



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

DEPARTMENT OF SOCIOLOGY AND LEGAL STUDIES

SOCIOLOGY 430 003 Fall 2022

Culture, Cities, Dublin

Class Time: Wednesday 2.30 – 4.30 pm Room SJ1 3020

INSTRUCTOR INFORMATION

Instructor: Dr. Kieran Bonner

Office: SJU SH 2005

Office Phone: 884-8111/888-4567 # 28242

Office Hours: I will (on request) hold office hours on Tuesdays 1.45 - 2.15pm; Wednesdays 1.00 – 1.30pm. I can also arrange individual meetings outside of those times. **I strongly encourage individual meetings.**

Email: kmbonner@uwaterloo.ca

COURSE DESCRIPTION

This seminar proposes to develop an understanding of the relation between culture and cities generally, with a particular focus on Dublin, Ireland. If “cities ... are symbolic centres that concentrate, intensify, and re-create the cultural forces found throughout the society” (Maciones and Parillo 247) then the city is a prism for understanding broader societal forces. Among the dominant social forces in the 21st century are the intertwining of globalization, consumerism, capitalism and cosmopolitanism. We will see how these forces impact the contemporary city.

The idea of culture, however, is more comprehensive than the idea of a societal force. Not does it refer to the ‘anthropological’ sense of a ‘way of life,’ but it also includes, reflexively speaking, ways of understanding ways of life. A way of understanding an object like the city, reflexively reveals the kind of understanding that is taken for granted in a culture. The phenomenological concept of the ‘lifeworld’ points to this more foundational understanding of culture and it is this more foundational sense that will be developed in the course. Lifeworld analysis requires making reflexivity central to the process of inquiry. The broad cultural forces of cosmopolitanism, multiculturalism, consumerism and so on will therefore be reflexively examined in relation to the way they shape the culture of the cities, taking Montreal, Toronto and especially Dublin as case studies. If, as it is argued, these global forces are making all cities less unique and more like each other, these cities will serve as case studies to test that argument.

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 to one online; 4. Attending the class which discusses the reading. Each stage builds on the previous stage and thus enabling students to build on their learning. Again, as with my other courses, the course has a strong reflexive character. By reflexivity I mean

developing our knowledge of the subject matter and our ability to take responsibility for that knowledge. That is (and more formally), we want to develop our knowledge of culture 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. 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.**

COURSE OBJECTIVES

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

- A. Examine the concept of culture in relation to the lifeworld analysis and reflexivity
- B. Understand the relation between the process of globalization and the culture of cities.
- C. Apply the reflexive concept of culture to the cities of Montreal and Toronto.
- D. Examine the dramatic changes to the culture of Dublin in the last 60 years
- E. Develop the art to think critically, analytically, and reflexively about these issues.
- F. Experience confusion as potentially pedagogically useful.

REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED READINGS]

There will be a variety of readings made available on Course Reserves.

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Date of Evaluation (if known)	Weighting
5 - ½ hour Seminar Presentations	Throughout term (5*2% each)	10%
Mid-term Exam	Feb. 16	30%
Take-Home Paper	April 14 (Distributed on April 5)	40%
Online Assignment (10 Responses to Readings@ 1% each = 10%,	Ongoing	10%
10 Replies to Responses@ 0.5% each = 5%)		5%
Participation (10/12 class attendance and participation@ 0.5% per class = 5%)		5%
Total		100%

The 4-Stage Learning Process

Online Assignments: 1. Reading

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 (1), 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.

2. Discussion: Response to Question on Readings

Over the course of the term, each student will respond to 10 of 12 or so questions on the readings. These responses should be **in the range of 180 - 200 words in length**. (Note, anything less than this length is at risk of not counting.) The questions will be based on the theories, readings, concepts, as they apply to culture, cities, Montreal, Toronto, Dublin, cosmopolitanism, globalization and so on; **each response is worth 1% with all 10 being worth a total of 10%**. This is a completion exercise. The questions will be posted on Wednesday/Thurs after the class and **the Responses to the Reading is due on the following Tuesday by 1pm**.

3. Replies to Student Posts on Readings

Students are also required to reply to one other students' post once a week. You must do 10 replies over the course of 12 weeks and they need to be a paragraph in length, 80 - 100 words approximately. (Note, anything less than this length is in risk of not counting.) These **Replies to Posts are due on the following Tuesday by 3 pm**. These are completion assignments are worth 0.5% each **and you will get 5% for completing all 10 responses**.

4. Participation

Students should attend at least 10 of 12 or so classes. During class I will often call on students to read a slide, or interpret a slide, respond to a question or to further discuss class content. This is a completion assignment, and each attendance is worth 0.5% each. **You will get 5% for attending 10 of 12 classes**. Class attendance at the class is expected.

5. Self-Declared Absences: Since you can earn full grades completing/attending 10 out of 12 activities/classes, a short-term self-declared absence would not be relevant until you've used your two "freebies." If you require accommodations from a self-declared absence after that, you must contact me to arrange an accommodation.

Seminar Presentations:

There will be 5 seminar presentations in the latter section of the course. For each seminar, the group **will locate one** scholarly reading (**min 7 pages, max 15 pages**) and **one additional** news item, and **post these works to the relevant LEARN discussion group by noon one week prior (at the latest) to the class presentation. Each group will present on these 2 pieces and also post (in advance) 1 - 2 questions from each reading to be used in leading the discussion in class.** The primary reading can be from a scholarly journal or book, while the additional news item can be from a news source, a reputable blog or website, magazine. Focus on finding timely sources that speak to the issues discussed in the course. The reading must illuminate some aspect of the class focus on culture, cities, Dublin, Toronto, Montreal, cosmopolitanism, globalization and the city, and so on. You are encouraged to take notes on the readings. All students will participate in groups that lead the class for a 30 – 40 minutes. **The grade will not be on the presentation *per se* but on the level of participation of all students, including presenters.**

Class Schedule

Week	Date	Topic	Readings
1	Class 1. Jan. 11 Introductions	Overview of the Course and its Requirements; Culture and the Lifeworld; Knowledge Creation;	Course Outline. Student self-intro
2	Class 2. Jan. 18 (Organize Seminar Presentations)	The Culture of Cities; Cosmopolitanism (Dublin, Manchester)	Blum, 115 – 140. Cosmopolitanism – e-reserves
3	Class 3. Jan 25	The Culture of Montreal and Toronto	In <i>Urban Enigmas</i>
4	Class 4. Feb. 1	Dublin: Old Place/New Times	<i>CJIS</i> – “A Collaborative Essay....”
5	Class 5. Feb. 8	Citizenship, Planning Discourse, Dublin. Review of Feb. 16 Midterm	<i>Acts of Citizenship.</i> “Arendt....”
6	Class 6. Feb 15	Feb 15 Midterm Exam	
7	Feb. 18 - 26.	Reading Week - No Class --	
8	Class 7. Mar 1	Dublin’s Cultural led regeneration Seminar 1.	<i>Circulation and the City.</i> “Temple Bar....”
9	Class 8. Mar. 8	Globalization and cosmopolitanism Seminar 2.	<i>New Hibernia Review.</i> “A Fry-Up and an Espresso....”
10	Class 9. Mar. 15	Consumerism and the City. Seminar 3	<i>CJIS</i> “Exciting, Intoxicating, Dangerous....”
11	Class 10. Mar. 22	Identity, change and the city Part I. Seminar 4	“Dublin’s Contradictions ... Joyce”
12	Class 11. Mar. 29	Identity, change and the city Part II. Seminar 5	“Dublin’s Contradictions ... Joyce”
13	Class 12. April 5 take-home distributed	Course Review – the soul of the city	Regeneration in Dublin

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 questions is welcome at class, during office hours or by appointment. Appointments should be made by email and include your student id. **This course is registered on UW LEARN.**

IMPORTANT DATES TO REMEMBER

<i>Event</i>	<i>Date</i>
<i>Co-op work term duration</i>	<i>Mon, Jan 9 - Fri, Apr 28</i>
<i>Classes begin</i>	<i>Mon, Jan 9</i>
<i>Last day to add a class</i>	<i>Fri, Jan 20</i>
<i>Last day to drop a class, no penalty</i>	<i>Fri, Jan 27</i>
<i>Reading Week (no course activity or course work due)</i>	<i>Sat, Feb 18 - Sun, Feb 26</i>
<i>Family Day - Holiday</i>	<i>Mon, Feb 28</i>
<i>Last day to drop, receive a WD grade</i>	<i>Fri, Mar 24</i>
<i>Good Friday - Holiday, no classes</i>	<i>Fri Apr 7</i>
<i>Lectures end</i>	<i>Mon, Apr 10</i>
<i>Make-up day: Friday schedule for April 7</i>	
<i>Pre-exam study days</i>	<i>Tues, Apr 11 - Wed, Apr 12</i>
<i>Last day to drop, receive WF grade</i>	<i>Wed, Apr 12</i>
<i>Final exam/assessment period</i>	<i>Thurs, Apr 13 - Fri, Apr 28</i>
<i>Grade submissions open in Quest</i>	<i>Tues, Apr 11 - Wed, May 3</i>
<i>Grades due - all courses (on-campus or online) without a scheduled exam or without a major assignment during the Final Exam Period</i>	<i>Wed, Apr 26</i>
<i>Grades due for all courses with a scheduled exam during the Final Exam Period (on-campus or online/remote)</i>	<i>Seven days from the date of the final exam</i>
<i>Grades due for all online courses</i>	<i>Wed, May 3</i>
<i>Grades begin to appear in Quest</i>	<i>Sat, Apr 29</i>

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

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

RULES FOR GROUP WORK IN ASSIGNMENTS

When working on a group assignment, a Group Assignment Checklist must be completed and submitted with the assignment:

https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure.pdf

ATTENDANCE POLICY

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, or to further discuss class content. This is a completion assignment; each attendance is worth 0.5% each. **You will get a maximum of 5% for attending 10 of 12 classes.**

ELECTRONIC DEVICE POLICY

Uses of electronic devices should not interfere with student learning.

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. 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).

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 for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).**

Permission from an instructor 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).

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](#). 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

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: [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.