Few concepts in sociology have played a larger or more defining role in the birth and formation of the discipline than “community.” Conversely, perhaps no other concept has been used in so many different contexts and ways that to arrive at a universally accepted conceptual definition of it appears to be as elusive as the proverbial desert mirage. Or as Pelly-Effrat (1974:1) states it: “Trying to study community is like trying to scoop Jell-o up with your fingers. You can get hold of some, but there's always more slipping away from you.” How does such a foundational concept remain so elusive to our understanding over 150 years after its introduction as one of the corner stones of the sociological enterprise? It is this, as much as the various definitions themselves that we will explore this semester. It will be a hermeneutic device. (I was just looking for an excuse to use that phrase!) Through trying to understand the slipperiness of the concept, we may not only gain a better appreciation of community but of sociology and ourselves as social scientists as well. Through the rubric of community, we will be able to examine social worlds of: art, religion, gender, political and economic power, inclusion and exclusion. We will explore the possibility and/or desirability of a universal concept of community. Does it “take a village?” If so, why? What type of village does...
it take? Is “communitarianism” a viable counter to social order based on the “cult of the individual?” Is community as we have known it, now simply another consumable shaped only by the consumption choices of neurotic individuals looking for some semblance of identity? In other words, has it become oxymoronic in the post-modern world of Bauman and Beck? Clearly, (I hope) these issues have little, if anything to do with “community” as a place—a town, a city, etc. Consequently, as we seek a better understanding of community, we will examine it both as a physical location in space and time and as an abstract sociological concept that manifests itself in different ways in different places and times. Generically, I will emphasize the latter. Yet, as we discuss “rural” communities, we will emphasize the former. Specifically, one approach we will examine very closely is that “... community is a variable personal experience in the lives of individuals which occurs in the context of both time and space. For this reason, community as a uniquely human condition, has been, and will continue to be difficult to objectify” (Brown et al. 1998. P. 187). [Wow, what a cool statement, I wish I would have come up with that. Oh, wait, I did].

I will argue that to the early social theorists, community was an organizing grand concept, it took place in a place but that it was not a place per se. You will read a foundational, but contemporary work that helps shape the problem of “problematizing” community in Modern life. Bellah et al. “Habits of the Heart”. We will then shift our attention to the formation of the discipline of sociology as it took root in America, primarily in the urban contexts of the University of Chicago and Columbia University in New York. It was here that the concept of community was transformed into one associated with a certain type of place at a certain time. You will read two foundational articles that articulate this position. We, however, will also examine the concept of community as: moral discourse; economic discourse; political discourse; secular religion; and as discreet associations. In each of these sections we will examine how the notion of space and place affect the concept of community but are not community per se. We will conclude the course with a recently published article (2010 AJS) by Jeremy Flaherty and I that brings the discussion of community back to the conceptual/theoretical level (ironically through an empirical investigation of place-based communities) that community is now tied more to the individualistic, consumerist manifestations of the self than to some notion of a greater whole. We will thus close with a discussion of how the concept of community remains one of the most powerful sociological indicators of society and social change if utilized as a concept versus a thing or a place. We will also explore the power the concept has as a moral metaphor. Consequently, the course will come full circle.
Thus, through an examination and interpretation of classical theories and their historical development in both the European and American contexts, the course will present the historical context of the concept of community and its effect on contemporary sociological thought, methods and concepts like power, inequality, integration, networks, public versus private goods, collective action and the free-rider problem, social movements, pluralism and elitism, social structure, and social change.

The course will conclude with an in-depth discussion of the importance of the concept of community in the modern world. It will examine contemporary issues like multi-culturalism, American individualism, therapeutic culture, economic cycles, tribalism versus globalism, etc. A more detailed description of each section of the course follows.

Structure of the Course

Some nuts-and-bolts: The course will be more in a seminar format than a lecture format. This simply means you are going to be responsible for many of the class periods and the topics of discussion including the readings we will cover. You need to come prepared to discuss the readings. Some lectures will be highly structured others will be far more free-flowing. I will also divide you into groups of twos and allow you to pick a pre-determined (because I know it is publishable and that I have the data and that I can help you!) research topic from a variety of data sets that I will provide. You will be responsible for writing a paper TO BE PUBLISHED (not just a publishable paper) from these data by the end of the semester. You will have it ready to submit to a journal. I really do intend that you will have a paper ready to submit for publication. I and other colleagues will then work with you as co-authors to publish the papers. One of you will be the first author and thus responsible for the process of getting the paper ready for submission. You and your co-author will also conduct the seminar discussion on one or perhaps two different weeks and provide the reading assignments for up to three (3) key articles you are using in your literature review. Your job is to bring the other students not involved in your project up-to-speed on this particular area of community. You should know that two of the articles you will read for this class are a direct result of work completed by students and myself from when I taught this course in 2006. I am fully expecting that the work we do this semester will find its way into the peer-review literature and into the next course syllabus for this course.

Community is “… that mythical state of social wholeness in which each member has his place and in which life is regulated by cooperation rather than by competition. It . . . always seems to be in decline at any given historical present. Thus community is that which each generation feels it must rediscover and re-create.” Abrams 1971:59-60

Course Sections:

Section 1: Etymology; History; Chicago School and Ecology
and tradition in our own time and place. We will also examine the historical rise of the city and its role in political and economic shifts in human society. Is there symbolism in the “city set on a hill”? Is that where cities were commonly “set”? What more does it tell us socially than simply the geographic location of the place? Here, we will talk about community as the organizing principle behind planned human settlements and its consequences. What happens when the creation of community is the organizing principle? Or does community simply happen? Community Covenants, Utopias, Gated Communities, etc. Though we have only enough time to introduce these issues as part of an introduction to a problem—a better understanding community—versus topics of discussion in and of themselves, they will allow us to see how deep into our collective historical and contemporary soul the concept reaches. You will read a contemporary but foundational work, “Habits of the Heart.” You will also read an article by I and my colleagues in the American Sociologist 2011 entitled: “On Past and Future of Community: A Pragmatic Analysis.” on the Etymology of Community.

After we cover this turf in a totally cursory manner (given we only have one semester to deal with so much stuff!), we will shift our attention to the history of community sociology in both classical European and American sociology. Specifically, we will examine the rise of the Chicago School of Urban Sociology and its influence on American and community sociology. One of the primary legacies of the Chicago School we will discuss at length is the “Ecological Approach.” This will set the table for our discussion of the problem of place and community in the next section. You will read articles from Park and Wirth (TOTAL Readings this section = 1 Book 3 Articles).
Beginning in the late 1950s, and into the 1960s, a new wave of community theorizing emerged. Founded on a renewed take on the European classics, an embryo concept of community as a moral order was finding root in a modern twist to the old theme. The overwhelming sense was that the small, rural community embodied moral life. It was here that one had face-to-face contact with her community. Here, one’s roles in life were normative, holistic, and inclusive. Because life was normative, its essence was not daily negotiated, it was instead lived; lived among those who cared about and knew you. Yet, rural communities were rapidly disappearing from the landscape. If this was the case, it was not only physical, place-based communities which were in danger of extinction, but the moral order they embodied. If rural communities were the moralistic way for human beings to live in society, what happens to society as increasingly more people move out of them? Is moral community still structurally achievable and desirable in a different form? Community sociology solidifies its “community lost” stance with such works as Robert Nisbet’s *The Quest for Community*, and Maurice Stein’s *The Eclipse of Community*. This tradition is soon replaced with its own response, the “community saved” tradition. This is followed by a new approach, the “community liberated” tradition. Both traditions de-emphasize place (especially the latter). Ironically, the community lost tradition, with its heavy emphasis on place, actually sowed the seeds of a new approach to community which discards place for an emphasis on placeless associations—networks. The groundwork is now laid for a new examination of social change through community, but community without place. In this section we will discuss theorists such as Nisbet, Stein, Kasarda and Janowitz, Wellman, Wilkinson, Pahl, Webber, Hummon, and Kuntsler. This sets the stage for a very prevalent approach and tradition in community sociology—communities of association. You will read articles from Kasarda and Janowitz, Wellman, Wilkinson, Salamon and Brown.

With the de-emphasis of place, community theorists adopted a new hobby-horse -- network theory (this was before it was renamed as social capital!). Combining this with the good old fashioned community as moral discourse, a whole new avenue of opportunity emerged just as a new world seemed to be emerging as well. Networks, placeless association, allowed a new look at a new phenomenon – virtual communities. We will spend less time here than in other areas. We will talk about Claude Fischer and Ed Laumann’s works and revisit Kasarda and Janowitz and Wellman’s works as well. You will read *Commonplaces* by Hummon. Finally, you will get the privilege of reading one of my articles which tries to reconcile the placeless-ness of communities of association without falling into the same old problems with place we discussed.
in section #2 of the course. It should be fun! (TOTAL Readings this section = 1 Book 5 Articles)

Section 4: Community as Economic and Political Discourse

What of place-based community? We must also deal with the tangible realities of cities, towns and villages. These places have played, and continue to play, key roles in the economic and political fabric of our societies. We will discuss the historical development of various forms of settlement across the world. In these contexts we will concentrate on the economic and political functions of place-based communities and how they have evolved over time. We will discuss Logan and Molotch’s ideas in their book: “Urban Fortunes: the Political Economy of Place.” These discussions will give you solid sociological insight into the institutional advantages of place in late capitalism and how people use the city-scape to manipulate markets (through place) to better their own economic and political positions. Again, a contemporary twist on an old theme–place-based communities as economic and political entities. We will briefly discuss the “New Urban Sociology” which uses the urban landscape as the theater within which political and economic principles and agendas are daily played out. For this section you will read Logan and Molotch’s “Urban Fortunes: The Political Economy of Place” and Leroy Rouner’s book “On Community.” (TOTAL Readings this section = 2 Books)

Section 5: Community as Moral Discourse

The above sections will prepare us for the fifth and final section of the course--community as moral discourse. What is the all enduring nature of community; that element that we all seem to be seeking? How real is our need for community? Or does community and our various concepts of it only make sense in a modern society? We will discuss how contemporary concepts and patterns of community not only define inclusiveness, but foster exclusiveness and resentfulness. We will discuss different contemporary takes on community, religious, political and feminist perspectives. Finally, we will discuss the modern language of community. Two books will inform this last section: Community: Seeking Safety in an Insecure World, by Zygmunt Bauman; and Counterfeit Community by John Freie. (TOTAL Readings this Section = 2 Books)

Requirements and Grading

I am going to do a radical departure from the norm here. I am NOT going to ask you to write up one-page critiques per reading. Your ENTIRE grade will be the final product of a paper to be published. You need to turn in your paper in the format required by the journal to which you will be submitting your paper. You need to do the research and consult with me on what is the most appropriate journal to target; then make a case for that journal. I am simply expecting you to
contribute substantively to the in-class discussions. That means you MUST come prepared having read the materials with ideas on how it ties into the various on-going projects in the class. There are no “points” to be earned or lost; there is only the production of knowledge in the form of a finished product -- a paper to be published. The readings and discussions are foundational Lego-bricks to making the end-product feasible. If you do not do them with the requisite amount of dedication, you will not accumulate the necessary skills needed to complete the final project. It’s that simple. That has to be your motivation at this level – get the tools necessary to produce knowledge.

As we all know, there is always the potential of “free-riders” is such a scenario. I’ll make this simple – DON’T FREE-RIDE! If you feel that is going to be a personal problem, please drop the course - -I simply do not want to deal with this kind of stuff. If you are in the course, I am going to assume that you are in it and into it.

Finally, I am going to be on the road a lot this semester – I already know that. You guys will need to carry a lot of the load. You and your co-author(s) will be required to lead the class discussion and select up to three articles that are foundational to the project you are working on. These need to be assigned at least one week BEFORE it is your turn to lecture. You will need to discuss your theoretical approach and conceptualization of your topic, your statistical methods etc. that you are using in your paper, and what your anticipated findings will be and why.

**GRADING:** You will be subject to the court of Peer-Review. I and the other faculty coauthors will be your peers. We will grade the papers like reviewers for a journal: Reject; Revise and Resubmit; Accept with Minor Edits/Revisions; Accept as is. Your paper will need to be appropriate for the targeted journal and in the 100% correct format and length. Now, I know of no paper personally that has ever been accepted as is. Therefore, you want an “Accept with Minor Edits.” That is an A. A “Revise and Resubmit” if it is at the end of the semester with no time left to revise it and resubmit it will be a C or B depending on the extent of the flaws in the paper that need to be addressed. Any “rejected” paper is an E. So, you should plan to turn your paper into me at least three weeks before the end of the semester to provide time to make recommended revisions. I have not asked you to write critiques, so your time can be spent on this. The papers will be due on the final date (whatever that is, by 5:00pm)

For your papers, generically, I will be looking at the following:

**Organization of the paper:** Do you state your research issue clearly? Do you demonstrate its importance? Are you consistent in your logic and its application? Do you provide an exhaustive literature review to support your theoretical formulation?

**Theoretical insights:** Do you provide interesting and important theoretical ideas and insights that move the discussion of your topic area further?

**Breadth, exhaustiveness and sophistication of your literature review:** Does your literature act as a voice of legitimation and verification for your argument and question or is it a simple laundry list of who said, who did, who found etc.?
Methods and Analysis: Are your methods and analytical approaches appropriate, sophisticated, and applied properly etc.? Have you presented them fluently?

Conclusions and Discussion: Do your conclusions match your theory and findings? Do you stay within your data? What are the implications of your research beyond your specific study?

Required Books


**Assigned Articles**


Some interesting Links on Community Issues:

http://www.archive.org/details/barstow_disneyland_dream_1956
http://www.nytimes.com/2010/12/26/opinion/26rich.html?_r=1&nl=todaysheadlines&emc=a212
&pagewanted=all


Projects:

Project 1: Community Attachment and Satisfaction as associated with Divorce and Subjective Well-being (Lance Erikson --- Faculty Member)

The Problem: Although there are some conflicting studies, substantial research indicates that divorce is negatively related to subjective well-being (i.e., happiness). One of the reasons that divorce may be problematic for individuals is because it creates some interpersonal difficulties (particularly when there are children) and can disrupt support networks. The question is whether high levels of attachment to one’s community increases or decreases the “effect” of divorce on SWB and if there are any conditions necessary for the effect to be affected.

The Data Set: The Life and Family Legacies Project (LFLP) is a longitudinal study intended to assess student education and occupational aspirations and achievement. The original study involved 6,729 juniors and seniors enrolled in Washington State public high schools during the 1965-1966 academic year. Respondents were chosen with a proportionate, stratified random sampling procedure. Three waves of data were collected, beginning in 1966 with a classroom-administered participant questionnaire, parent interview, teacher questionnaire and collection of student transcripts. A second wave of data was collected by phone and mail in 1980, with usable responses collected from 89% of the original sample. The third wave of data was collected by mail in 2010, with a response rate of 56% of the original participants, involving 3,346 individuals.

Project 2: Upward Mobility in Impoverished Places (Ben Gibbs --- Faculty Member)

The Project: The sociological and criminological literature is replete with arguments that place defines life experiences, yet much of what has been understood as the “underclass” relies on a small set of community-level descriptors. This simplicity may help identify common environmental experiences of urban poor yet could misspecify the complex relationship individuals experience with even seemingly homogenous places. Identify disadvantaged neighborhoods (we can use maybe 3-4 different metrics to evaluate is trends are the same) and then identify advantaged neighborhoods (again using 3-4 different metrics). What would be interesting about observing residential upward mobility is to see how in one metric there might be many who move up and in another not so much. This approach reminds me of “Black Picket Fences” where urban black neighborhoods that were middle class in Chicago ALSO bordered low income, thus not achieving the same idea of “middle class neighborhoods” that whites enjoy. Beyond that basic analysis, we could then map the covariates that are similar among the upwardly mobile (probably the usual suspects) and see if there are black/white differences (not interested in Hispanic/Asian given the complexity of the immigration literature).
The general idea is to use the data set “Making Connections” (see below) to describe the process of upward mobility from impoverished places. How do networks play a role? How do neighborhood conditions change after a residential move? Are “better” neighborhoods really that much better or do they border more impoverished areas? We could also explore issues of community attachment and bonding akin to Alex’s thesis in rural areas—do urban residents feel bonded to neighborhoods in ways that hinder residential mobility? This would fit the MTO studies that find that even when black inner city families moved to suburbs their children still attended urban city schools to be close to friends and family.

**Announcement of the Annie E. Casey Foundation’s Making Connections Research Scholar Award**

Up to eight awards of $7,500 will be made to researchers who propose to use the Making Connections dataset to investigate the well-being of children and families in low-income communities

The Making Connections Survey is a set of longitudinal data collection activities conducted over a ten year period in ten US cities, with 3 waves of data collection in 7 of the cities and two waves of data collection in the other 3. Within these cities, the study was fielded in selected low-income neighborhoods. At each wave, the sample is fully representative of the households in these areas. Households with children were followed over multiple waves regardless of whether they remained in the original study neighborhoods or moved to other locations. Thus, the Making Connections survey is designed to measure both neighborhood change and changes in the well-being of children and families. Information about the Making Connections survey methodology and links to publications using the data can be found here: [http://mcstudy.norc.org/](http://mcstudy.norc.org/).

The Making Connections survey data are available through NORC at the University of Chicago’s Data Enclave [http://www.dataenclave.org](http://www.dataenclave.org). Through working in the Enclave, researchers are able to utilize data sets that contain geographically specific neighborhood information within a secure computing environment. The Enclave houses several versions of the Making Connections data files designed to support longitudinal analysis on neighborhoods, households and children over time. The Enclave provides a full set of statistical analysis software and tools for the use of its members.

The Annie E. Casey Foundation invites you to submit proposals to an expert panel for research projects that utilize the Making Connections data sets and address significant questions that will advance knowledge related to low income families, children and neighborhoods. The proposed research must be
completed within a 12 month period, including the submission of a final report for posting on the Making Connections web site. Investigators must be affiliated with a university or non-profit research organization and demonstrate their qualifications to lead the proposed research.

Applicants are asked to submit a research proposal of 2,500 words that includes the following elements:

- Title of proposed project and Principal investigator contact information
- Specific aims including purpose and importance of the research, main study questions and hypotheses
- Analytic methods to be used
- Program of research (how the proposed research relates to the investigator’s research agenda)
- A well-defined plan for broader dissemination and publication
- Timeline of activities for the 12 month grant period and broader dissemination plan

**Project 3: Blue-Collar Unemployment and Willingness to Move: (Ben Gibbs and Ralph Brown --- Faculty Members)**

*The Project:* Unemployment arguably is a push factor for residential mobility—that principally men will broaden their employment prospects beyond their immediate geographic areas when unemployed. Yet, when ones previous work has been strongly tied to identity and place, it can work as a lingering social constraint, tying blue collar workers in place in ways not well conceptualized in the labor literature.

*The Data Set:* Using data from the Geneva Steelworkers and Community Survey, this project will compare unemployed men, those once employed by Geneva Steel and those who were not, and assess their different levels of “willingness to move.” Although only capturing attitudes about mobility, this project will provide a unique window into employment strategies of the blue-collar unemployed, a timely study given mass deindustrialization, the Great Recession and the bifurcation of the labor market into low and high paying jobs.

**Project 4: The Effects of Physical Isolation of Community and Community Attachment on Mental Health in Rural Communities: (Scott Sanders and Ralph Brown --- Faculty Members)**

*The Project:* What are the effects of community attachment on mental health of rural community residents? Do those who are geographically isolated in small out-of-the-way communities suffer from higher levels of mental illness than residents closer to larger service trade centers? Do high levels of community attachment and satisfaction act as a buffer to these potential effects? So, does lower community attachment correlate with
higher depression and is it consistent across the urban-rural spectrum?

**The Data Set** The Montana Health Matters study gathered self-reported information from Montana residents on their physical and mental health status: health-care access issues, utilization patterns, and satisfaction levels. In addition to demographic characteristics, respondents also provided information regarding their family, community, and military experiences. The sample for this study was drawn using the United States Postal Service's computerized Delivery Sequence File (DSF). This file contains all known addresses in Montana and served as the sampling frame. Households were drawn using a two-stage, stratified sampling design. In the first stage ZIP codes were randomly drawn with replacement from urban, rural, and highly rural strata. Following the Veterans Health Administration (VHA) definition of rural (West, Lee, Shambaugh-Miller, Bair, Mueller, Lilly, Kaboli, and Hawthorne 2010), rural areas included those counties outside Census Urbanized Areas while highly rural areas were defined as rural counties with an average population density of 6 or fewer residents per square mile. These county-level designations were converted to Zip codes (West, 2009). A random sample of households was drawn from each of the 62 zip codes selected in the first stage for a total potential sample of 5,700 households. The overall adjusted household response rate for the study was 52 percent. The weighting scheme developed for these data takes into account these ineligible households, the multi-stage cluster sampling design, and survey nonresponse, making the final sample representative of the population of Montana. *We will use GIS mapping as part of the analysis.*

**Project 5: Community Attachment during post-shock** *(Scott Sanders and Ralph Brown --- Faculty Members)*

**The Project:** Looking at communities in Montana after severe environmental or economic changes and see how this affects depression in particular communities. Does community attachment have a strong correlation to higher levels of depression after large-scale change or “shock”?

**The Data Set** The Montana Health Matters study gathered self-reported information from Montana residents on their physical and mental health status: health-care access issues, utilization patterns, and satisfaction levels. In addition to demographic characteristics, respondents also provided information regarding their family, community, and military experiences. The sample for this study was drawn using the United States Postal Service's computerized Delivery Sequence File (DSF). This file contains all known addresses in Montana and served as the sampling frame. Households were drawn using a two-stage, stratified sampling design. In the first stage ZIP codes were randomly drawn with replacement from urban, rural, and highly rural strata. Following the Veterans Health Administration (VHA) definition of rural (West, Lee, Shambaugh-Miller, Bair, Mueller, Lilly, Kaboli, and Hawthorne 2010), rural areas included those counties outside Census Urbanized Areas while highly rural areas were defined as rural counties with an average population density of 6 or fewer residents per square mile.
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*Project 6: Qualitative, Heber Utah and the makings of a Mega-Event community:* (Michael Cope and Ralph Brown --- Faculty Members)

*Project 7: Jake Rugh – Forthcoming.*
Many of these readings are taken from Warren, Roland L. Larry Lyon. 1988. New Perspectives on the American Community. (5th edition). Chicago, Ill Dorsey. A book that is unfortunately out of press. However, there are still copies available on-line and in the library.

(Section 1)

--Warren and Lyons Chapter 1 “Gemeinschaft and Gesellschaft” Ferdinand Tonnies
--Warren and Lyons Chapter 2 “The Nature of the City.” Max Weber
--Warren and Lyons Chapter 3 “The Metropolis and Mental Life.” George Simmel

➽Faragher, John Mack. 1986. Sugar Creek: Life on the Illinois Prairie. New Haven, Conn: Yale University Press. (Section 1)


(Section 2)

--Warren and Lyons Chapter 28 “Locating the Rural Community.” Dwight Sanderson
--Warren and Lyons Chapter 15 “The Eclipse of Community.” Maurice Stein
--Warren and Lyons Chapter 20 “Persistence of Local Sentiments in Mass Society.” Albert Hunter
--Warren and Lyons Chapter 16 “Middletown III: External Change, Internal Continuity.”
*Theodore Caplow and Howard M. Bahr, Bruce A. Chadwick, Reuben Hill, Margaret Holmes Williamson.*

--Warren and Lyons Chapter 45 “A Place Utopia.” *Kevin Lynch*


*(Section 3)*


*(Communities of Association and Network Theories)*


(Section 4)

(The Economic of the Political Economy of Place)
--Warren and Lyons Chapter 9 “Marxism and the Metropolis” William K. Tabb and Larry Sawers.
--Warren and Lyons Chapter 10 “The Limits of Classical Marxism for Explaining Local Phenomena.” Manuel Castells
--Warren and Lyons Chapter 19 “Inequality in American Communities” Richard F. Curtis and Elton F. Jackson.
--Warren and Lyons Chapter 39 “‘Grassroot’ Urban Movements: The Post-Industrial City and the Community Revolution.” Manuel Castells

(The Political of the Political Economy of Place)
--Warren and Lyons Chapter 26 “Class Struggle, Suburbanization, and Community Improvement.” David Harvey
--Warren and Lyons Chapter 31 “Exchange Networks and Community Politics.” Joseph Galaskiewicz
--Warren and Lyons Chapter 34 “The Dynamics of Community Controversy.” James S. Coleman

(Community Power)
--Warren and Lyons Chapter 18 “Local and Cosmopolitan Influentials.” Robert K. Merton

➽ Gans, Herbert. 1962. The Urban Villagers. New York: Free Press. (Section 4)
(Section 5)

(Community as Moral Discourse)
--Warren and Lyons Chapter 42 “The Good Community—What Would It Be?.” Roland R. Warren
--Warren and Lyons Chapter 43 “Communes and Commitment.” Rosabeth Moss Kanter

➽ Rouner Chapter 1 Community as Ritual Participation.” Eliot Deutsch
--Rouner Chapter 6 “Ritual and the Symbolic Geography of Community.” Katherine Platt
--Rouner Chapter 7 “Chinese Culture and the Concept of Community.” Benjamin Schwartz
--Rouner Chapter 9 “Religion and the Quest for Community.” Patrick J. Hill
--Rouner Chapter 10 “Knowing and Community.” Jurgen Moltmann
--Rouner Chapter 11 “The Apocalypse of Community” Catherine Keller
--Rouner Chapter 12 “Communities of Collaboration: Shared Commitments/Common Tasks.” George Rupp


➽ Salamon, Sonya. 1995. Prairie Patrimony: Family, Farming, and Community in the Midwest (Studies in Rural Culture) Univ of North Carolina Press. (Section 5)
Some Other Community Readings for Your Information


Poplin, Dennis E. 1979 *Communities: A Survey of Theories and Methods of Research* New York: MacMillan. (Textbook)


