

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

**Sociology and Social Policy**

**SOSC 216**

*Everyday Life: Time, Space, Bodies*

# **Course Outline**

**CRN 9509 : 22 POINTS: TRIM 1, 2009**

*(2 March – 1 July)*

**COURSE COORDINATOR: DR MIKE LLOYD**

*Room 1015, Murphy Building*

*Tel: (04) 463 5678*

*Email: [mike.lloyd@vuw.ac.nz](mailto:mike.lloyd@vuw.ac.nz)*

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**LECTURES : WED 3 – 4PM & FRI 2 – 4PM : MY 632**

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**COURSE COORDINATOR:** Mike Lloyd  
Murphy building, MY 1015  
Tel: 04 463 5678  
E-mail: [mike.lloyd@vuw.ac.nz](mailto:mike.lloyd@vuw.ac.nz)

**OFFICE HOURS:** to be announced

**LECTURE TIME:** Wednesday 3 – 4pm & Friday 2 – 4pm in MY632

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## **COURSE CONTENT AND LEARNING OBJECTIVES**

Ordinary life is pretty complex stuff. (Harvey Pekar in *American Splendour*)

It does get tiresome. That's the truth of it; I'd be flat out bullshitting you if I said different. There are a lot of times when I'd like to be absolutely incognito, same as everybody else. Occasions like when I'm with my partner say. Maybe we've gone to a restaurant for dinner and it would be nice if people were looking at us because we're a great couple. Feeling happy for us, two people out having a great time together, which we are. But no, that's not the reason. The reason they are looking our way, is that I am eating with my feet. (Glenn Busch, *The Man With No Arms and Other Stories*, 2007: 16)

In everyday life people move their bodies in the stream of time in specific places, and mainly this produces quite orderly interaction with others. We take this for granted, consequently many sociologists feel they can quickly pass over the study of everyday life. However, there are good reasons to follow Garfinkel's (1967) suggestion that we ought to get around to studying this taken-for-granted realm. This course aims to show just how interesting the ordinary can be, giving students a sample of the theoretical debates and empirical research in the sociology of everyday life. The aims are to:

1. Introduce the sociology of everyday life, in particular to present time, space, and the body as a basic framework for sociological analysis.
2. Introduce students to analytical questions regarding everyday life: how do we pose sociological questions about ordinary activities? What kind of data can we use and what guides our analysis of it?

## LECTURE PROGRAMME

1.	Mar	4	Introduction to the course
2.	Mar	6	Understanding everyday life
3.	Mar	11	Mundane reason
4.	Mar	13	Time
5.	Mar	18	Bodies
6.	Mar	20	The interaction order
7.	Mar	25	Doing things with things
8.	Mar	27	Key concepts
9.	Apr	1	EDL analysis: showing what we can do
10.	Apr	3	Workshop 1
11.	<b>Apr</b>	<b>8</b>	<b>In class test</b>
	<i>April</i>	<i>10</i>	<i>Good Friday</i>

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### *Mid semester break April 13 – 26*

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12.	Apr	29	Escape attempts
13.	May	1	Workshop 2
14.	May	6	Constructing a life: the '7 Up' series
	<b>May 8</b>		<b>Practical Exercise due</b>
15.	May	8	Workshop 3
16.	May	13	Strangers and the identified
17.	May	15	Workshop 4
18.	May	20	Something on humour
19.	May	22	Workshop 5
20.	May	27	The proliferation of bullshit
21.	May	29	Workshop 6
22.	Jun	3	Critical applications of EDL sociology
23.	Jun	5	Conclusion
	<b>June 5</b>		<b>Essay due</b>

## **BLACKBOARD USE**

The Blackboard resource will be used for basic communication between the course coordinator and the class. It will also be used for posting summary lecture notes, often a copy of the power point slides used during lectures.

## **WORKSHOP PROGRAMME**

The workshops, run in various class sessions, are equivalent to tutorials. Attendance is not compulsory. The workshops will be based on the readings contained in the course book of readings. The course coordinator will specify in advance which readings each workshop will be based on.

NOTE: There is little point in turning up to the workshops unless you have read and thought about the required reading.

## **WORKLOAD AND MANDATORY COURSE REQUIREMENTS**

Mandatory course requirement is completion of three pieces of assessment - test, and two assignments. While attendance at lectures is not compulsory, students are expected to regularly attend lectures, and will be advantaged if they do so. University guidelines stipulate that a half year stage two course should require 14 hours per week of student work (this includes class time).

## **ASSESSMENT**

Assessment is internal and involves three pieces of work: a In class test (30 %), a practical exercise (35%), and an essay (35%). Any further guidance statements on assessment will be posted on blackboard.

### **1. In class test**

**Grade weight: 30%**

The test will be on Wednesday April 8 in normal class time. It will be based on material presented from sessions 1 to 10, including material discussed in workshop 1.

**2. Practical Exercise**  
**Due: 4pm, Friday May 8**

**Grade weight: 35%**  
**Suggested length: 2500 words**

**Observation Exercise**

This assignment involves building observational skills and thinking about how to describe and analyse social interaction. Instructions are as follows:

1. Select a setting in which you regularly participate, or about which you have some interest. You should be able to observe this setting without drawing attention to yourself, ie. Make sure the setting you choose does not involve issues of access or confidentiality. NOTE: you are there to observe, NOT to openly question anyone.
2. Spend time observing, and when convenient take notes on what you see. Make a sketch map of the site. What sort of activities does the physical layout encourage, discourage, or is it neutral towards?
3. How do people use the space you are studying? What do they show they are attending to? How do they communicate with one another or avoid communication? Do they look at one another or avoid it? What distance do they keep between one another? What are the key resources and constraints present in the setting?
4. In what ways are people using the space to co-operate with one another to *define* themselves and the setting as a particular social interaction? How do people organise their activities in a *collective* fashion? How is the 'sense' of the setting achieved?
5. Visit your setting at a different time and comment on any differences in what is taking place.
6. How do people use the setting as a resource for engaging in activities not specifically intended (but not necessarily inappropriate) in that setting?
7. What makes the setting you have studied 'everyday'? What aspects of what you have observed might you expect to see elsewhere?

**3. Essay**  
**Due: 4pm, Friday, June 5**

**Grade weight: 35%**  
**Suggested length: 2500 words**

There is no set topic for this essay – you are free to work up an essay on a topic of your own choice. If you have difficulty doing so, or if you wish to discuss the practicalities of the topic you choose, please feel free to consult the course coordinator. Some options include:

1. Having read the course book of readings you may wish to develop an essay on aspects of everyday life, from one, or more, of the readings.

2. The recently published books edited by Claudia Bell, *Sociology of Everyday Life in New Zealand* (2001), *Cultural Studies in Aotearoa New Zealand* (2004) could provide a New Zealand starting point for a topic that interests you, or for more general work look at Highmore, B. (Ed.) (2002) *The Everyday Life Reader*, or Tony Bennett and Diane Watson (Eds.) *Understanding Everyday Life* (2002) (both on 3 day loan).
3. You could choose to focus on one of the basic frameworks – time, space, body – and read and write on some of the recent discussions in these areas.
4. Following on from the way EDL studies use close description, you could work up a stimulating exploration of a singular topic: ‘At the beach ...’; ‘On the internet ...’; ‘In the car ...’; ‘Waiting in the queue ...’; ‘At my gym ...’; ‘At work ...’; ‘On the phone ...’; ‘At my local café ...’; ‘Watching tv ...’; ‘Shopping at ...’ or any such everyday activity.

## USEFUL READING MATERIAL

Adam, B. (1998) *Timescapes of Modernity*.

Bauman, Z. & May, T. (2001) *Thinking Sociologically*. (Second Edition)

Bell, C. (Ed.) (2001) *Sociology of Everyday Life in New Zealand*.

Bell, C. & Matthewman, S. (Eds.) (2004) *Cultural Studies in Aotearoa New Zealand*.

Bell, D. & Valentine, G. (1997) *Consuming Geographies: We are where we eat*.

Bennett, T & Watson, D, (2002) *Understanding Everyday Life*

Burawoy, M. (Ed.) (1991) *Ethnography Unbound*.

Burawoy, M. (Ed.) (2000) *Global Ethnography: Forces, connections, and imaginations in a postmodern world*.

de Certeau, M. (1998) *The Practice of Everyday Life*.

Chaney, D. (2002) *Cultural Change and Everyday Life*.

Cohen, S. & Taylor, L. (1992) *Escape Attempts: The theory and practice of resistance to everyday life* (Second Edition).

Denzin, N. (1992) *Symbolic Interactionism and Cultural Studies*.

Douglas, J.D. (1970) *Understanding Everyday Life*.

Downey, J. & McGuigan, J. (Eds.) (1999) *Technocities*.

Emmison, M. & Smith, P. (2000) *Researching the Visual*.

Fergusson, H. (2006) *Phenomenological Sociology*.

Friedland, R. & Boden, D. (1994) *NowHere: space, time and modernity*.

Frow, J. (1997) *Time and Commodity Culture*.

Game, A. (1991) *Undoing the Social*.

Game, A. & Metcalfe, A. (1996) *Passionate Sociology*.

- Garfinkel, H. (1967) *Studies in Ethnomethodology*.
- Garfinkel, H. (2002) *Ethnomethodology's Program* (Ed. By Anne Rawls).
- Goffman, E. (1959) *The Presentation of Self in Everyday Life*.
- Gray, A. & McGuigan, J. (1997) *Studying Culture: An introductory reader*.
- Heritage, J. (1984) *Garfinkel and Ethnomethodology*.
- Hester, S. & Eglin, P. (1997) *Culture in Action: Studies in membership categorization analysis*.
- Hester, S. & Housley, W. (2002) *Language, Interaction and National Identity*.
- Highmore, B. (2002) *Everyday Life and Cultural Theory: An introduction*.
- Highmore, B. (Ed.) (2002) *The Everyday Life Reader*.
- Hochschild, A. (2001) *The Time Bind: When work becomes home and home becomes work*.
- Holloway, L. & Hubbard, P. (2001) *People and Place: The extraordinary geographies of everyday life*.
- Hutchins, E. (1995) *Cognition in the Wild*.
- Inglis, D. (2005) *Culture and Everyday Life*.
- Jalbert, P. (1999) *Media Studies: Ethnomethodological approaches*.
- Jordan, T. (1999) *Cyberpower : The culture and politics of cyberspace and the Internet*.
- Lave, J. (1988) *Cognition in Practice: Mind, mathematics and culture in everyday life*.
- Lave, J. & Wenger, E. (1991) *Situated Learning: Legitimate peripheral participation*.
- Lynch, M. (1993) *Scientific practice and ordinary action*.
- McHoul, A. & Miller, T. (1998) *Popular Culture and Everyday Life*. London: Sage.
- Maffesoli, M. (1996) *Ordinary Knowledge*.
- Maffesoli, M. (1996) *The Time of the Tribes*.
- Moran, J. (2007) *Queuing for Beginners: The story of daily life from breakfast to bedtime*.
- Perry, N. (1994) *Dominion of Signs*.
- Sennett, R. (1990) *The Conscience of the Eye: The design and social life of cities*.
- Sennett, R. (1990) *Flesh and Stone: The body and the city in Western civilization*.
- Shields, R. (1991) *Places on the Margins: Alternative geographies of modernity*.
- Smith, D. (1987) *The Everyday World as Problematic: A feminist sociology*.
- Valentine, G. (2001) *Social Geographies: Space and society*.
- Wenger, E. (1998) *Communities of Practice: Learning, meaning and identity*.



## USEFUL WEBSITES

<http://www.mundanebehavior.org/index.htm> Journal of Mundane Behavior

<http://www.kluweronline.com/issn/0163-8548> Human Studies (Journal)

<http://www.pscw.uva.nl/emca/> EM/CA website (very good for links to sites on language as social interaction)

<http://www.socresonline.org.uk/> Sociological Research Online (Journal)

<http://www.lboro.ac.uk/departments/ss/centres/dargindex.htm> Discourse and Rhetoric Group, Loughborough University

<http://www.media-culture.org.au/index.html> M/C A journal of Media and Culture

<http://tcs.ntu.ac.uk/tcs/> Theory, Culture & Society Centre (includes links to other 'Culture Studies' sites)

Also see the New Zealand based journals *Sites*, *Junctures* and *New Zealand Sociology* for relevant material.

## GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea.

Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: <a href="mailto:Jenny.Neale@vuw.ac.nz">Jenny.Neale@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison:	Jan - June: Dr David Pearson, MY1020 Tel: 463 6131 E-m: <a href="mailto:Deavid/Pearson@vuw.ac.nz">Deavid/Pearson@vuw.ac.nz</a> Jul - Dec: Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: <a href="mailto:Trevor.Bradley@vuw.ac.nz">Trevor.Bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:Russil.Durrant@vuw.ac.nz">Russil.Durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Alison Melling MY921, Tel: 463 5317, 463 5258 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>