

230. Social Interaction Theory and Research (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Survey of theories and research on social interaction and interpersonal communication. Covers communication codes, individual differences in communication, communication and relationship development, family communication, conflict, cognitive and emotional processes underlying social interaction, social influence, intercultural communication, and nonverbal behavior.—II. (II.) Berger, Feng, Hughes, Motley, Palomares

231. Tactics of Interpersonal Influence (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Achievement of interpersonal goals in social interaction. Topics include message production; tactics, strategies and planning; anticipating potential obstacles; resisting and thwarting goals; plan recognition; and goal detection. Examined goals include compliance gaining, attitude change, ingratiation, information seeking, comforting, and deception. Offered in alternate years.—(III.) Palomares

244. Organizational Communication (4)

Seminar—4 hours. Prerequisite: graduate standing and consent of instructor. Theory and research on communication processes in organizations.

250. Mediated Communication Theory and Research (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Survey of major theories on the intended and unintended effects of mediated communication. Topics include media's effects on learning, political behavior, interpersonal violence, sexual socialization, consumer behavior, race relations, gender socialization, and cultural processes.—II. (II.) Cho, Taylor

251. Communication, Technology, and Society (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Transformation of life at the individual and societal levels by communication technologies. Topics include the digital divide, media convergence in news and entertainment, human-computer interaction, distance learning, electronic commerce, distributed work and e-democracy. Offered in alternate years.—(II.) Taylor

252. Computer-Mediated Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. The effects of computer-mediated communication on the ways in which people express themselves, form impressions about strangers, develop and maintain relationships, collaborate on group work, and expand social network, especially in comparison to face-to-face communication. Offered in alternate years.—(III.)

253. Negotiation (4)

Seminar—4 hours. Prerequisite: graduate standing and consent of instructor. Theory and research on negotiating.

254. Communication Campaigns (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Strategic uses of media and interpersonal channels to promote social change through social marketing, information, and media advocacy campaigns. Focus on theory-based interventions in a variety of applied contexts. Offered in alternate years.—(II.) Bell

260. Communication Applications (2-4)

Discussion—1 hour; supervised field work—3-9 hours. Prerequisite: course 220. Fieldwork in communication. Organization and implementation of a research project for a specific application of a communication program. May be repeated once for credit. (S/U grading only.)

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 speciality of social interaction. May be repeated for credit when topic differs. Not offered every year.—Berger, Feng, Motley, Hughes, Palomares

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 speciality of mediated communication. May be repeated for credit when topic differs. Not offered every year.—Cho, Hwang, Taylor, Yegiyon

282. Special Topics in Health Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research and writing on a focused topic in health communication. May be repeated for credit when topic differs. (Same course as Epidemiology and Preventive Medicine 282). Not offered every year.—III. Bell

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 speciality of organizational communication. May be repeated for credit when topic differs. Not offered every year.

298. Group Study (1-5)

Lecture—3 hours. (S/U grading only.)

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.)

Professional Course

396. Teaching Assistant Training Practicum (1-4)

Prerequisite: graduate standing. May be repeated for credit. (S/U grading only.)

Community and Regional Development

(College of Agricultural and Environmental Sciences)

Faculty. See the Department of [Human and Community Development](#), on page 323.

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, and it considers 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

English Composition Requirement 4-12

One course from English 3, University Writing Program 1, 3, 18, 19, 101, 104A, 104B, 104C, 104D, or 104E 4
Additional course from above or, Comparative Literature 1, 2, 3, 4, Native American Studies 5 or Communication 1, University Writing Program 102 4
Additional course from University Writing Program 101, 102 104A, 104B, 104C, 104D, or 104E..... 4

Preparatory Subject Matter..... 22-25

Community and Regional Development 1, 2 8
Agricultural Systems and Environment 21 or Computer Science Engineering 15 3-4
Economics 1A or 1B..... 5
Anthropology 2 or Sociology 1 4-5
Statistics 13 or 32 or Sociology 46B..... 3-4

Breadth/General Education Requirement..... 24

Satisfaction of General Education requirement.

Depth Subject Matter 40

Two courses from Community and Regional Development 151, 151L, 160, 161, or 168 8
Two courses from Community and Regional Development 140, 142, 152, 153A or 153B..... 8
Community and Regional Development 154, 157, 158, or 171 4
Two courses from Community and Regional Development 164, 172, 173, 174, or 176 8
Two courses from Community and Regional Development 118, 141, 156, 162, or International Agricultural Development 103 8
Internship: Community and Regional Development 192 4

Areas of Specialization

Take 20 units from each of two options or 40 units from one option. The Areas of Specialization must include two Community and Regional Development courses. Up to 4 units of variable-unit course work may be counted toward this requirement (e.g., Community and Regional Development 192).

Community Groups 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 151, 152, 153, 154, 157, 160, 161, 172, 176, American Studies 156, Human Development 103
African Americans: African American and African Studies 100, 123, 130, 145A, Sociology 128, 129, 130, 134
Asian Americans: Asian American Studies 100, 110, 111, 112, 155
Chicanas/os: Chicana/o Studies 100, 110, 111, 120, 121, 131, 132, 140, Political Science 168
Native Americans: Native American Studies 115, 116, 117, 118, 122, 130A, 130B, 134, 156, 181B
Youth: American Studies 152, Human Development 100A, 100B, 101, 102, 103, 130, 131, 140, 140L, 141, 142, 151, Psychology 112, Sociology 122, 152
Aging: Community and International Health 180, Human Development 100C, 143, 160, 162, 191, Sociology 154
Gender: American Studies 154, Anthropology 130, Political Science 166, Psychology 114, Sociology 132, 133,

Quarter Offered: I=Fall, II=Winter, III=Spring, IV=Summer; 2009-2010 offering in parentheses

General Education (GE) credit: ArtHum=Arts and Humanities; SciEng=Science and Engineering; SocSci=Social Sciences; Div=Social-Cultural Diversity; Wrt=Writing Experience

145B, Women's Studies 103, 130, 140, 187
Specially Challenged Individuals:
 Education 115, Human Development 130, 131
Class: Sociology 140, 185

Economic Development Option..... 40

Students must consult with a faculty adviser to identify an emphasis within the option and to select suitable courses.

Community Economic Development:
 Agricultural and Resource Economics 100A, 115A, 115B, 144, Community and Regional Development 118, 140, 141, 152, 156, 162, Economics 104, 105, 130, 131, 151A, 151B, 138, Sociology 139

Administration: Agricultural and Resource Economics 112, 113, 171A, Community and Regional Development 168, Political Science 183, Psychology 156, Sociology 180A, 180B

Communication: Communication 114, 130, 136, 140, 152, Community and Regional Development 173

Political Dynamics of Economic

Development: Agricultural and Resource Economics 146, Community and Regional Development 157, 158, 171, 172, Environmental Horticulture 110, 112, Environmental Science and Policy 160, 161, 168A, 168B, 171, 172, 179, Political Science 100, 102, 105, 107, 108, 109, 142, 175, Sociology 185

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, Agricultural Economics 100A, 171A, Computer Science Engineering 167, Economics 104, 105, 115A, Political Science 100, 105, 142, 155, 181, 182, 183

Communication: Communication 114, 130, 134, 136, 140, 152, Community and Regional Development 173, 175, Education 120, 163

Human Resources: Community and Regional Development 151, 160, 161, 172, 176, Economics 151B, Food Service Management 123, Psychology 143, 144, 145, 183, Sociology 120, 128, 129

Management: Community and Regional Development 118, 140, 141, 154, 161, 162, 164, 168, Agricultural Economics 112, 113, History 174A, Political Science 188, Sociology 138, 139, 158, 159, 180A, 180B

Policy and Planning 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, 160, 161, 162, 168, Environmental Science and Policy 165, Political Science 100, 103, 105, 108, 109, 142, 173, 183
Environmental Policy: Political Science 107, 175, Environmental Science and Policy 110, 160, 161, 164, 166, 168A, 168B, 171, 172, 173, 179, Environmental and Resource Sciences 121

Law and Policy: Sociology 120, 152, 155, Political Science 103, 105, 154, 155, 181, 182

Urban and Regional Planning: Community and Regional Development 140, 141, 152, 157, 158, 159, 171, Economics 115A, Environmental Planning and Management 110, 134, Environmental Science and Policy 171, 173, Geography 155, Political Science 100, 101, 102

Social Services Option..... 40

Students must consult with a faculty adviser to identify an emphasis within the option and to select suitable courses.

Community Health: Community and Regional Development 164, Community Health 101, Environmental Science and Policy 126, Psychology 160, Sociology 154

Aging: Community Health 180, Human Development 100C, 143, 160, 162)

Counseling (Communication 134, 135, Education 160, 163, Human Development 121, 130, Psychology 143, 145, 168
Youth: American Studies 152, Human Development 100A, 100B, 101, 102, 103, 130, 131, 140, 140L, 141, 142, 151, Psychology 112, Sociology 122, 152

The Family: Human Development 110, Sociology 131, 134, 135)

Education (Community and Regional Development 173, 175, Agricultural Education 100, 160, 163, Education 100, 110, 114, 120, Psychology 136, Sociology 124

Bilingual Education: Education 151, 152, 153, Psychology 132

Unrestricted Electives 38-40

Total Units for the Degree 180

Major Adviser. M. Wells

Advising Center for the major is located in 1303 Hart Hall (530) 752-2244.

Minor Program Requirements:

The Community and Regional Development faculty offers the following minor program:

UNITS

Community Development..... 24

Community and Regional Development 1 4
 Five courses selected from Community and Regional Development 140, 141, 142, 151 and 151L, 157, 158, 162, 164, 168, 171, 172, 173, 176 20

Minor Adviser. M. Wells

Graduate Study. See [Graduate Studies](#), on page 104.

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

Courses in Community and Regional Development (CRD)

Lower Division Courses

1.The Community (4)

Lecture—3 hours; discussion—1 hour. Basic concepts of community analysis and planned social change. The dynamics of community change through case studies of communities including peasant, urban ghetto, suburban mainline, and California farm workers. GE credit: SocSci, Div, Wrt.—I, II, III. (I, II, III.) Tarallo, Marcotte

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.—I, II. (I, II.) Lip-pin, Guarnizo

17. Population and Community: Issues in Human Ecology (4)

Lecture/discussion—4 hours. Dynamics and challenges of demographic changes in California and the world community, solutions as well as problems, implications for individuals, their possible contributions towards resolving global problems through community action. GE credit: SocSci, Div, Wrt.

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 Courses

118. Technology and Society (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: course 18 or consent of instructor. Impact of technology on labor relations, employment, industrial development and international relations. The internal relations of technology development and deployment. GE credit: SocSci, Wrt.—I. (I.) Kenney

140. Dynamics of Regional Development (4)

Lecture—4 hours. Prerequisite: one undergraduate social science course or consent of instructor. Political economy of domestic regional development. Technology, labor relations and interfirm linkages. California and other regions as case studies. GE credit: SocSci, Wrt.—II. (II.) Kenney

141. Organization of Economic Space (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: course 1. The globalization of economic activity focusing on new spatial patterns of production and circulation and their implications for particular countries and regions.

142. Rural Change in the Industrialized World (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: course 1. Geography of rural environment with special emphasis on rural restructuring. The regional focus is on the developed world and comparisons are drawn between Europe (Eastern and Western) and North America.—III. (III.) Momsen

151. Community Field Research: Theory and Analysis (3)

Lecture—3 hours. Prerequisite: course 151L must be taken concurrently; course 1 and any upper division Community and Regional Development course are recommended. Design and analysis of research at the community level with a focus on the relationship between practice and theory. Focus will be on conducting community research using structural analysis, elite interviewing, ethnographic research, and other qualitative research methods. GE credit: SocSci, Div, Wrt.—III. Tarallo

151L. Laboratory in Community Research and Analysis: Field Experience (1-3)

Fieldwork—3-9 hours. Prerequisite: course 151 concurrently. Field research focused on community or organizational issues and their resolution. Includes assignment with local agencies or community-based organizations. The focus will be conducting community research using such methods as structural analysis, elite interviewing, ethnographic research, and comparative community studies.—III. Tarallo

152. Community Development (4)

Lecture—4 hours. Prerequisite: course 1 or 151, Sociology 2, Anthropology 2, Asian American Studies 100, Chicana/o 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.—I. Bradshaw

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 the impact of global forces 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.—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 is based in Freiburg, Germany, and includes field trips to France and Switzerland. GE credit: SocSci, Div.—Hirtz

154. Social Theory and Community Change (4)

Lecture—4 hours. Prerequisite: course 1, Sociology 1, or Anthropology 2. A 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, and methodological individualism. GE credit: SocSci, Div, Wrt.—II. (II.) Hirtz

156. Community Economic Development (4)

Lecture—4 hours. Prerequisite: course 152 or consent of instructor. How government and community organizations help firms grow and create jobs through local economic development corporations, small business centers, revolving loan funds, incubators, and many other programs. Techniques to analyze community economic potential and identification of appropriate intervention tools. Group project.—III. Bradshaw

157. Politics and Community Development (4)

Lecture—4 hours. Prerequisite: prior course work in sociology or political science recommended. Analyzes political, economic and sociocultural forces shaping the form and function of local communities in the U.S. Considers theories of the state, the community and social change and case studies of actual community development in comparative historical perspective. GE credit: SocSci, Div, Wrt.—II. Smith

158. Small Community Governance (4)

Lecture/discussion—3 hours; fieldwork—3 hours. Prerequisite: course 151 or 160 or Political Science 100. Governing institutions and political processes in rural and small urban places. Local government organization, community autonomy, leadership, political change, policy development, and select policy issues including public finance. Field research on political processes or policy issues in select communities. Offered in alternate years.—III. Campbell

160. Research Design and Method in Community Studies (4)

Lecture—4 hours. Prerequisite: course 1; Statistics 13 or the equivalent. Application of behavioral science research methodology to multidisciplinary problems confronting communities and community organizations. Focuses on design, sampling, measurement and analysis.—I. (I.)

161. Ethnographic Research in America (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: completion of 8 units of course work in Anthropology, Sociology, or Community and Regional Development. Methodologies, ethics and goals of qualitative research. Emphasis on analyzing and conducting ethnographic research in American communities; problem formulation, analytic modes, data correction and interpretation. Offered in alternate years.

162. People, Work and Technology (4)

Lecture—4 hours. Prerequisite: upper division standing; eight units of sociology, anthropology, or community and regional development. Relationship between work, technology, and people's lives. Such topics as industrialization, bureaucratization, automation, the structure of work-linked communities, education and the labor market, work and the economic system and the future of work.—III. (III.) Wells

164. Theories of Organizations and Their Roles in Community Change (4)

Lecture—4 hours. Prerequisite: course 1 or 2. Planned change within and through community organizations. Private voluntary organizations, local community associations, and local government. Relationship between community organizations and social capital.—III. Hirtz

168. Program Evaluation and the Management of Organizations (4)

Lecture—4 hours. Prerequisite: courses 160, 161. Role of program evaluation in organizational and program management. Impact of internal evaluation in program planning, improvement, and accountability.—II. (II.)

171. Housing and Social Policy (4)

Lecture—4 hours. Social impact, economics, and politics of housing in the United States. Special attention given to alternative policy strategies at the national and local levels.—III. Wiener

172. Social Inequality: Issues and Innovations (4)

Lecture—4 hours. Prerequisite: upper division standing; 8 units of sociology or anthropology or combination. Study of the phenomenon of inequality in the U.S. Various approaches to inequality examined, including structural and historical explanations, prejudice and discrimination, the "culture of poverty," and arguments concerning race, sex, and genetic potential.—I. (I.) Wells

176. Comparative Ethnicity (4)

Lecture—4 hours. Prerequisite: upper division standing, 8 units of sociology or anthropology or combination. Exploration of the role of ethnicity in shaping social systems and interaction. Examination of analytical approaches to and issues arising from the study of ethnicity, through utilization of data from a range of different societies. GE credit: SocSci, Div, Wrt.—II. Guarnizo

180. Transnational Community Development (4)

Lecture/discussion—4 hours; extensive writing; project; term paper. Prerequisite: course 1, or Anthropology 2, or Sociology 1. 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.—III. (III.) Guarnizo

192. 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.)

198. Directed Group Study (1-5)
(P/NP grading only.)

199. Special Study for Advanced Undergraduates (1-5)
(P/NP grading only.)

Graduate Courses

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 theory, linking applied development techniques to theory, evaluating development policy, and examining case studies of community development organizations and projects.—I. (I.) Bradshaw

241. The Economics of Community Development (4)

Seminar—4 hours. Prerequisite: graduate standing. Economic theories and methods of planning for communities. Human resources, community services and infrastructure, industrialization and technological change, and regional growth. The community's role in the greater economy.—I. Kenney

242. Community Development Organizations (4)

Seminar—4 hours. Prerequisite: course 240. Theory and praxis of organizations with social change agendas at the community level. Emphasis on non-profit organizations and philanthropic foundations.—III. (III.) Hirtz

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.—III. (III.) Smith

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 theories will precede contemporary comparative perspectives on class, race, ethnicity, citizenship, and the ethnic economy.—II. (II.) Guarnizo

247. Transformation of Work (4)

Lecture/discussion—4 hours. Prerequisite: graduate standing in history or social 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.—III. (III.) Wells

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/normative, organizational, and administrative aspects. Analysis of specific social issues within the U.S./California context. Not open for credit to students having completed course 248A and 248B. Offered in alternate years.—(III.) Hirtz

248A. Social Policy, Welfare Theories and Communities I (2)

Seminar—2 hours. Prerequisite: graduate standing. Theories and comparative histories of modern welfare states. Theories of welfare and social policy in relation to normative, organizational, and administrative aspects of welfare and social policy. Offered in alternate years.—Hirtz

248B. Social Policy, Welfare Theories and Communities II (2)

Seminar—2 hours. Prerequisite: graduate standing, course 248A concurrently. 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, old age, or special social groups. Offered in alternate years—Hirtz

290. Seminar (1)

Seminar—1 hour. Analysis of research in applied behavioral sciences. (S/U grading only.)—I. Hirtz

292. Graduate Internship (1-12)

Internship—3-36 hours. Individually designed supervised internship, off campus, in community or institutional setting. Developed with advice of faculty mentor. (S/U grading only.)

298. Group Study (1-5)

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

Professional Courses

396. Teaching Assistant Training Practicum (1-4)

Prerequisite: graduate standing. May be repeated for credit. (S/U grading only.)—I, II, III. (I, II, III.)

440. 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.—II. (II.) Bradshaw

Community Development (A Graduate Group)

Frank Hirtz, Ph.D., Chairperson of the Group

Group Office. 1303 Hart Hall (Human and Community Development); (530) 752-1926; <http://hcd.ucdavis.edu>

Faculty

Chris Benner, Ph.D., Associate Professor (Human and Community Development)
 Mark Blanchard, Ph.D., Professor (Comparative Literature)
 Stephen B. Brush, Ph.D., Professor (Human and Community Development)
 Adela De La Torre, Ph.D., Professor (Chicana/o Studies)
 Deborah Elliott-Fisk, Ph.D., Professor (Wildlife, Fish, and Conservation Biology)
 Patsy Eubanks-Owens, M.L.A., Associate Professor (Landscape Architecture)
 Yvette Flores-Ortiz, Ph.D., Professor (Chicana/o Studies)
 Mark Francis, M.L.A., Professor (Environmental Design)
 Ryan E. Galt, Ph.D., Assistant Professor (Human and Community Development)
 Luis Guarnizo, Ph.D., Associate Professor (Human and Community Development)
 Susan Handy, Ph.D., Professor (Environmental Science and Policy)
 Paul Heckman, Ph.D., Professor (School of Education)
 Robin Hill, Ph.D., Associate Professor (Art, Art History)
 Carlos Jackson, M.F.A., Assistant Professor (Chicana/o Studies)
 Frank Hirtz, Ph.D., Associate Professor (Human and Community Development)
 Susan B. Kaiser, Ph.D., Professor (Textiles and Clothing)
 Martin Kenney, Ph.D., Professor (Human and Community Development)
 William Lacy, Ph.D., Professor, Vice Provost (Human and Community Development, Outreach and International Programs)
 Mark Lubell, Ph.D., Associate Professor (Environmental Sciences and Policy)
 Elizabeth Miller, M.D., Ph.D., Assistant Professor (UCDHS: Pediatrics)
 Ben Orlove, Ph.D., Professor (Environmental Sciences and Policy)
 Richard Pan, Ph.D., Associate Professor (MED General Pediatrics)
 Dennis Pendleton, Ph.D., Dean (UC Davis Extension)
 Michael Rios, Ph.D., Assistant Professor (Environmental Design)
 Michael P. Smith, Ph.D., Professor (Human and Community Development)
 Julie Sze, Ph.D., Assistant Professor (American Studies)
 Tom Tomich, Ph.D., Professor (Human and Community Development)
 Karen Watson-Gegeo, Ph.D., Professor (School of Education) Distinguished Graduate Mentoring Award
 Miriam J. Wells, Ph.D., Professor (Human and Community Development)
 Steve Wheeler, Ph.D., Assistant Professor (Environmental Design)

Diane Wolf, Ph.D., Professor (Sociology)

Emeritus Faculty

Isao Fujimoto, M.A., Lecturer SOE Emeritus
 Janet D. Momsen, Ph.D., Professor (Human and Community Development) Distinguished Graduate Mentoring Award
 Alvin D. Sokolow, Ph.D., Extension Specialist Emeritus (Human and Community Development)
 Geoffrey A. Wandesforde-Smith, Ph.D., Associate Professor Emeritus (Political Science, Environmental Science and Policy)

Affiliated Faculty

David Campbell, Ph.D., Associate Specialist in Cooperative Extension (Human and Community Development)
 James I. Grieshop, Ph.D., Specialist in Cooperative Extension and Lecturer (Human and Community Development)
 Joyce Gutstein, Ph.D., Director (Public Service Research Program)
 Michael Lawler, Ph.D., Chair, Human Services (UC Davis Extension)
 Jonathan London, Ph.D., Director (Center for the Study of Regional Change)
 Jeff Loux, Ph.D., Director (Land Use and Natural Resources, UC Davis Extension)
 Deborah Paterniti, Ph.D., Associate Director (UCDHS: Center for Health SVCS Research in Primary Care)
 Carolyn Penny, Ph.D., Director (Common Ground/ UC Davis Extension)
 Bernadette Tarallo, Ph.D., Lecturer (Human and Community Development)
 Mark Van Horn, Director, (PSTC/SF)

Affiliated Faculty

David Campbell, Ph.D., Associate Extension Specialist (Human and Community Development)
 James I. Grieshop, Ph.D., Extension Specialist and Lecturer (Human and Community Development)
 Bernadette Tarallo, Ph.D., Lecturer (Human and Community Development)

Graduate Study. The Graduate Group in Community Development offers a multidisciplinary program of study which leads to the M.S. degree. The program prepares students for professional roles as administrators, designers, planners, or researchers, with emphasis upon urban and rural communities and human service organizations. Graduate study in community development also prepares individuals to work within government or non-profit organizations in the realm of social and economic change. Students have the opportunity to specialize in (1) urban and rural development, (2) community economic and political development, (3) community design and planning, (4) racial and ethnic relations, (5) international migration and development, (6) gender and community development, and (7) social policy analysis.

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, cultural geography, or political science, and courses in community studies.

Graduate Advisers. Contact the Group office.

Community Health

See Epidemiology and Preventive Medicine (EPP), on page 380; and Family and Community Medicine (FAP), on page 381.

Community Nutrition

See Nutrition Science, on page 430.

Comparative Literature

(College of Letters and Science)

Brenda Schildgen, Ph.D., Program Director

Program Office. 522 Sproul Hall; (530) 752-1219; <http://complit.ucdavis.edu>

Committee in Charge

Marc E. Blanchard, Agrégé de Lettres (Comparative Literature)
 Gail Finney, Ph.D. (Comparative Literature, German) Distinguished Teaching Award-Graduate/Professional
 Neil Larsen, Ph.D. (Comparative Literature, Critical Theory)
 Kari Lokke, Ph.D. (Comparative Literature)
 Sheldon Lu, Ph.D. (Comparative Literature)
 Seth L. Schein, Ph.D. (Comparative Literature)
 Juliana Schiesari, Ph.D. (Comparative Literature, Italian)
 Brenda Schildgen, Ph.D. (Comparative Literature)
 Jocelyn Sharlet, Ph.D. (Comparative Literature)
 Archana Venkatesan, Ph.D. (Comparative Literature and Religious Studies)

Faculty

Marc Eli Blanchard, Agrégé de Lettres, Professor
 Gail Finney, Ph.D., Professor Distinguished Teaching Award-Graduate/Professional
 Neil Larsen, Ph.D., Professor
 Kari Lokke, Ph.D., Professor
 Sheldon Lu, Ph.D., Professor
 Seth L. Schein, Ph.D., Professor
 Juliana Schiesari, Ph.D., Professor
 Brenda Schildgen, Ph.D., Professor
 Jocelyn Sharlet, Ph.D., Assistant Professor
 Archana Venkatesan, Ph.D., Assistant Professor

Emeriti Faculty

Ruby Cohn, Ph.D., Professor Emerita
 Manfred Kusch, Ph.D., Senior Lecturer Emeritus
 Robert M. Torrance, Ph.D., Professor Emeritus

Affiliated Faculty

Patricia Mackinnon, Ph.D., Lecturer
 Scott McLean, Ph.D., Lecturer

The Major Program

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 time.

The Program. Both the major programs 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 provides both an overview of ancient to contemporary literature and film, offers intensive practice in analytical thought, and 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 literature in the original language.

Career Alternatives. A Comparative Literature major offers an excellent enhancement to pre-professional training, preparing students for graduate