

**COURSE INFORMATION**

UNIVERSITY OF NORTH TEXAS

SUMMER 2021 5W1

SOCI 4350-900.950 COMMUNITY ORGANIZATION Credit Hours 3

Internet Class      online meeting times and requirements to be announced and specified  
(see below)

**Professor / Instructor Contact Information**

Milan Zafirovski, Professor

Sycamore 288G

Office hours              online every day 10AM-10PM

Email address              [Milan.Zafirovski@unt.edu](mailto: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, and Sociology of Work 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

# Course Description

Description of general content of the course. 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 21<sup>st</sup> century, focusing on its observed decline and potential of its renewal during the last part of the 20<sup>th</sup> century, including the expansion and community impact of the Internet from 2000 to 2020 (see the last chapter of the textbook, Afterword: Has the Internet Reversed the Decline of Social Capital?). Above all, it provides a useful historical picture of how and why American community has developed during this specific time, specifically as its growth during postwar times of the 1940-60s and its relative decline during the following decades until the late 20<sup>th</sup> and early 21<sup>st</sup> century, including the time from 2000 to 2020 (see preface to the 2020 edition of the textbook). It will help students acquire an historical knowledge, appreciation, and 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.

Content/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 interdisciplinary 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.

## Course Structure

The format of the course will be fully (100%) online. Instructor-student interaction and that with fellow students will primarily take place in Canvas throughout the semester, along with a possible video conference using Zoom if needed. The length of the summer 2021 semester is 5 weeks of content, including preparing for, as through reviews of questions, and taking exams. Content delivery proceeds through learning modules the number of which also is 5 in the course. The units/modules are directly associated with the number of weeks so that there is one module per week. 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.

## Course Objectives

After completion of this course, students will be able to:

1. Recall, define and identify concepts of community organization,
2. Compare and contrast forms of community organization,
3. Analyze and explain processes in community organization,
4. Evaluate and predict trends in community organization,
5. Apply and illustrate concepts, forms, processes and trends of community organization in real life,
6. Synthesize and summarize main concepts and facts of community organization.

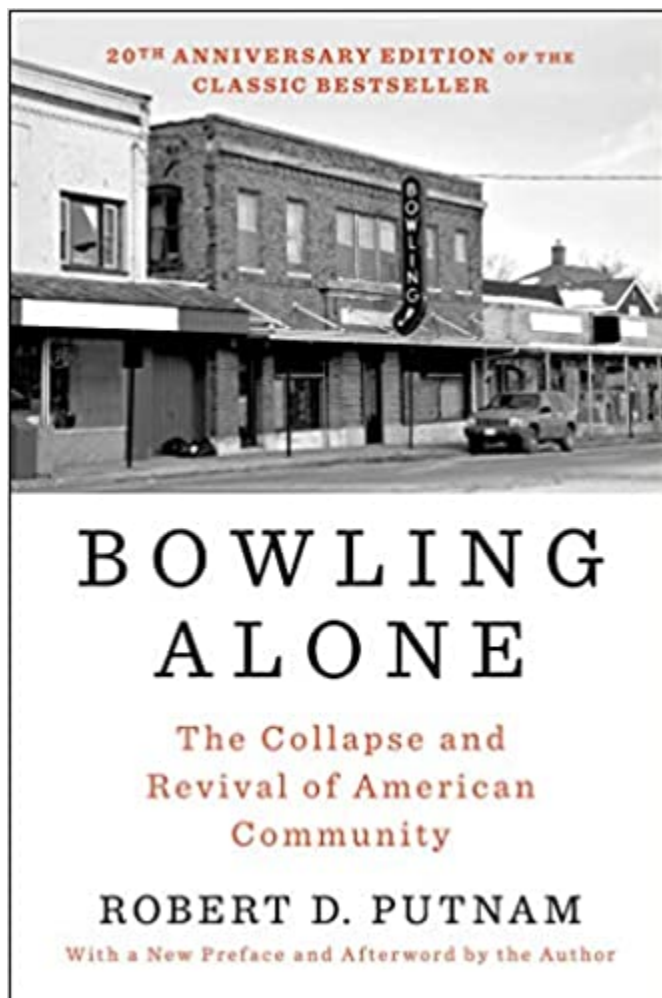
## Prerequisites

There are no required prerequisites for this course. However, in order to ensure being successful in this course students will need to:

- Identify and reflect on current social trends and issues, including those relating to American community, along with some familiarity with the elementary theoretical foundation that sociology and other social sciences provide.
- Cite sources, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course

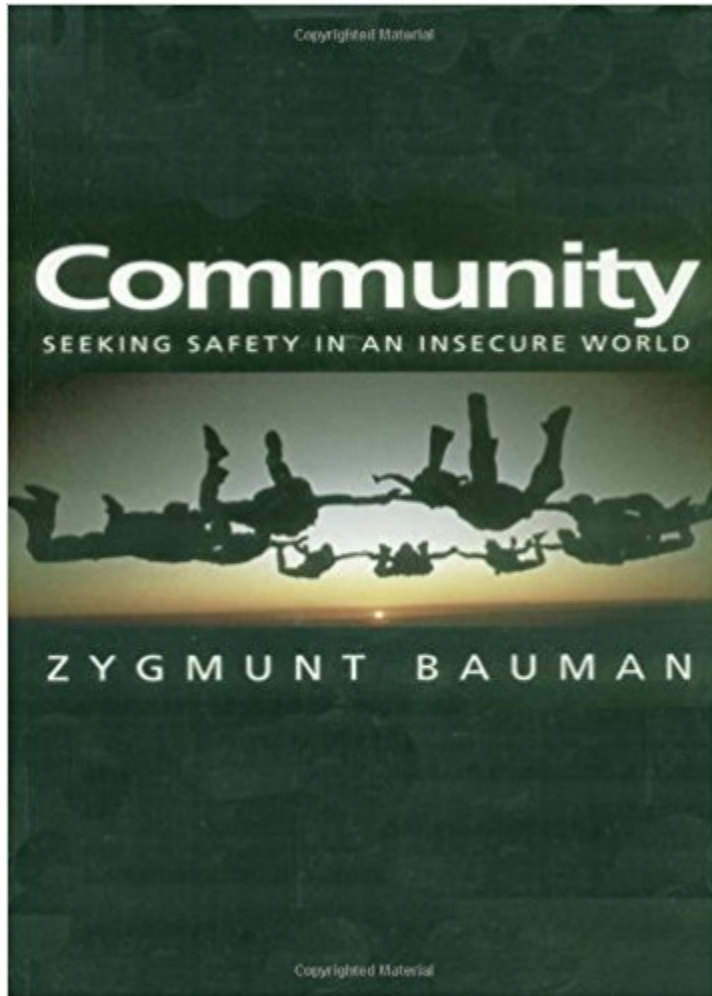
## Required Texts

Required materials/ textbook     Robert Putnam. Bowling Alone: The Collapse And Revival Of American Community. 2020 edition. New York: Simon & Schuster. ISBN: 9781982130848



## Supplementary readings

Bauman, Zygmunt. *Community: Seeking Safety In An Insecure World*. Cambridge: Polity Press (Blackwell Publishers). ISBN: 9780745626352.



## Assignments & Grading

**Exams:** 0-100 points variable 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 CANVAS exam tool in Modules. 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 CANVAS 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.

Assignments Method: Multiple Choice

**Quizzes:** 0-4 points variable each

Maximum points for each quiz are 4, with 1 point @ 1 question/correct answer. The number of quizzes for the summer semester is 4, therefore total possible quiz points are 16. This is an additional required activity whose scores can substantially increase exam scores and thus improve the final grade.

Assignments Method: Multiple Choice.

**Discussion Forums:** 1-4 points variable each

Maximum points for each discussion are 4, with 1-4 point @ discussion forum. The number of weekly discussion forums for the summer semester is 6, therefore total possible discussion points are 24. This is an additional required activity points which will added to and increase exam and quiz scores. The discussion forums are primarily related to the textbook readings.

Discussions are worth between 1 and 4 points each per 1 weekly discussion topic as follows.

Discussions under 100 words but more than 60 words and without any textbook support such as citations or data are worth 1 point each.

Discussions with 100 or more words but less than 200 words and without any textbook support such as citations or data are worth 2 points each.

Discussions with 100 or more words but less than 200 words and with textbook support such as several citations or data are worth 3 points each.

Discussions with 200 or more words and with textbook support such as several citations or data are worth 4 points each.

**Semester Assignment:** 1-10 points variable (optional)

A semester optional (not required) assignment or project consists of an extensive and in-depth review of supplementary reading Bauman, Zygmunt. Community: Seeking Safety In An Insecure World. Instructions for the review are writing between 4 and 10 full pages, double-spaced, font 12, margin 1, covering the entire reading, minus tables, numbers, and notes, extensively cite the reading, though the review should not be a full literal copy of the book. The completed review should be submitted by the due date specified below.

The review of supplementary reading is worth between 1 and 10 points depending on its quantity and qualify as specified below.

A review that is long less than 4 pages and without any book support such as citations or data is worth between 1 point.

A review that is long less than 4 pages and with book support such as citations or data is worth between 2 points.

A review that is long 4 pages and without any book support such as citations or data is worth 3 points.

A review that is long 4 pages and with book support such as multiple citations or data is worth 4 points.

A review that is long between 5-9 pages and without any book support such as citations or data is worth between 4 and 8 points depending on length.

A review that is long between 5-9 pages and with book support such as multiple citations or data is worth between 5 and 9 points depending on length.

A review that is long 10 pages and without any book support such as multiple citations or data is worth 9 points.

A review that is long 10 pages and with book support such as multiple citations or data is worth 10 points.

The review of the supplementary reading is due on July 01, 2021, the last class day (see below).

## Communication

Instructor: Milan Zafirovski, Professor.

Email: [Milan.Zafirovski@unt.edu](mailto:Milan.Zafirovski@unt.edu)

I want to make myself as available as possible to all students, so I place no limitations on when I can be contacted. The primary tool that will be used to communicate directly with students will be email or the learning management system in CANVAS. Students should send personal concerns or questions to my email address or to the learning management system. Students can expect to receive a response to their emails within 24 hours on weekdays (usually sooner) and within 48 hours over the weekend. The time-frame in providing feedback on written assignments and on posting grades will be a week of the due date. In case if not being able to provide feedback during that time-frame I will inform students of the time of providing it by an Announcement. I will typically assess discussions after the due date and following the posting of student original posts.

Additional communication policies and netiquette for the course, such as CLEAR Online Communication Tips, are provided in Module Start Here.

## Course Summary:

Week 1, June 01-07, 2021

Reading Assignments and Lecture Subjects

Preface, Putnam, pp. 9-19

Social Change in America, Putnam, pp. 21-38

Political Participation, Putnam, pp. pp. 41-56

Civic Participation, Putnam, pp. 58-73

Religious Participation, Putnam, pp. pp. 74-89

June 04, 2021

Quiz 1, Week 1 material, 12AM-11.59PM--  
required activity

Discussion 1 through June 07, 2021--required activity

Week 2, June 07-14, 2021

Reading Assignments and Lecture Subjects  
Informal Social Connections, Putnam, pp. 105-124  
Altruism, Volunteering and Philanthropy, Putnam, pp. 125-139  
Reciprocity, Honesty and Trust, Putnam, pp. 140-152  
Against the Tide?, Putnam, pp. 154-188

June 11, 2021  
required activity

Quiz 2, Week 2 material, 12AM-11.59PM--

Discussion 2 through June 14, 2021--required activity

Week 3, part 1, June 14-17, 2021

Reading Assignments and Lecture Subjects  
Why? Introduction, Putnam, pp. 191-197  
Pressures of Time and Money, Putnam, pp. 199-213  
Mobility and Sprawl, Putnam, pp. 214-225  
Technology and Mass Media, Putnam, pp. 227-252  
Review for the Midterm Exam

June 18, 2021

Midterm Exam, Week 1, 2, 3, part 1 material, 12AM-11.59PM--required activity  
Discussion 3 through June 18, 2021--required activity

Week 3, part 2, June 18-21, 2021

Reading Assignments and Lecture Subjects  
What Killed Civic Engagement?, Summing Up, Putnam, pp. 283-291  
Introduction, Putnam, pp. 293-301  
Safe and Productive Neighborhoods, Putnam, pp. 314-327  
Economic Prosperity, Putnam, pp. 328-337

June 21, 2021  
11.59PM--required activity.

Quiz 3, Week 3, part 2 material, 12AM-

Discussion 4 through June 21, 2021--required activity

Week 4, June 21-June 28, 2021

Reading Assignments and Lecture Subjects



	Health and Happiness, Putnam, pp. 338-347 Democracy, Putnam, pp. 348-364 The Dark Side of Social Capital, Putnam, pp. 365-378
June 25, 2021 required activity	<u>Quiz 4</u> , Week 4 material, 12AM-11.59PM--
activity	<u>Discussion 5</u> through June 28, 2021--required
Week 5, June 28-July 02, 2021 and the Final Exam	Reading Assignments and Lecture Subjects  Lessons of History: The Gilded Age and the Progressive Era, Putnam, pp. 380-418 Afterword: Has the Internet Reversed the Decline of Social Capital?, Putnam, pp. 435-468. Review for the Final Exam
July 01, 2021	Last class day <u>Discussion 6</u> through July 01, 2021--required
optional activity	activity Review of supplementary readings due—
July 02, 2021 12AM-11.59PM--required activity	<u>Final Exam</u> , chapters after the midterm exam,

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)