COURSE INFORMATION

UNIVERSITY OF NORTH TEXAS   SUMMER 5W1 2018
SOCI 4350-900.950 COMMUNITY ORGANIZATION   Credit Hours 3
Internet Class   mandatory or optional online meeting times and requirements to
be announced and specified (see below)

Professor / Instructor Contact Information

Milan Zafirovski, Professor
Chilton Hall 397D
Office hours   online every day 9AM-9PM
Email address   Milan.Zafirovski@unt.edu
Teaching Assistant information   to be announced

About the Professor / Instructor

Milan Zafirovski is professor in the Department of Sociology at
the University of North Texas. He received his doctoral degree in sociology
from Florida International University, Miami in 1999. He teaches Social
Stratification, Community Organization, Social Problems for undergraduate
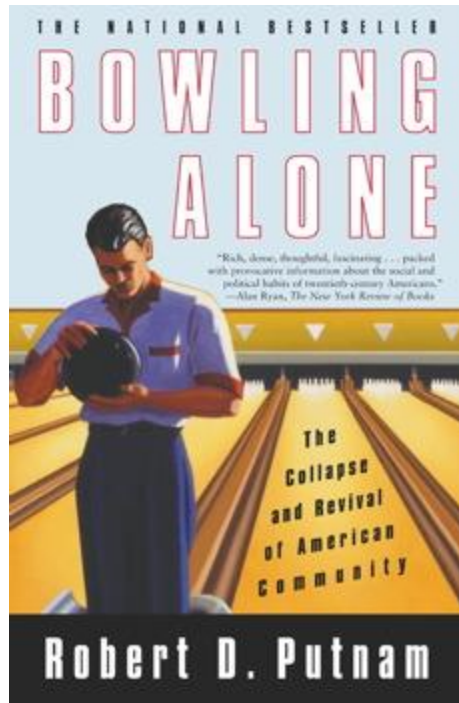students and Sociological Theory and Social Stratification for graduate students.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre-requisites   None
Instructor permissions   Not required

Materials – Text, Readings, Supplementary Readings

Required materials   Robert Putnam. Bowling Alone: The Collapse And Revival
Of American Community. New York: Simon & Schuster. ISBN: 0-684-83283-6.

THE NATIONAL BESTSELLER

BOWLING ALONE

"Rich, dense, thoughtful, fascinating . . . packed with provocative information about the social and political habits of twentieth-century Americans."
—Alan Ryan, *The New York Review of Books*

The Collapse and Revival of American Community

Robert D. Putnam

Supplementary readings (recommended).   Zygmunt Bauman. Community: Seeking Safety In An Insecure World. Cambridge: Polity Press (Blackwell Publishers). ISBN: 978-0745626352.
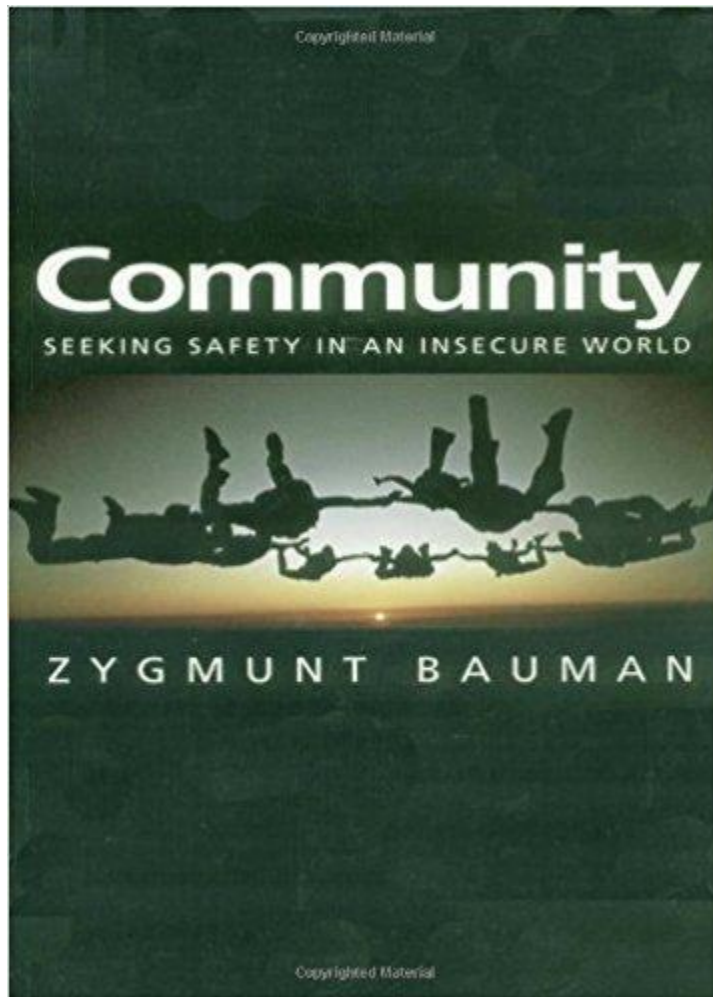
Course Description

<u>Description of general content of the course</u>. This course provides an historical and sociological overview of community organization. More specifically, it applies a historical and sociological perspective on community organization in the United States. The course uses empirical evidence and theoretical concepts to analyze, and when necessary suggest solutions to, questions of community organization. Emphasis is placed on the real-life implications and applications of the frameworks for approaching community organization. Therefore the course focuses on the history and sociology of American community since postwar times through the early 21st century, focusing on its observed decline and potential of its renewal

during the last part of the 20ᵗʰ century. Above all, it provides a useful historical picture of how and why American community developed during this specific time, such as its growth during postwar times of the 1940-60s and its relative decline during the following decades until the late 20ᵗʰ century. It will help students acquire an historical sense of the development of American community in longer terms, combined with sociological and related concepts explaining this process.

Instructional methods. In general, the course combines sociological methods and concepts with empirical observations and facts to objectively examine issues in community organization, with an emphasis on American Community. Sociological methods, concepts, and data are used for the sake of a better understanding and explaining recent trends, i.e., decline and revival, in contemporary American communities. Specific instructional methods include online lectures presenting main sociological concepts and empirical facts of community organization, especially American Community through course outlines, online discussions, and the like. The profile and perspective of this course is mostly sociological. Nonetheless, this sociological perspective on community organization will often be combined with those of other social sciences, especially anthropology, political science and history. In this regard, the course will have a thorough inter-disciplinary orientation, which is necessitated by the (multi-disciplinary) character—economic, political, historical, and cultural--of the subject of community organization. Given this orientation, the course can be interesting and challenging both for students with majors/minors in sociology and for those majoring in such social sciences as anthropology, history, political science, as well as psychology, economics, business, etc. However, the course is not limited to social-science students, but can also be of interest and use for those in the physical and other sciences. Preferably, students should possess some elementary preparation in sociology and related social sciences at the introductory level. Given its intermediate character, the course can serve as a stepping-stone for further studies of community organization on undergraduate as well as graduate levels.

Goals / Rationale of the course. The content of the course will benefit students by helping them better understand and make sense of community organization and processes in the United States and in part other contemporary societies, including real-life, topical, and publicized issues of community decline or civic crisis and the like. The course closely relates to the content, primary concepts and principles of sociology which has a long-standing tradition of studying community organization and related issues. The course will emphasize acquiring and applying a basic scientific and inter-disciplinary type of knowledge by providing the main

sociological and related concepts, objective facts (including statistical data), and explanations of community organization in America and in part comparable societies. It will also emphasize a specific type of abilities such as comprehending, learn, applying, and connecting (rather than merely memorizing) concepts and facts. The course is organized in a specific sequence through learning modules because these are seen as the most appropriate ways to reach the goals and learning objectives of the course. Each particular course subject or lesson is presented by a learning module. A learning module includes learning objectives to be reached for that particular lesson, lesson content with sub-contents, summary, and assignments for students.

Learning objectives/outcomes. The learning objectives/outcomes for the overall course (also provided for each learning module) are the following.

· students will learn, comprehend, and connect principles, concepts, and empirical facts of community organization and processes in contemporary especially American society;
· students will be able to analyze, understand, and explain how and why community has declined or in crisis and its possible revival in contemporary American society;
· students will be able to relate and compare community organization and trends to society as a whole, including economy, politics, and culture;
· students will be able to place and analyze community organization and processes within a larger comparative-historical and global context by comparing the United States with other contemporary societies;
· students will be able to apply sociological concepts, principles, and methods to better understanding and addressing current issues of community organization, in particular its recently crisis in the United States;
· students will be able to increase their capacities and motivations or interests in further studying community organization and related sociological subjects at undergraduate and graduate levels

Teaching Philosophy
I emphasize that teaching and education overall is based on science and research such as sociological and other scientific studies, as complementary in relation to each other. Therefore I emphasize and reiterate that scientific knowledge represents the basis of teaching and education and really 'power' for students and society as a whole. I stress practical applications of concepts and principles to

understanding, analyzing and helping resolve contemporary social issues. I use a variety of teaching methods, including both traditional and modern ones. I strive for maximum student-teacher communication, interaction and cooperation. I pursue justice in evaluating students through an equality between performance/merit and grades.

TECHNICAL REQUIREMENTS / ASSISTANCE
The following information has been provided to assist you in preparation for the technological aspect of the course.

    UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
    Hardware and software necessary to use Bb Learn:
    http://www.unt.edu/helpdesk/bblearn/
    Browser requirements:
    http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
    Computer and Internet Literacy:
    http://clt.odu.edu/oso/index.php?src=pe_comp_lit
    Headset/Microphone (if required for synchronous chats)
    Word Processor
    Other related hardware or software necessary for the course

Minimum Technical Skills Needed:
    Examples include:
    Using the learning management system
    Using email with attachments
    Creating and submitting files in commonly used word processing program formats
    Copying and pasting
    Downloading and installing software
    Using spreadsheet programs

ACCESS & NAVIGATION
Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu
You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources

As a student, you will have access to:
- · Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- · Blackboard's On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- · From within Blackboard, you will have access to the "UNT Helpdesk" tab which provides student resources and Help Desk Information.

How the Course is Organized
The course information is organized by using learning modules consisting of learning objectives to be reached, content and sub-contents, summary, and assignments (see above). It is structured by week or part of it such that for each week or part of it a learning module is used.

What Should Students Do First?
Students should first, once they have accessed the course, read carefully the syllabus. Also, they need to complete an introductory assignment, discussion post, and a Zip Code survey. In addition, they need to send contact information to the instructor via the email tool and introduce themselves to each other.

How Students Should Proceed Each Week for Class Activities
Students will be able to access the materials each week in order to successfully complete the course activities, including exams, participation in discussions, and other assignments. Necessary files such as lecture materials are located in Course Content, exams in Assessments, and discussion topics in the Discussion Forum. A class activity schedule has been created to track student activities, including participation in discussions and other assignments.

Student Technical Support
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

COURSE REQUIREMENTS

Students will access and follow all course instructions found in the weekly content area of the Blackboard course. Students will follow and access all online lectures provided in Course Content.   Students will complete the assigned 'online' exams by accessing the 'assessment' tool in the Blackboard course. Exams are located in Assessments. Students will respond to posted online course discussion questions using the Blackboard discussion tool. Online participation through discussions is optional (not required) but useful as a way to better prepare for the exams.

This course has simple requirements, namely objective exams, simplifying and objectifying the grading process as much as possible. In this course there will be two exams, a midterm exam and a final examination (see course schedule). The format of midterm and final exams will have short, clear multiple-choice questions (usually 50). The exams will be objective such to evaluate students' reading, knowledge, and grasp of the readings. Exam scores will be computer-generated and so will be the final grade. Therefore there will be *no* subjective elements in how exam scores and the final grade are determined. The worth of each exam will be 100 points (maximum). Exams will be given and taken only online (UNT Blackboard) during the specified time period and with specific time limits (e.g., 1 hour).

Failure to take an online exam, without proper documented justification, during the specified time period (see below) will result in a *zero* (0) score for the missed exam. If an online exam is missed with documented justification during the specified period, make-up exams can be taken either online or in person (*closed* books and notes) in the department of sociology no later than 2 days after the specified exam period. This applies only to *midterm* exams, *no* final make-up exams will be given after the specified time period. Therefore, *no* incompletes will be given in case of a failure to take an exam during the specified time period without documented justification. Exams *cannot* be retaken or continued either online or in person because of 'bad' Internet connection and other computer 'problems'. It is student responsibility to have a proper Internet connection and computer. Online computer-generated exam scores are final and *cannot* be changed by professor under any circumstances (just as SAT or GRE scores cannot be changed). Each exam may be taken only ONCE (in one attempt), and any attempts to take the exam again will be an act of academic dishonesty and pursued accordingly. Exams must be taken by each student *individually* and independently of other students, and not in groups and collaboratively; if it is determined that an online exam is taken in groups and collaboratively, this will be treated as academic dishonesty and pursued accordingly. There is no 'curving' of exam scores. The only basis for dispensing credits/grades is objective performance and merit. This

ensures maximum fairness in grading. It is students' own responsibility for class notes, outlines, announcements, etc. The professor will be always and maximally available to students online and in office to address their queries and concerns.

Technical instructions (from UNT CLEAR). Avoid using a wireless connection for exams unless one is certain of its reliability. Take exams using a supported web browser on a computer or laptop rather than using an iPad. If using an iPad, the Chrome browser is recommended. Contact the UIT Helpdesk at 940-565-2324 for assistance in the event of technical problems affecting the ability to access or complete a test.

Optional course requirements
Optional course requirements include quizzes, participation in discussions, and a review of supplementary readings. Quizzes are announced ahead of time and optional (not required) but provide extra-points.
Discussions are on a weekly basis, also optional and worth extra points, specifically 1 point per discussion forum, if discussions are posted in the forum by due date. Discussions can be very useful in preparing for the midterm and the final exam. The discussion forums are primarily related to the textbook readings, as well as other readings and resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in
an ongoing discussion/debate with your learning community peers. Your contributions to discussion forums will be graded for quality, timeliness, linking together readings to real-life activities, and above all being grounded in readings. Discussions close a week after the last discussion forum.
A review of supplementary readings can be done by the end of the semester as an optional activity awarded extra-points. Instructions for a review are writing 5 full pages, double-spaced, font 12, margin 1, covering the entire reading, minus tables, numbers, and notes extensively cite the reading, but the review should not be a copy of it. The completed review should be submitted by the due date specified below.

COMMUNICATIONS
The communication tools in the course are:
- Announcements at least weekly and more frequently as needed
- GoToTraining
- Email / Messages
- Discussions by week on a particular topic

Interaction with Instructor Statement. The primary tool to communicate directly

with students is Email / Messages. Students should send personal concerns or questions to the email tool. Students can expect to receive a response to course e-mail and discussion board postings the same day (if they sent and posted by 9PM), at the latest following day. The time frame in receiving feedback on assignments will be 2 days. Grades will be posted 1 day after the exam is over. For student behavior online see 'netiquette.'

ASSESSMENT & GRADING
Exams: 100 points each
Course Objective/Learning Outcomes: students will demonstrate knowledge, understanding, and explanation of basic concepts and facts of community organization. The exams are closed-book and taken individually. The exams will cover the required textbook reading and the content of the online lectures. Complete the exams online by accessing the Blackboard exam tool in Assessments. The exams will be timed and grades made available to students following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the Blackboard Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.
Assessment Method: Multiple Choice

Quizzes, optional**:** maximum extra-points for each quiz is 5, 1 point @ 1 question/correct answer. The number of quizzes for this semester is 2, total possible quiz points are 10. This is an optional activity, not required.
Assessment Method: Multiple Choice.

Discussion Forums, optional: maximum extra-points for discussions are equal to the number of weekly (or shorter) discussion forums, namely six (6) points, 1 point @ discussion forum. This is an optional activity, not required.
Assessment Method: a weekly review of discussion posts.

A review of supplementary readings, optional: extra-points for a review range from 1-5 depending on assessment, with the maximum of 5 points. This is an optional activity, not required.
Assessment Method: comparison of the review with the reviewed reading and instructions.

Grading

Grades will be determined as follows:

Total Required Points Possible for Semester = 200 points maximum from exams. Total extra-points possible = 21 points maximum from quizzes (10), discussion forums (6), and review of supplementary readings (5), as optional activities (see above). Grades are calculated based on 200 maximum points from exams as done below. (Note: Grades are not calculated based on 221 maximum points including exams and extra-points so students who wish not to engage in optional activities are not penalized)

Total Points Possible for Semester = 200 from exams

200-180 = A
179-160 = B
159-140 = C
139-120 = D
119-0 = F

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Tentative Assignments by Weeks

(Please note that course schedule is subject to change)

Week 1, June 04-11, 2018   Reading Assignments and Lecture Subjects
                                  Social Change in America, Putnam, pp. 15-
28

                                  Political Participation, Putnam, pp. 31-47
                                  Civic Participation, Putnam, pp. 48-64
                                  Religious Participation, Putnam, pp. 65-79

Week 2, June 11-18, 2018   Reading Assignments and Lecture Subjects
                                  Informal Social Connections, Putnam, pp.
                            93-115

Altruism, Volunteering and Philanthropy, Putnam, pp. 116-133

Reciprocity, Honesty and Trust, Putnam, pp. 134-147

Against the Tide?, Putnam, pp. 148-180

June 15, 2018   Quiz #1, previous chapters (optional activity, not required)

Week 3, part 1, June 18-22, 2018   Reading Assignments and Lecture Subjects
Introduction, Putnam, pp. 183-188
Pressures of Time and Money, Putnam, pp. 189-203
Mobility and Sprawl, Putnam, pp. 204-215
Technology and Mass Media, Putnam, pp. 216-246

Review for the Midterm Exam

June 22, 2018   **Midterm Exam,** previous chapters, 12AM-9PM (mandatory activity for grade)

Week 3, part 2, June 22-25, 2018   Reading Assignments and Lecture Subjects
What Killed Civic Engagement?, Putnam, pp. 277-284
Introduction, Putnam, pp. 287-295
Safe and Productive Neighborhoods, Putnam, pp. 307-318
Economic Prosperity, Putnam, pp. 319-325

Week 4, June 25-July 02, 2018   Reading Assignments and Lecture Subjects
Health and Happiness, Putnam, pp. 326-335
Democracy, Putnam, pp. 335-349
The Dark Side of Social Capital, Putnam, pp. 350-363.

June 29, 2018   Quiz #2, chapters after the midterm, 12AM-9PM (optional activity)

Week 5, July 02-06, 2018   Reading Assignments and Lecture Subjects

Lessons of History: The Gilded Age and the Progressive Era, Putnam, pp. 367-401

Review for the Final Exam

July 04, 2018   Observance of Independence Day—no class activity

July 05, 201   Discussions close (optional activity)

                                       Review of supplementary readings due

(optional activity)

                                       Last class day

July 06, 2018   **Final Exam**, chapters after the midterm, 12AM-9PM (mandatory activity for grade)