

LAKEHEAD UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Sociology 3113 Community Transitions

September – December 2011

Course Lecturer: DR. JENNIFER JARMAN

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Lecture Hall: AT 2021

Lecture: T, R 1:00 – 2:30

Office Hours: R 3:30 – 4:30

What is this Course About?

This course is a seminar which provides an introduction to the sociology of community, with an emphasis on the ways in which communities around the world are responding to the challenges of maintaining livelihood. Students will be asked to read and discuss some of the most important articles and books which have shaped the way we think about contemporary communities and their current challenges. We will start by exploring the way in which a number of influential thinkers have defined the term ‘community’, assessing where they share common ground and where they diverge. This will include readings from both classical and contemporary thinkers. The course will look at a number of more recent debates about the changing nature of societies both over time and around the globe in order to identify how different ideas about the types of society we currently live in shape the ways we think about communities. The course will conclude with a discussion of newer ideas about community as it has been transformed by technology.

From the outset of the course, students will be asked to identify a topic which personally interests them in relation to the question of community transitions and particularly ways to build or destroy the health of communities. This topic will be the basis of both a class presentation and later an essay exploring its implications. I have a list of topics for those who need help with suggestions for topics.

Main Learning Objectives:

- To be able to discuss key issues relating to the nature and composition of modern communities and the challenges they face.

- To engage personally with some of the best of thinking from the sociology of community literature.
- To link the theoretical thinking to real-world social outcomes on some topics which interest you and which you can justify as being important.
- To develop seminar skills including attendance, advance preparation, and how to engage yourself and encourage others in discussion.
- To develop a sub-topic of personal interest relating to the main issues of this course, and practise professional skills in presenting this interest both orally and in writing.

Assessment:

| | Due Date | Value |
|-----------------------------|-----------------------------------|--------------|
| Discussion Memo | At beginning of each class | 50% |
| Participation | ongoing | 5% |
| Seminar Presentation | To be scheduled | 10% |
| Article Facilitation | To be scheduled | 10% |
| Final Essay | | 25% |

Readings:

Course readings are almost all downloadable from Lakehead library (online access) as indicated.

A few readings that are unavailable as online content will be placed on the Reserve Desk as indicated.

It is recommended that you assemble these readings during the first week of the course.

Assignments:

(1) Class Participation and Preparation (Discussion Memo)

This format is adapted from the Harvard Business School “Discussion Memo”.

The purpose of the memo is to make sure that you are prepared to participate actively in the seminar discussion in relation to the topic and readings of the week.

Writing these memos trains you to get into an article or reading quickly, identify the main points, and make an analysis.

The idea behind them is that they are preparing you to brief a leader (at Harvard they suggest you are briefing the US President) on a topic that is crucial, and you have been the “leg-person” asked to do the homework, slog through the readings, and come up with most important ideas. The US President is an incredibly busy person and decisions often need to be made quickly, so your job is to have done

the work of thoroughly digested the material and put yourself and the President into the position of being able to make an informed decision... You may or may not ever brief the US President on anything, but learning how not to be intimidated by a complex article, how to jump in there and pick out the key points and be in a position to discuss it, is an incredibly useful skill applicable in many settings. That is what we will be practising.

The word length is 200 words. This is not long enough for you to make an summary of the article – that is for your notes.

Rather, the memo should identify what you consider to be the most important sentence in the article, and then explain why you think chose this particular sentence.

This is basically a device to get you thinking about what the author is trying to say, and what you strikes you as interesting about that insight. Obviously there is no right or wrong choice and each person will likely identify different parts of the reading.

This approach gives us a way of starting into an interesting discussion about what the article tells us.

If for any reason, you cannot hand in the Discussion Memo on time, I will still accept them after class, for half marks. I recommend that you develop the discipline to hand them in on the date.

Try to keep on time and on track and have fun with them!

Schedule:

| Date | Topic | Text Readings |
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| Sept 13, 15 | What do “Voter Turnout, Newspaper Readership, Membership in Choral Societies and Football Clubs” have to do with Community | (Tuesday) Course Introduction – no reading (Thursday) Putnam, Robert B. 1995. “Bowling Alone: America’s Declining Social Capital.” <i>Journal of Democracy</i> , 6 (1), 165-78. (available online through Lakehead library – Find the journal name in the library catalogue and click on the volume and number.) |

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| | Transitions?" | |
| Sept 20, 22 | Social Capital and Communities | <p>(Tues) Sander, Thomas and Putnam, Robert. 2010. "Still Bowling Alone." <i>Journal of Democracy</i>, 21(1): 9- 16.</p> <p>(Thurs) Bourdieu, Pierre. 1986. "The Forms of Capital". http://www.marxists.org/reference/subject/philosophy/works/fr/bourdieu-forms-capital.htm First published: Bourdieu, P. (1986) "The forms of capital." In J. Richardson (Ed.) <i>Handbook of Theory and Research for the Sociology of Education</i> New York, Greenwood, 241-258.</p> |
| Sept 27, 29 | What exactly is a Community? | <p>(Tues) Bartle, Phil. "What is Community? A Sociological Perspective." Community Empowerment Collective, http://www.scn.org/cmp/whatcom.htm</p> <p>(Thurs) Bauman, Zygmunt. 2001. "An Overture, or Welcome to an Elusive Community." Pp. 1-6 in <i>Community, Seeking Safety in an Insecure World</i>, by Zygmunt Bauman. Cambridge: Polity Press. (On Reserve Desk)</p> |
| Oct 4, 6 | What Type of Societies Shapes Communities? | <p>(Tues) Durkheim, Emile. 1972. Ch. 5, "Forms of Social Solidarity.", Pp. 123-140. <i>Selected Writings</i>. Giddens, Anthony (ed.), (On Reserve Desk)</p> <p>(Thurs) Kumar, Krishan. "Introduction: The Revival of Post-Industrial Theory" Pp. 29-32 and "The Information Society." Pp. 33-89, in: <i>From Post-Industrial to Post-Modern Society</i>, by Krishan Kumar. London: Blackwell. (On Reserve Desk.)</p> |
| Oct 11, 13 | Fordist and Post-fordist communities | <p>(Tues) Kumar, Krishan. Ch. 4 "Fordism and Post-Fordism" Pp. 61-88. In: <i>From Post-Industrial to Post-Modern Society</i>. London: Blackwell. (On Reserve Desk)</p> <p>(Tues) Dunk, Thomas. 2003. "The Regional Setting", <i>It's a Working Man's Town, Male Working Class Culture</i>. Montreal: McGill-Queens University Press, 45-64 OR "The Tournament", Pp. 65-100.</p> <p>(Thurs) Clarke, Julia. No date. "Post-Fordism in the Ford Motor Company?" http://www.cddc.vt.edu/digitalfordism/fordism_materials/clarke.htm</p> |
| Oct | Contemporary | (Tues) Jarman, Jennifer and Singh Parminder Chopra. |

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| 18, 20 | Challenges: The Battle for Jobs in Older Communities | <p>2008. "Business services and the knowledge economy in Malaysia." <i>International Journal of Sociology and Social Policy</i>. Vol. 28, Issue 5/6: 193-203.</p> <p>(Thurs) Canada's Economic Action Plan: http://www.actionplan.gc.ca/eng/feature.asp?featureId=18</p> <p>Community Organizations: http://communityrenewal.ca/innovations-landing-page</p> |
| Oct 25, 27 | Elites and Communities | <p>(Tues) Bauman, Zygmunt. 2001. "Two Sources of Communalism." Pp. 58-73. In: <i>Community, Seeking Safety in an Insecure World</i>, by Zygmunt Bauman. Cambridge: Polity Press.</p> <p>(Thurs) Dupuis, Ann and Thorns, David. 2008. "Gated Communities as Exemplars of 'Forting Up' Practices in a Risk Society", <i>Urban Policy and Research</i>, 26 (2). (accessible through Lakehead library)</p> |
| Nov 1, 3 | Presentation Week | (See sign-up sheet) |
| Nov 8, 10 | Rebuilding communities and Community – busting | <p>(Tues) Jacobs, Jane. 1961. The Death and Life of Great American Cities, Introduction, 3-28, Part I "The Peculiar Nature of Cities – The Uses of Sidewalks", 29 - 54. (On reserve desk).</p> <p>(Thurs) Young, Nathan and Ralph Matthews. 2007. "Resource economies and neo-liberal experimentation: The reform of industry and community in rural British Columbia", <i>Area</i>. 39 (2): 176-185.</p> <p>Matthews, Ralph and Nathan Young. 2007. Chapter 61, "Globalization and 'Repositioning' in British Columbia.", Pp. 64-66 in Lorne Tepperman and Harley Dickinson (Editors), <i>Reading Sociology: Canadian Perspective</i>. Toronto: Oxford University Press.</p> |
| Nov 15, 17 | Policing our Communities | <p>(Tues) Bonnie Bucqueroux. 2004. <i>Restorative Community Justice, Community Policing Advisory Council Ontario</i>. Available at: http://www.communitypolicing.ca/news/1-latest-news-items/52-restorative-community-justice</p> <p>(Thurs) Film.</p> |
| Nov | Green | (Tues) McKibben, Bill. 2007. <i>Deep Economy, the Wealth</i> |

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| 21, 24 | Communities? | <p><i>of Communities and the Durable Future</i>. Ch. 4 “The Wealth of Communities”, Pp. 129-176, New York: Henry Holt and Company.</p> <p>(Thurs) Luke, Timothy. 2005. “Collective Action and the Eco Subpolitical, Revisiting Bill McKibben and The End of Nature”, <i>Organization Environment</i>. 18(2): 202-206.</p> |
| Nov 29, Dec 1 | <p>The End of Communities as We Know them?</p> <p>Or simply new ways to scaffold Community Relationships?</p> | <p>(Tues) Hampton, Keith and Wellman, Barry. 2003. “Neighbouring in Netville: How the Internet Supports Community and Social Capital in a Wired Suburb”, <i>City and Community</i>, 2, 3. Available at: homes.chass.utoronto.ca/~wellman/.../neighboring/neighboring_netville.pdf</p> <p>(Thurs) Page, Justin, Sandra Enns, Todd Malinick and Ralph Matthews. 2007. "Should I Stay or Should I Go?: Investigating Resilience in B.C.'s Coastal Communities." Chapter 60, Pp. 260-263 In <i>Reading Sociology: Canadian Perspectives</i>. Edited by Lorne Tepperman and Harley Dickinson. Toronto: Oxford University Press.</p> <p>Final Essay Due this week at Last Class.</p> |

Instructions for Presentation

Purpose.

- to provide an opportunity for you to practise making a presentation in front of a group. Being able to talk on your feet in front of other people is a very useful skill, practical in almost all settings.
- To lead other members of the class in a lively and interesting discussion of the issues arising.

Method.

Sign up for an article (in class).

After a careful reading of the article, please make a summary and critique of the reading using the following template. This will be presented in class.

You will have a total of 20 minutes per presentation, including discussion. I suggest you present for 12 minutes or so, leaving 8 minutes for discussion.

****If you miss your presentation date, it will totally inconvenience everyone else who will have read the article and be expecting you to help them to think about it.**** So watch out!

Suggested Template of Presentation

***** I do suggest you use Powerpoint for these presentations. As we all know, Powerpoint is a mixed blessing, but it is increasingly used in professional presentation everywhere so it is good to get experience in**

Section 1: Title of Article:

Author of the Article:

Authors of the Presentation:

Section 2: Overview of the Article:

Research Question: (what is the main question that the author addresses in this piece?)

Methodology: (how does the author go about addressing this question?)

Main Points of the Article: (quick summary of key ideas of the article)

Conclusions: (what conclusions does the author reach?)

Section 3: Critical Discussion of the Strengths and Weaknesses of the Article

(Depending upon the article you might discuss any of all of the following – is the author’s argument convincing given the examples that are presented, what did you learn that was new to you, are there topics that you think should also have been considered that would have helped strengthen the author’s argument, are there areas that are simply unclear?)

Section 4: How does this article relates to some issue raised in the Core Readings for the course.

Section 5: Material that you have found that is relevant to the topic that you would like to draw the attention of the class. This might consist of website linkages, youtube videos, newspaper articles which relate to the main theme, articles or books in the library database, popular films.

Final Essay: The final essay will be 10 pages, double-spaced (plus references) on a topic pertaining to Community Transitions of your choice. Topic choice will be discussed in class and I will approve the topic before you proceed.

Reference Style for Essay:

The Department of Sociology uses the ASA Style Guide as a reference style for students. These guidelines are posted on the Sociology website, so please refer to them.

University Statement about Plagiarism:

Plagiarism is unacceptable and subject to various sanctions. It involves not only copying word-for-word a portion of someone else's written work without crediting the author, but also paraphrasing the ideas of others without crediting the original author. See the website How to Avoid Plagiarism at <http://www.northwestern.edu/uacc/plagiar.html>, and see University Regulations section “**IX Academic Dishonesty**,” Lakehead University Calendar. You will receive zero on an assignment if any part of it is plagiarized, and your name will be reported to the Dean of Social Sciences and Humanities.