



CRD 1 'The Community' (Fall Quarter, 2019-2020 Academic Year)

Lectures: Tuesdays and Thursdays 3:10 – 4:30pm, 106 Wellman Hall

Seminars*: Section A01: Wednesdays 5:10 – 6:00pm, 1204 Haring Hall
Section A02: Wednesdays 6:10 – 7:00pm, 127 Wellman Hall
Section A03: Wednesdays 7:10 – 8:00pm, 110 Hunt Hall
Section A04: Thursdays 5:10 – 6:00pm, 1132 Bainer Hall
Section A05: Thursdays 6:10 – 7:00pm, 1132 Bainer Hall
Section A06: Thursdays 7:10 – 8:00pm, 235 Wellman Hall

** Please consult your timetable on my.ucdavis.edu for the specific time/location of your seminar.*

Instructor: Eric Chu
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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>)

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 requirements in the social sciences. 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 structure, i.e., 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 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. 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 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 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 or in a professional setting.
- An ability to articulate theoretically and contextually relevant insights that will help in a community planning, economic development, advocacy, social welfare, public health, or policy development career.
- The development of practical skills in handling 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, community meeting report, and final portfolio constitute 3,000 words of original writing. Assuming 250 words per page, this makes a total of approximately 12 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.
- Oral skills: The course offers two opportunities for oral presentation, totaling 10 minutes. The first is through discussing readings in the discussion sections, where students are encouraged to lead and facilitate one section. The second is through the group presentation component of the community meeting report. These presentations offer opportunities for students to strengthen effective communication skills and the ability to use critical thinking skills to present ideas or concepts verbally.
- Visual literacy: The lecture, discussion sections, and weekly reading quizzes 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 or 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 assignments' 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.
- Del Casino Jr., Vincent J., Mary E. Thomas, Paul Cloke, and Ruth Panelli (Eds.). 2011. *A Companion to Social Geography* (First Edition). Blackwell Publishing.
- 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 Course Timetable on pages 10-11). 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 are strongly encouraged to keep current or ahead on reading assignments in order to come to class and section prepared to discuss them. All readings listed in this syllabus are posted on the course Canvas website.

This course has five graded components, which are explained in detail below:

- (1) A 500-word critical reflection on readings in Part 2 of the course (20% of course grade)
- (2) A 500-word critical reflection on readings in Part 3 of the course (20% of course grade)
- (3) A 1,000-word community meeting report and group presentation (25% of course grade)
- (4) Participation in discussion sections and reading quizzes (10% of course grade)
- (5) Final portfolio (25% of course grade)

Two critical reflection essays. Students are to write two 500-word critical reflection essays. The first reflection essay is due on October 24th and the second reflection essay is due on November 14th. Both should be submitted as either a MS Word or PDF file to Canvas before 11:59pm on the due date. Each reflection essay is worth 20% of your total course grade. The reflection essays should be typed in 12-point Times font, double-spaced, and with 1-inch margins. The wordcount is exclusive of the essay title and reference list, which should be compiled in APA citation style. Each essay should include references to at least three journal articles, books, or book chapters from the syllabus. Websites or published reports *do not* count towards the three sources.

The first reflective essay draws on 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 of a community in a certain place and time?

- 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 from that week’s assigned readings –

develop an argument for why that particular concept best explains the form and function of a particular community.

- 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, urbanization, globalization, modernization, technology, neoliberalism, welfare state, social democracy, progressivism, social movements, economic inequality, justice, etc.
- Proper writing, argumentation, and APA referencing style are required. We will discuss these in more detail in the discussion sections.

The second reflective essay draws on Part 3 of the course, and should explore a particular contemporary societal challenge. The essay topic is: How can concepts found in community studies help us to evaluate the emergence and implication of a particular social problem?

- 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 concepts 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 concepts in community studies can be applied to explain the problem. You must discuss the problem through a particular case study.
- Some examples of key social problems include (but not limited to): socioeconomic inequality, social exclusion, marginalization, racism, gender discrimination, age discrimination, homelessness, communal violence, environmental degradation, poverty, structural disadvantage, political oppression, 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 the discussion sections.

Community meeting report and group presentation. Students are to attend one community meeting this quarter and complete a 1,000-word individual report and a 10-minute group presentation on the proceedings, including a description of the events and a reflection on particular dynamics witnessed during the meeting. The report is to be written individually (with some acceptable commonalities in the description of events) while the presentation will be done as a group. The group presentations are schedule for our final discussion section on either December 4th or 5th, and the individual report is due by 11:59pm on December 5th. This entire assignment will count for 25% of your final grade, with the individual report counting for 20% and the group presentation counting for 5%.

It is the student’s responsibility to choose and attend a community meeting during the course of the quarter. For safety and security reasons, students are to select and attend a community meeting together with a group of at least five classmates. Group members will be decided in the first discussion section. Students should coordinate amongst themselves to attend a meeting together. Since there are no resources to support your attendance in these meetings, students are not required to travel beyond Davis. There are plenty of public meetings schedule at the level of 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/general-government/board-of-supervisors/board-meetings>
- Sacramento County: <https://sccob.saccounty.net/Pages/BOSPublicMeetings.aspx>
- Solano County: <https://www.solanocounty.com/depts/bos/meetings/videos.asp>
- UC Davis campus events: <https://www.ucdavis.edu/calendar/all-events/>
- And others!

After attending the public meeting, students will write an individual report that includes 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 report must reference particular concepts from lectures or assigned readings. Some commonality in the description of events is expected among group members, but the individual reflection should be your own original work. The individual report should be written in 12-point Times font, double-spaced, and with 1-inch margins. The wordcount is exclusive of figures/diagram (and their captions) or reference list, which should be compiled in APA citation style. Your report should include references to at least three journal articles, books, or book chapters. Websites or published reports *do not* count towards the three sources. The individual report should be submitted as either a MS Word or PDF file on Canvas.

Each group will give a 10-minute presentation covering the same topics in the final discussion section of the quarter, on either December 4th or 5th. The presentation should be done with MS PowerPoint and contain no more than five slides. In addition to text, the presentation must also include some figures as well as appropriate references (APA style). The group presentation should be brought to your discussion section on a USB drive

Attendance, participation, and reading quizzes. Although attendance will not be monitored in lectures, students are expected to attend all 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. Students are expected to regularly attend, arrive on time, and stay for the entirety of each discussion section. Please contact your section TA directly in case you will be absent in section or are in need of any adjustments. Be sure to turn off your cell phones or place them on silent mode.

To facilitate critical thinking, the discussion sections will include periodic quizzes on the readings to assess your understanding and engagement of the materials. These quizzes are not graded and are only meant to help frame your initial thinking on core concepts as well as to encourage learning and interaction. Attendance counts for 10% of the final course grade, with 1% deducted for each unexcused absence from a discussion section.

Final portfolio. The final portfolio is the capstone assignment for the entire course and is due by 11:59pm on December 11th. 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. Your final portfolio should include the following components:

- A 500-word synopsis of your personal learning journey. 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?
- Revisions to the two reflective essays and explanatory narratives. 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 in yellow, 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.

The final portfolio wordcount is approximately 2,000 words, with 1,000 of original text plus revisions to another 1,000 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 wordcount 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 the assignments' expectations through written instructions provided and during lecture and discussion sections. When the 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 toward the final portfolio (see section above).

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

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	59 and below

Grade disputes will not be considered in class. If student feels she/he/they has/have been unfairly graded on an assessment and would like to request consideration for partial or full credit for a particular item or items, she/he/they should do so through the rebuttal process.

EXTENUATING CIRCUMSTANCES

Extensions and late submissions. To request due date extensions, please email the course instructor and give a clear reason for the request. The instructor will strive to accommodate all legitimate requests and special needs. For unexcused late submission of assignments, 5% of the total possible grade of the assignment will be deducted each day (plus any additional fraction of a day, including weekends) past the due date. Ten days late means no credit for the assignment. The last day to turn anything in for credit will be the due date of the final portfolio (December 11th).

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>.

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.

ACADEMIC CONDUCT

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 (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. 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, 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 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.

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>.

Course Timetable

	Lectures	Seminars	Notes
<u>Part 1</u> Foundational Ideas	<p>Sept. 26: Introduction to the course</p> <p>Oct. 1: Societies / communities</p> <p>Oct. 3: Concepts (and critiques) in community studies</p>	<p>Sept. 25/26: Introduction; Critical reading and writing skills</p> <p>Oct. 2/3: Reading and writing skills continued; Describing my community</p>	Preparatory exercises on critical reading and academic writing
<u>Part 2</u> Community Studies in a Historical Perspective	<p>Oct. 8: Communities in history</p> <p>Oct. 10: Industrialization and urbanization</p> <p>Oct. 15: The 'Post-War' community</p> <p>Oct. 17: Community restructuring in the late-20th Century</p> <p>Oct. 22: Social life in the global South</p> <p>Oct. 24: The 21st Century: Technology, finance, and the digital community</p>	<p>Oct. 9/10: Discussing readings and reflection essay #1</p> <p>Oct. 16/17: Discussing readings and group work</p> <p>Oct. 23/24: Discussing readings and group work</p>	Reflection #1 due on Oct. 24th
<u>Part 3</u> Contemporary Problems in Community Studies	<p>Oct. 29: Key issues: Class, race, and ethnicity</p> <p>Oct. 31: Key issues: Gender and sexuality</p> <p>Nov. 5: Key issues: Age, (dis)ability, health, and wellbeing</p>	<p>Oct. 30/31: Reflecting on key issues and reflection essay #2</p> <p>Nov. 6/7: Reflecting on key issues and group work</p>	

	<p>Nov. 7: Key issues: Infrastructure, housing, and economic development</p> <p>Nov. 12: Key issues: Sustainability and resilience</p> <p>Nov. 14: Key issues: Migration, citizenship, and the global community</p>	<p>Nov. 13/14: Reflecting on key issues and group work</p>	<p>Reflection #2 due on Nov. 14th</p>
<p>Part 4 Community Analysis and Theories of Change</p>	<p>Nov. 19: Community change in action</p> <p>Nov. 21: Social mobilization and justice</p> <p>Nov. 26: Community research methods I</p> <p><i>Nov. 28. No class (Thanksgiving break)</i></p> <p>Dec. 3: Community research methods II</p> <p>Dec. 5 Enabling transformative change</p>	<p>Nov. 20/21: Community needs / social network analysis</p> <p><i>Nov. 27/28: No seminar (Thanksgiving break)</i></p> <p>Dec. 4/5: Group presentations</p>	<p>Community meeting report due on Dec. 5th</p>
<p>Final portfolio due by 11:59pm on December 11th</p>			

Weekly Schedule and Reading List

The following pages contain a description of the coverage of lectures in this quarter, including lists of required readings for lecture, multimedia options, and a selection of additional resources for self-study or further interest. All readings are posted on the course Canvas page.

Part 1 - Foundational Ideas

Sept. 26: Introduction to the course

Required readings

- Cottrell, Stella. 2011. Chapter 1: What is Critical Thinking? *and* Chapter 9: Critical Reading and Note-Making. In: *Critical Thinking Skills: Developing Effective Analysis and Argument*. Palgrave Macmillan.
- Palmer, Parker J. 1998. *Thirteen Ways of Looking at Community*. Link: <http://www.couragerenewal.org/PDFs/13-Ways-of-Looking-at-Community-Parker|Palmer.pdf>

Oct. 1: Societies / communities

Required 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.
- England, Marcia. 2011. "Community". In: *A Companion to Social Geography* (First Edition), Vincent J. Del Casino Jr., Mary E. Thomas, Paul Cloke, and Ruth Panelli (Eds.) Blackwell Publishing.

Recommended readings

- Wellman, Barry. 1979. The Community Question: The Intimate Networks of East Yorkers. *American Journal of Sociology*, 84(5), 1201–1231.
- DeFilippis, James, Robert Fisher, and Eric Shragge. "Community and Its Discontents". In: *Contesting Community: The Limits and Potential of Local Organizing*. Rutgers University Press.

Oct. 3: Concepts (and critiques) in community studies

Required readings

- Hustedde, Ronald J. 2009. Seven Theories for Seven Community Developers. In: *An Introduction to Community Development*. Rhonda Phillips and Robert H. Pittman (Eds.). London and New York: Routledge.
- Wellman, Barry and Barry Leighton. 2012 [1979]. "Networks, Neighborhoods, and Communities: Approaches to the Study of the Community Question". In: *The Urban Sociology Reader* (Second Edition). Jan Lin and Christopher Meale (Eds.). Routledge.

Recommended readings

- Gilchrist, Alison. 2009. "Community Networks: Their Significance and Value". In: *The Well-Connected Community: A Networking Approach to Community Development* (Second Edition). Policy Press.

Part 2 - Community Studies in a Historical Perspective

Oct. 8: Communities in history

Required readings

- McKenzie, Roderick D. 1924. "The Ecological Approach to the Study of the Human Community". *American Journal of Sociology*, 30(3): 287-301.
- Redfield, Robert. 1947. "The Folk Society." *American Journal of Sociology*, 52(4): 293-308.

Recommended readings

- Slater, Terry. 2012. The Rise and Spread of Capitalism. In: *Introduction to Human Geography*. Michael Bradshaw, Denis Shaw, and James D. Sidaway (Eds.). Pearson Education UK.
- Anderson, Benedict. 1983. Cultural Roots. In: *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.

Oct. 10: Industrialization and urbanization

Required readings

- Boyle, Mark. 2015. Homo Urbanus: Urbanization and Urban Form from 1800. In: *Human Geography: A Concise Introduction*. John Wiley & Sons Publishing.
- Warner, Sam Bass. 1974. If All the World Were Philadelphia: A Scaffolding for Urban History, 1774-1930. In: *An Urban World* (pp. 315-331). Charles Tilly (Ed.), Boston: Little, Brown and Company.

Recommended readings

- Wirth, Louis. 1928. "Urbanism as a Way of Life." *American Journal of Sociology*, 44(1): 3-24.

Oct. 15: The 'Post-War' community

Required readings

- Steger, Manfred B. and Ravi K. Roy. 2010. What is 'neo' about liberalism? In: *Neoliberalism: A Short Introduction*. Oxford University Press.
- Putnam, Robert. 2012 [1995]. Bowling Alone: America's Declining Social Capital. In: *The Urban Sociology Reader* (Second Edition). Jan Lin and Christopher Meale (Eds.). Routledge.

Oct. 17: Community restructuring in the late-20th Century

Required readings

- Steger, Manfred B. and Ravi K. Roy. 2010. First-wave neoliberalism in the 1980s: Reaganomics and Thatcherism. In: *Neoliberalism: A Short Introduction*. Oxford University Press.
- Massey, Douglas S. 1990. American Apartheid: Segregation and the Making of the Underclass. *American Journal of Sociology*, 96(2), 329-357.

Recommended readings

- DeFilippis, James. 2008. Paradoxes of Community-Building: Community Control in the Global Economy. *International Social Science Journal*, 59(192), 223-234.

Oct. 22: Social life in the global South

Multimedia option

- Adichie, Chimamanda Ngozi. 2009. The Danger of a Single Story. TED Talk. link: <https://youtu.be/D9Ihs241zeg>.

Required readings

- Wallerstein, Immanuel. 2005. After Developmentalism and Globalization, What? *Social Forces*, 83(3), 1263–1278.
- Greig, Alastair, David Hulme and Mark Turner. 2007. Development, Politics and Participation. In: *Challenging Global Inequality: Development Theory and Practice in the 21st Century*. Palgrave Macmillan.

Oct. 24: The 21st Century: Technology, finance, and the digital community

Required readings

- Calhoun, Craig. 1998. Community without Propinquity Revisited: Communications Technology and the Transformation of the Urban Public Sphere. *Sociological Inquiry*, 68(3), 373–397.
- Delanty, Gerard. 2003. Virtual Community: Belonging as Communication. In: *Community* (First Edition). Routledge.

Recommended readings

- 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.

Part 3 - Contemporary Problems in Community Studies

Oct. 29: Key issues: Class, race, and ethnicity

Required readings

- De Sousa Briggs, Xavier, Susan J. Popkin, and John Goering. 2010. Ghetto Poverty Before and After Katrina. In: *Moving to Opportunity: The Story of an American Experiment to Fight Ghetto Poverty*. Oxford University Press.
- Delanty, Gerard. 2003. Community and Difference: Varieties of Multiculturalism. In: *Community* (First Edition). Routledge.

Recommended readings

- Massey, Douglas S. and Nancy A. Denton. 1993. The Perpetuation of the Underclass. In: *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press.
- Garcia, John A. 2016. Community Building in Latino America. In: *Latino Politics in America: Community, Culture, and Interests*. Rowman and Littlefield.
- Dirlik, Arif. 2010. Asians on the Rim: Transnational Capital and Local Community in the Making of Contemporary Asian America. In: *Asian American Studies Now: A Critical Reader*. Jean Yu-Wen Shen Wu and Thomas Chen (Eds.). Rutgers University Press.

Oct. 31: Key issues: Gender and sexuality

Multimedia option

- Crenshaw, Kimberlé. 2016. On Intersectionality. Link: <https://youtu.be/-DW4HLgYPIA>.

Required readings

- Sandercock, Leonie and Ann Forsyth. 1992. A Gender Agenda: New Directions for Planning Theory. *Journal of the American Planning Association*, 58(1), 49–59.
- Goh, Kian. 2018. Safe Cities and Queer Spaces: The Urban Politics of Radical LGBT Activism. *Annals of the American Association of Geographers*, 108(2), 463–477.

Nov. 5: Key issues: Age, (dis)ability, health, and wellbeing

Required readings

- Stokols, Daniel. 1996. Translating Social Ecological Theory into Guidelines for Community Health Promotion. *American Journal of Health Promotion*, 10(4), 282–298.
- Howe, Deborah. 2013. Planning for Aging Involves Planning for Life. In: *Policy, Planning, and People: Promoting Justice in Urban Development*. Naomi Carmon and Susan S. Fainstein (Eds.). University of Pennsylvania Press.

Nov. 7: Key issues: Infrastructure, housing, and economic development

Required readings

- Macedo, Joseli. 2009. Housing and Community Planning. In: *An Introduction to Community Development*. Rhonda Phillips and Robert H. Pittman (Eds.). London and New York: Routledge.
- Donaghy, Maureen. 2018. Neighborhood Transition and Housing for Low-Income Residents in Atlanta. In: *Democratizing Urban Development: Community Organizations for Housing across the United States and Brazil*. Temple University Press.

Recommended readings

- Vale, Lawrence J. 2013. Public Housing in the United States: Neighborhood Renewal and the Poor. In: *Policy, Planning, and People: Promoting Justice in Urban Development*. Naomi Carmon and Susan S. Fainstein (Eds.). University of Pennsylvania Press.

Nov. 12: Key issues: Sustainability and resilience

Multimedia option

- Klein, Naomi. 2015. Guardian Docs: This Changes Everything. The Guardian online. Link: <https://youtu.be/Rqw99rJYq8Q>.

Required readings

- Sachs, Jeffrey D. 2012. From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, 379(9832), 2206–2211.
- 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.

Recommended 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.
- Cutter, Susan, Lindsey Barnes, Melissa Berry, Christopher Burton, Elijah Evans, Eric Tate, and Jennifer Webb. 2008. A Place-Based Model for Understanding Community Resilience to Natural Disasters. *Global Environmental Change* 18 (4): 598–606.

Nov. 14: Key issues: Migration, citizenship, and the global community

Multimedia option

- Europe's Most Fortified Border is in Africa. Vox online. Link: https://youtu.be/LY_Yiu2U2Ts.

Required readings

- 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.
- Levitt, Peggy. 1997. Transnationalizing Community Development: The Case of Migration between Boston and the Dominican Republic. *Nonprofit and Voluntary Sector Quarterly*, 26(4), 509–526

Recommended readings

- Portes, Alejandro, Guarnizo, Luis E., and Patricia Landolt. 1999. The Study of Transnationalism: Pitfalls and Promise of an Emergent Research Field. *Ethnic and Racial Studies*, 22(2), 217–237.

Part 4 - Community Analysis and Theories of Change

Nov. 19: Community change in action

Multimedia option

- What If You Controlled the Budget? An Experiment in Democracy. The Atlantic. Link: <https://youtu.be/DHhm6W0sD7M>.

Required readings

- Sen, Amartya. 1999. Introduction: Development as Freedom. In: *Development as Freedom*. Oxford University Press.
- Gilchrist, Alison. 2009. Community Development. In: *The Well-Connected Community: A Networking Approach to Community Development* (Second Edition). Policy Press.

Recommended readings

- Donaghy, Maureen. 2018. Citywide Growth and Gentrification in Washington, DC. In: *Democratizing Urban Development: Community Organizations for Housing across the United States and Brazil*. Temple University Press.

Nov. 21: Social mobilization and justice

Multimedia option

- How Do You Design a Just Society? Thought Experiment: The Original Position. PBS Idea Channel. Link: https://youtu.be/P3gWGtf_w_s.

Required 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.
- 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.

Recommended readings

- Giugni, Marco. 1999. How Social Movements Matter: Past Research, Present Problems, Future Developments. In: *How Social Movements Matter*. Marco Giugni, Doug McAdams, and Charles Tilly (Eds.). University of Minnesota Press.
- Chatterton, Paul and Nik Heynen. 2011. Resistance(s) and Collective Social Action. In: *A Companion to Social Geography* (First Edition). Vincent J. Del Casino Jr., Mary E. Thomas, Paul Cloke, and Ruth Panelli (Eds.). Blackwell Publishing.

Nov. 26: 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.
- 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.

Nov. 28. No Class

Dec. 3: 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.
- 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.

Recommended readings

- Fisher, Frank. 2016. Participatory Governance: From Theory to Practice. In: *Readings in Planning Theory*. Susan S. Fainstein and James DeFilippis (Eds.). Wiley-Blackwell.

Dec. 5 Enabling transformative change

Required readings

- DeFilippis, James, Robert Fisher, and Eric Shragge. 2010. Radicalizing Community. In: *Contesting Community: The Limits and Potential of Local Organizing*. Rutgers University Press.

Recommended 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.

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 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.

CONTRACT STATEMENT

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

Following the expectations set out above, I will spend ____ hours per week in class sessions (lecture, discussion section, and attending community meeting) 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: _____