

SOC 388H1F: SOCIOLOGY OF EVERYDAY LIFE
Professor Vanina Leschziner
Department of Sociology
University of Toronto
Fall 2014

Location and Time: xxxx, Thursday, 10AM-12PM

Office Hours: Thursday 1-3PM, Room 398, 725 Spadina (third floor)

Phone Number: 416-978-4535

Email: vanina.leschziner@utoronto.ca

Webpage: portal.utoronto.ca

Teaching Assistant: Kim de Laat

Email: kim.delaat@utoronto.ca

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 cognizant of the social forces that shape our lives at the macro level. We are less aware of the social forces that shape ordinary aspects of our everyday lives: how we think, how we present ourselves and 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 society? and 2) how do we 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 us to focus on micro-sociological perspectives. These perspectives shed light on the everyday processes whereby individuals come to understand themselves and their worlds, and form 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 challenge) the social order through their patterned behavior.

IMPORTANT NOTE: The prerequisite to take SOC388H1S is successful completion of a 200 or higher level Sociology course. Students without this prerequisite can be removed at any time without notice.

Class Format, Requirements, and Grading

1- in-class test, October 23	30%
2- in-class test, November 27	30%
3- final paper, due November 13	40%

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 November 13, 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>.

“To deter and detect plagiarism, this course will make use of the turnitin.com system. In addition to submitting a hard copy of the research proposal in class on the due date, each student must upload the proposal to Turnitin.com. Students agree that by taking this course all required papers may be subject to textual similarity review to detect plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.”

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.

Deadlines: Late work will NOT be accepted unless submitted with proper documentation. Medical documentation must include the University of Toronto’s Student Medical Certificate. The certificate is available on the University of Toronto’s website and may be completed by a Health Services physician or by your physician. See below for details.

Late assignments will be penalized 10% for the first week and 5% per day afterwards.

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). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or during your instructor or TA's office hours.

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 your instructor or TA's office hours.

In-class test

There will be two in-class closed-book tests, on October 23 and November 27.

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.

Preparation and Participation

Students are expected to complete all assigned readings prior to the class for which they are assigned, and to be prepared to discuss the readings. Class participation, contribution to class discussions and in-class group work participation are expected. Be supportive of your fellow students when they speak and they are likely to be supportive when your turn comes!

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 or college registrar is required to justify an absence.

Course Webpage

The course webpage, to be found on the Blackboard system, will contain the course syllabus, links to all the readings that are in journal article form, handouts, and course announcements. Students are solely responsible for all the course materials and for all announcements. Please make sure to check your official utoronto.ca email addresses regularly.

Readings

REPRO-TEXT A packet of readings for the course is available at the University of Toronto Bookstore, 214 College St.

JOURNAL ARTICLES Links to the required journal articles are posted on the Blackboard course website, under “Course Documents.”

Students are solely responsible for obtaining and reading all required materials before class. Please 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.

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

September 11
INTRODUCTION
SOCIOLOGY OF EVERYDAY LIFE

September 18
THE INDIVIDUAL AND SOCIETY
Reading: Emile Durkheim, selections from “Mechanical Solidarity, or Solidarity by Similarities,” chapter 2 and “Solidarity Arising from the Division of Labour, or Organic Solidarity,” chapter 3 in *The Division of Labor in Society* (Free Press, [1893] 1984), pp. 38-43, 60-64, 83-86.

Reading: Emile Durkheim, selection from “Definition of Religious Phenomena and of Religion,” chapter 1 in *The Elementary Forms of Religious Life* (Free Press [1912] 1995), pp. 33-39.

September 25

SHAPING THE SELF THROUGH SOCIAL INTERACTION

Reading: George H. Mead, selections from “The Self,” chapter 3 in *Mind, Self, and Society* (The University of Chicago Press, [1934] 1967), pp. 135-144, 152-178, 192-200.

October 2

SYMBOLIC INTERACTION

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

Reading: Philip Blumstein, “The Production of Selves in Personal Relationships,” in *The Self-Society Dynamic. Cognition, Emotion, and Action*, edited by Judith Howard and Peter Callero (Cambridge University Press, 1991), pp. 305-322.

October 9

CREATING SOCIAL ORDER IN EVERYDAY LIFE

Reading: Erving Goffman, selection from “Introduction” in *Frame Analysis* (Harper Colophon Books, 1974), pp. 1-12.

Reading: Erving Goffman, “Embarrassment and Social Organization” in *Interaction Ritual* (Pantheon Books, 1967), pp. 97-112.

October 16

THE PRESENTATION OF SELF IN EVERYDAY LIFE

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

Reading: Helen Rose Fuchs Ebaugh, “Creating the Ex-Role,” in *Becoming an Ex. The Process of Role Exit* (The University of Chicago Press, 1988), pp. 149-180.

October 23

In-class Test!!

October 30

CREATING MEANING IN EVERYDAY LIFE

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

Reading: Harold Garfinkel, 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 (The Ronald Press Company, 1963), pp. 220-238.

November 6

COGNITION AND ITS SOCIAL FOUNDATION

Reading: Eviatar Zerubavel, “The Sociology of the Mind,” chapter 1 and “Social Optics,” chapter 2 in *Social Mindscales. An Invitation to Cognitive Sociology* (Harvard University Press, 1997), pp. 1-22, 23-34.

November 13

COGNITION IN EVERYDAY LIFE

Reading: Karen Cerulo, “What’s the Worst That Could Happen?,” chapter 1, and selection from “Practicing Positive Asymmetry,” chapter 3 in *Never Saw it Coming* (The University of Chicago Press, 2006), pp. 1-16, 95-121.

Final Paper Due!!

November 20

EMOTIONS IN SOCIAL INTERACTION

Reading: Tim Hallett, “Emotional Feedback and Amplification in Social Interaction,” *The Sociological Quarterly* 44 (2003): 705-726.

November 27

In-class Test!!