

CRD-157: POLITICS & COMMUNITY DEVELOPMENT

CRN: 28366

Winter 2019

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COURSE DESCRIPTION

A guiding question throughout the semester for this course will be: In what ways can study of interlocking social, political, economic, and environmental forces bolster our understandings of issues of injustice and inequalities?

To answer this question and ones like it, we will analyze key relationships among political, economic, sociocultural and environmental forces shaping the form and function of local communities in the U.S. and globally. To this end, we will carefully examine theories of the state, the community and social change and accompanying methodologies to more fully understand social contexts and structures in which we are embedded. This course covers an extensive array of theories and practices within sociology, political economy, environmental studies, and social and political theory more broadly. Bolstering our understanding, we will engage case studies of community development through local and global perspectives.

As we move through foundational thinkers, Marx, Weber, Durkheim and contemporary work in the field (e.g. Foster, Freudenburg, and Bullard), we will investigate key concepts, such as what constitutes environment-social interactions, what is sustainability, how are social inequalities created and sustained across regional differences. Furthermore, we will seek connections between political, sociocultural, economic, and environmental forces and other critical concerns across race, class, gender, and resulting inequalities. To achieve this understanding, we will look at the political, economic, ecological, and social justice aspects of environment-society interactions across case studies of community development. This course provides students with the conceptual tools for work in politics and community development and to make connections across this field to other critical forms of knowledge production.

COURSE LEARNING OUTCOMES

1. Gain insights into community development and social-environmental interactions.
 - Assessed through participation and discussion leadership.

2. apply knowledge and skills of major theoretical frameworks and key issues in community development.
 - Assessed through exams.
3. Increase familiarity with theoretical and empirical insights from sociology, environmental studies, and development literatures that inform nature-society interactions. Improve understanding of basic scientific principles, methods, and analysis.
 - Assessed through in-class activities in which students bring relevant sources to share and advance their understanding of key issues in community development.

COURSE OBJECTIVES

1. To generate a critical awareness of issues of political, sociocultural, economic, and environmental forces and how they relate to community development processes at the micro, mezzo, and macro level of analyses.
2. To build skills in synthesizing information, theoretical frameworks, and diverse array of methods in creative and beneficial ways.
3. To expand an understanding of macro-social theories and how they relate to social and environmental dynamics, problems, and solutions.

PROGRAM LEARNING OUTCOMES

This course addresses the following program outcomes (see for more details <https://www.ucdavis.edu/majors/community-and-regional-development/>):

1. Students will be able to utilize social scientific methods and apply them collaboratively to the study of human behavior, organizational processes, and institutional processes.
2. Students will be able to analyze complex problems that transcend borders using interdisciplinary theories and concepts of the social sciences.
3. Students will develop a diverse and critical awareness, which they can apply to texts in order to develop skills of critical consumption of knowledge.

Table 1. Program learning outcomes, course learning outcomes, course objectives, and assessment descriptions.

| Program Learning Outcomes | Course Learning Outcomes | Course Objectives | Assessment Description |
|---|---|--|---|
| 1. Students will be able to utilize social scientific methods and apply them collaboratively to the study of human behavior, organizational processes, and institutional processes. | Gain insights into community development and social-environmental interactions. | To generate a critical awareness of issues of political, sociocultural, economic, and environmental forces and how they relate to community development processes at the micro, mezzo, and | Assessed through participation and discussion leadership. |

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| | | macro level of analyses. | |
| 2. Students will be able to analyze complex problems that transcend borders using interdisciplinary theories and concepts of the social sciences. | Understand and apply knowledge and skills of major theoretical frameworks and key issues in community development. | This course also uses theories and concepts of the social sciences to investigate real world problems. | Accessed through exams. |
| 3. Students will develop a diverse and critical awareness, which they can apply to texts in order to develop skills of critical consumption of knowledge. | Increase familiarity with theoretical and empirical insights from sociology, environmental studies, and development literatures that inform nature-society interactions. | To expand an understanding of macro-social theories and how they relate to social and environmental dynamics, problems, and solutions. | Accessed through in-class activities in which students bring relevant sources to share and advance their understanding of key issues in community development. |

GRADING & EVALUATION

Attendance & Participation (10%) Participation has a variety of dimensions, contributing meaningfully to class conversation, listening respectfully to others, and not distracting others with computer use or other behavior. It is important that you come to class and participate. In case of emergencies (such as health, family, etc.) please notify the instructor ahead of time. After three unexcused absences, every resulting class missed will correspond with a drop in letter grade. Class participation is vital to developing your understanding of these complex ideas.

Critical Conversations: An in-class Activity (10%) Students will bring at least one outside, relevant resource, such as a newspaper article (e.g. from The Guardian, Nola.com, The New York Times, Wall Street Journal, etc.), media clip (e.g. from NPR, podcasts, Youtube, etc.), and/or academic article to class listed below on the course schedule.

- ❖ Students will turn in a total of 5 in-class activities as noted on the schedule of readings and assignments.
- ❖ We will take time in class to break into small groups and read/watch/listen this additional resource and discuss it. Please be prepared to discuss where your resource came from, why you chose it, how it is relevant to course materials.
- ❖ Please prepare a 2-page, double-spaced report of your analyses, about your source, the conversation, how it relates to the theme of the week and the course as a whole.
- ❖ This assignment provides you with opportunities to make connections across the themes and topics we address in class with real world events and processes.
- ❖ By sharing our resources, we will be able to extend one another's understanding of environmental-social interactions.

Discussion Leader (20%) Students will choose a week they want to present on. This is an opportunity to exercise your intellectual autonomy. To this end you may want to incorporate

related information from current, relevant media. You will be evaluated individually on the clarity and accuracy with which you discuss the readings and as a group, *on the extent to which you facilitate class participation and understanding. The point of this assignment is to give you experience planning and leading a class.* I encourage you to be creative and have fun with the assignment and you are welcome to meet with me beforehand for any assistance I may be able to offer.

Be organized; you should prepare an outline of how you want to structure the class discussion and have a list of topics and questions. **For the rubric for this assignment and a one-page detailed guide with recommendations see the course canvas website.**

Briefly, here are some suggestions for approaches that have worked well in the past. To begin, brief presentations of salient points, which can be done with a list of questions/topics/unresolved issues that you plan to address. **Make connections.** Draw on current events, media representations, and your own special knowledge to move the discussion in certain directions. *Your presentation should bridge what we have already read with the current set of readings.* Multimedia, film, etc. may be used.

When working with a group, we will use Canvas groups to sign up for the week/theme that you want to present. You will use this list to identify and contact people in your group. It is your responsible to meet with your group as early as possible to coordinate your presentation. Working in a group, you will be required to submit a peer review assessment of the project and your experience working with others. The Peer Assessment is worth 5 points.

Exam 1 (20%) An exam is one means used to demonstrate learning. Exam 1 will cover all material through week 3 and will be a mix of multiple-choice questions, short answer questions, and essays.

Exam 2 (20%) Exam will cover all material through week 6 and will be a mix of multiple-choice questions, short answer questions, and essays.

Final Exam (20%) The final exam will be cumulative. It will be a mix of multiple-choice questions, short answer questions, and essays.

Grading. Grades are determined on a traditional academic scale.

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| A 93-100% | B+ 87-89% | C+ 77-79% | D+ 67-69% | F 0-59% |
| A- 90-92% | B 83-86% | C 73-76% | D 63-66% | |
| | B- 80-82% | C- 70-72% | D- 60-62% | |

Required class materials. Gould, Kenneth and Tammy Lewis. 2014. *Twenty Lessons in Environmental Sociology*. 2nd Edition. New York: Oxford University Press. Note: All other reading course materials will be available through our course canvas site or available for download using the University's library website.

GENERAL COURSE POLICIES

Use of telephones is strictly forbidden in class. You may use your laptop computers to take notes and look at articles only. If the use of laptop computers becomes distracting, then they will no longer be allowed in class. See this article on the perils of multitasking.

- ❖ Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583-15587.

Email responses. I will do my best to respond to your emails within 48 hours of receiving them. However, make sure that if an issue does arise that you let me know as soon as you can so that we may plan accordingly.

Community expectations. This class is a community of learning and will function best when we all agree and abide by principles of reciprocity, fairness, compassion, and collaboration. The following are some good guidelines on how to support one another in the classroom.

Pro-active approach to micro-aggressions: Microaggressions are a forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgements related to race, ethnicity, citizenship, gender sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. To foster safe learning environment for all those in this learning community, please:

- Be intentional about creating space where all feel safe, supported, and encouraged to ask questions and participate.
- Respect: be respectful of classmates, professor, guests throughout all class activities.
- Nonjudgemental approach—disagreement without putting other people down
- Openness: avoid assuming and assigning intentions, beliefs, or motives to others.
- Recognize and respond to microaggressions when they occur.
- Do not assume that all are familiar with U.S. or others cultures
- Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary
- Always feel free to seek assistance or advice from on-campus resources (a non-exhaustive resource list prepared by CEE is attached)

Information on [microaggressions](#) adapted from UCD Center for Educational Effectiveness. For more information on implicit bias see [Project Implicit](#) (Harvard University).

Americans with Disabilities Act for Students with Special Needs Statement. 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.

Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, at UC Davis. UC Davis expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#)): and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. Please note all students must acknowledge their classroom responsibilities by going to <https://participate.ucdavis.edu/> no later than the quarter add deadline.

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>.

Resources for UC Davis Students. See attached a list of several resources for you provided by UC Davis. This list is prepared by the Center for Educational Effectiveness.

COURSE SCHEDULE OF READINGS:**

| Theme | I. Theories & Methods | Activity |
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| <p>Introduction to Social Theory: Durkheim, Weber, Marx</p> <p>Tuesday 1/8</p> <p>Thursday 1/10 (Week 1)</p> | <p><u>Readings</u></p> <p><u>Durkheim:</u> Durkheim, Emile. 2008. "Course in Social Science—Inaugural Lecture." <i>Organization & Environment</i> 21(2): 188-204.</p> <p>Rosa, Eugene A. and Lauren Richter. 2008. "Durkheim on the Environment Ex Libris or Ex Cathedra? Introduction to inaugural lecture to a course in Social Science, 1887-1888." <i>Organization & Environment</i> 21(2): 182-187.</p> <p><u>Weber:</u> Foster, John Bellamy and Hannah Holleman. 2012. "Weber and the Environment: Classical Foundations for a Post-Exemptionalist Sociology." <i>American Journal of Sociology</i> 117(6): 1625-1673.</p> <p>Ritzer, George. "The "McDonaldization" of society." <i>The Journal of American Culture</i> 6.1 (1983): 100-107.</p> | <p><u>Film:</u> selections from <i>Food Inc.</i> (2009)</p> |
| <p>Marx & Human Ecology</p> <p>Tuesday 1/15</p> <p>Thursday 1/17</p> | <p><u>Marx:</u> Ch. 1 and Ch 2. From <i>Twenty Lessons in Environmental Sociology</i></p> <p>York, Richard, Brett Clark, and John Bellamy Foster. 2009. "Capitalism in Wonderland." <i>Monthly Review</i> 61(1): 1-18.</p> <p><u>Human Ecology:</u> Park, Robert. 1936. "Succession, an Ecological Concept." <i>American Sociological Review</i> 1:171-179.</p> | <p>Case study: Los Angeles, CA, USA</p> <p><u>Film:</u> <i>The Story of Stuff</i> (2005)</p> <p>In-class Activity #1</p> |

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| <p>(Week 5)</p> | <p>Warren, Karen J. 1990. "The power and the promise of ecological feminism." <i>Environmental Ethics</i> 12(2): 125-46.</p> <p>McKinney, Laura. 2014. "Gender, Democracy, Development, and Overshoot: A Cross-National Analysis." <i>Population and Environment</i> (doi: 10.1007/s11111-014-0217-0).</p> <p><u><i>Feminist Political Ecology:</i></u> Wangari, Esther, Barbara Thomast-Slayter, and Dainne Rocheleau. 1996. "Gendered visions for survival: Semi-arid regions in Kenya." In <i>Feminist Political Ecology: Global Issues and Local Experiences</i>. Eds. Dianne Rocheleau, Barbara Thomas-Slayter, and Esther Wangari. Routledge.</p> | |
| <p>Climate Change</p> <p>Tuesday 2/12</p> <p>Thursday 2/14</p> <p>(Week 6)</p> | <p><i>II. Issues and problems related to Community Development with respect to social-environmental interactions</i></p> <p>Ch. 15 from <i>Twenty Lessons</i></p> <p>Excerpts from Klein, Naomi. 2014. <i>This Changes Everything: Capitalism v. The Climate</i>. NY: Simon & Schuster.</p> <p>McCright, Aaron M., and Riley E. Dunlap. "The politicization of climate change and polarization in the American public's views of global warming, 2001–2010." <i>The Sociological Quarterly</i> 52.2 (2011): 155-194.</p> <p>Browse Yale's Climate Change Communication website: http://climatecommunication.yale.edu/visualizations-data/</p> | <p><u>Film:</u> <i>Dirt! The Movie</i> (2009)</p> <p>Case study: Amsterdam, Netherlands</p> <p>In-class activity #4</p> |

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| <p>Disasters</p> <p>Tuesday 2/19</p> <p>Thursday 2/21 (Week 7)</p> | <p>Ch. 14 from <i>Twenty Lessons</i></p> <p>Excerpts from Erikson, Kai. 1976. <i>Everything in Its Path</i>.</p> <p>Excerpts from Freudenburg, William R., Robert Gramling, Shirley Laska, and Kai T. Erikson. 2009. <i>Catastrophe in the Making: The Engineering of Katrina and the Disasters of Tomorrow</i>. Island Press.</p> | <p><u>Film:</u> <i>When the Levees Broke</i> (2006)</p> <p>Case study: New Orleans, LA, USA</p> <p>In-class activity #5</p> |
| <p>Energy</p> <p>Tuesday 2/26- Thursday 2/28 (Week 8)</p> | <p>Ch. 9 from <i>Twenty Lessons</i></p> <p>Hansen, James, Larissa Nazarenko, Reto Ruedy, Makiko Sato, Josh Willis, Anthony DelGenio, Dorothy Koch, Andrew Lacis, Ken Lo, Surabi Menon, Tica Novakov, Judith Perlwitz, Gary Russell, Gavin A. Schmidt and Nicholas Tausnev. 2005. "Earth Energy Imbalance: Confirmation and Implications." <i>Science</i> 308(5727): 1431-35.</p> | <p style="text-align: center;">EXAM 2</p> <p>Case study: Beijing, China</p> |
| <p>Food</p> <p>Tuesday 3/5</p> <p>Thursday 3/7 (Week 9) Happy Mardi Gras!</p> | <p>Ch. 12-13 from <i>Twenty Lessons</i></p> <p>Introduction to Patel, Raj. 2008. <i>Stuffed and starved: The hidden battle for the world food system</i>. NY: Melville House.</p> <p>Michael Pollan. 2011. "How Change is going to come in the Food System." <i>The Nation</i>. http://michaelpollan.com/articles-archive/how-change-is-going-to-come-in-the-food-system/</p> | <p><u>Film:</u> <i>Food Inc.</i> (2009)</p> <p>Case study: Sacramento, CA, USA</p> |
| <p>Oceans</p> <p>Tuesday 3/12</p> | <p>Longo, Stefano and Brett Clark. 2016. "An Ocean of Troubles: Advancing Marine Sociology." <i>Social Problems</i> 63: 463-479.</p> <p>Additional reading: TBD</p> | <p>Case study: Fukushima, Japan</p> |

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| <p>Thursday 3/14 (Week 10)</p> | <p>Topics: Great Pacific Garbage Patch, Sea level rise, Ocean acidification</p> <p>REVIEW</p> | |
| <p>FINAL EXAMINATION Tuesday, March 19—8:00-10:00 a.m.</p> | | |

**The schedule of readings and assignments is approximate because there may be some topics that warrant extended coverage in class.