

**SOC388H1S: SOCIOLOGY OF EVERYDAY LIFE**  
**Professor Vanina Leschziner**  
**Department of Sociology**  
**University of Toronto**  
**Winter 2020**

*Location and Time:* SS1071, Wednesday, 12PM-2PM

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***Brief Overview of the Course***

The idea that our income, power, level of education, or health are at least partly a product of societal forces is by now not new to us. We are generally familiar with and aware of the large-scale social forces that shape our lives. However, we are less aware of the social forces that shape ordinary, routine, and subtle aspects of our everyday lives, such as how we think, how we present ourselves, how we interact with others, how we see ourselves, and how we experience daily events and even our emotions.

In this course, we will examine sociological perspectives to reflect on two questions: 1) how are the seemingly individual and/or psychological aspects of our lives shaped by social forces? and 2) how do individuals contribute to maintaining or changing the social order within social groups, communities, and society?

The examination of the processes through which individuals and society define each other leads our attention to a particular set of sociological perspectives that shed light on cognitive and interactional processes. These perspectives seek to explain the everyday processes whereby individuals come to understand themselves and their social worlds, and shape their thoughts, emotions and behavior. The theories and concepts we will study will show us how, through daily interactions, individuals incorporate particular ways of thinking, feeling, and acting. These perspectives will also help us understand the everyday ways through which actors contribute to maintaining (or challenging) the social order through their patterned behavior.

**IMPORTANT NOTE:** The prerequisite to take SOC388H1S is successful completion of 1.0 SOC FCE at the 200 or higher level. Students without this prerequisite can be removed at any time without notice.

### ***Class Format, Requirements, and Grading***

- 1- in-class test, February 26 ..... 25%
- 2- in-class test, April 1 ..... 25%
- 3- paper, due March 25 ..... 40%
- 4- in-class quizzes ..... 10%

### **Attendance**

Attendance is mandatory. Students are responsible for all material presented in class. Students who are unable to attend class are responsible for obtaining information about any announcements that may have been made in class as well as notes on the material covered from their classmates.

Proper documentation from a University of Toronto Student Medical Certificate, doctor's note, or college registrar is required to justify an absence.

**Deadlines:** Late work will not be accepted unless submitted with proper documentation from your physician and a University of Toronto Student Medical Certificate, or from your college registrar. See below for details.

### **Documentation from your Physician or College Registrar**

If you miss a test or a paper deadline, do not contact the instructor unless you have followed the steps described here.

In case of illness, you must supply a duly completed Verification of Student Illness, or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is also acceptable but *must* contain the start data and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or during office hours, within seven days of the missed assignment

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or during office hours.

### **Readings**

BOOK SELECTIONS AND JOURNAL ARTICLES Book selections and all journal articles will be available on the Quercus course website, under "Course Materials."

Students are solely responsible for obtaining and reading all required materials before class. Give yourself enough time to deal with any problems or delays accessing the readings that may arise so you can be sure to come to class prepared to discuss the materials. Problems accessing readings (the packet or online articles) will not excuse failure to demonstrate having done the required readings.

## **Assignments**

### ***In-class test***

There will be two in-class closed-book tests, on February 26 and April 1.

Request for a make-up test will only be granted with proper documentation (see above).

### ***Make-up test***

Students who miss the test for a valid reason and wish to take a make-up test must give the instructor or TA a written request for special consideration which explains why the test was missed, accompanied by proper documentation from a physician or college registrar (see above). A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test, and the mark assigned for the test will be a zero.

### ***Paper***

The final paper for this course is based on library research. You may choose any topic that is suited to this course, an area of life where you can analyze the interconnections between individuals and society at the micro-level. You must choose a particular empirical or theoretical topic as the focus of your paper. You are expected to review, discuss and analyze literature pertinent to your topic of choice. Your paper will consist of critical analysis that incorporates concepts and theories covered in class *as well as* scholarly books and articles that are not covered in this course. The paper should be NO more than 6 pages (all double spaced, 12 point type). The paper is due on March 25, and is to be submitted at the beginning of the class on the due date in TWO forms: as hard copy, and electronic copy to <http://turnitin.com>.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of those papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless students instead provide, along with their exams, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the exam they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

**Plagiarism:** Be careful to avoid plagiarism. It is a serious academic offense with serious penalties (see the "Code of Behavior on Academic Matters"). If you are using somebody else's ideas, do not present them as your own. Give proper references if you are using somebody else's ideas, and use quotation marks if you are quoting. When in doubt, it is always safer to over-reference --you are not going to be punished for that. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third

etc.) course, is considered an academic offense that results in students being referred off to the Office of Academic Integrity.

### ***In-class Quizzes***

There will be a short quiz during each class meeting, except for the first class and when there are in-class tests, so this amounts to 9 quizzes in total. Each quiz will consist of one question based on the day's readings. Each quiz is worth 1%. You get to choose one quiz -- *at the time of writing it in class* -- that will amount to 2%. There is no make-up for quizzes. You can miss one quiz (if you were unable to come to class) without losing a point. Beyond this exception, you get 0% on the day's quiz if you did not come to class.

### ***Accessibility Needs***

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [\\_disability.services@utoronto.ca\\_](mailto:_disability.services@utoronto.ca_) or [\\_http://studentlife.utoronto.ca/accessibility\\_](http://studentlife.utoronto.ca/accessibility_) .

### ***Class Schedule***

January 8

INTRODUCTION: SOCIOLOGY OF EVERYDAY LIFE

January 15

THE INDIVIDUAL AND SOCIETY

Emile Durkheim, [1893] 1984. Selections from "Mechanical Solidarity, or Solidarity by Similarities," and "Solidarity Arising from the Division of Labour, or Organic Solidarity," in *The Division of Labor in Society*. New York: Free Press (pp. 38-43, 60-64, 83-86).

Emile Durkheim, [1912] 1995. Selection from "Definition of Religious Phenomena and of Religion," in *The Elementary Forms of Religious Life*. New York: Free Press (pp. 33-39).

January 22

SHAPING THE SELF THROUGH SOCIAL INTERACTION

George H. Mead, [1934] 1967. Selections from "The Self," in *Mind, Self, and Society*. Chicago: The University of Chicago Press (pp. 135-144, 152-178, 192-200).

January 29

SYMBOLIC INTERACTION

Herbert Blumer, 1969. Selection from “The Methodological Position of Symbolic Interactionism,” in *Symbolic Interactionism: Perspective and Method*. Berkeley: University of California Press (pp. 1-21).

Gary Alan Fine and Iddo Tavory, 2019. “Interactionism in the Twenty-First Century: A Letter on Being-in-a-Meaningful World.” *Symbolic Interactionism* 42(3): 457-467.

February 5

THE PRESENTATION OF SELF IN EVERYDAY LIFE

Erving Goffman, 1959. “Introduction,” in *The Presentation of Self in Everyday Life*. New York: Anchor Books (pp. 1-16).

Erving Goffman, 1967. “Embarrassment and Social Organization,” in *Interaction Ritual: Essays on Face-to-Face Behavior*. New York: Pantheon Books (pp. 97-112).

February 12

THE SELF AND SOCIAL ORDER IN EVERYDAY LIFE

Erving Goffman, 1974. Selection from “Introduction” in *Frame Analysis: An Essay on the Organization of Experience*. New York: Harper Colophon Books (pp. 1-12).

Jack Katz, 1999. Selection from “Shameful Moments,” in *How Emotions Work*. Chicago: The University of Chicago Press (pp. 142-152, 161-167).

February 19

*Reading Week*

February 26

*In-class Test*

March 4

CREATING MEANING IN EVERYDAY LIFE

Howard Becker, 1953. “Becoming a Marihuana User,” *American Journal of Sociology* 59: 235-242.

Harold Garfinkel, 1963. Selection from “A Conception of and Experiments with ‘Trust’ as a Condition of Concerted Stable Actions,” in *Motivation and Social Interaction. Cognitive Determinants*, edited by O. J. Harvey. New York: The Ronald Press Company (pp. 220-238).

March 11

THE SOCIAL MIND

Eviatar Zerubavel, 1997. "The Sociology of the Mind," and "Social Optics," in *Social Mindscales: An Invitation to Cognitive Sociology*. Cambridge, MA: Harvard University Press (pp. 1-22, 23-34).

March 18

COGNITION IN EVERYDAY LIFE

Karen Cerulo, 2006. "What's the Worst That Could Happen?," and selection from "Practicing Positive Asymmetry," in *Never Saw it Coming: Cultural Challenges to Envisioning the Worst*. Chicago: The University of Chicago Press (pp. 1-16, 95-121).

March 25

EMOTIONS IN SOCIAL INTERACTION

Arlie R. Hochschild, 1979. "Emotion Work, Feeling Rules, and Social Structure," *American Journal of Sociology* 85(3): 551-575.

*Paper Due*

April 1

*In-class Test*