280. Special Topics in Social Interaction (4)
Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in the specialty of social interaction. May be repeated for credit when topic differs. Offered irregularly.

281. Special Topics in Mediated Communication (4)
Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in the specialty of mediated communication. May be repeated for credit when topic differs. Offered irregularly.

282. Special Topics in Health Communication (4)
Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in health communication. May be repeated for credit when topic differs. (Same course as Epidemiology and Preventive Medicine 282). Offered irregularly.—III.

283. Special Topics in Organizational Communication (4)
Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in the specialty of organizational communication. May be repeated for credit when topic differs. Offered irregularly.

298. Group Study (1-5)
Lecture—3 hours. (S/U grading only.) May be repeated for credit when topic differs.

299. Individual Study (1-12)
(S/U grading only.)

299R. Thesis Research (1-12)
Independent study—3-36 hours. Prerequisite: graduate standing in Communication. (S/U grading only.)—Theobald

The Major Program
The Community and Regional Development major (formerly Applied Behavioral Sciences) aims to provide a broad comparative understanding of theories, methodologies, and issues relevant to the study of communities and the people in them. The program focuses on the ways that economic, political and socio-cultural forces are transforming regions and local communities. Community and Regional Development is designed to provide an understanding of how knowledge can be used to improve the quality of community life.

The Program. Principal subjects of study within the major are community and organizational development, social change processes, the role of culture and ethnicity in shaping community life, community research methodologies, the impacts of innovation and technology on community development, and the effects of social, economic and political systems on communities. The major is organized to allow students to develop fields of concentration that meet their career goals.

Internships and Career Alternatives. Community and Regional Development students are required to complete an internship in their field before graduation. Internships have been arranged with local, county, and state planning units, health departments, schools, housing offices, and community education programs. Community and Regional Development graduates are prepared for occupations in community development, social research, program evaluation, organizational and educational consulting, city and regional planning, and for-profit organizations. The major also provides effective preparation for graduate or professional study in the social and behavioral sciences, or for professional degrees.

B.S. Major Requirements:

UNITS
Preparatory Subject Matter: 22-25
Community and Regional Development 1, 2, 8
Plant Sciences 21 or Computer Science Engineering 15, 16 3-4
Economics 1A or 18 3-4
Anthropology 2 or Sociology 3 4-5
Statistics 13 or 32 or Sociology 468 3-4

Depth Subject Matter: 39-40
Core Issues in Community Development: Three courses from: Community and Regional Development 142, 152, 153A or 153C, 153E, 164, 172, 176, or 180 12
Economics of Community Change: Two courses from: Community and Regional Development 147, 149, 154, 157, 158, or 171 8
Political Processes and Community Change: Two courses from: Community and Regional Development 147, 149, 154, 157, 158, or 171 8
**Note on substitutions: supplementary list of pre-approved substitutions available in Advising Office.

Internship: Community and Regional Development 192 4

Areas of Specialization
Take 20 units from each of two options, including at least one Community and Regional Development course from each option, or 40 units from one option, including at least two Community and Regional Development courses. These courses can overlap with a depth subject. Up to 4 units of variable-unit course work may be counted toward this requirement; e.g., community and Regional Development 192.

Global Communities Option: 40
Students must consult with a faculty adviser to identify an emphasis within the option and to select suitable courses.

Gender and Development: Sociology 132, 1458, Anthropology 1268, Women and Gender Studies 102, 182
Globalization and Politics: Political Science 124, 130, 131, 175
Experiential Learning, Area Studies, and Language: Total number of units in Experiential learning, Area Studies, and Language courses cannot exceed 12
Up to 12 credits transferred from any accredited foreign program or foreign internship, including UCD EAP and Summer Abroad programs
Up to 12 credits in regional area studies classes; e.g., Middle East, China, Latin America
Up to 12 credits for foreign language.

Organization and Management Option: 40
Students must consult with a faculty adviser to identify an emphasis within the option and to select suitable courses.

Administration: Community and Regional Development 157, 158, 168, 194A and 194B, Agricultural and Resource Economics 100A, 171A, Economics 115A, Political Science 100, 105, 142A, 142B, 155, 183
Communication: Communication 134, 136, 140, 152, Community and Regional Development 147, 176, Education 120, 163
Human Resources: Community and Regional Development 151, 176, Economics 151B, Sociology 120, 128, 129

Policy, Planning, and Social Services Option: 40
Students must consult with a faculty adviser to identify an emphasis within the option and to select suitable courses.

General: Community and Regional Development 118, 142, 151, 153, 154, 156, 162, 176, 180, 194A and 194B, Political Science 100, 105, 108, 109, 142A, 142B, 154, 155, 183, Sociology 120, 140, 154, 155, 185
Community Health and Counseling: Communication 134, 135, 165, 166, Community and Regional Development 164, Education 160A, 160B, 163, Public Health Sciences 10, 101, Human Development 120, 121, 120, Psychology 123, 126, 151, 154, 162, 168, Sociology 154
Education and Community: Agricultural Education 100, 160, Communication 146, Education 100, 110, 120, 151, 152, 150, Psychology 100, 132, Sociology 124

Quarter Offered: I-Fall, II-Winter, III-Spring, IV-Summer; 2015-2016 offering in parentheses.
Pre-Fall 2011 General Education (GE): AH=Arts and Humanities; SE=Science and Engineering; SS=Social Sciences; AGCH=American Cultures, DD=Dominant Diversity; Wrt=Writing Experience
Fall 2011 and on Revised General Education (GE): AH=Arts and Humanities; SE=Science and Engineering; SS=Social Sciences; AGCH=American Cultures, DD=Dominant Diversity; OL=Oral Skills, QL=Quantitative, SL=Scientific, VL=Visual, WC=World Cultures, WE=Writing Experience

Community and Regional Development

[College of Agricultural and Environmental Sciences]

Faculty
Christopher Bennet, Ph.D., Professor
Ryan Gait, Ph.D., Associate Professor
Luis E. Guarnizo, Ph.D., Professor
Frank Hirtz, Ph.D., Sr. Lecturer SOE
Luis E. Guarnizo, Ph.D., Professor
William Lacy, Ph.D., Professor
Jonathan London, Ph.D., Assistant Professor
Thomas Tomich, Ph.D., Professor
M. Anne Visser, Ph.D., Assistant Professor

Affiliated Faculty
David Campbell, Ph.D., Specialist in Extension
Laurie Lippin, Ph.D., Continuing Lecturer
Bernadette Taralli, Ph.D., Continuing Lecturer
Robert Wienner, Ph.D., Continuing Lecturer

Emeriti Faculty
Stephen Bush, Ph.D. Professor Emeritus
Issa Fujimoto, Ph.D., Lecturer SOE Emeritus
James I. Grieshop, Ph.D., Specialist in Cooperative Extension Emeritus
Michael P. Smith, Ph.D., Distinguished Professor Emeritus
Miriam Wells, Ph.D., Professor Emerita
Alvin D. Sokolow, Ph.D., Specialist in Cooperative Extension Emeritus
Janet Monsen, Ph.D. Professor Emerita
Joan Wright, Ph.D., Specialist in Cooperative Extension Emeritus
Family and Community: American Studies 152, Community and Regional Development 147, Human Development 100A, 100B, 100C, 101, 102, 103, 110, 130, 140, 140L, 141, 143, 160, 161, 162, Psychology 140, Sociology 122, 131, 134, 135, 152

English Composition Requirement .................................. 4

In addition to the College English Composition requirement, choose one upper division course from the University Writing Program 101, 102A, 120B, 120C, 120D, 120E, 120F, 120G, 104A, 104B, 104D, 104E, 104F, 104G, 104H.

Total Units for Major ........................................... 105-109

Major Adviser. M. Kenney
Advising Center for the major is located in 1303 Hart Hall 530-752-2244.

Honor Program. An Honors Program available to Community and Development major students who have demonstrated excellence in their field of study. Entrance into the honors program requires that a student have completed at least 135 units with a minimum grade point average of 3.000 in upper division courses counted toward the major. The program consists of a project whose specific nature is determined by consultation with the student’s Honor Adviser. It may involve completion of a research project, a scholarly paper, a senior thesis, or some comparable assignment. The project will have a minimum duration of two quarters and will be based on the student’s record of a variable unit course number or special honors course designation. Successful completion of a project requires a minimum of eight (8) units of credit be earned in course work for the project. It is expected that a student participating in the Honors Program of the Community Studies and Development will participate in the Undergraduate Research, Scholarship and Creative Activities Conference. Additionally, students participating in the Honors Program will be required to give a public presentation of their work in a departmental seminar.

Honor Program. Frank Hirtz, fhirtz@ucsd.edu

Minor Program Requirements:
The Community and Regional Development Program (Department of Human Ecology) offers the following minor program:

UNITs

Community Development ............................................. 24

Community and Regional Development 1............................... 4

Five courses selected from Community and Regional Development 118, 140, 141, 142, 147, 149, 151, 153A/B/C, 154, 155, 156, 157, 158, 162, 164, 171, 172, 176, 180....................... 20

Minor Adviser. M. Kenney
Graduate Study. See Graduate Studies, on page 111.

Related Courses. See Environmental Science and Policy 10, 101, 133.

Courses in Community and Regional Development (CRD)

Lower Division

1. The Community (4)

Lecture—3 hours; discussion—1 hour. Basic concepts of community analysis and planned social change. The dynamics change through case studies of communities including peasant, urban ghetto, suburban mainline, and California farm workers. GE credit: SocSci, Div, Wrt | ACGH, DD, OL, SS, VL, WE.—II, II [Tartle 101]

2. Ethnicity and American Communities (4)

Lecture—3 hours; discussion—1 hour. Historical and cultural survey of the role of various ethnic groups in the development of American communities. Examines ethnicity as a cultural factor, ethnicity as power and issues related to selected American ethnic groups. GE credit: SocSci, Div, Wrt | ACGH, DD, SS, VL, WE.—II [Tartle 101]

20. Food Systems (4)


92. Internship (1-12)

Internship—3.36 hours. Prerequisite: consent of instructor. Supervised internship, off and on campus, in community and institutional settings. (P/NP grading only.)

98. Directed Group Study for Undergraduates (1-5)

Prerequisite: consent of instructor. (P/NP grading only)

99. Special Study for Undergraduates (1-5)

(P/NP grading only)

Upper Division

118. Technology and Society (4)

Lecture—3 hours, discussion—1 hour; extensive writing, term paper. Prerequisite: upper division standing. Impact of technology on labor relations, employment, industrial development and internal relations. Implications of technology development and deployment. GE credit: SocSci | SS, WE.—I (II) [Kennedy]

140. Dynamics of Regional Development (4)

Lecture—4 hours; extensive writing, term paper; project. Prerequisite: one undergraduate social science course or consent of instructor. Industrial cluster formation and institutions. Technology, labor relations, and interfirm linkages in global value chains. California and other regions are used as case studies. GE credit: SocSci | SS, WE.—II (II) [Kennedy]

141. Organization of Economic Space (4)

Lecture—3 hours, discussion—1 hour. Prerequisite: course 1. Globalization and technological restructuring of economic activity focusing on new spatial patterns of production and circulation and their implications for workers, communities and societies, both in the U.S. and around the globe. GE credit: SocSci | SS, WE, WE.—I (II) [Benner]

142. Rural Change in the Industrialized World (4)

Lecture—3 hours; discussion—1 hour, extensive writing, term paper. Prerequisite: course 1. Geography of rural environment with emphasis on rural restructuring. Demographics, community, economy, governance, agriculture, and environmental conservation in rural areas of industrialized world. Case studies from and comparisons drawn between North America, Europe, Australia, New Zealand, and Japan. GE credit: SocSci | SS, WE.—II (II) [Galt]

147. Community Youth Development (4)

Lecture/discussion—4 hours, project, extensive writing or discussion, term paper. Prerequisite: social science research methods course. Community influences on youth wellbeing, youth as agents of community change. Policies to support healthy communities for young people. Special emphasis on disparities in youth wellbeing related to race, class, immigration status, gender, sexual-orientation. Offered in alternate years. GE credit: SocSci, Div, Wrt | DD, OL, SS, VL, WE.—III, London

149. Community Development Perspectives on Environmental Justice (4)

Lecture/discussion—4 hours, extensive writing or discussion, required project. Prerequisite: social science research methods course. Environmental justice social movements; inequitable distribution of pollution on low-income communities of color; histories, policies, and innovations associated environmental justice movements in the United States and around the world. Offered in alternate years. GE credit: SocSci, Div, Wrt | ACGH, DD, OL, SS, VL, WE.—III, London

151. Community Field Research: Theory and Analysis (4)

Lecture—4 hours; extensive writing, required project. Prerequisite: course 1 and any upper division Community and Regional Development course recommended. Emphasis on the design and analysis of community research considering the relationship between theory and practice. Study of community research methods, including qualitative analysis, elite interviewing, and ethnographic approaches. Course requires design and completion of field research project. GE credit: SocSci, Div, Wrt | ACGH, DD, OL, SS, VL, WE.—III, London

152. Community Development (4)

Lecture—4 hours. Prerequisite: course 1 or 151, Sociology 2, Anthropology 2, Asian American Studies 100, Chicano/a Studies 132, Geography 5, or African American and African Studies 101 or consent of instructor. Introduction to principles and strategies of community organizing and development. Examination of non-profit organizations, citizen participation, approaches to reducing poverty, community needs assessment, and regional development strategies. GE credit: SocSci, Wrt | ACGH, DD, SS, VL, WE.—I (II) [Hirtz]

153A. International Community Development: Asia (4)

Lecture—4 hours. Prerequisite: course 1, Anthropology 2, International Agricultural Development 10. Examination and analysis of community development efforts in Japan and their effects in different settings. Alternative strategies with emphasis on self-reliance and locally controlled development. Course is based in Kyoto, Japan, and includes field trips. GE credit: SocSci, Div | OL, SS, VL, WC, WE.—Fujimoto

153B. International Community Development: Europe (4)

Lecture—4 hours. Prerequisite: course 1 or 2, Anthropology 2, International Agricultural Development 10; course 164 or the equivalent recommended. Examination and analysis of community development efforts in Europe and the impact of global forces in different settings. Alternative strategies with emphasis on self-reliance and locally controlled development. Course based in Freiburg, Germany, and includes field trips to France and Switzerland. GE credit: SocSci, Div | SS, WC, WE.—Hirtz

153C. International Community Development: Africa (4)

Lecture—2 hours; fieldwork—2 hours. Prerequisite: course 1 or 2, Anthropology 2, International Agricultural Development 10; course 141 or the equivalent recommended. Examination and analysis of community development efforts in Africa and the impact of global forces in urban and rural settings. Focus on strategies that promote self-reliance and locally controlled development. Course based in South Africa, includes field trips. GE credit: SocSci, Div | SS, WC, WE.—Benne

154. Social Theory and Community Change (4)

Lecture/discussion—4 hours; extensive writing, required project; term paper. Prerequisite: course 1, Sociology 1, or Anthropology 2. Comparative overview of the dominant social science paradigms for the study of community development and change. Among the paradigms discussed are functionalism, conflict theory, Marxism, structuralism, methodological individualism, reflexive modernity. GE credit: SocSci, Div, Wrt | ACGH, DD, OL, SS, VL, WC, WE.—I (II) [Hirtz]

156. Community Economic Development (5)

Lecture—4 hours; laboratory—2 hours. Prerequisite: Plant Sciences 21 or Engineering Computer Sciences 15 and course 152 or consent of instructor. How low income communities work together to improve their economic well-being, learning to control over their economic lives, and build community power.

Quarter Offered: T-Fall, II-Winter, III-Spring, IV-Summer, 2015-2016 offering in parentheses

Pre-Fall 2011 General Education (GE): ArtHum=Arts and Humanities; ScL=Science and Engineering; SocSci=Social Sciences; Div=Dominant Diversity; Wrt=Writing Experience

Fall 2011 and on Revised General Education (GE): AH=Arts and Humanities; SE=Science and Engineering; SS=Social Sciences; ACGH=American Cultures; DD=Dominant Diversity; OL=Oral Skills; QL=Quantitative; SL=Scientific; VL=Visual; WC=World Cultures; Wrt=Writing Experience
Community Development (A Graduate Group)

Michael Rios, Ph.D., Chairperson of the Group
Group Office, Carrie Armstrong-Ruport, Student Affairs Officer; 133 Hunt (Community Development Graduate Group), 530-752-4119; caruport@ucdavis.edu
http://communitydevelopment.ucdavis.edu

Faculty
Heidi Ballard, Ph.D., Associate Professor (Education)
Chris Benner, Ph.D., Associate Professor (Human Ecology)
Natalia Deeb-Sossa, Ph.D., Associate Professor (Human Ecology)
David de la Pena, Ph.D., Assistant Professor (Human Ecology)
Adela De La Torre, Ph.D., Professor (Chicana/o Studies)
Jesse Drew, Ph.D., Associate Professor (Techno-Cultural Studies)
Patty Esteban, Ph.D., M.L.A., Professor (Human Ecology)
Yvette Flores-Oroz, Ph.D., Professor (Chicana/o Studies)
Ryma El-Ghazali, Ph.D., Associate Professor (Human Ecology)
Luiz Guarinzo, Ph.D., Professor (Human Ecology)
Susan Handy, Ph.D., Professor (Environmental Science and Policy)
Bruce Haynes, Ph.D., Associate Professor (Sociology)
Paul Heckman, Ph.D., Professor (School of Education)
Robin Hill, Ph.D., Professor (Art, Art History)
Frank Hritz, Ph.D., Lecturer SOE (Human Ecology)
Carlos Jackson, M.F.A., Associate Professor and Chair (Chicana/o Studies)

Susan B. Kaiser, Ph.D., Professor (Women’s Studies/Textiles and Clothing)
Martin Kenney, Ph.D., Professor (Human Ecology)
David Kyle, Ph.D., Associate Professor (Sociology)
William Lacy, Ph.D., Professor, Vice Provost (Human Ecology; Outreach and International Programs)
Jonathan London, Ph.D., Assistant Professor (Human Ecology)
Mark Lubell, Ph.D., Professor (Environmental Science and Policy)
Beth Rose Middleton, Ph.D., Assistant Professor (Native American Studies)
Brett Milligan, Ph.D., Assistant Professor (Human Ecology)
N. Claire Napawan, MLA, Assistant Professor (Human Ecology)
Dennis Pendleton, Ph.D., Dean (UC Davis Extension)
Michael Rios, Ph.D., Associate Professor (Human Ecology)
Julie Szé, Ph.D., Associate Professor (American Studies)
Tom Tanich, Ph.D., Professor (Human Ecology)
M. Anne Visser, Ph.D., Assistant Professor (Human Ecology)
Karen Watson-Ggego, Ph.D., Professor (School of Education) Distinguished Graduate Mentoring Award
Steve Wheeler, Ph.D., Associate Professor (Human Ecology)
Diane Wolf, Ph.D., Professor (Sociology)

Affiliated Faculty
David Campbell, Ph.D., Specialist in Cooperative Extension (Human Ecology)
Gail Feenstra, Ph.D., Food Systems Analyst (SAREP)
Jeff Loux, Ph.D., Director (Land Use and Natural Resources, UC Davis Extension)
Deborah Paterniti, Ph.D., Associate Adjunct Professor (UCDHS: Center for Healthcare Policy and Research)
Carolyn Penny, Ph.D., Director (Chancellor and Provost Office)
Benedetta Toraldo, Ph.D., Continuing Appointment Lecturer (Human Ecology)
Mark Van Horn, Director (PSTC/SF)

Emeriti Faculty
Stephen Brush, Ph.D., Professor Emeritus (Human Ecology)
Deborah Ellick, Ph.D., Sr. Lecturer SOE, Emeritus (Wildlife, Fish, and Conservation Biology)
Mark Francis, M.L.A., Professor Emeritus (Human Ecology)
Isao Fujimoto, M.A., Lecturer SOE Emeritus (Human Ecology)
James I. Grieshop, Ph.D., Specialist in Cooperative Extension Emeritus (Human Ecology)
Joyce Gutiérrez, Ph.D., (Public Service Research Program)
Janet D. Momsen, Ph.D., Professor Emerita (Human Ecology)
Ben Orlove, Ph.D., Professor Emeritus (Environmental Sciences and Policy)
Michael P. Smith, Ph.D., Distinguished Professor Emeritus (Human Ecology)
Alvin D. Sokolow, Ph.D., Extension Specialist Emeritus (Human Ecology)
Geoffrey A. Wandesforde-Smith, Ph.D., Associate Professor Emeritus (Political Science, Environmental Science and Policy)
Miriam J. Wells, Ph.D., Professor Emerita (Human Ecology)

Graduate Study
The Graduate Group in Community Development offers a multidisciplinary program of study which leads to the M.S. degree. The program helps students link conceptual knowledge with cutting edge practical experience so they can influence the social, economic, cultural and political forces that affect the well-being of all people living in community settings whether small towns or large cit-
ies, whether in the United States or elsewhere in the world. Graduate study in community development also prepares individuals for work within government or non-profit organizations in the realm of social and economic change, or to prepare them for further doctoral studies in related programs. Particular strengths of the program include: urban political development and change; sustainable agriculture and food systems; community organizing and organizations in under-served communities; community economic development; environmental conservation and planning; local impacts of globalization and trans-nationalism.

Preparation. Applicants to this program can prepare themselves by enrolling for upper division courses in the social or behavioral sciences, e.g., anthropology, economics, sociology, psychology, geography, urban studies or political science, and courses in community studies.

Graduate Advisers. Contact the Group office.

Community Nutrition
See Nutrition Science, on page 458.

Comparative Literature

[College of Letters and Science]
Juliana Schiessari, Chairperson of the Department
Department Office, 213 Sproul Hall, 530-752-1219; http://complit.ucdavis.edu

Faculty
Gail Finney, Ph.D., Professor (Comparative Literature, German and Russian)
Juliana Schiessari, Ph.D., Professor (Comparative Literature, French and Italian)
Brenda Schildgen, Ph.D., Professor (Classics, and Comparative Literature)
Neil Larsen, Ph.D., Professor (Comparative Literature, French and Italian)
Kori Lokke, Ph.D., Professor (Comparative Literature, French and Italian)
Jeff Loux, Ph.D., Professor (Comparative Literature, French and Italian)

Emeriti Faculty
Manfred Kusch, Ph.D., Senior Lecturer Emeritus (Comparative Literature, French and Italian)
Scott McLean, Ph.D., Lecturer
Seth L. Schein, Ph.D., Professor Emeritus
Robert M. Torrance, Ph.D., Professor Emeritus

The Major Program
Comparative Literature is a dynamic major whose own self-definition is constantly shifting. Once mostly limited to the study of Western European literature and its Greco-Roman classical past, today Comparative Literature has become a global interdisciplinary study of literature in original languages and other media (including cinema, television, fine arts, and opera, for example). Thus, we can define Comparative Literature as the study of literature and culture across national boundaries and throughout historical time.

The Program. Both the major and the minor programs in Comparative Literature allow students to combine courses in one or more national literatures with courses in Comparative Literature. The introductory course sequence (COM 1 through 210 Community Development (A Graduate Group))