

**St. Jerome's University in the University of Waterloo**  
**Department of Sociology and Legal Studies**  
**Sociology of Community**  
**SOC 369j Fall 2018**  
**Class Time: Wednesday 2.30-4.45, Classroom: SJ2 2003**

**Instructor and T.A. Information**

Instructor: Dr. Kieran Bonner

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Calendar Description: *This course examines how our contemporary concern with community is connected with the rise of modern society and the development of the urban-rural debate. Our anxieties about community will be shown to be connected to our anxieties about family. Special attention will be given to the interpretive approach to these issues.*

**Course Description**

The Sociology of Community seeks to draw attention to the interconnection between the concern with community in contemporary society and the possibilities that developments in sociological theory have for helping us to understand that concern. In sociology, one way the concern with community expresses itself is around the significance of the difference between urban and rural life. In turn, the debate around this issue is intertwined with the birth of sociology as a modern scientific discipline. Thus, conceptions of community are intertwined with understandings of what sociology is, and both of these (sociology and community) are intertwined with the rise of the modern lifeworld. **A central thesis of this course is that community is both an experience we recognize (e.g. a sense of belonging, locality) and a recognition we experience (re-thinking the meaning of community). That is, community is both a practical (ethical) and a theoretic (understanding) concern.**

The course is organized into four parts and these parts are meant to represent a journey in understanding. In Part I we introduce the overall perspective of the course in terms of the concern with community by the founders of sociology and in particular with the development of the idea of *gemeinschaft*. In Part II we will examine the development of the urban-rural debate as a debate about the other in/to modern society. In the process we will see that the urban and the rural are often conceptualized in terms of our fears for community re otherness. In Part III we explore the opportunities phenomenology offers for recognizing the otherness of local culture. In Part IV, we take a test case to describe and critically examine the experience of parenting in a smaller setting as a way of unpacking a particularly modern experience of community.

Overall, the course has a strong reflexive character. By reflexivity I mean developing our knowledge of community and our ability to take responsibility for that knowledge. That is (and more formally), we want to develop our knowledge of contemporary community and our knowledge of what makes that knowledge possible. **Because of this reflexive character, there will be times when the issues seem convoluted and the questions difficult and challenging. Thus, as with all my courses, perplexity (aporia) will be a necessary experience in this class.**

## Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Understand the way the debate about community (Tonnie's *Gemeinschaft*) and the rise of sociology as a discipline are intertwined
- B. Address how understanding community became intertwined with the urban-rural debate in sociology.
- C. Understand the contributions the classic theorists (Marx, Tonnie's, Weber, Simmel) bring to the relation between sociological research and the urbanization of society.
- D. Address the challenge of the marginalization or disappearance of rural culture as the other to the urban.
- E. Show how phenomenology resolves the issue of recognition of local culture
- F. Examine a contemporary rural study and its version of community as high visibility
- G. Understand the practical and theoretical implications of the meaning of community in postmodern times

## Readings Available on LEARN

- As posted on LEARN

## Course Requirements and Assessment

### Assignments:

Assessment	Date of Evaluation (if known)	Weighting
In Class Exam	Oct 31	30%
Take-Home Exam	Dec 7	50%
Online Assignment (5 Response to Question = 5%, 10 Response to Responses = 5%)	Ongoing	10%
Participation (in Class Exercises)		10%
Total		100%

### **Online Assignment**

Over the course of the term, each student will respond to 5 of 10 or so questions, 2 before Fall Break and 3 after Fall Break. These responses should be approximately 200 words in length. The questions will be based on the theories, readings, concepts, as they apply to community and the urban-rural debate and all 5 are worth a total of 5%. The questions will be posted after the class and the response is due on the following Monday by noon. This is a completion exercise.

Students are also required to respond to another students' response once a week. You must do 10 responses, 5 before and 5 after Fall Break and they must be a paragraph in length (80 words approximately). These are due on Tuesday by noon. These are completion assignments and you will get 5% for completing all 10 responses.

### **Class Participation and in class exercises**

Participation is graded based on four criteria: attendance, class participation in discussion, online discussion and discussion response papers. Attendance: periodic attendance checks will be tracked through the in-class exercises. In order to succeed in this course you need to do the readings, participate in class, write clearly and submit assignments on time. An overarching criterion is development in the course. By development here I mean a commitment to engaging the material. If you demonstrate development in the course through increased participation in class and improved discussion responses this is graded more favourably than a contribution that wanes throughout the term. **As a rule of thumb (or rubric as it is called now), if you attend and participate well, your grade will reflect the highest mark you have received in a graded assignment. If it is average, it will reflect your average grade; if low, it will reflect your lowest grade or even less.**

### Course Outline / Class Schedule -

Week	Date	Topic	Readings
1	Sept. 12 – Introductions in terms urban-rural background	Overview of the Course and its Requirements.  The Idea of Community: An Experience and a Way of Seeing	<i>Great Place</i> . “Introduction” pp. 3-12. Ramp, CRSA Review; Mogyorody CJUR Review
2	Sept. 19	Marx, Tonnies, and Weber on community and the urban-rural debate in sociology.	Ch. 1 of <i>Great Place</i> . Pp. 13 – 36
3	Sept. 26	Mentality and the Modern Urban – Rural Divide	Simmel, <i>Metropolis and Mental Life</i>
4	Oct. 3	The modern urbanization of society and the fears for community	Ch. 2 of <i>Great Place</i> . Pp. 37- 48
5	Oct 10	<b>No Class per Fall Break</b>	
6	Oct 17	Otherness (Rural/Community) in Modernity:	<i>Great Place</i> , pp. 49-58. A. Sim, <i>A Countryside Transformed</i> , pp. 13-43
7	Oct 24	Introduction to Phenomenology. The Phenomenological Solution to the recognition of the rural	<i>A Great Place to Raise Kids</i> , pp. 59-67. Berger, et al. <i>The Homeless Mind</i> , Intro, (11 – 25)
8	Oct 31	<b>In – Class Test</b>	
9	Nov 7	Phenomenology and the Pluralization of Social Life-Worlds	Berger, et al. <i>The Homeless Mind</i> , Intro, (11 – 25) Ch. 3. (63 – 82)
10	Nov 14	Community and Rural Parenting: A Case Study - Modern Parenting and Community as High Visibility  Reflexivity, Research, Principle	<i>Great Place</i> , Ch. 6, pp. 107- 128 - <i>Great Place</i> . Ch. 7, pp. 129-141.  Ch. 8. Pp. 142-150
11	Nov 21	Postmodernism, Community and the Consumer Relation to Place	<i>A Great Place to Raise Kids</i> , Ch. 9, pp. 153-175
12	Nov 28	Understanding the Whole and one’s place in it-  Course Review and discussion of Take- Home Exam	<i>A Great Place to Raise Kids</i> , Ch. 10, pp. 176-200, “Understanding the Whole and One’s Place in it.” Pp. 197 – 200

**This is a tentative course outline in the sense that student interest and the emerging course conversation may require the introduction of new material, spending more time with existing material or even returning to material covered earlier. The outline, therefore, is not so much a contract as a proposal.**

**Notes:**

**Email is not conducive to discussion and not an alternative way to receive class material.**

Discussion of assignments, class material or sociological questions is welcome at class, during office hours or by appointment. Appointments should be made during office hours or in class for another time. **This course is registered on UW LEARN. Please activate your UW email account.**

Assignments must be completed by specified due date unless prior arrangements are made with me. There will be a late penalty of 10% without such prior arrangements.

Your intellectual development in the course matters, and will be taken into account in determining final grades. Your participation in terms of contributing to and initiating discussion is both encouraged and expected.

**UW POLICY REGARDING ILLNESS AND MISSED TESTS**

[The University of Waterloo Examination Regulations](#) state that:

- 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. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

**Late Work**

Late Penalty on Take Home Exam – 5% (out of 100%) per day including weekends.

**Electronic Device Policy**

Uses of electronic devices are not encouraged and they should not interfere with student learning.

## **Attendance Policy**

Students will be spontaneously asked to respond to the readings, which will also serve to note attendance. Another method of attendance taking is having students respond in class to questions posted online.

## **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.