

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 : 20 POINTS: TRIM 1, 2010

Trimester dates: 1 March to 4 July 2010

Teaching dates: 1 March to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

COURSE COORDINATOR: DR MIKE LLOYD

Room 1015, Murphy Building

Tel: (04) 463 5678

Email: mike.lloyd@vuw.ac.nz

LECTURES : MON 11am–12noon & FRI 11am–1pm : HM LT104

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

OFFICE HOURS: to be advised

LECTURE TIMES: Monday 11am-12noon and Friday 11am-1pm in
HM LT104

SCHOOL LOCATION

Social Policy Programme staff are located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

OTHER CONTACT INFORMATION

Head of School: Dr Allison Kirkman, MY1013
Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz

International Student Liaison: Dr Hal Levine MY1023
Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101
Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz

Students with Disabilities Liaison: Dr Russil Durrant, MY1120
Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz

School Manager: Carol Hogan, MY918
Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators: Monica Lichti, Alison Melling, Heather Day
MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

WEBSITE

The School's website is at: <http://www.victoria.ac.nz/sacs>. On the same page you will find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx>, a chronicle of reflections written by Sociology, Social Policy, Social Science Research staff and postgraduate students.

BLACKBOARD/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 summary lecture notes, often 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.

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (via BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

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)

Everyday life is by and large a very orderly thing. 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	1	Introduction to the course
2.	Mar	5	Understanding everyday life
3.	Mar	8	Mundane reason
4.	Mar	12	Time
5.	Mar	15	Bodies
6.	Mar	19	Space
7.	Mar	22	Key concepts
8.	Mar	26	Workshop 1
9.	Mar	29	In-class test
	<i>April</i>	2	<i>Good Friday</i>

Mid-trimester break April 5 - 18

10.	Apr	19	EDL analysis: showing what we can do
11.	Apr	23	Workshop 2: clarifications for the practical exercise
12.	Apr	26	Escape attempts
13.	Apr	30	Constructing a life: the '7 Up' series
14.	May	3	Beyond strangers
	May 7		Practical Exercise due
15.	May	7	Workshop 3
16.	May	10	Everyday incivility
17.	May	14	Workshop 4
18.	May	17	Fun and games
19.	May	21	Workshop 5
20.	May	24	The problem of bullshit
21.	May	28	Workshop 6
22.	May	31	Critical applications of EDL sociology
23.	Jun	4	Conclusion
	June 8		Essay due

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 (contents listed below). 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.

Veling, Tim. 2006. Extract and photographs, pp. 8-19 in *Red Bus Diary*. Christchurch: Hazard Press

Lloyd, Mike. 2006. 'Focus', in *Sites* 3 (1): pp. 34-47

Garfinkel, Harold. 1984. (orig. 1967). 'Studies of the routine grounds of everyday activities', pp. 35-53 in *Studies in Ethnomethodology*. Cambridge: Polity Press

Debord, Guy. 2002 (orig. 1961). 'Perspectives for conscious alterations in everyday life', pp. 237-245 in B. Highmore (ed.) *The Everyday Life Reader*. London: Routledge

Moran, Joe. 2005. 'Introduction: waiting, cultural studies and the quotidian', pp. 1-28 in *Reading the Everyday*. London: Routledge

Silverman, David. 1993. 'Observation', pp. 30-58 in *Interpreting Qualitative Data*. London: Sage

Emerson, Robert M. 2009. 'Ethnography, Interaction and ordinary trouble', in *Ethnography* 10 (4), pp. 535-548

Francis, David & Stephen Hester. 2004. 'Family life and everyday conversation', pp. 54-73 in *An Invitation to Ethnomethodology*. London: Sage

Lee, John. 1984. 'Innocent victims and evil-doers', in *Women's Studies International Forum* 7(1): pp.69-73

Thrift, Nigel. 2004. 'Bare life', pp. 145-169 in H. Thomas & J. Ahmed (eds.) *Cultural Bodies: ethnography and theory*. Oxford: Blackwell

Wacquant. Loic. 2004. 'The street and the ring', pp. 13-31 in *Body and Soul: notebooks of an apprentice boxer*. Oxford: Oxford University Press

Busch, Glenn. 2007. 'Steve Roome', pp 13-43 in *The Man With No Arms &*

Other Stories. Lyttelton: Dinard Press

Lloyd, Mike and Bronwyn McGovern. 2008. 'Legendary life on the street: 'Blanket Man' and contemporary celebrity', in *Continuum: Journal of Media and Cultural Studies*, 22 (5), pp. 701-714

Lee, Jooyoung. 2009. 'Battlin' on the Corner: Techniques for Sustaining Play', in *Social Problems* 56 (3), pp. 578-598

Duneier, Mitchell. 2009. 'Michael Apted's Up! Series: Public sociology or folk psychology through film?', in *Ethnography* 10 (3), pp. 341-345

Willis, Paul. 2009. 'The accidental ethnographer and the accidental commodity', in *Ethnography* 10 (3), pp. 347-358

Apted, Michael. 2009. 'Michael Apted responds', in *Ethnography* 10 (3), pp. 359-367

Nippert-Eng, Christena. 2005. 'Boundary Play', in *Space and Culture* 8 (3), pp. 302-324

Jerolmack, Colin. 2009. 'Primary groups and cosmopolitan ties: The rooftop pigeon flyers of New York City', in *Ethnography* 10 (4), pp. 435-457

Lingis, Alphonso. 2003. 'Trust', pp. 175-185 in Hooke, Alexander E. and Wolfgang W. Fuchs (eds.), *Encounters with Alphonso Lingis*. Lanham: Lexington Books

Busch, Glenn, Bruce Connew, et al. 2005. 'Foreword' & photographs, pp 10-21 *My Place*. Christchurch: Canterbury University Press

ASSESSMENT REQUIREMENTS

SOSC 216 is internally assessed (there is no final examination) and involves three pieces of work: an in-class test (20%), a practical exercise (40%), and an essay (40%). Any further guidance statements on assessment will be posted on BlackBoard.

1. In-class test

Grade weight: 20%

Due: In-class, Monday March 29

The test will be on Monday March 29 in normal class time. It will be based on material presented from sessions 1 to 8, including material discussed in workshop 1.

2. Practical Exercise

Due: 4pm, Friday May 7

Grade weight: 40%

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:

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.

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 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? 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 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?
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?

3. Essay

Due: 4pm, Tuesday, June 8

Grade weight: 40%

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.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- Sit the in-class test
- Submit the Practical Exercise
- 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.

EXPECTED WORKLOAD

University guidelines stipulate that a half year stage two course should require 14 hours per week of student work (this includes class time).

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SOSC 216 (or any other course) please see the Faculty of Humanities and Social Sciences office on the 4th floor of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly. Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

ESSENTIAL READING

There are prepared Student Notes available from the Student Notebook Shop which you can purchase for approximately \$25.00.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

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*.

HANDING IN ESSAYS AND OTHER WRITTEN ASSIGNMENTS

When?

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.

Where?

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.

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.

EXTENSIONS

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.

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.

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.

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>

The AVC(Academic) 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. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

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>

Office use only

Date Received:

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL 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's name: _____

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: _____