



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES  
*Te Kura Mahinga Tangata*

# Sociology and Social Policy

# SOSC 216

## Everyday Life

20 POINTS

TRIMESTER 1 2014

### Important dates

**Trimester dates:** 3 March to 2 July 2014

**Teaching dates:** 3 March to 6 June 2014

**Easter/Mid-trimester break:** 18 April to 4 May 2014

**Last assessment due:** 16 June 2014

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## Class times and locations

Lectures: Mon 2.10pm – 3.00pm Murphy MYLT220

Wed 2.10pm – 4.00pm Laby LBLT118

## Names and contact details

**Course Coordinator:** Mike Lloyd  
Level 10, Murphy Building, MY 1015  
Tel: 04 463 5678  
E-mail: [mike.lloyd@vuw.ac](mailto:mike.lloyd@vuw.ac)  
Office hours: to be advised

## Communication of additional information

The Blackboard resource will be used for basic communication between the course coordinator and the class. It will also be used for posting a copy of the power point slides used during lectures. Other additional information related to SOSC 216 will be communicated via Blackboard or e-mail. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

## Prescription

An introduction to the socio-cultural study of everyday life, offering a framework for analysing popular culture and ordinary social practices. Emphasis is on the temporal, spatial and embodied bases of social action..

## Course content

- |     |       |    |                                      |
|-----|-------|----|--------------------------------------|
| 1.  | Mar   | 3  | Introduction to the course           |
| 2.  | Mar   | 5  | Understanding everyday life          |
| 3.  | Mar   | 10 | Theoretical resources I: Simmel      |
| 4.  | Mar   | 12 | Theoretical resources II: Goffman    |
| 5.  | Mar   | 17 | Theoretical resources III: Garfinkel |
| 6.  | Mar   | 19 | Mundane Reason                       |
| 7.  | Mar   | 24 | Time                                 |
| 8.  | Mar   | 26 | Workshop 1                           |
| 9.  | Mar   | 31 | Bodies                               |
| 10. | Apr   | 2  | Habit & action                       |
| 11. | Apr   | 7  | Doing things with things             |
| 12. | Apr   | 9  | Workshop 2                           |
| 13. | Apr   | 14 | Working with everyday data I         |
| 14. | April | 16 | Working with everyday data II        |

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**Mid trimester break April 18 - May 4**

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|     |     |    |  |
|-----|-----|----|--|
| 15. | May | 5  | Strangers and interaction              |
| 16. | May | 7  | Everyday incivility                    |
| 17. | May | 12 | Moving about in the city               |
| 18. | May | 14 | Constructing a life: 7Up               |
| 19. | May | 19 | Everyday humour I                      |
| 20. | May | 21 | Workshop 3                             |
| 21. | May | 28 | Everyday humour II                     |
| 22. | May | 28 | Critical applications of EDL sociology |
| 23  | Jun | 4  | Conclusion                             |

## Course learning objectives (CLOs)

By the end of the course students should be able to:

1. Think sociologically about everyday life, in particular be able to understand the dynamics of the interaction order.
2. Begin to analyse 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?

## Teaching format

The course is taught by lectures and workshops. The 3 workshops, run in various class sessions, are equivalent to tutorials. Attendance is not compulsory. The workshops will be based on readings that will be provided on the course Blackboard site. Workshops will include time for assignment discussion. NOTE: There is little point in turning up to the workshops unless you have read and thought about the required reading.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit the Practical Observation Exercise
2. Submit the Essay

While attendance at lectures is not compulsory, students are expected to regularly attend lectures, and will be advantaged if they do so.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20 point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

The practical exercise should take a minimum of 35 hours of student work; the essay a minimum of 50 hours of student work.

## Assessment

| Assessment items and workload per item |                                   | %  | CLO(s) | Due date |
|--|-----------------------------------|----|--------|----------|
| 1                                      | Observation Exercise (2500 words) | 40 | 1,2    | 14 April |
| 2                                      | Essay (4000 words)                | 60 | 1,2    | 16 June  |

SOSC 216 is internally assessed (there is no final examination) and involves two pieces of work: a practical exercise (40%), and an essay (60%). All assignments relate to all learning objectives. Any further guidance statements on assessment will be posted on BlackBoard.

## 1. Practical Observation Exercise

**Due: 4pm, Monday April 14**

**Grade weight: 40%**

**Suggested length: 2500 words**

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

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. Spend time observing, and when convenient take notes on what you see. Make a sketch map of the site (it would be useful for the marker if you include this in the handed-in assignment, though you will not be marked on your drawing ability).

Now write up your description, paying attention to the following questions:

1. How are the boundaries of the setting established? What sort of activities does the physical layout encourage, discourage, or is it neutral towards?
2. How do people use the space and the objects within it? 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? Do people use the setting as a resource for engaging in activities not specifically intended (but not necessarily inappropriate) in that setting?
3. In what ways are people *defining* 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?
4. If you were to visit your setting at a different time what difference would that make to what is taking place?
5. What makes the setting you have studied 'everyday'? What aspects of what you have observed might you expect to see elsewhere?

## 2. Essay

**Due: 4pm, Monday June 16**

**Grade weight: 60%**

**Suggested length: 4000 words**

Choose from one of the following:

1. Some of the class readings have been unconventional, but still have obvious relevance to the sociology of everyday life. This question gets you to think further about this issue. For example, in the work of New Zealand writers like Joe Bennett (*Where Underpants Come From* (2008), *Land of Two Halves* (2005)), and Steve Braunias (*Civilisation: Twenty places at the edge of the world* (2012); *Smoking in Antarctica* (2010)) there are many intelligent insights about ordinary life in New Zealand. Read some of this work, or some other appropriate material, and discuss the following: *With just a little more abstract theorising or employment of sociological concepts, these books would be brilliant contributions to the sociology of everyday life.*

2. Where and how do people make play in the city? Discuss using at least one specific example from Wellington or its close environs.
3. The study of everyday life is interdisciplinary with the most recent addition being contributions from cultural/media studies. Sociologists have not always viewed this latter contribution favourably. For example, Rojek and Turner (2000) have lumped it within the label 'decorative sociology', which they think deserves criticism. Discuss the differences and similarities between sociological and cultural/media studies approaches to the study of everyday life.  
Rojek, C. & Turner, B. (2000) Decorative sociology: towards a critique of the cultural turn, *The Sociological Review*, 48(4): 629-648.
4. The trouble with the sociology of everyday life is it has disregarded mainstream sociology and its concerns with power, gender, class, ethnicity, etc. To go anywhere in the future it needs to connect with these standard themes of sociology. Discuss.
5. Familiarise yourself with the 7 Up television series (lecture May 14) then work up an essay based on the existing academic commentary upon it (this will be posted on the course Blackboard).
6. In consultation with the course coordinator work up your own essay topic.

## Submission and return of work

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Assignments must be placed in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

### ***Students MUST keep a photocopy of every written assignment***

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

Student work will be marked and ready for pick up within 3 weeks of submission.

Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9<sup>th</sup> floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday

## Extensions and penalties

### Extensions

Assignments are due on the dates stated. If for some serious reason (illness or bereavements) you cannot get an essay in on time, contact the course coordinator **prior** to the due date and discuss the problem.

### Penalties

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half

mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Please note that assignments will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. They must, however, be submitted to meet mandatory course requirements.

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

## **Practicum/placement/field trip/internship arrangements**

There are no other arrangements for this course.

## **Set texts**

There is no set text for this course.

## **Recommended reading**

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*

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).

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

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

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

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

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*.

Highmore, B. (2011) *Ordinary Lives: Studies in the everyday*.

Highmore, B. (2002) *Everyday Life and Cultural Theory: An introduction*.

Highmore, B. (Ed.) (2002) *The Everyday Life Reader*.

Holloway, L. & Hubbard, P. (2001) *People and Place: The extraordinary geographies of everyday life*.

- Inglis, D. (2005) *Culture and Everyday Ilfe*.
- Jalbert, P. (1999) *Media Studies: Ethnomethodological approaches*.
- Jordan, T. (1999) *Cyberpower : The culture and politics of cyberspace and the Internet*.
- Lave, J. & Wenger, E. (1991) *Situated Learning: Legitimate peripheral participation*.
- McHoul, A. & Miller, T. (1998) *Popular Culture and Everyday Life*. London: Sage.
- Maffesoli, M. (1996) *Ordinary Knowledge*.
- Moran, J. (2007) *Queuing for Beginners: The story of daily life from breakfast to bedtime*.
- Scott, S. (2009) *Making Sense of Everyday Life*
- 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*.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

|                                     |
|-------------------------------------|
| Class Rep name and contact details: |
|-------------------------------------|

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)

- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School Contact Information

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School of Social and Cultural Studies: [www.victoria.ac.nz/sacs/](http://www.victoria.ac.nz/sacs/)