

SOCIOLOGY S309-01 THE COMMUNITY

Patrick J. Ashton
Indiana University-Purdue University Fort Wayne

Spring 2000
TR 10:30 - 11:45 am KT 117

What this course is about

The concept of “community” has played — and indeed continues to play — an important role in American society and popular consciousness. The concept is a *normative* one in that it tends to embody a remembered ideal from the past, a critical evaluation of the present, and a prescription for the future. The direct democracy of the New England town meeting and the cooperative solidarity and support of frontier homesteaders (quilting bees, barnraisings, etc.) and the turn-of-the-century urban immigrant neighborhood are vital components of America’s collective cultural memory. Major social movements (e.g., populism, union organizing, temperance, civil rights, feminism, environmentalism) have essentially been community-based and have sounded communitarian themes. Moreover, America has a strong tradition of utopian community movements and community-based religious revivalism — e.g., the Shakers, the Oneida Community, New Harmony, 1970s back-to-the-landers, Old Order Amish, the Mormons, Father Divine movement. And today in America the fastest-growing residential locations are smaller cities and towns, where the quality of life is perceived to be better.

Clearly, Americans believe in community. At the same time, however, there can be no doubt that America, more than any other society in history, has sanctified the principle of individualism, both in theory and in practice. There is perhaps no other civic norm held more dearly by Americans than individual liberty and freedom of choice. So there is a built-in tension in this society between individualism and community. This tension, not surprisingly, is reflected in the academic discipline of sociology. To a person, the founders of sociology (Marx, Durkheim, Weber, Simmel, Spencer, Martineau) formulated their major theories in the context of grappling with the relationship between the individual and society. Not surprisingly, every one of these theorists saw particular promise in American society. It is this promise of positive interaction between individualism and community that we will explore in this course.

The focus of this course is both theoretical and applied. On the one hand, we want to explore the assumptions and principles of community and community development. At the same time, we want to develop insights about how urban structure has shaped community. We also want to explore policies and programs that will allow us to more effectively organize communities where we find ourselves. Finally, in this course we shall strive to “practice what we preach.” That is, we will attempt to realize the benefits of joint social action by building a sense of community among the members of this class. On the one hand, this means that class participation will be important; on the other hand it means that a major part of our efforts this term will be devoted to group discussion and presentation.

Course materials you will need

Required assigned readings will be drawn from the following sources which are available at the campus bookstore:

- Carolyn R. Shaffer & Kristin Anundsen, *Creating Community Anywhere: Finding Support and Connection in a Fragmented World*. Jeremy P. Tarcher, 1993.
Mike Greenberg, *The Poetics of Cities: Designing Neighborhoods That Work*. Ohio State University Press, 1995.
Douglas Schuler, *New Community Networks: Wired for Change*. Addison-Wesley, 1996.
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What you'll be expected to do

1. Do the assigned readings.

I expect you to read all of the assigned material *before* the topic is covered in class and to come to class prepared to discuss it. Class time will be used to extend and supplement material in the readings and to clarify and discuss it in greater depth. All of these tasks require you to have read the material prior to discussing it. To a large extent, it is up to you, as part of your active learning process, to make the connections between the readings and lecture material, or to ask questions if you don't.

2. Come to class and participate in the discussion.

This course will be organized on a participatory basis, as it is my view that this material can be most effectively learned through intellectual dialogue and active learning. As noted above, we will be attempting to create our own community in the classroom. First of all, this requires you to be present at all class sessions. In order to hold each individual accountable, attendance will be taken. More than just being present, however, you are expected and encouraged to actively participate in each class session. Participation includes raising questions as well as points of clarification or debate and sharing personal insights and experiences.

In order to encourage active involvement, dialogue, and exchange among members of the class, you will be assigned a specific class period in which your job will be to help guide the discussion by bringing in comments, questions, points of discussion, and/or extensions of the assigned readings. I don't expect you to lecture or make a formal presentation, just to take the lead in the discussion. Generally, two or more students will be assigned to the same set of readings. You may cooperate and divide up the readings, or you may work individually; the choice is yours. Under any circumstances, each individual will be evaluated separately, and the quality of your individual work will be reflected in your participation grade.

3. Write the assigned papers.

You will be assigned to write three papers of approximately 7-8 pages each. Specific guidelines for each paper will be handed out separately. **Each paper must be typed or computer-printed.** Papers should *not* be placed in any kind of paper or plastic folder or covering and should be stapled in the upper left corner only. While you are encouraged to

collaborate in studying the material, each student will write and turn in their own individual papers. One paper will involve a driving tour of Fort Wayne which you will be expected to complete outside of class. You may do this tour in a group, but you must write your own individual paper. The papers will be due according to the following schedule:

<u>Paper #</u>	<u>Subject</u>	<u>Due</u>
1	Characteristics of community	February 15
2	Urban design and community	March 28
3	Building community	May 4

How you'll be evaluated

The elements of evaluation in this course will be weighted in the following manner:

Class Participation	25% of final course grade
Papers — 3 @ 25% each	75% of final course grade
	100%

Final grades for the course will be assigned according to the following scale:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

There will be no curve.

What I will do

- Take responsibility for organizing the syllabus and the general design of the course.**

I've had the time and training to think about this topic, so it's appropriate that I take the lead. This doesn't absolve you, however, from increasing responsibility as the term goes on.

- Take responsibility for ensuring a safe, productive, and fun learning environment.**

Classes that involve a lot of participation can be anxiety-provoking for many students. Will someone (me?) say something embarrassing or confrontational? Will conflict occur? What happens if the class gets off on some unproductive tangent? What if I don't find other students' contributions useful or educational? These are all concerns for which I, as instructor, take ultimate responsibility. Along the way, however, I hope that you will learn some productive techniques for learning and interpersonal interaction. And why shouldn't learning be fun, at least part of the time?

- Be enthusiastic, knowledgeable, and organized.**

Within reason, of course.

•**Be available as a consultant for any course-related issues.**

Schedule an appointment, stop by, e-mail or call me. I'd like to chat with you.

•**Accommodate any disability, if at all possible.**

If you have or acquire any sort of disability that may require accommodation, I urge you to discuss it with me (preferably after class or during office hours). I want to do everything that I can to help everyone who wants to succeed in this course. If you want to find out what special services and accommodations are available on campus, you are encouraged to contact Services for Students with Disabilities in Walb 118 & 218 (481-6657, voice/TDD). <http://www.ipfw.edu/ssd/>

How to contact me

If you have any questions or concerns about the subject matter or your performance in this course, I urge you to contact me (sooner is better than later, but anytime is better than no time). One of the easiest ways to communicate with me is through electronic mail; my e-mail address is listed below. Every IPFW student has been assigned a personal account through which you may access the Internet and the World Wide Web. If you've misplaced the information on how to activate your account, contact the **Help Desk** in **205A Kettler**. You can also leave a voice-mail message on my office telephone if I'm not there. For a question or an issue that just can't wait, or in an emergency, call me at home and leave a message on the machine if I'm not there.

My office: CM 235 **Phone:** 481-6669 **Home phone:** 485-6314

Sociology Office: CM 241 **Phone:** 481-6842 **Fax:** 481-6985

Internet: ashton@ipfw.edu

Webpage: www.ipfw.edu/CM1/ashton/web/teaching.html

Office hours: TR 12:00 noon – 1:30 pm, or by appointment

Topic outline and reading assignments

<u>Week</u>	<u>Date</u>	<u>Reading Assignment and Class Topic</u>
1	Jan 11	Philosophy, Overview, & Organization of the Course / Personal Goals
	Jan 13	Reading: Shaffer and Anundson, Chapter 1 Introductions / The Experience of Community
2		Reading: Shaffer and Anundson, Chapters 2 and 3
	Jan 18	What is Community?
	Jan 20	Benefits of Community

- 3** **Reading:** Shaffer and Anundson, Chapters 4, 5, and 6
 Jan 25 Types of Community
 Jan 27 Community and Diversity
- 4** **Reading:** Schuler, Chapter 1, pp. 1-22
 Shaffer and Anundson, Chapters 12 and 13
 Feb 1 Principles of Community Organization
 Feb 3 Phases of Community
- 5** **Reading:** Greenberg, Chapters 1, 2, and 3
 Feb 8 Place and Space
 Feb 10 City Lives
- 6** **Reading:** Greenberg, Chapters 4 and 5
 Feb 15 City Form
 Feb 17 The Dance of the Streets
- 7** **Reading:** Greenberg, Chapters 6 and 7
 Feb 22 Neighborhood Community
 Feb 24 Neighborhood Design
- 8** **Reading:** Greenberg, Chapters 8 and 9
 Feb 29 Commerce and Community
 March 2 Barriers to Community
- March 7, 9 NO CLASS MEETING — SPRING Break*
- 9** **Reading:** Greenberg, Chapters 10, 11, and Appendix
 March 14 Politics and Poetics
 March 16 Creating an Urban Matrix
- March 17 Last day to withdraw from courses*
- 10** **Reading:** Schuler, Chapter 1, pp. 22-34, Chapter 2
 Shaffer and Anundson, Chapter 8
 March 21 Technology and Community
 March 23 Electronic Communities

- 11** **Reading:** Schuler, Chapters 3 and 4
 March 28 Education and Community Networks
 March 30 Democracy and Community Networks
- 12** **Reading:** Schuler, Chapters 5, 6, and 7
 April 4, 6 **Reading/Project Days — No Class Meeting**
- 13** **Reading:** Schuler, Chapters 8 and 9
 Shaffer and Anundson, Chapter 14
 April 11 Communication and Community
 April 13 The Architecture of Community Networks
- 14** **Reading:** Schuler, Chapters 10 and 11
 Shaffer and Anundson, Chapter 15
 April 18 Community Governance
 April 20 The Future of Community Networks
- 15** **Reading:** Shaffer and Anundson, Chapters 16 and 17, Afterword
 April 25 Conflict Resolution and Community Building
 April 27 Celebrating Community Course Evaluations
- Thursday, May 4, 3:00 pm Paper #3 due