Conrad Grebel University College / University of Waterloo

ARTS 130, 003: Inquiry and Communication

Topic: Understanding Community as a Response to Loneliness, or, Community for Mental Health

Fall 2019

Class Time: Tuesdays & Thursdays, 2:30-3:50 pm
Location: CGR 1302
Instructor: Ed Janzen
Office Hours: I am usually available 8:30am-4:30pm most days. Making an appointment, email or talking to me in class are good ways to connect if you have a question.
Office Location: Room 2430 C, Conrad Grebel University College
Phone: 519-885-0220 Ext. 24249
Email: ejjanzen@uwaterloo.ca

- We acknowledge that UW & CGUC are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.
- Concordia Cum Veritate.
- The mission of Conrad Grebel University College is to seek wisdom, nurture faith, and pursue justice and peace in service to church and society.

1. Course Description
The best cure for the ‘blues’ is a good community with a good story. What’s your’s? Where do you find it? How do we build it? We’ll explore theories and practices of community.

2. Intended Learning Outcomes
- Understand personal experiences, strengths and goals.
- Critically explore personal positions and agency.
- Develop rhetorical knowledge of context, audience and genre.
- Collaborate with peers.
- Inquire and consider ideas.
- Integrate technological tools in communication.

We will meet these learning outcomes through studying the relationship between our well-being and the experience of living in community with others.

3. Course Assignments and Weights

a) My Family Story – 35%
This project builds from our own family and community story to an experience of community participation.

b) Mid-term potluck – 15%
Our mid-term exam will be a meal at which we share food that is unique to our heritage or family experience.

c) Learning Journal – 35%
We will use our journals to track our learning through various personal, intellectual and community experiences.

d) Community Matters? – final essay – 15%
In this final essay, you will present a final argument for whether or not community matters in our common life.
4. Texts

5. Course Schedule
**September 5**  The Loneliest Generation?
  10 Bowling Alone
  12 Mental Health Indicators
  17 Social Groups and Interactions
  19 Field Trip 1: Clubs Day
  24 Family Story - Keeper’n Me
  26 My Family Story 1

**October 1**  Toennies – Gemeinschaft 1
  3 Toennies – Gemeinschaft 2 & Field Methods
  8 Field Trip 2: Route 12, no class meeting
  10 Individual meetings
  15 - 17 Reading Week
  22 Potluck
  24 Berger, Sacred Canopy 1
  29 Berger, Sacred Canopy 2
  31 My Family Story 2

**November 5**  Abundant Community 1
  7 Abundant Community 2
  12 Family Story – Keeper’N Me
  14 Deepening Community 1
  19 Deepening Community 2
  21 Field Trip 4: ABCD Panel
  26 Festival of Community
  28 Community Matters? final essay

**December 3**

6. Grading Scale:

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<tr>
<th>Assigned Letter Grades</th>
<th>Percentage Range</th>
<th>Average Calculation Values</th>
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7. UWATERLOO POLICIES AND OTHER INFORMATION FOR A SUCCESSFUL TERM

**Attend class regularly and hand in assignments on time:**
You are responsible for catching up on material that you have missed. Be attentive and participate in class discussions. Ask questions. Be respectful. Understand course requirements. Please ask questions. Schedule your work carefully, keep due dates in your calendar. Situations of illness, emergency or family/personal crises can be dealt with if you consult with me as they arise. Past due assignments will be subject to a grading penalty of 2% per day unless arrangements have been made.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

**Other sources of information for students:**

**Note for students with learning differences:** The [AccessAbility Services (AAS)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infoc](http://www.adm.uwaterloo.ca/infoc), ext. 33528, NH Room 2080.
Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre


Who we are and our path of life is nurtured by the communities into which we are born, our families. It is easy to understand the connection between well-being and community life from this perspective. This assignment is an attempt to make that connection explicit in our own understanding from the primary data of our own lives. As a primary research exercise, this assignment has a number of parts and uses a variety of research methods.

a) My Family Story 1 – 50 marks

Prepare a history of your family. It should answer the 5Ws & 1H (who, what, where, when, why and how). These will help you describe who is part of your family, where your family comes from, important events in your family life, how your family ‘does’ family, and why (this may be a challenging and creative question), etc. This essay should include multi-generational stories. One of the following statements may help focus your essay:

- “My family has always been known for…”
- “One of the most amazing things about my family…”
- “I wish my family was more…, but they’re actually…”

This essay will be 5 pages in length, double-spaced, with consistent style and voice in its final draft.


Plan an ‘Act of Community’ based on your family history. Whether by genetics, by nurture or personal growth, we have a variety of abilities and passions. Our participation in community life is a complex combination of personality, relationships and sharing of our passions and abilities. Society is the result of all this. The challenge is whether this leads to well-being for all or privilege for a few. An ‘Act of Community’ is one event or action that contributes toward the well-being of all. In groups of 3 or 4, review the main parts of your family history. After everyone has had a chance to share their history, help each person brainstorm an act of community that they may accomplish in the next three weeks. This act of community will be consistent with an individual’s family history and will express an individual’s personality, abilities or passions.

Following the brainstorm enter you’re the following in your journal:

- what I learned about myself in the brainstorm.
- my action plan.
- rationale for my action plan.

c) Festival of Community, 50 marks. (November 26)

After individuals have completed their act of community, they will prepare a presentation and report to be shared with the class and submitted as part of the grade for “My Family Story.”
• Presentation – 10 marks. Tell the story of your ‘act of community’ in class (oral presentation) with one other form of media (poster, video, slide show, etc.)
• Submit a written report in essay form, 5 pages, double-spaced and explain how the act of community expresses:
  o family history,
  o what the act was,
  o what the effect of the act was on oneself and on others,
  o how society has been improved because of the act of community.

9. Assignment: The Potluck Project (aka. Mid-term), 35 marks
So much of a community’s culture is experienced at its celebrations and gatherings. So much of such gatherings involves commensality (from Latin com- together + mensa- table) -- eating together. Identity is often fostered by associating various life events and seasons with particular meals or dishes. Many communities are able to trace social history and migratory patterns through borrowed or unique recipes and through the folk wisdom that comes when recipes are passed from person to person, generation to generation.

In this assignment, you will choose a recipe, prepare it, present it, share it and write a brief report on it. This work will be shared in class in the form of a potluck.

a) Find a recipe.
Prepare it and bring it to the potluck.

b) At the potluck, 10 marks
Present your work with a 2-3 minute speech. Introduce the food dish. Share why you chose it and why you think we might enjoy trying it.

c) Recipe Analysis Essay (3 pages) - 25 marks,
Due October 18. Use the following structure:
  i) Introduction (2 marks).
  ii) Recipe (3 marks, with appropriate citation).
  iii) Discussion of the recipe (12 marks).
    Discuss:
    • historical and cultural context of the food,
    • the role of the food in a meal or social occasion,
    • your experience of this food,
    • what this food helps you understand about community life.
  iv) Conclusion (5 marks).
    Provide a personal reflection on the food:
    • elaborate its significance for you.
    • relate it to your own background, ethnicity or religion.
    • discuss its broader societal impact.
  v) Grammar/Spelling/Style (3 marks).
10. Assignment: Learning Journal, 100 marks
Throughout the term, a series of learning assignments will occur in class. Some of them will be one-page personal reflections on a topic or piece of literature we have discussed. Some will be in in quiz form to consolidate lecture ideas. Some will be reports that we design and complete. They will include:

- “Loneliest Generation” - journal reflection.
- Mental Health Indicators - journal reflection.
- Social Groups and Interactions - consolidation quiz
- Field Trip 1: Clubs Day - report
- “Keeper’N Me” - journal reflection
- My Family Story – sharing drafts
- Toennies’ Gemeinschaft - consolidation quiz
- Field Trip 2: Route 12 - report
- Sacred Canopy – consolidation quiz
- My Family Story – act of community plan
- Abundant Community - consolidation quiz
- Deepening Community – consolidation quiz
- Field Trip 4: ABCD Panel – journal reflection

Each of these Learning Journal entries will be assigned during class. Each will be worth 10 marks and contribute to the 100 marks available for this assignment.

11. Assignment: Community Matters? 40 marks
This term we have explored many facets of community life that support individual wellness. While it seems obvious that individual and community wellness correlate positively with each other, this thesis is built on a vast array of evidence drawn from many different sources.

In this final essay, provide an answer to the question, “Does community matter?” Elaborate the relationship between individual and community wellness in terms of its component parts, how it works, what its effects are, etc. Support your answer with evidence you have gained from your course work, the readings, your own experience and research. Develop a policy or program implication of your answer. This essay should be 3-4 pages long, double-spaced, written in consistent voice and style. Marks shall be divided as follows:

- Answer to question – 12 marks
- Evidence from journal and ‘act of community’ -12 marks
- Cite 2 sources (can be course texts) – 6 marks
- Policy or program implication – 6 marks
- Style, grammar, spelling – 4 marks