ethniciy, through utilization of data from a range of different societies. GE credit: SocSci, Div. 247. Prerequisite: course 1, or Anthropology 2, or equivalent. The effects of grassroots non-state, non-corporate actors from abroad on local, national and international development. Socioeconomic, political, and cultural implications of transnational actions undertaken by international non-governmental organizations, individual migrants, and migrant Grassroots civic organizations. GE credit: SocSci 3S; WC, WE. —S. (W.) Guarnizo 193. Internship (1-12) Internship—3-36 hours. Prerequisite: completion of 84 units and consent of instructor. Supervised internship, off and on campus, in community and institutional settings. (P/NP grading only.) 194HA. Special Study for Honors Students (4) Independent study—3 hours; seminar—1 hour; project; term paper. Prerequisite: completion of 135 units at the time of enrollment; GPA 3.500 in the major; GPA 3.300 in overall standing; completion of at least four upper division courses; agreement of a faculty member to serve as thesis adviser; consent of instructor. Community and Regional Development Honors is a demanding reading, research and writing culminating in the preparation of a Senior Honors Thesis under the direction of a faculty adviser. (Deferred grading only, pending completion of sequence.)—F. W. F. W. Kenney 194HB. Special Study for Honors Students (4) Independent study—3 hours; seminar—1 hour; project; term paper. Prerequisite: completion of 135 units at the time of enrollment; GPA 3.500 in the major; GPA 3.300 in overall standing; completion of at least four upper division courses; agreement of a faculty member to serve as thesis adviser; consent of instructor. Community and Regional Development Honors is a demanding reading, research and writing culminating in the preparation of a Senior Honors Thesis under the direction of a faculty adviser. (Deferred grading only, pending completion of sequence.)—F. W. F. W. Kenney 197T. Tutoring in Community and Regional Development (1-5) Tutorial—3-15 hours. Prerequisite: upper division standing; completion of course to be tutored; consent of instructor. Assisting tutor in one of the Community and Regional Development’s regular courses by tutoring individual students or small groups of students to improve their academic performance in voluntary discussion groups or other voluntary activities. May be repeated up to 10 units for credit. Offered irregularly. (P/NP grading only.)—F, W, S, Su. 198. Directed Group Study (1-5) (P/NP grading only.) 199. Special Study for Advanced Undergraduates (1-5) (P/NP grading only.) 240. Community Development Theory (4) Lecture/discussion—4 hours. Introduction to theories of community development and different concepts of community, poverty, and development. Emphasis on building community, linking applied development techniques to theory, evaluating development policy, and examining case studies of community development organizations and projects. (Same course as Geography 240.)—T. F. P. 241. The Economics of Community Development (4) Seminar—4 hours. Prerequisite: graduate standing. Economic theories and methods of planning for community development, community service and infrastructure, industrialization and technological change, and regional growth. The community’s role in the greater economy. (Same course as Geography 241.)—F. 242. Community Development Organizations (4) Seminar—4 hours. Prerequisite: course 240. Class size limited to 15 students. Theory and praxis of organizations with social change agendas at the community level. Emphasis on non-profit organization and philanthropic foundations.—S. (S.) 242S. Community Development Organizations (International) (4) Fieldwork—10 hours; workshop—5 hours. Prerequisite: course 240. Class size limited to 10 students. Theory and praxis of organizations with social change agendas at the community level. Emphasis on cross-cultural, non-profit organizations and philanthropic foundations at an international level.—S. (Su.) 244. Political Ecology of Community Development (4) Lecture—4 hours. Prerequisite: graduate standing. Community development from the perspective of geographical political ecology. Social and environmental outcomes of the dynamic relationship between communities and land-based resources, and between social groups. Cases of community conservation and development in developing and industrialized countries. (Same course as Geography 245.)—W. (W.) Guarnizo 245. The Political Economy of Urban and Regional Development (4) Lecture—4 hours. Prerequisite: course 157, 244, or the equivalent. How global, political and economic restructuring and national and state policies are mediated by community politics; social production of urban form; role of the state in uneven development; dynamics of urban growth and decline; regional development in California. (Same course as Geography 245.)—S. (S.) 246. The Political Economy of Transnational Migration (4) Lecture—4 hours. Prerequisite: graduate standing. Theoretical perspectives and empirical research on social, cultural, political, and economic processes of transnational migration to the U.S. Discussion of conventional theoretics will precede contemporary comparative perspectives on race, class, ethnicity, citizenship, and the ethnic economy. (Same course as Geography 246.)—W. (W.) Guarnizo 247. Transformation of Work (4) Lecture/discussion—4 hours. Prerequisite: graduate standing in history, economics, science degree program or consent of instructor. Exploration of the ways that the experience, organization, and systems of work are being reconfigured in the late twentieth century. The impacts of economic restructuring on local communities and workers. —F. (F.) Visser 248. Social Policy, Welfare Theories and Communities (4) Seminar—4 hours. Prerequisite: graduate standing. Theories and comparative histories of modern welfare states and social policy in relation to legal and normative, organizational, and administrative aspects. Analysis of specific social issues within the U.S./California context. Not open for credit to students having taken course 249A. —S. (S.) 248A. Social Policy, Welfare Theories and Communities (1) Seminar—2 hours. Prerequisite: graduate standing. Concurrent enrollment in course 248A/B. Analysis of a specific set of social issues within the U.S./California context. Issues may include poverty, hunger, housing, health, family, disability, economic opportunity, affirmative action orientations, gender, age, or special social groups. Offered in alternate years.—Hirtz 249. Media Innovation and Community Development (4) Seminar—4 hours. Restricted to graduate students. Role of innovative media in communities and social change. Studies historical, practical and theoretical issues involving media in community organizing, social justice movements, democracy initiatives, and economic justice.—S. (S.) 250. Professional Skills for Community Development (4) Lecture/discussion—2 hours; project—2 hours; fieldwork; extensive writing or discussion. Prerequisite: course 240. Priority enrollment for Masters and Ph.D. students in Community and Regional Development. Help students develop the practical skills needed to work professionally in organizations that are involved in community development. Provides an overview of community development planning, project management, and consultation skills. —W. (W.) Benner, Hirtz, London 290. Seminar (1) Seminar—1 hour. Analysis of research in applied behavioral sciences. (S/U grading only.)—F, W. S. Hirtz 292. Graduate Internship (1-12) Internship—3-36 hours. Individuals specially designed supervised internship, off campus, in community or institutional setting. Developed with advice of faculty mentor. (S/U grading only.) 293. Community Development Graduate Practicum (1) Lecture/discussion—1 hour. Prerequisite: enrollment in Community Development graduate group. Restricted to first year Community Development graduate students only. Introduction to graduate training in Community Development. Development of means to introduce students entering graduate work in the Community Development Graduate Group to its organizational setting. (S/U grading only.)—F. (F.) Galt 298. Group Study (1-5) (S/U grading only.) 299. Research (1-12) (S/U grading only.) Professional 396. Teaching Assistant Training Practicum (1-4) Prerequisite: graduate standing. May be repeated for credit. (S/U grading only.)—F, W. F. W. S. Hirtz 400. Professional Skills for Community Development (4) Seminar—4 hours. Prerequisite: course 240. The intersection of theory and case studies to develop practical skills needed to work as a professional community developer, program administrator, and/or policy consultant.—W. (W.) Bradshaw 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); Natalia Deeb-Sossa, Ph.D., Associate Professor (Chicana/o Studies)
Community Nutrition

David de la Pena, Ph.D., Assistant Professor (Human Ecology)
Adela De Ta Torre, Ph.D., Professor (Chicana/o Studies)
Jesse Drew, Ph.D., Associate Professor (Techna-Cultural Studies)
Patty Eubanks, M.L.A., Professor (Human Ecology)
Yvette Flores-Oritz, Ph.D., Professor (Chicana/o Studies)
Ryan E. Galt, Ph.D., Associate Professor (Human Ecology)
Liza Grandia, Ph.D., Associate Professor (Native American Studies)
Luis Guarnizo, 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)
Carlos Jackson, M.F.A., Associate Professor and Chair (Chicana/o Studies)
Susan B. Kaiser, Ph.D., Professor (Human Ecology)
Jeff Loux, Ph.D., Director (Land Use and Natural Resources)
Gail Finney, Ph.D., Professor (Comparative Literature, French and Italian)
Seth L. Schein, Ph.D., Professor Emeritus (Comparative Literature, French and Italian)

Emeriti Faculty

Manfred Kusch, Ph.D., Senior Lecturer Emeritus (Comparative Literature, French and Italian)
Scott McLean, Ph.D., Lecturer
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 literature departments with courses in Comparative Literature. The introductory course sequence (COM 1 through 4) provides both an overview of ancient to contemporary literature and film and offers intensive practice in analytical thought. In addition, any one of the courses in the sequence satisfies the university composition requirement. All readings in undergraduate Comparative Literature courses are in English, but majors take upper division courses in at least one foreign language in the original language.

Students majoring in Comparative Literature choose a first and second literature of concentration, one of which may be English. After the introductory sequence, each student’s major course work is divided between courses in the two literatures of concentration and Comparative Literature courses. These Comparative Literature courses encourage students to take a broad view of a historical period, a theme, a genre, or a literary movement. The wide variety of options in the program permits great flexibility and encourages interdisciplinary connections among literature and philosophy, psychology, history, and the arts. Each student's plan of study must be approved by the major adviser at the beginning and end of each calendar year.

Career Alternatives. A Comparative Literature major offers an excellent enhancement to pre-professional training, preparing students for graduate study in medicine, dentistry, veterinary medicine, and other science fields as well as law and business, besides of course journalism and publishing, teaching, or graduate study in literature.

A.B. Major Requirements:

UNITS

Preparatory Subject Matter.............16-46
Comparative Literature 1 or 2, 3 or 4 ........8
Two other lower division courses in Comparative Literature [selected from 1-53C excluding the 10 series. Cannot include the two required courses in the 1-4 series]. It is recommended that students who do not use a European language toward the major take one of the remaining required lower division courses in the 53 series, preferably the 53 course that relates to the region of the language the student is using to satisfy the upper division language requirement in the major.................................8