

CRD-157: POLITICS & COMMUNITY DEVELOPMENT

CRN: 28366

Winter 2020

Professor

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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 quizzes and exam.
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.
4. Generate an ability to understand complex and overlapping worldwide systems, including natural and human systems.
 - Assessed through students experiential collaborative learning, specifically through in-class participation, in-class activities, and leading group discussions.

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.
4. To develop an awareness of global systems, how they are constructed, affect human and environmental systems, operate with differential consequences, and have implications for their field of study.

PROGRAM LEARNING OUTCOMES

This course addresses the following program outcomes (see for more details [CRD Majors](#))

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.
4. Students will develop awareness of global systems, which they can apply to real world problems on a global scale.

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	Gain insights into community development and	To generate a critical awareness of issues of political, sociocultural,	Assessed through participation and discussion leadership.

collaboratively to the study of human behavior, organizational processes, and institutional processes.	social-environmental interactions.	economic, and environmental forces and how they relate to community development processes at the micro, mezzo, and 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.	Assessed 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.	Assessed through in-class activities in which students bring relevant sources to share and advance their understanding of key issues in community development.
4. Students will develop awareness of global systems, which they can apply to real world problems on a global scale.	Generate an ability to understand complex and overlapping worldwide systems, including natural and human systems.	To increase an understanding of global communities and global problems and to apply this knowledge to solving real-life problems.	Assessed through their collaborations, specifically through in-class participation, in-class activities, and leading group discussions.

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 the following questions:
 - Where does your resource come from?
 - Why did you choose this resource?
 - Identify multiple perspectives pertaining to the problem
 - Analyze these multiple perspectives
 - Integrate multiple perspectives through group work
 - Demonstrate knowledge of issues and systems influencing the problem
 - Evaluate differing interpretations of the problem using theories and methods learned in the course
- ❖ Please prepare a 2-page, double-spaced report of your analyses, about your source, the conversation based on the above questions, 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 of interest to you.
- ❖ By sharing our resources, we will be able to extend one another's understanding of environmental-social interactions, politics, and community development.
- ❖ Your work will be assessed using the rubric on our Canvas site. Please review before the assignment.

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. The discussion should last 45 minutes and we will provide time warnings.

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 responsibility 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. Working in groups is important to develop teamwork skills and to work collaboratively to gain knowledge and solve problems.

Note: The week you lead class discussion you will not have to submit a 2-page written critical conversation. You may do so for extra credit. Additionally, if your group develops a slide deck and if your group allows, I will upload the slide deck to the course Canvas site so that other students may use it as study material.

Quiz 1 (15%) A quiz is one means used to demonstrate learning. Quiz 1 will cover all material through week 3 and will be a mix of multiple-choice questions, short answer questions, and essays.

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

Final Exam (25%) 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.

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A 93-96%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

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

A note on media: I use short and longer films in the course materials. I intend to use closed captioning for these media when available. [If I forget, please remind me.]

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 form 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).

UNIVERSITY POLICIES & RESOURCES

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>.

Title IX. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy from the Center for Advocacy, Resources, and Education (CARE) at ucdcare@ucdavis.edu or 530.752.3299. In addition, Student Health and Counseling Services (SHCS) provides confidential counseling to all

students and can be reached 24/7 at 530.752.2349. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator at wjdelmendo@ucdavis.edu or 530.752.9466. Reports to law enforcement can be made to the UCD Police Department at 530.752.2677. More information on UC Davis sexual violence prevention and response resources can be found at <http://sexualviolence.ucdavis.edu/>.

Mandatory Reporting. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment. There are other confidential and anonymous resources for you if you do not want your experience to be mandatorily reported. Please see Resources for UC Davis students on our Canvas course site.

Land Acknowledgement. We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands. For more information, see [here](#).

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
<p>Introduction to Social Theory: Durkheim, Weber, Marx</p> <p>Tuesday 1/7</p> <p>Thursday 1/9 (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 1/14</p> <p>Thursday 1/16</p>	<p><u>Marx:</u> 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>

<p>Tuesday 1/28</p> <p>Thursday 1/30 (Week 4)</p>	<p>Mol, Arthur PJ, and Gert Spaargaren. "Ecological modernisation theory in debate: a review." <i>Environmental politics</i> 9.1 (2000): 17-49.</p> <p>Buttell, Frederick H. 2000. "Ecological modernization as social theory." <i>Geoforum</i> 31(1): 57-65.</p> <p>Strong Sustainability Approaches: <u>Unequal ecological exchange:</u> <i>OPTIONAL:</i> Bunker, Stephen G. 1984. "Modes of Extraction, Unequal Exchange, and the Progressive Underdevelopment of an Extreme Periphery: The Brazilian Amazon." <i>American Journal of Sociology</i> 89:1017-1064.</p> <p><u>Treadmill of production:</u> Gould, Kenneth A., David N. Pellow and Allan Schnaiberg. 2004. "Interrogating the Treadmill of Production." <i>Organization and Environment</i> 17:296-316.</p> <p><u>Global Political Economy</u> Roberts, J. Timmons, and Peter E. Grimes. 1997. "Carbon intensity and economic development 1962-1991: a brief exploration of the environmental Kuznets curve." <i>World Development</i> 25(2): 191-198.</p>	
<p>Justice and Equality: Environmental Justice, Ecofeminism, & Feminist Political Ecology</p>	<p><u>Environmental Justice:</u></p> <p>Ch. 10 from <i>Twenty Lessons</i></p> <p>Sze, J. and London, J. K. (2008), Environmental Justice at the Crossroads. <i>Sociology Compass</i>, 2: 1331–1354. doi:10.1111/j.1751-9020.2008.00131.x</p> <p><i>OPTIONAL:</i></p>	<p>Case study: Delhi, India</p> <p>In-class activity #3</p>

<p>Tuesday 2/4</p> <p>Thursday 2/6</p> <p>(Week 5)</p>	<p>Brulle and Pellow. 2006. "Environmental justice: human health and environmental inequalities." <i>Annual Review Public Health</i> 27: 103-24.</p> <p><u>Ecofeminism:</u> Introduction Mies, Maria and Vandana Shiva. 1993. <i>Ecofeminism</i>. Nova Scotia, CA: Fernwood Publishing.</p> <p><u>Feminist Political Ecology:</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><u>OPTIONAL:</u> 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>Climate Change</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><u>Film:</u> <i>Dirt! The Movie</i> (2009)</p> <p>Case study: Kings River, CA</p>

<p>Tuesday 2/11</p> <p>Thursday 2/13 (Week 6)</p>	<p>Excerpts from Klein, Naomi. 2014. <i>This Changes Everything: Capitalism v. The Climate</i>. NY: Simon & Schuster.</p> <p>Riley E. Dunlap, Aaron M. McCright & Jerrod H. Yarosh (2016) The Political Divide on Climate Change: Partisan Polarization Widens in the U.S., <i>Environment: Science and Policy for Sustainable Development</i>, 58:5, 4-23, DOI: 10.1080/00139157.2016.1208995</p> <p>Browse Yale's Climate Change Communication website: http://climatecommunication.yale.edu/visualizations-data/</p>	<p>In-class activity #4</p>
<p>Disasters</p> <p>Tuesday 2/18</p> <p>Thursday 2/20 (Week 7)</p>	<p>Ch. 14 from <i>Twenty Lessons</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><i>OPTIONAL:</i> Excerpts from Erikson, Kai. 1976. <i>Everything in Its Path</i>.</p>	<p><u>Film:</u> <i>When the Levees Broke</i> (2006)</p> <p>Case study: Sumatra, Indonesia</p> <p>In-class activity #5</p>
<p>Energy</p> <p>Tuesday 2/25</p> <p>Thursday 2/27 (Week 8)</p>	<p>Ch. 9 from <i>Twenty Lessons</i></p> <p>Hansen, James, et al. 2005. "Earth Energy Imbalance: Confirmation and Implications." <i>Science</i> 308(5727): 1431-35.</p>	<p>QUIZ 2</p> <p>Case study: Global Impacts</p>
<p>Food</p> <p>Tuesday 3/3</p>	<p>Ch. 12-13 from <i>Twenty Lessons</i></p>	<p><u>Film:</u> <i>Food Inc.</i> (2009)</p> <p>Case study: San Diego, CA</p>

<p>Thursday 3/5 (Week 9)</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>Oceans Tuesday 3/10 Thursday 3/12 (Week 10)</p>	<p>Longo, Stefano and Brett Clark. 2016. "An Ocean of Troubles: Advancing Marine Sociology." <i>Social Problems</i> 63: 463-479.</p> <p>PP. 1-20. From Ingersoll, K. A. (2016). <i>Waves of knowing: A seascape epistemology</i>. Duke University Press.</p> <p>Topics: Great Pacific Garbage Patch, Sea level rise, Ocean acidification</p> <p>REVIEW FOR FINAL EXAM</p>	<p>Case study: Pacific Garbage Patch</p>
<p>FINAL EXAMINATION Monday, March 16—1030 am -1230 pm</p>		

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