

SOC388H1S: SOCIOLOGY OF EVERYDAY LIFE

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Department of Sociology

University of Toronto

Winter 2024

Location and Time: TBA, Tuesday 1:10 PM-3PM

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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

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|---------------------------------------|-----|
| 1- in-class test, February 27 | 25% |
| 2- in-class test, April 2 | 25% |
| 3- take-home test, due March 19 | 40% |
| 4- in-class quizzes | 10% |

Attendance

Attendance is expected. 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. Make sure you have classmates who can share this information with you if you are unable to attend.

Deadlines: Late work will not be accepted unless submitted with proper documentation. 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.

Students who miss a test or are late in submitting an assignment for medical reasons need to email the instructor (not the TA), and also declare their absence on the system (ACORN). Students who miss a test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

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 will not excuse failure to demonstrate having done the required readings.

Assignments

In-class Quizzes

There will be a short quiz during each class meeting, except 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%, but 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. If you did not come to class, you get 0% on the day’s quiz, unless you have official documentation (as noted above).

In-class Test

There will be two in-class closed-book tests on February 27 and April 2.

Make-up Test

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 -- no later than 5 days after the date of the test -- 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.

Take-home Test

The take-home test is due on March 19, and it should be no more than 2,000 words (double spaced, 12 point type). Students will receive the questions by the beginning of Reading Week. Take-home tests are to be submitted at the beginning of the class on the due date in TWO forms: as hard copy, and electronic copy to be submitted to Quercus. Take-home tests are not to be submitted via email or fax, or to the receptionist at the Department of Sociology.

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to 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>).

Assignments not submitted through Quercus to the plagiarism detection tool 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. This alternative is in place because, strictly speaking, using a plagiarism detection tool 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.

Use of Generative AI Tools

In this course, you may use generative artificial intelligence (AI) tools, including ChatGPT and GitHub Copilot, as learning aids and to help complete assignments. You will not be permitted to use generative AI on the midterm test or final test. While some generative AI tools are currently available for free in Canada, please be warned that these tools have not been vetted by the University of Toronto and might not meet University guidelines or requirements for privacy, intellectual property, security, accessibility, and records retention. Generative AI may produce content which is incorrect or misleading, or inconsistent with the expectations of this course. These tools may even provide citations to sources that don’t exist—and submitting work with false citations is an academic offense. These tools may be subject to service interruptions, software modifications, and pricing changes during the semester.

Generative AI is not required to complete any aspect of this course, and you are cautioned to not rely entirely on these tools to complete your coursework. Instead, it is recommended that you treat generative AI as a supplementary tool only for exploration or drafting content. Ultimately, you (and not any AI tool) are responsible for your own learning in this course, and for all the work you submit for credit. It is your responsibility to critically evaluate the content generated, and to regularly assess your own learning independent of generative AI tools. Overreliance on generative AI may give you a false sense of how much you’ve actually learned, which can lead to poor performance on the assignments, in later courses, or in future work or studies after graduation.

If you choose to use generative artificial intelligence tools as you work through the take-home test in this course; this use must be documented in an appendix for the test. The

documentation should include what tool(s) were used, how they were used (including the prompt used to generate the content), and how the results from the AI were incorporated into the submitted work. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

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 or [_http://studentlife.utoronto.ca/accessibility_](http://studentlife.utoronto.ca/accessibility).

Class Schedule

January 9

INTRODUCTION: SOCIOLOGY OF EVERYDAY LIFE

January 16

THE INDIVIDUAL AND SOCIETY

Georg Simmel, [1908] 1950. Selection from “The Isolated Individual and the Dyad” in Kurt H. Wolff (ed.), *The Sociology of Georg Simmel*. New York: Free Press (pp. 122-136).

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 23

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 30

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 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).

February 13

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 20

Reading Week

February 27

In-class Test

March 5

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 12

THE SOCIAL MIND

Eviatar Zerubavel, 1993. "Introduction: In the Beginning," "Islands of Meaning" and "The Great Divide" in *The Fine Line: Making Distinctions in Everyday Life*. Chicago: The University of Chicago Press (pp. 1-32).

March 19

COGNITION IN EVERYDAY LIFE

Karen A. Cerulo and Janet M. Ruane, 2022. Selection from “If You Knew You Couldn’t Fail,” and “Cultural Lessons as Guidelines for Dreaming” in *Dreams of a Lifetime: How Who We Are Shapes How We Imagine Our Future*. Princeton: Princeton University Press (pp. 1-10, 61-88).

Take-home Test Due

March 26

EMOTIONS IN SOCIAL INTERACTION

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

April 2

In-class Test