

SOC344H1F: THE SOCIOLOGY OF EVERYDAY LIFE
Department of Sociology
University of Toronto
Fall 2022

Class Location: SS 2105

Class Time: Thursday 9:10am-12pm

Instructor: Lance Stewart

Office Hours: via Zoom, Tuesday 3-5pm (by appointment)

E-mail Address: lance.stewart@mail.utoronto.ca

E-mail Response Hours: Monday-Friday 9am-6pm

Course Web Site: q.utoronto.ca

Teaching Assistant: Gordon Brett (gordon.brett@utoronto.ca)

Course Description:

As sociologists, we are generally familiar with the idea that many aspects of our lives, such as our level of education, income, and health are shaped by large-scale social forces. However, we may be less aware of how social forces shape the routine and ordinary aspects of our everyday lives, such as how we present ourselves, how we interact with others, how we see ourselves, how we experience emotions, and even how we interpret and understand daily events. This course examines sociological perspectives to address how seemingly individual or psychological aspects of our lives are shaped by social forces.

To understand how individuals and social groups define each other, this course explores a set of theoretical and empirical approaches to understanding the elusive social experience of everyday life. It will introduce students to key sociological theories that focus in interactional and cognitive processes, bringing our attention to how the seemingly private and individual self is constituted by social structures. These perspectives seek to explain the everyday processes whereby individuals come to understand themselves and their social worlds, including how their thoughts, emotions, and behaviors are shaped. The theories and concepts we will study will show us how, through daily interactions, individuals learn and internalize 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: SOC201H1, SOC202H1, SOC204H1 plus two of the following (1.0 FCE): SOC251H1, SOC252H1, SOC254H1. This is a program-only course, restricted to sociology majors and specialists. Students without these requirements will be removed at any time discovered and without notice.

Course Goals and Assessments:

In this course, you will develop a sociological understanding of everyday life using a range of approaches, theories, and analysis of interactional and cognitive processes. You will leave the course with an understanding of how to approach identifying, analyzing, and interpreting the routinized and seemingly mundane aspects of everyday life, providing an analytical toolkit in furthering your critical thinking about things we take for granted around us. As a program-only seminar, you will develop your sociological skills by engaging in conversations around the readings for each week and developing critical reading and writing skills in learning how to use academic materials.

The development of these critical reading and writing skills will be accomplished through a combination of tests and written assignments. Both tests (October 20th and December 1st) will involve short and long answer questions, developing your ability to recall and apply what you've learned in dynamic situations to demonstrate your understanding of the materials. The written papers are based on a **scaffolded assessment structure** where you will develop a theoretical and methodological approach to studying an aspect of everyday life. It will begin with a short application paper, where you will apply approaches learned in class to analyze an aspect of everyday life (due October 13th). You will then progress in your analysis into a research proposal on how to possibly study a topic of interest (due November 24th). These assessments are designed to carry your progress throughout the course and ground your sociological understanding in empirical research. Instructions for the written papers will be thoroughly outlined and explained during lecture.

Learning Outcomes:

By the end of the course, students will be able to:

- Identify quotidian aspects of everyday social life.
- Recognize how one's social position may shape our understandings and interpretations of ourselves and others.
- Understand the range of approaches and theories that apply to the study of quotidian topics in everyday life.
- Critically assess and identify complex interactional and cognitive phenomena.
- Identify, explain, and evaluate central concepts and theories.
- Apply terminology used in the course correctly and compare how approaches use terminology differently in explaining sociological phenomena.
- Apply central concepts and theories to case studies and other empirical examples.
- Critique perspectives and theories used in researching everyday life.
- Formulate and assess recommendations on how to study topics from different perspectives.
- Draw on academic sources to research objects and to write critically and creatively.
- Exercise initiative, personal responsibility, and accountability in the class setting.
- Engage in constructive and collegial academic discussions.

Course Structure/Seminar Format:

This course is organized as a discussion-based reading seminar, relying on open discussion of the weekly materials between the instructor and students. Each class will involve Professor Stewart providing lecture materials covering an overview of the topic, reviewing through the required readings for that class, along with guided academic discussions in reviewing the materials together. **It is therefore crucial that you are familiar with the required readings for each class in order to engage with academic discussion.** As everyone has a different style of participating in class discussion, frequency of engaging in discussion is not as important as contributing something important to every class; reach outside your comfort-zone and try to push the limits of your discussion on academic materials. Do your best to support your fellow classmates in being prepared to contribute to discussions.

Course Assessments and Grading:

<i>Item</i>	<i>Value</i>	<i>Important Dates</i>
Application Paper	20%	October 13 th
Midterm Test	20%	October 20 th
Academic Skills Exercises	10%	Due by end of day for each tutorial
Research Proposal Paper	30%	November 24 th
Final Test	20%	December 1 st
Total	100%	

Required Texts:

All book selections and journal articles are available as PDFs in the Quercus course website. It is vital that you come to the seminar having fully read the required readings for the week in advance of the 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.

Attendance and Preparation

The organizing principle of this course is that learning is a **social process** that takes place not only by reading and attending lectures, but also by students interacting with each other. To foster a cooperative learning environment, this course is organized around maximizing engagement through active participation in lectures. Attendance of lectures is therefore mandatory. You are responsible for all material presented in class. If you are unable to attend class on a given day, you are responsible for obtaining notes on all material covered, including discussion material and course announcements.

Participation

This class is an advanced discussion-based seminar that depends on everyone's participation in the discussion of course material. Though there is no grade associated with in-class participation, to succeed in contributing to discussion you must complete the readings before each lecture and come with notes and questions on the material. This will help you contribute to the discussions, and you will take away much more from the course as a result.

Communication and Quercus

The Quercus page for this course will act as the central hub, where you will find this syllabus, PowerPoint slides for lectures, assignment instructions, announcements, grades, and discussion boards. There are several communication mechanisms in this course to ensure all students have the information they need to be successful and for information to be delivered consistently to everyone.

To that end, there are several key resources for students in this course:

1. **Announcements** – The SOC344 Quercus page contains an “Announcements” tab. You should check the Announcement tab regularly. It will be the main mechanism to communicate about course-related matters. Quercus is where all deadlines, new content, instructions, grade releases, and any other pertinent information will be posted.
2. **General Questions about the Course** – This discussion thread is the main space on Quercus that you will use for course-related, non-personal questions. This is the quickest way to get a reply to a question: the go-to place for all questions about course content, activities, assignment, exams, deadlines, etc. This is your main resource for any question you have about the course, including clarification on the course materials covered in lecture and in the readings. Every question will be answered by the end of the week by either Professor Stewart or the TA unless a fellow student has already provided the answer. In this way, all clarifications are available to everyone in the course to benefit from.
3. **Professor Stewart** – as the Course Instructor, Professor Stewart is ultimately responsible for every aspect of the course. You are encouraged to attend his office hours with help clarifying questions about the course materials. If you have any questions or concerns about any aspects of the course, or anything else you might want to discuss privately, feel free to e-mail him. E-mails are typically answered within 48 hours. You will always have someone or somewhere to turn to for assistance, whether monitored online spaces, scheduled and by appointment office hours, or by e-mail with Professor Stewart.

Email

For any questions about the course materials, format of the course, assignment and test details, Quercus submissions, or Accessibility Services resources, please **first post your question on the General Questions discussion thread on Quercus**. This helps everyone benefit from the answer in case others have the same questions. If you have any questions about how your assessments were graded, you can email the TA and request a clarification (**please see instructions below in the “Re-Grading Assignments” section**). When emailing, please use your utoronto.ca address. Please also **include “SOC344”** and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 36 hours, during the workweek (i.e. Monday through Friday, between 9am-5pm), which **does not include evenings and weekends**. Email is the preferred method of communication for simple questions. However, for longer questions, you should attend office hours to ensure you get the most complete answers to your questions.

Lecture and Reading Schedule:

Lecture 1 - September 8 INTRODUCTION: SOCIOLOGY OF EVERYDAY LIFE

Wayne Brekhus. 1998. "A Sociology of the Unmarked: Redirecting Our Focus," *Sociological Theory*, Vol. 16, No. 1, (pp. 34-51).

Lecture 2 - September 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. 31-43, 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).

Lecture 3 - September 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).

Lecture 4 - September 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.

Lecture 5 - October 6 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).

Lecture 6 - October 13
THE SELF AND SOCIAL ORDER IN EVERYDAY LIFE

Application Paper Due

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).

October 20
In-class Test

Lecture 7 – October 27
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).

Lecture 8 - November 3
THE SOCIAL MIND

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

November 10
Fall Reading Week

Lecture 9 - November 17
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).

Lecture 10 – November 24
EMOTIONS IN SOCIAL INTERACTION

Research Proposal Paper Due

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

December 1
In-class Test

HAPPY HOLIDAYS!

Classroom Etiquette

Mutual respect is critical for learning and teaching. Please be considerate at all times. This is particularly important for the lectures, but also include the discussion boards on Quercus. If commenting on someone's post or replying to a comment, I expect you to reply with respect and consideration – treat all interactions like a regular classroom interaction. In addition, during lecture or office hours — please do not disturb the meeting and be ready and willing to engage in conversation. If your behavior is distracting or disrespectful, you will be asked to leave the session.

Overview of Community Expectations

I am committed to making our classroom, our virtual spaces, our practices, and our interactions as inclusive as possible. I believe that mutual respect, listening carefully and openly, and participating actively and thoughtfully will make our time together productive and engaging. To this end, please give me feedback at any time throughout the course about things that are helping you learn, or things that aren't helping. And in general, please make sure to communicate with me or the TA if there are ways that we can improve the course to better support your learning.

Equity and respect

As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course, and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Gender-inclusive language

Respectful classroom etiquette includes using gender-inclusive language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender, affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Office Hours

Professor Stewart's office hours are available online via zoom, and by appointment. This is to ensure students registered for this seminar get one-on-one consultation with him. However, arrangements for "group" office hours can be made if requested. You may use office hours as an opportunity to explore ideas and experiences related to the course material, how to approach the readings, ideas for writing the papers, discuss plans for a career in Sociology, or other course and career related matters. If you wish to schedule an appointment with Professor Stewart, please email him directly (lance.stewart@mail.utoronto.ca). In your email, include details about the nature of your meeting request and a list of dates/times when you are available. You will typically receive a response within 36 hours, so **please email requesting time in office hours by Monday morning of that week at the latest.**

Late Assignments (please read carefully!)

Note that the late penalty is 5% per day for written assignments, including weekend days. **Late assignments will not be accepted via email.** In case of illness for the assessment deadlines, you should (1) declare your absence on ACORN **the day the assignment is due**, and (2) get in touch with Professor Stewart **within three business days** in order to let them know of the delay and make plans for when to submit your assignment. Failure to complete both of these steps before submitting a late assignment will result in late penalties. If a personal or family crisis prevents you from meeting the assignment deadline or causes you to miss the final test, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations. In cases with short turn-around, please reach out to Professor Stewart and we can work together on accommodations until your registrar can be reached.

Missed Test (please read carefully!!)

Students who miss a test will be assigned a grade of 0. In case of illness for either test, you should (1) declare your absence on ACORN **on the day of the test**, and (2) get in touch with Professor Stewart **within three business days** of the date of the test in order to let them know you will be unable to take the test. Failure to complete both of these steps before submitting a late assignment will result in late penalties. If a personal or family crisis prevents you from taking the tests, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations. Students who miss the test for a valid reason and wish to take a make-up test must give the instructor a written request for special consideration which explains why the test was missed, accompanied by proper documentation (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.

Religious or cultural accommodations

Individuals who have religious or cultural observances that coincide with this class should let the instructor know in writing by email **by October 6th**. I strongly encourage you to honour your religious and cultural holidays! However, if I do not hear from you by October 6, I will assume that you plan to attend class and to submit your assignments on time.

Re-Grading Assignments

We do our best with grading, focusing on being thorough and fair. But grading errors can certainly happen. If it is a mathematical error in adding up the points, you can simply alert the TA. *For substantive appeals:* After **waiting a minimum of 2 days after grades are released**, email the TA a written explanation on why you think your mark should be altered. Your explanation should take into account the comments you received on your test/assignment, and if applicable, the assignment's objectives or requirements. You should do this **within one week of receiving your assessment mark**. It is helpful if you include examples from your assignment to illustrate the arguments you make in your appeal. You can also, within one week of having received an appeal response from your TA, ask for a further appeal with Professor Stewart. Your email to me should include all correspondence regarding the initial appeal, and a written explanation responding to your TA's comments on the initial appeal. Of course, it is important to note that we will typically regrade the entire assignment, and your mark could certainly go up, but it can also stay the same or even go down. However, we promise to never be unfair or in any way vindictive: mistakes do happen, and we are honestly happy to correct our own.

Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "Code of Behaviour on Academic Matters" #6 (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

You should acquaint yourself with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.

Ouriginal

You will be required to submit your assessments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, your assessments will be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>). For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#). Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible.

Mental health and well-being

We know that life is complicated, and university can be stressful. If you or someone you know is feeling overwhelmed, depressed, and in need of support, services are available. For a listing of mental health resources available on and off campus, you can visit:

<https://www.studentlife.utoronto.ca/feeling-distressed>.

Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. It is important to recognize that having different learning needs does not make you a lesser student, and we aim to support you as well as we can. If you may require accommodations, please contact professor Stewart to let them know about the resources and accommodations you need. Also, please feel free to contact Professor Stewart to talk about visiting the Accessibility Services Office (<http://studentlife.utoronto.ca/accessibility>) as soon as possible.

Further resources

I also strongly recommend making use of the many campus resources available for help, especially with coursework, and generally with keeping up with the demands of university life. This includes your **college registrar** in case of any unexpected events or crises, and **Academic Success** (<https://www.studentlife.utoronto.ca/asc>) for help developing strategies for doing well in your courses. **Office hours**, both my own and the TA's, are also an (underutilized!) resource for doing well in courses.

Writing Support

Students are urged to seek assistance from the University of Toronto writing centre should they anticipate problems in this area. The writing centre can be visited on the web at: <http://www.utoronto.ca/writing/centres.html>

Student Contacts

You are responsible for all material presented in class, including announcements. If you are unable to attend class, you should obtain notes from a classmate. Write down the contact information for two of your classmates below in case you need notes.

Name: _____	Name: _____
E-mail: _____	E-mail: _____
Phone: _____	Phone: _____
Other: _____	Other: _____