



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of Sociology and Legal Studies
Sociology of Community
SOC 369J Fall 2022
Class Time: Tuesday 11.30 – 1.30 pm: ROOM SJ2 2003

INSTRUCTOR INFORMATION

Instructor: Dr. Kieran Bonner.

Office: SJU SH 2005

Phone: 519-884-8111, ext. 28242

Office Hours: I will (on request) hold virtual office hours on Tues, Weds., Thursday. 2.00 – 2.30 pm and will also arrange individual meetings outside of those times. **I strongly encourage you to arrange to meet individually.**

Email: kmbonner@uwaterloo.ca

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, reflexively speaking, 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, as this changed with the rise of modern society. If, as the cliché goes, 'it takes a village to raise a child' one element of the distinctiveness of the rural was its emphasis on family and community in contrast to the city which emphasizes the individual and association more. This is captured in F. Tonnies famous distinction between *Gemeinschaft* and *Gesellschaft*. 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 five 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 with the development of the idea of *gemeinschaft*, the German word for community. 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. In Part V, the issue of community is taken up considering the contemporary issues of consumerism and globalization and the possibilities for creating community in a globalized planet.

COURSE OBJECTIVES

As with my other courses, this course has a 4-stage learning process: 1 Reading; 2. Responding online to a Discussion Question on the reading; 3. Reading other discussion responses and replying online to one; 4. Attending the class which discusses the reading. Each stage builds on the previous stage and thus enabling students to build on their learning. Because, in principle, pedagogy is privileged over contractual relations, this outline is as much a proposal as a contract. As with my other courses, the fundamental intellectual interest concerns the issue of how we collectively understand and change ourselves. 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. **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. As a nurtured Socratic perplexity (aporia) is part of the experience of learning, you will need to be able to sustain your spirit despite at times feeling you do not know what is going on nor where the course is headed. In short, perplexity/confusion is a course objective.**

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

- A. Understand the way the debate about community (Tonnies' *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, Tonnies, 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/consumer times

Required Text:

Bonner, Kieran. 1999. *A Great Place to Raise Kids: Interpretation, Science, and the Urban-Rural Debate*. Montreal: McGill-Queen's University Press. (241 p.) (for sale through UW Bookstore (Booklook), Amazon and an e-book available through SJU library on Course Reserves). **All Required and Recommended course texts are available (including the Bonner book) on Course Reserves.**

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Date of Evaluation (if known)	Weighting
Quiz	Oct 6 th /7 th	15%
Mid-term assignment	Nov 2/3	25%
Take-Home Assignment	Dec 15 (Posted on Dec 6)	40%
Online Assignment (10 Responses to Readings@ 1% each = 10%, 10 Replies to Responses@ 0.5% each = 5%)	Ongoing	10%
Participation (10 of 12 class attendance @ 0.5% per class = 5%)		5%
Total		100%

The 4 Stage Learning Process:

Online Assignments

The purpose of the online discussion assignments, as part of the 4-stage learning process, is to **generate dialogue among the students** as well as to prepare students for the lecture/class. As the main point is to encourage attempts at responding to questions on difficult readings, they are not graded for accuracy nor are they responded to by the instructor. Rather, any issues and questions they raise are addressed in the class. They are completion assignments; the attempt earns the grade.

1. Discussion: Response to Question on Readings

Over the course of the term, each student will respond to 10 of approximately 12 questions posed online over the course of 12 weeks. These responses should be **approximately 180 - 200 words in length**. (Note, anything less than this length is in risk of not counting.) The questions are designed to get you thinking on the challenging readings. The questions will be posted by the day after the Thursday class and the **response is due on the following Monday @ 1 pm. This is a firm deadline**. The assignment is a completion exercise and students receive 10% for completing all 10 (1% each).

Replies to Student Posts

Students are also required to respond to another students' response once a week. You must do 10 responses and they must be a paragraph in length, 60- 80 words approximately. (Note, anything less than this length is in risk of not counting.) **These are due on the following Monday (before the relevant) class by 3pm. Again, this is a firm deadline as the discussion board closes at 3pm**. These are completion assignments, and you will get 5% for completing all 10 responses (.5% each).

Participation: Students should attend at least 10 of 12 or so classes. During class I may call on you to read a slide, or interpret a slide, to further discuss class content, and so on. This is a completion assignment and each attendance is worth 0.5% each. **You will get 5% for attending 10 of 12 classes.**

COURSE SCHEDULE

Week	Date	Topic	Readings
1	Sept. 13 Class 1	Overview of the Course. The Idea of Community: An Experience and a Way of Seeing	<i>Great Place</i> . "Introduction", (3-12). Ramp, CRSA Review; Mogyorody CJUR Review
2	Sept. 20 Class 2	1 Principles of Knowledge Creation. Denotation and Connotation of the word 'Rural.' 2. Marx and Tonnies: community and the urban-rural debate in sociology.	Introductions in terms urban-rural background Ch. 1 of <i>Great Place</i> , (13–26)
3	Sept. 27 Class 3 Quiz 1 Review	1. Simmel: Mentality and the Modern Urban – Rural Divide. 2. Weber: Dominance of Modernity	1. Simmel, <i>Metropolis and Mental Life</i> . 2. Ch 1 of <i>Great Place</i> , (26 – 36)
4	Oct. 4 Class 4. Quiz 1 Oct 6/7	Wirth, Redfield: The modern urbanization of society and the fears for community	Ch. 2 of <i>Great Place</i> . Pp. 37-48.
5	Oct 8 – 16	Fall Reading Week	
6	Oct 18 Class 5	Pahl vs. Sim: The problem of identifying rural distinctiveness: the predicament of social science	<i>Great Place</i> , (49-58). A. Sim, <i>A Countryside Transformed</i> , (13-43)
7	Oct 25 Class 6 Nov 1 Mid-Term Review	Introduction to Phenomenology. The Phenomenological Solution to the recognition of the rural	<i>Great Place</i> , (59-67). Berger, et al. <i>The Homeless Mind</i> , Intro, (11 – 25)
8	Nov 1. Class 7 Mid-Term Nov 2/3.	1. Phenomenology and the Pluralization of Social Life-Worlds; 2. Berger & Kellner <i>Marriage and the Construction of Reality (MCR)</i>	Berger, et al. <i>The Homeless Mind</i> , Ch. 3. (63 – 82) 2. "MCR"
9	Nov 8 Class 8	Community and Rural Parenting: A Case Study - Modern Parenting and Community as High Visibility	<i>Great Place</i> , Ch. 6, (107-128). <i>Great Place</i> . Ch. 7, (129-141).
10	Nov 15 Class 9	Reflexivity, Research, Principle.	<i>Great Place</i> , Ch. 8. (142-150).
11	Nov 22 Class 10	Postmodernism, Community and the Consumer Relation to Place.	<i>Great Place</i> , Ch. 9, (153-175)
12	Nov 29 Class 11	Understanding the Whole and one's place in it.	<i>Great Place</i> , Ch. 10, (176-200), (197-200)
13	Dec 6 Class 12	Course Review and discussion of Take-Home Exam Due Dec 15	

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 as much a proposal as a contract.

Late Work

Late Penalty on graded assessments - 2% (out of 100%) per day including weekends

Attendance Policy:

Class Time: There is a 0.5% grade for attending 10 of 12 classes for a total of 5%. Again, for pedagogical reasons, I strongly encourage students to attend.

RULES FOR GROUP WORK IN ASSIGNMENTS – N/A

ELECTRONIC DEVICE POLICY – Again for pedagogical reasons, multi-tasking while attending classes (e.g., reading social media posts; watching other programs; communicating with friends online) is not allowed.

CORRESPONDENCE

My preference for contact is by email to the email address above. Please include the nature of the issue and your student ID in the email.

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

IMPORTANT DATES TO REMEMBER

<i>Event</i>	<i>Date</i>
Classes begin	Wed., Sept. 7
Last day to add a class	Tues., Sept. 20
Last day to drop, no penalty	Tues., Sept. 27
<i>Reading Week</i> (no course activity or assignments can be due)	Sat., Oct. 8 - Sun., Oct. 15
<i>UW Holiday</i> (<i>Thanksgiving Day & "Thank you" day</i>)	Mon., Oct. 10 & Tues., Oct. 11
Last day to drop, receive a WD	Tues., Nov. 22
Lectures end	Tues., Dec. 6
Last day to drop, receive a WF	Thurs., Dec. 8
Pre-final assessment study days	Wed., Dec. 7 & Thurs., Dec. 8
Final exam/assessment period	Fri., Dec. 9 - Fri., Dec. 16
<i>UW Holiday Closure</i>	Dec., 24 - Jan. 2

OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.