

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, 2008**

**COURSE COORDINATOR: DR MIKE LLOYD**

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**LECTURES : WED 3 – 5PM & FRI 1 – 2PM : MY LT101**

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

**OFFICE HOURS:** Wednesday, 1 – 3pm

**LECTURE TIME:** Wed 3 – 5pm & Fri 1 – 2pm, MY LT101

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## **COURSE CONTENT AND OBJECTIVES**

The silence of daily life can be deafening – and you can tell a lot about a society from the things it does all the time but rarely examines. Meaning lies buried in the most unlikely places. (Joe Moran, *Queuing for Beginners*, 2007: 4)

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 and in specific places, for the most part, producing quite orderly interaction with others. We take this for granted, consequently many sociologists don't study 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. Feb 27 Introduction to the course
2. Feb 29 Understanding everyday life
3. Mar 5 Mundane reason
4. Mar 7 Time
5. Mar 12 Space
6. Mar 14 Bodies
7. Mar 19 The interaction order
8. Mar 26 Doing things with things
9. Mar 28 Key concepts
10. Apr 2 EDL analysis: showing what we can do
11. Apr 4 Workshop 1
12. Apr 9 **In Class Test**
13. Apr 11 Workshop 2

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*Mid trimester break April 14 – 27*

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14. Apr 30 Escape attempts
15. May 2 Workshop 3
16. May 7 Constructing a life I: viewing & discussing the '7 Up' series
- May 8 Assignment One due**
17. May 9 Constructing a life II: Blanket Man and celebrification
18. May 14 Urban legends & gossip (Brigitte Bonisch-Brednich); Workshop 4
19. May 16 Play and the playground
20. May 21 Workshop 5
21. May 23 The proliferation of bullshit
22. May 28 Critical applications of EDL sociology; Workshop 6
23. May 30 Conclusion
- June 9 Assignment Two due**

## BLACKBOARD USE

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

## WORKSHOP PROGRAMME

The workshops, run in various class sessions, are equivalent to tutorials. Attendance is not compulsory but is strongly recommended. The workshops revolve around a systematic reading of the textbook, *An Invitation to Ethnomethodology: Language, Society and Interaction* (2004), David Francis and Stephen Hester, \$99.00 from the university bookshop (one copy has been placed on three day loan). The content of workshops and required preparation is as follows:

<i>Workshop Number</i>	<i>Required Reading</i>
1.	Ch. 1 and Lloyd, M. (2006) Focus, <i>Sites</i> (available as pdf file on Blackboard)
2.	Ch. 2 & 3
3.	Ch. 4 & 5
4.	Ch. 6 & 7
5.	Ch. 8 & 9
6.	Ch. 10 & 11

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 15 hours per week of student work (this includes class time).

## ASSESSMENT

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

### *Test*

The test will be in normal class time – Wednesday April 9, 3-5pm – and will be based on material presented from sessions 1 to 11, including material discussed in workshop 1.

### *Assignment 1 - Observation Exercise*

Due: 4pm, Thursday 8 May

Grade weight: 35%

Suggested length: 2500 words

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, does it 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?

## **Assignment 2 - Essay**

Due: 4pm, Monday June 9

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 or tutor. Some options include:

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

## **SCHOOL ASSIGNMENT COVER SHEET**

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.

## **LATE 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.

*Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.*

## **USEFUL READING MATERIAL**

The course textbook includes many useful readings and sources to follow for the course assignment work and to pursue your own interests in the study of everyday life. You may also find the following list of use.

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. (20001) *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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at: <http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## Academic Integrity And Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning

- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

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

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## 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	Dr David Pearson, MY1020 Tel: 463 6748 E-m: <a href="mailto:david.pearson@vuw.ac.nz">david.pearson@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>
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School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

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Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

## Assignment Cover Sheet

*(please write legibly)*

Full Name: \_\_\_\_\_  
(Last name) (First name)

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

### CERTIFICATION OF AUTHENTICITY

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_