

COURSE SYLLABUS*
Community
RS/SOC 4590/6590 – Section 1 (3 Hours), Spring 2020
MWF 1:25 – 2:15, 114 Brackett Hall

Instructor: **Dr. Kenneth L. Robinson**
130-E Brackett Hall
864-656-1449
E-mail: krbnsn@clemsn.edu

Office Hours: MW 3 – 4:30PM or by appointment

Required Texts:

Flora, Cornelia B., and Jan L. Flora. 2008. *Rural Communities: Legacy + Change, Fourth Edition*. Boulder, CO: Westview Press. ISBN-13: 978-0813345055.

Supplemental readings will be made available.

Recommended Texts:

Hawtin, Murray and Janie Percy-Smith. 2007. *Community Profiling: A Practical Guide*, 2nd edition. New York, NY: Open University Press. ISBN-13 978-0-33-522164-6

All textbooks may be purchased at the Campus Bookstore.

Course Description: Since at least the 1980s, the task of sheltering workers and communities from the disruptions of the marketplace has increasingly devolved from the nation state to local communities. The underlying objective of this course is to expand our understanding of communities and the effect of local social structure on the welfare of people and places. This tradition emphasizes the organizational embeddedness of small-scale, locally controlled, economic enterprises and its association with community well-being. It suggests that a dense network of local institutions and organizations, including churches, retail enterprises, and voluntary associations, among others, serves as a glue that ties people to place, and thus adds a social dimension to the development equation. Development in this context is more holistic, comprising economic as well as social, cultural, political, and noneconomic dimensions that put the welfare of people and places above markets. “Community” is a very broad and general subject that crosses numerous scientific disciplines. It therefore has to be approached in a broad and general way, with an emphasis on theoretical ideas. Together, readings and lectures will provide you with a “big picture” of what “community” is from an interdisciplinary point of view. This learning process will help us generate a new appreciation for the complex world in which we live.

Course Objectives: The objectives of this course is to facilitate student learning, to contribute to student’s willingness to explore ideas contrary to one’s own beliefs, knowledge of when information and data are relevant to an issue, and how to find

relevant information. Specifically, the course will enable students to: 1) integrate and synthesize community in terms of current major themes of interest; 2) construct and evaluate sound arguments that trace continuities between the community perspective and sociological point of view; and 3) to acquire a body of knowledge regarding the findings and methodologies of the sociology of community. **Prerequisite: Junior standing.**

These objectives contribute to overall course goals:

(1) Developing *critical thinking skills*. The class discussions, readings, writing assignments and exams are designed to encourage you to develop and use higher-order thinking skills, including analytical, synthetic and applied thinking.

(2) Understanding the *social structures and processes* that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. C. Wright Mills called this using your "sociological imagination;" activities in this course are designed to encourage you to use *your* sociological imagination.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student or team member in this course.

Course Format: The course will include traditional lecture for the purposes of orientation and theoretical analysis of the subject. A portion of the class will use the seminar and discussion format. The course will also involve analyzing several case studies.

Electronic Devices: Laptop use in class is limited to classwork, not to surf the web or to instant message your friends. If this policy is abused, I reserve the right to discontinue laptop use in class. Also, please turn off your cell phones before class. If you expect an urgent phone call you may leave it on silent/vibrate and leave the classroom when/if the urgent call arrives.

Testing and Grading

The final grade in this course is based on six areas of performance:

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| Exam 1 | 100 points |
| Exam 2 | 100 points |
| Writing Assignments | 100 points |
| Community Profile Project | 100 points |
| <u>Class Participation</u> | <u>50 points</u> |
| Total | 450 points |

Graduate Students ONLY: Each graduate student is expected to provide leadership on the community profile project and to develop a final, written product beyond the 400-level requirement (e.g., literature review, data analysis, grant proposal, etc.). Proposed topic forthcoming. Each graduate student must arrange to meet with the instructor to further discuss their leadership role and final written product. (50 points)

All students taking the course for credit must complete the following assignments:

(1) In-Class Exams, online via Canvas (200 points)

You will take two in-class exams during the semester. Exams consist of short answer questions (multiple choice, true-false, fill-in-the-blank, matching terms, etc.). The first exam covers the course material presented since the beginning of the semester, including readings, lectures, films, and discussions; subsequent exams cover material since the previous quiz. Each exam is worth 100 points.

(2) Writing Assignments (100 points)

You will prepare and submit a series of writing assignments and short essays on assigned topics pertaining to the videos, class activities, and/or readings. The papers should be typed, 10 or 12 point font, 1 inch margins, double spaced. For out-of-class assignments, students are expected to do their own work. Additional information to be provided.

(3) Community Profile Project (100 points)

Each student, working in teams, will contribute to a service learning project involving the development of a profile of a regional and/or selected community. You will work within a group to complete a project involving hands-on experience conducting a community profile. The profile should provide a comprehensive overview of the community/region's needs and resources (e.g., social, economic, demographic, cultural, institutional, etc.). The profile should be typed, double-spaced. Project specifics can be negotiated with the instructor, but keep in mind that ideal projects allow you to access critical secondary information and entail social and economic issues affecting the community/region.

Firsthand information may be obtained from persons knowledgeable about the project and its impact assessment via telephone interviews and field visits. Supplemental information may be obtained from the library as well as journals, books, and other scientific literature in the appropriate subject area.

Each team will use a portion of one class meeting to make a presentation (approximately 30 minutes in length) to classmates and invited guests. Peer evaluation of team members will be one component of the project and final report.

(4) Class Participation (50 points)

Engagement includes attendance, class participation, constructive class discussion, and performance on class projects and assignments, and reporting on supplemental readings and activities. It is the responsibility of the student to obtain assignments, instructions, and lecture material presented during classes that he or she has not attended. Although the classroom format includes lecture, both the student and instructor benefit from spontaneous class discussion and exchange of ideas. Engaged students demonstrate qualities such as motivation, extra effort, interest in the course material, improvement over the course of the semester and leadership. Lack of engagement is manifested by frequent absences, talking with others or dozing off in class, lack of interest in the course material, lack of preparation, and lack of participation in course activities. For further information, see class participation and attendance policy (to be posted on Canvas).

(5) For graduate students ONLY (50 points): Each graduate student is expected to provide leadership on the community profile project and to develop a written product beyond the normal course requirement. Each graduate student must arrange a time to meet with the instructor to discuss their leadership role and final written product.

Late Assignments: Students are expected to turn in assignments on or before the due date. Unless an excused absence is provided, five (5) points per day will be deducted for late assignments.

Make-up Exams: Arrangements to take a make-up exam must be made prior to the scheduled examination date. Only medical, death-related, or other serious circumstances suffice as reasons to reschedule an exam. No credit is received for missed exams. There will be no make-up exams for pop quizzes.

Title IX Policy: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Student Disabilities Services Policy: If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Specifically, students with disabilities requesting accommodations should make an appointment with Ms. Margaret M. Camp (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty

Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Please refer to the Student Disability Services – Student Guide on the Clemson University website for additional information:

http://www.clemson.edu/sds/student_guide.html

Academic Integrity:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘seminary of higher learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Now, a word about plagiarism: Cheating includes plagiarism which refers to *using the work, ideas, or knowledge of other people as your own*. With the rise of the Internet there have been a growing number of plagiarism cases. For questions on how to avoid plagiarism, go to <http://www.lib.clemson.edu/Plagiarism/index.htm> . If you have any questions about what constitutes cheating or plagiarism please do not hesitate to ask.

Key Dates During the Semester (Spring 2020)

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| January 8 | Classes begin |
| January 20 | Martin Luther King Jr. holiday |
| January 22 | Last day for students to drop without record |
| March 13 | Last day to drop without final grades |
| March 16 – 20 | Spring Break |
| April 27 – May 1 | Final Exams |
| May 7 - 8 | Graduation (Please let me know if you are a graduation candidate.) |

Note: If for some reason you choose to drop the course, please note that it is **your responsibility** to actually drop the course. If you fail to drop, I reserve the right to give you the grade you earned should you stop attending class. **If you experience difficulty or have extenuating circumstances, you are strongly encouraged to communicate with the instructor via e-mail and during office hour appointments.**

| Date | Topic | Assignment |
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| Week 1 | | Introduction |
| | Introduction, Review Syllabus, Class Activities | <ul style="list-style-type: none"> Review course objectives and outline of sessions; list learning objectives, and distribute student information sheet. Supplemental readings: “My Turn: The Importance of Being Neighborly” and |

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| | | “Graduate students discuss lack of community.” To be posted on Canvas. |
| Week 2 | What is Community? and the Sociological Perspective | <ul style="list-style-type: none"> • Sociological Imagination https://www.youtube.com/watch?v=dMR74ytkXKI • Reading: William Menna: Overview the Sociological Perspective http://www.sciences360.com/index.php/overview-the-sociological-perspective-2-22889/ • Supplemental Reading: Jim Witte’s Sociological Perspectives on Workforce Development powerpoint and <i>The Beloved Community</i> (to be posted on Canvas) • Open discussion |
| Week 3 | Community Capitals and the Rural Landscape Service Learning and the Community Profiling Project | <ul style="list-style-type: none"> • Flora and Flora Chapter 1 • Hawtin & Percy-Smith (HP-S), Chapters 1 & 3 • Panel discussion with reps from “Build A Better Clemson,” a group formed by Clemson area residents who want to see thoughtful city planning with a vision of Clemson as a world-class community balancing the needs of diverse year-round residents and an engaged university population, January 24th. • Introduce Community Profiling Project • Bring laptop to class. • View tutorial and complete required modules, form teams, select team captains (preferably one undergraduate and one graduate student), and set up workgroup discussion boards. • Review and discuss article on research subject Henrietta Lacks (to be posted on BB) • Complete and submit online Human Subjects research training certification. To view tutorial, click on http://media.clemson.edu/research/compliance/orc/tutorials/CITI_registration.swf • Upload Certificate of Completion to BB and cc copy to team contact(s) and grad TA Joe Tonjuk (tsdobso@clemson.edu) when done |
| Week 4 | Community Profiling: | <ul style="list-style-type: none"> • Guest speaker City Council member |

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| | An Overview of Clemson's Recent Growth and Development | <p>Alesia Smith and/or City/University Planner (not yet confirmed) to discuss Clemson's recent growth and development and its impact.</p> <ul style="list-style-type: none"> • Initial team meetings • Writing Assignment #1 – Review and critique selected sections of <i>Pushing Back the Gates Neighborhood Perspectives on University-Driven Revitalization in West Philadelphia</i> (to be posted on Canvas). • Supplemental Reading: Begin reviewing City of Clemson's Planning and Zoning website and background information on local community and 10-year Comprehensive Plan and planning process. |
| Week 5 | Community Profiling (cont'd) | <ul style="list-style-type: none"> • References: HP-S Chapters 4 Involving Communities and Stakeholders • HP-S: Chapters 5 Selecting Methods and Chapter 6 Existing Information • Class Activity: Team-led discussion on anticipated methods and use of new and existing information for community profile. |
| Week 6 | Community Profiling (cont'd) | <ul style="list-style-type: none"> • References: HP-S Chapters 8 Analyzing and Presenting Data and Chapter 9 Maximizing Impact • Writing Assignment #1 Due |
| Week 7 | Wrap-up Community Profiling section | <ul style="list-style-type: none"> • Continue and wrap up discussion of community profiling • Team meetings • Q&A and review for Exam #1 • Continue discussion on Q&A and review for Exam #1 |
| Week 8 | | <ul style="list-style-type: none"> • Exam #1 • Introduce Writing Assignment #2: Interview a stakeholder or attend community meeting/public hearing. Based on your interview or meeting participation, identify the key issues and concerns of the stakeholder(s). Your interview should include a discussion of community needs and resources and anticipated outcomes resulting from PZ designation. This assignment is |

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| | | <p>intended to contribute to your team's overall effort as each team is responsible for interviewing at least three stakeholders, representing various interests (i.e., not everyone interview the same person).</p> <ul style="list-style-type: none"> • Week 9: Writing Assignment #2 due |
| Week 9 | Cultural Capital | <ul style="list-style-type: none"> • References: Flora & Flora Chapter 3 • Additional supplemental reading will be provided (to be posted on Canvas). • Team-led discussion: How does the Clemson community's demographic and community profile affect its cultural capital and community? <p>Writing Assignment #2 Due</p> |
| Week 10 | Spring Break | <ul style="list-style-type: none"> • Have fun and be safe! See you next week. |
| Week 11 | Human Capital and Social Capital | <ul style="list-style-type: none"> • References: Flora & Flora Chapters 4 and 5 • Guest speaker: Not yet confirmed • Introduce Writing Assignment #3: The Missing Community Capital and Mobilizing Community Capitals for Social Change (details forthcoming) • How does the Clemson community's demographic and community profile affect its human and social capital development and community? |
| Week 13 | Built Capital Wrap Up and review for Exam #2 | <ul style="list-style-type: none"> • References: Flora & Flora Chapter 8 and Chapter 3 • Continue and wrap-up discussion of built and cultural capital • Writing Assignment #3 Due • Review for Exam #2 • Reminder: Self-peer and course evaluations |
| Week 14 | Team presentations | <ul style="list-style-type: none"> • Additional information to be provided. • Reminder: Self-peer and course evaluations |
| Week 15 | | <ul style="list-style-type: none"> • Final Exam Week • Reminder: Self-peer and course evaluations |
| Week 16 | | <ul style="list-style-type: none"> • Graduation |

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*Subject to Change