

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*

# **Course Outline**

**CRN 9509: 20 POINTS: TRIM 1, 2012**

*Trimester dates: 5 March to 4 July 2012*

*Teaching dates: 5 March to 8 June 2012*

*Mid-trimester break: 6 April to 22 April 2012*

**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: TUES 10AM–12 NOON & FRI 10–11AM: LB LT118**

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**COURSE COORDINATOR:** Mike Lloyd  
Level 10, 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 advised

**LECTURE TIMES:** Tuesday 10am-12noon and Friday 10am-11am in LB LT118

### **SCHOOL LOCATION**

Sociology and 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 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](mailto:allison.kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [hal.levine@vuw.ac.nz](mailto:hal.levine@vuw.ac.nz)

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101  
Tel: 463 5432 E-m: [trevor.bradley@vuw.ac.nz](mailto:trevor.bradley@vuw.ac.nz)

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

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [carol.hogan@vuw.ac.nz](mailto:carol.hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

### **WEBSITE**

The School's website is at: <http://www.victoria.ac.nz/sacs>.

### **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 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**

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 very routine and taken 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.

## **LEARNING OBJECTIVES**

By the end of the course students should be able 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. Analyse 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	6	Introduction to the course
2.	Mar	9	Understanding everyday life
3.	Mar	13	Mundane reason
4.	Mar	16	Time
5.	Mar	20	Bodies
6.	Mar	23	Space
7.	Mar	27	Workshop 1
8.	Mar	30	Key concepts
9.	Apr	3	<b>In-class test</b>
<hr/> <i>Mid-trimester break April 6 - 22</i> <hr/>			
10.	Apr	24	Analysis: showing what we can do with everyday things
11.	Apr	27	Critical applications of EDL sociology
12.	May	1	Workshop 2: clarifications for the practical exercise
13.	May	4	Cultural Studies and banality
14.	May	8	Small lifeworlds?
15.	May	11	Strangers and interaction
	<b>May 14</b>		<b>Practical Exercise due</b>
16.	May	15	Constructing a life: the '7 Up' series
17.	May	18	Everyday incivility
18.	May	22	Fieldtrip
19.	May	25	City spaces: fieldtrip discussion
20.	May	29	Workshop 3
21.	Jun	1	Everyday ethnic humour: When Jemaine met Keitha
22.	Jun	5	Standup comedy and the everyday
23.	Jun	8	Conclusion
	<b>June 8</b>		<b>Essay due</b>

## WORKSHOP PROGRAMME

The 3 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), and 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.

**W1,** March 27: Readings 1-5; these can be read in any order and students can begin reading as soon as they have the book of readings.

**W2,** May 14: Readings 6, 7; practical assignment discussion

**W3,** May 29: Reading 8, 9; NB: due to copyright reading 9 is not included in the book of readings but can be accessed electronically from the VUW library.

## BOOK OF READINGS CONTENT

1. Scott, Susie. 2009. 'What is everyday life? Theorizing the Mundane' pp 1-32 in *Making Sense of Everyday Life*. Cambridge: Polity.
2. Lloyd., Mike. 2006. 'Focus', in *Sites 3* (1): pp. 34-47.
3. Garfinkel, Harold. 1984. (orig. 1967). 'Studies of the routine grounds of everyday activities', pp. 35-53 in *Studies in Ethnomethodology*. Cambridge: Polity Press.
4. Goffman, Erving. 1997. 'Social life as ritual', pp 109-127 in C. Lemert & A Branaman (Eds.) *The Goffman Reader*. Malden: Blackwell.
5. Sacks, Harvey. 'Doing being ordinary', pp 215-221 in *Lectures on Conversation, Vol II*. Cambridge: Blackwell .
6. Silverman, David. 1993. 'Observation', pp. 30-58 in *Interpreting Qualitative Data*. London: Sage.
7. Livingston, Eric. 2008. Sociologies of the Witnessable Order, pp. 123-129 & 201-215 in *Ethnographies of Reason*. Aldershot: Ashgate.
8. Fine, Gary Alan. 2003. 'Towards a peopled ethnography'. *Ethnography*, 4(1): 41-60.
9. Cerulo, Karen. 2009. 'Nonhumans in social interaction', *Annual Review of Sociology*, 35: 531-552. (deleted due to copyright; link provided on Blackboard)

10. Carpentier, Nico & Hannot, Wim. 2009. 'To be a common hero', *International Journal of Cultural Studies*, 12(6): 597-616.
11. Cobb-Moore, Charlotte, Danby, S. & Farrell, A. 2009. 'Young children as rule makers', *Journal of Pragmatics*, 41: 1477-1492.
12. Fine, Gary Alan & Hallett, Tim. 2003. 'Dust: a study in sociological miniaturism', *The Sociological Quarterly*, 44(1): 1-15.
13. Galloway, Anne. 2004. 'Intimations of everyday life: ubiquitous computing and the city', *Cultural Studies*, 18(2/3): 384-408.
14. Richardson, Kate & MacLeod, Rod. 2010. 'Writing with photographs', *Sites*, 7(2): 65-89.
15. Urry, John. 2004. 'Small worlds and the new 'social physics'', *Global Networks*, 4(2): 109-130.

## ASSESSMENT REQUIREMENTS

SOSC 216 is internally assessed (there is no final examination) and involves three pieces of work: an in-class test (30%), a practical exercise (35%), and an essay (35%). All assignments relate to all learning objectives. Any further guidance statements on assessment will be posted on BlackBoard.

1. **In-class test** **Grade weight: 30%**  
**Due: In-class, Tuesday April 3**

The test will be in normal class time. It will be based on material presented from sessions 1 to 8, including material discussed in Workshop 1. Students will also need to prepare by reading readings 10-14. Further guidance on the test will be offered several weeks before it is sat.

2. **Practical Exercise** **Grade weight: 35%**  
**Due: 4pm, Monday May 14** **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 (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 sociological 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 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, Friday, June 8**

**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), or Susie Scott, *Making Sense of Everyday Life* (2009) (all on 3 day loan).

3. You could choose to focus on one of the basic frameworks – time, space, body – or any of the topics covered in lectures, and read and write on some of the recent discussions in these areas.

## **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 one-trimester course worth 20 points should require 13 hours per week, including class time, and preparation.

## **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 4<sup>th</sup> 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**

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.



Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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. (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*.
- 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*.
- Scott, S. (2009) *Making Sense of Everyday Life*
- 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.*

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study).

Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at:

[www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at:

[www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

### Additional Support

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Maori Students:

[www.victoria.ac.nz/st\\_services/slss/infofor/maoristudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

Information for Pasifika students:

[www.victoria.ac.nz/st\\_services/slss/infofor/pasifikastudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

## 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:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

## 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: \_\_\_\_\_