

SYLLABUS SIO 209 COMMUNITY BASED SCIENCE

TH 300-530PM NH400 + MEETINGS AND ACTIVITIES IN CITY HEIGHTS

COURSE WEBSITE: <http://complex-systems.ucsd.edu/sio2092014>

Participants in SIO 209 will engage in weekly discussions, form a nonhierarchical collective to carry out joint projects, participate in the science education program at a high school in City Heights, mentor high school students, interview community organizers, volunteer with a community organization, jointly plan a community event with teachers and organizers, and critique and document their experiences. See [participant responsibilities](#) for more information.

Tentative themes of the discussions are listed below.

Topics for background reading and the weekly discussion:

Week 1: Introduction to Community*Models for community interactions focusing on inclusiveness vs. exclusion*
Plus - introduction to interviewing

Week 2: Power Dynamics/Consensus Decision Making/Coalition Formation
How can people from different backgrounds, with different knowledge and experiences, with different goals, and with different levels of privilege work together in a way in which all are empowered?

Week 3: Introduction to City Heights*History and struggles of San Diego's most diverse community*

Week 4: Health in Working Class Communities*Survey existing knowledge and highlight research needs in San Diego area communities*

Week 5: Environmental Racism in Working Class Communities*Survey existing knowledge and highlight research needs in San Diego area communities*

Week 6: The Problem*Critiques of the Structure of Science and Engineering*

Departments at Research Universities

Week 7: **Alternative Education Models/Free Skools***Survey and evaluate alternative education models*

Week 8: **Indigenous Science***The nature and scope of indigenous science compared with western science*

Week 9: **Discuss experiences with community organizers, community organizing and high school students**

Week 10: **Summarize and document experiences and knowledge**

PARTICIPANT RESPONSIBILITIES

Participants in SIO 209 Community-Based Science will have the opportunity to take part in many or all of the following projects (specifics and emphasis will be determined by consultations between the SIO 209 2014 Collective and folks in City Heights):

- participate in science education at a high school in City Heights - visit classes, assist students and teachers** -> *teaching materials and a brief report*
- mentor a City Heights high school student, will include discussions about post-secondary education and setting up an informal internship with you or someone at SIO or UCSD.** -> *updates ...or...*
- make and post video interviews with your mentee interviewing each other.** -> *video*
- interview a City Heights community organizer about struggles in City Heights, research and education needs, and their perceptions of UCSD, jointly with a high school student** -> *edited video*
- interview a UCSD student, staff or faculty member working towards a**

more open, inclusive UCSD jointly with a high school student -> *edited video*

•**volunteer with a community organization in City Heights.** -> *report on progress*

•**form a consensus-based collective of participants in sio 209** -> *meet ~ once per week with collective to organize work with high school, interfacing with community groups, interviews, events, etc.*

•**participate as a collective in the organization of one to two community events in City Heights at Arroyo Paseo High School** -> *joint report on the events*

•**as a collective, carry out a project in collaboration with teachers, students or community members in City Heights** - for example, a project concerning mapping and a sense of geography and place, or preparing an educational workshop on going to college and struggles at ucSD, or ?? -> *project materials or event*

•**contribute towards summarizing and documenting experiences on the course web site** -> *web site summary*

•**write a short weekly report on progress.** -> *submit to CourseBlog on the website*

READING/RESOURCES

Week One: **Introduction to Community**

Chapter 14 Governance and Gangs

Chapter 16 Dying for Something to Live

from Luis Rodriguez Hearts and Hands: Creating Community in Violent Times

[click here for week one download](#)

(file is 19 MB - will take a little while to download)

Week Two: **Power Dynamics/Consensus Decision Making/Coalition Formation**

M. Minkler and N Wallerstein (2005) Improving health through community organization and community building, in M Minkler, ed., Community Organizing and Community Building for Health, Rutgers, The State University of New Jersey, p 26-50.

Consensus Handbook excerpts from Food Not Bombs and Seeds for Change [click here for week two downloads](#)

Week Three: **Introduction to City Heights** [Wikipedia City Heights Entry](#)
City Heights History from the [City Heights Business Association](#) [web site doesnt work, see download page] [Price Charities City Heights Initiative](#) [Speak City Heights](#)

City Heights Timeline from Jesse Mills @ University of San Diego [click here for week three downloads](#)

Videos: [Overview](#) [The Price of Renewal](#) [New Roots Community Farm](#) [City Heights Farmers Market](#)

Week Four: **Health in Working Class Communities**

[Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the US](#) (2007) A MacArthur Foundation Research Network on Socioeconomic Status and Health Report. Good summary.

[The Proyecto Casas Saludables Evaluation Report](#) (2008) documents the existence of unhealthy housing conditions in City Heights and the attempts of community residents to remedy them. Skim.

[Race, Racial Inequality and Health Inequities: Separating Myth from Fact](#). Skim. From the [Unnatural Causes](#) documentary website. Check out this short segment: <http://www.youtube.com/watch?v=diMVgcb8Qzk>

[California Endowment's Building Healthy Communities](#) (City Heights is one of their target communities)

You might also want to check out this [educational packet for the Place Matters segment](#) of Unnatural Causes.

Week Five: **Environmental Racism in Working Class Communities**

L Pulido (2000) [Rethinking Environmental Racism: White Privilege and Urban Development in Southern California](#), *Annals of the Association of American Geographers*, 90, 12-40.

Environmental Health Coalition (2004) [Globalization at the Crossroads: Ten Years of NAFTA in the San Diego/Tijuana Border Region](#), <http://ehc.org> , especially: Worker Injustice and Environmental Injustice, p 19-34.

Week Six: **The Problem**

please watch this video: [Re: Structure, Power and Agency](#)

<http://www.pinkyshow.org/projectarchives/videos/re-structure-power-and-a...>

plus from

Sheila Slaughter and Gary Rhoades (2004) *Academic Capitalism and the New Economy: Markets, State and Higher Education*, Johns Hopkins University Press. Chapter 1: [The Theory of Academic Capitalism \(skim\)](#) Chapter 7: [Academic Capitalism at the Department Level \(read fast\)](#) Chapter 11: [Undergraduate Students and Educational Markets \(read\)](#)

Check Out: [Scripps Director's Council](#) and [Scripps Director's Council BIOS](#)
[Jacobs School of Engineering Council of Advisors](#)

There are numerous other resources. A moderately interesting fictional critique of the public corporate university was recently published:

Gaye Tuchman (2009) *Wannabe U: Inside the Corporate University*, University of Chicago Press.

Week Seven: **Alternative Education Models/Free Skools** [Wikipedia on Free Skools](#) [Santa Cruz Free Skool](#), an example of an active free skool.

Critical Pedagogy: Paulo Freire (1970) *Pedagogy of the Oppressed*, [Chapter 1](#) and [Chapter 2](#).

Week Eight: **Indigenous Science** [GS Aikenhead and M Ogawa \(2007\)](#) [Indigenous knowledge and science revisited](#), *Cultural Studies of Science Education*, 2, 539-620.

L Tuhuwai Smith (1999) Research through imperial eyes, Chapter 2 in Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books, 42-57.

M Leach and J Fairhead (2002) Manners of contestation: "citizen science" and "indigenous knowledge" in West Africa and the Caribbean, International Social Science Journal, 173, 299-312.

L Tuhuwai Smith (1999) Colonizing Knowledge, Chapter 3 in Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books, 58-77.