community.

Due on Canvas by noon Friday, October 11.

Assignment 2 (15%)

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

In this report, you will describe your selected community at three different moments in history (1000-1400 words, plus images). The report should detail changes in borders, land use, businesses, infrastructure, property ownership, demographics, tourism, and other notable factors for your community through three snapshots in time.

2. Specifically examine **one** of the following three areas:
 - a. the major units of government in your community and how they function formally and informally;
 - b. the school or city budget of the community, how it is developed and the distribution across the capitals;
 - c. the school food system, any changes in its sourcing and relationship to sourcing locally.

This report assesses (a) whether you have accessed original source material from the library (b) how closely you have engaged with those sources, and (c) how effective you connect evidence to a relevant social theory.

Due on Canvas by noon Friday, November 1.

Assignment 3 (20%)

In the final paper, you will describe how the community has changed using original source material from the on-line and physical holdings at Shields (plus any additional on the ground research you choose to do), frame how you could investigate the changes using one of the theoretical lenses presented in the course, and support your argument by drawing on course material and secondary and primary sources (1400-1800 words). Here you should:

1. utilize **the seven capitals** to analyze the status of each capital in your community;
2. examine the extent of **inequality** in your community and how the community is addressing the inequality;
3. discuss the ways in which **global actors** (e.g. non-US born labor, foreign businesses, international financial markets) influence the development of your community;
4. address:
 - a. possible directions you believe the community needs to take for the future focusing on the seven capitals and inequality;
 - b. how you would recommend proceeding;
 - c. how you might contribute to possible solutions.

Due on Canvas by Friday, November 29 (or paper copy by advance agreement)

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

Final Exam (25%)

A comprehensive final two hour exam will be given on the **December 10, 10:30-12:30**

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

Technology

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

Academic Integrity

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

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

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

Course Outline:

Week One-Wednesday September 25

Course Introduction & Overview

Lacy, W. 2000. "Empowering communities through public work, science, and local food systems: Revisiting democracy & globalization". *Rural Sociology*. 65 (1). **Pp. 3-26. Canvas.**

Week Two- Mon. & Wed. September 30, October 2

Introduction to Library Resources-

Dr. David Michalski-Librarian, Social & Cultural Studies

Ms. Dawn Collings- Map Assistant, Special Collections, Shields

Theoretical and Philosophical Assumptions

Creswell, J. W. 2013. Philosophical assumptions & interpretive frameworks
In *Qualitative Inquiry & Research Design*. 2013.**Pp.15-41. Canvas.**

Elliott, A. 2014. *Contemporary Social Theory: An introduction. Second Edition. Pp. vii-39. Canvas.* (Additional chapter(s) in this book should be consulted for your specific theoretical framework utilized in your community analysis).

Week Three- Mon. & Wed. Oct. 7. 9

Community Type /Capital Framework/Natural Capital

Flora, Flora, & Gasteyer, **Chapter 1 & 2.**

Week Four- Mon. & Wed. Oct. 14, 16

QUIZ-Oct.14

Cultural and Human Capital

Flora, Flora, & Gasteyer, **Chapter 3 & 4.**

Guest lecture October 14 – Elizabeth Castner, Lead TA

Week Five- Mon. & Wed. Oct. 21, 23

Social and Political Capital

Flora, Flora, & Gasteyer, **Chapter 5 & 6.**

Scherb, A. A. Palmer, S. Frattaroli, K. Pollack. 2012. "Exploring food system policy: A survey of food policy councils in the United States". **Canvas.**

Schiff, R. 2008. "The role of food policy councils in developing sustainable food systems" **Canvas**.

Feenstra, G. 2002. "Creating space for sustainable food systems: Lessons from the field". **Canvas**

Guest lecture- Oct. 23– Dr. Gail Feenstra, Interim Director, UC Davis Agricultural Sustainable Institute and UC ANR Sustainable Agriculture Research and Education

Week Six- Mon. & Wed. Oct. 28, 30

QUIZ Oct. 28

Financial Capital

Flora, Flora, & Gasteyer, **Chapter 7**.

Reich, R. 2015. *Saving Capitalism: For the Many, Not the Few*. New York, Vintage. **Pp. 1-86**.

Guest lecture- Oct. 30 Mr. Michael Coleman, Fiscal Policy Advisor, League Of California Cities

Week Seven- Mon. & Wed. Nov. 4, 6

Built Capital

Flora, Flora, & Gasteyer, **Chapter 8**.

Reich, R. 2015. *Saving Capitalism: For the Many, Not the Few*. New York, Knoff. **Pp. 89-150**.

Stiglitz, J. 2019. "Progressive capitalism is not an oxymoron". NY Times, April 21, **Pg. 3. Canvas**.

Stiglitz, J. 2019. *People, Power, and Profits: Progressive Capitalism for an Age of Discontent*. NY, Norton. **Pp. xi-xxvii, 222-247. Canvas**.

Week Eight- Mon. & Wed. Nov. 11 (holiday) 13

QUIZ Nov.13

Consumption

Flora, Flora, & Gasteyer, **Chapter 10**.

Reich, R. 2015. *Saving Capitalism: For the Many, Not the Few*. New York, Knoff. **Pp. 153-219**.

Giridharadas, A. 2019. "Museums must reject tainted money". NY Times, May 19, **Pg. 9. Canvas**.

Stiglitz J. 2018. "Meet the change agents who are enabling inequality". NY Times book review of *Winners Take All: The Elite Charade of Changing the World*. By A. Giridharadas. **Pg. 1. Canvas**

Week Nine- Mon. & Wed. Nov. 18, 20

Globalization

Flora, Flora, & Gasteyer, **Chapter 9.**

Otero, G. 2011. "Neoliberal globalization, NAFTA, & migration: Mexico's loss of food & labor sovereignty." *Journal of Poverty*. Pp. **384-402. Canvas.**

Week Ten- Mon. & Wed. Nov. 25, 27

QUIZ Nov. 25

Governance

Flora, Flora, & Gasteyer, **Chapter 11.**

Morton, L.W. 2011. "Relationships, connections, influence, and power." *Pathways for Getting Better Water Quality: The Citizens Effects*. Pp. **41-55, Canvas**

Florida, R. 2016. "The segregation that zoning inflicts in cities". *The Atlantic Monthly*. **Canvas**

Invited- Guest lecture- Nov. 27 Mr. Lucas Frerich, Davis City Council
Mr. Mike Webb, Davis City Manager

Week Eleven- Mon. & Wed. Dec. 2, 4

Generating Change

Flora, Flora, & Gasteyer, **Chapter 12**

Thompson, D. 2005. "Building the future: Change, challenge, capital, and clusters of Italy's market leader". *Cooperative Grocer*. Nov./Dec., Pp. **31-34. Canvas**

Thompson, D. 2019. "A low-cost ownership oasis in a desert of apartment unaffordability", *Shelterforce*, Summer, Pp. **1-5. Canvas**

Guest lecture-Dec 4. David Thompson, co-partner in Neighborhood Partners LLC, a developer of nonprofit housing

Week Twelve- December 10 10:30-12:30

FINAL EXAM

9/15/19