SOC 470. Sociology of Everyday Life - Sociological analysis of everyday life and the social construction of reality. Exploration of the social phenomenology of Alfred Schutz. Prerequisite: SOC 137 or permission of instructor.

Required Texts
None. Zip. Nada. Zero. All texts and videos are available through D2L, the library, and/or Internet. ENJOY! Keep your dollars, you need them.

Course Description

Why “Sociology of Everyday Life?”

The title of this course, “Sociology of Everyday Life” can be construed as a code name for Sociological Social Psychology. The term is a construct used by sociologists to frame social psychology from a sociological perspective. The term is political and the territories are aggressively defended. Unlike the psychological model of social psychology, sociological social psychology emphasizes the social and cultural aspects of identity and social interaction. This course is organized around a dialectical model of social psychology which takes into consideration three spheres of everyday life: the body, the self, and society. These are not the only three realms that exist, but your instructor considers this conceptualization to be broadly inclusive for the purposes of providing class participants with an overview of social psychology from a sociological perspective. The readings will serve as a spring board for discussion, and we will be mindful at all times to consider how we might go about applying the concepts in our readings to a data set or to everyday life.
DISCLAIMER- Due to the nature of the content of this course, (specifically I cover topics like death, some life course development, and emotions) I advise you to be responsible for and to consider your own well-being in regards to these materials. Some people can be “triggered” or upset by these topics, the readings, and the discussions we will have in class. It is my hope that we will conduct the class in a manner which will construct a “container” safe enough to explore the material. This course is not, however, therapy. Your professor is not a licensed psychologist.

If you have recently been involved in a major emotional upheaval in your life I would ask you to strongly consider whether or not taking this course is right for you this semester. Psychological services are available for you on campus; it is something you pay for every semester.

This is an advanced course. It is taken for granted that you have had exposure to sociology and/or related fields, have some idea about your research interests, and at least minimal exposure to sociological methods and theory. I expect you to read the materials in advance, participate in course discussions, and contribute to the overall intellectual atmosphere of the class and university. Remember: this is not my class, it is our class. Again, your success in this course largely depends upon preparation and participation. By this I mean do you read, turn in assignments, show up for class, take notes, contribute to the intellectual atmosphere, and prepare for the exams? I will provide you with the tools you need for success, but you must use them.

Course Structure

This course is dependent on readings, lecture materials, and written assignments. I always let class participants know what readings the lectures are from. Class participants who miss a great deal of class historically test poorly and get poor grades. Please consider this as you evaluate your priorities.

A liberal arts education means literally to "liberate" your mind. Therefore, expect the unexpected. Open yourself up to uncomfortable topics, the opinions of others, and alternative perspectives. Discussion is of the utmost importance. You have paid money to be sitting here. DO NOT ALLOW ME TO LECTURE WITHOUT ASKING QUESTIONS IF YOU ARE CONFUSED OR UNCLEAR ON THE MATERIALS. Only VICTIMS allow this to happen to them. If you are having problems, chances are someone else is too!

Exams, Assignments, and Attendance and Discussion

Exams

There will be two exams in this course. Please note the dates listed in the course schedule below. Each exam could contain multiple choice, fill in the blank, matching, true/false, and/or short essay. I will provide you with review guides the week before the exam. (2 exams x 100 pts = 200 points)
Makeup exams
Make up exams are permitted with proper documentation and are to be scheduled with the instructor. You must contact the instructor ONE WEEK after missing an exam or forfeit the opportunity to make it up.

Modest writing assignments
There will be five written assignments (1-2 typed, 12 point Times New Roman, single spaced pages). 25% will be deducted from late papers for each day past due that it is late. For example, if a paper is due Tuesday, and is turned in Wednesday, it will have a beginning value of 7.5 points (instead of 10 points). I will provide a topic for you to write about.

It is the student’s responsibility to remember to write the papers. There are no makeup options for these modest writing assignments at the end of the semester. A hard copy of the paper will be presented to the instructor at the beginning of class. (5 papers x 10 pts = 50 points)

A note on academic honesty
The Internet contains an abundance of university course web sites, student papers, et cetera that discuss the readings in the course, as do theory textbooks, secondary sources about theorists, and book reviews. YOU ARE URGED IN THE STRONGEST TERMS NOT TO READ ANY OF THESE MATERIALS. The assigned texts and your critical thought is all you need to ask and answer any question. If you consult any of the above material to write your answers, you must cite that material. It is plagiarism to use someone’s ideas without a proper citation, even if you paraphrase and use your own words to summarize the ideas.

Attendance and participation (see SFASU policy 6.7)
This class turns on participation. You have to show up in order to participate. Attendance and participation are required. If you are absent, you will lose 2 points. If you are late you will lose 2 points. If you leave early you will lose 2 points. (2 points for each per class x 28 classes = 56 points)

Assignment Values and Point Structure

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Modest Writing Assignments</td>
<td>50</td>
<td>16.3%</td>
<td>A = 275.4</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>100</td>
<td>32.7%</td>
<td>B = 244.8</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td>32.7%</td>
<td>C = 214.2</td>
</tr>
<tr>
<td>Participation</td>
<td>56</td>
<td>18.3%</td>
<td>D = 183.6</td>
</tr>
<tr>
<td></td>
<td>306</td>
<td></td>
<td>F &gt; 183.6</td>
</tr>
</tbody>
</table>

Course Calendar (revised calendar because of cancelation)

01/16
University canceled classes
01/18
Course Introduction: What is Sociology of Everyday Life?  
Themes, Organization, Readings

01/23
Lecture: The body, self, and society  
Discuss modest writing assignment #1: Watching your mind

01/25
Lecture: Schools of Thought  
Discussion: Theories and sensitizing concepts

01/30
Lecture: The Early Constructionists: Simmel, Cooley, Mead, and Blumer  
**Writing assignment #1 due:** Watching your mind

02/01
Class discussion: What are the implications of social types? Where is the self? Where does it come from?

02/06
Lecture: Locating the Self  

02/08
Lecture: Making meaning  
Class discussion: Symbolic Interactionist thought

02/13
Lecture: Social Constructionism (Kenneth Gergen)  
Class discussion: What is Social Constructionism?

02/15
Lecture: Phenomenology  
Class discussion: Externalization, Internalization, Objectivation

02/20
Lecture: Sociology of Knowledge  
Reading: Berger and Kellner (1964) “Marriage and the Construction of Reality”
02/22
Lecture: Dramaturgy and Ethnomethodology
Reading: Garfinkel (1964) “Ethnomethodology’s Program”
Discuss modest writing assignment #2

02/27
Class discussion: Breaching: What did you learn about yourself? How malleable is everyday life? Can we “trouble” everyday life?
Writing assignment #2 due: Breaching experiments
Discuss modest writing assignment #3

03/01
Lecture: Gender
Reading: West and Zimmerman (1987) “Doing Gender”
Class discussion: How is gender a performance?
Post midterm review

03/06
Lecture: What is identity?
Reading: Snow and Anderson (1987) “Identity Work Among the Homeless”
Class discussion: What is identity?
Writing Assignment #3 due: Who is that in the mirror?

03/08
Midterm Examination

03/20
Lecture: What is Discourse?
Class discussion: What are the implications of discourse for our everyday lives?

03/22
Lecture: Foucault (postmodern and contemporary constructionists)
Class discussion: Okay, what just happened?

03/27
Lecture: Postmodern and contemporary constructionists II
Reading: Liedoff (2006) “The Missing Vagina Monologue...And Beyond”
Class discussion: What is the relationship between discourse and the body?
Discuss modest writing assignment #4

04/03
Lecture: Institutions and discourse
Reading: Pruitt (2015) “Preschool Teachers and the Discourse of Suspicion”
Class discussion: How far reaching are institutional discourses?
04/05
Lecture: The negotiated order (Goffman, Foucault, and SI)
Reading: Scott (2008) “Reclothing the Emperor”
Class Discussion: How much of our lives are rehearsed? How much is spontaneous?
Writing Assignment #4 due: Doing nothing

04/10
Emotions in Everyday Life
Lecture: Emotions

04/12
Lecture: Emotions and Social Structure
Class discussion: What are emotions?

04/17
Representational Strategies
Lecture: Autoethnography
Reading: Ellis, Adams, and Bochner (2011) “Autoethnography: An Overview”
Class discussion: Autoethnography as a representational strategy
Discuss modest writing assignment #5

04/19
Lecture: Layered Accounts
Reading: Rambo Ronai (1994) “Multiple Reflections of Child Sex Abuse”
Class discussion: Can our lives be the topic of our research?

04/24
Biographical Work
Class discussion: Aging as everyday life
Writing Assignment #5 due: Death as an advisor

04/26
Reading: Rambo Ronai (1992) “Managing Aging in Early Adulthood”
Class discussion: Death as an advisor
Assignment: Final exam review

05/01
Class discussion: Reflecting on everyday life
Final examination review

05/03
Final Examination
Program Learning Outcomes

SOC 137 is a required course in the Sociology Program for majors and minors. It supports the following program learning outcomes:

PLO1 The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

PLO2 The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

PLO3 The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

PLO4 The student will be able to apply sociological knowledge and skills to a variety of settings.

PLO5 The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO6 The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

PLO7 The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported course objective</th>
<th>Skill level</th>
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<tbody>
<tr>
<td></td>
<td>SLO # or NA (not applicable)</td>
<td></td>
</tr>
<tr>
<td>PLO1</td>
<td>1, 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO2</td>
<td>2, 7</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO3</td>
<td>3, 4</td>
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<tr>
<td>PLO4</td>
<td>4, 6</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO5</td>
<td>3, 6, 9</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO6</td>
<td>1, 5, 7</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO7</td>
<td>8, 5, 6</td>
<td>N/A</td>
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Student Learning Objectives

SLO1: Students can recognize, define, and understand core concepts related to how varying interpretations shape social psychology

SLO2: Students can articulate the reflexive relationship between individuals and society

SLO3: Students can use micro level perspectives to understand the pertinent social psychology research

SLO4: Students can describe how taken for granted language usage challenges and (re)produces existing forms of social inequality

SLO5: Students define theory and its role in building sociological knowledge

SLO6: Students understand the role of qualitative data in constructing analytic arguments

SLO7: Students can articulate micro level concepts and apply them to their lives
SLO8: Students will hone their analytic skills to understand power in relation to the self, language, and society

**Academic Integrity (A-9.I)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Stephen F. Austin State University Non-Discrimination Statement**
Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

The Discrimination Complaints policy (2.11) and the Sexual Misconduct policy (2.13) outline the university's commitment and details the procedures used to investigate complaints.

It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination. Discrimination complaints and/or questions concerning university discrimination complaint procedures may be directed to the following designated officials:

**Employment Discrimination Issues**
Director of Human Resources (e-mail)
Austin Building, Suite 201
P.O. Box 13039, Nacogdoches, TX 75962-3039
(936) 468-2304

**Title IX Discrimination Issues, including Sexual Harassment**
Title IX Coordinator (e-mail)
Rusk Building, Room 301
P.O. Box 13074, Nacogdoches, TX 75962-3074
(936) 468-8292
Detailed contact information for the Deputy Title IX Coordinators for Employees, Students, Third-Parties and Athletics can be found at the Lumberjacks Care webpage on the Title IX Coordinators link.

**Student Disability Discrimination Issues**
Americans with Disabilities Act Compliance Officer/Director of Disability Services (e-mail)
Human Services Building, Room 325
P.O. Box 6130, Nacogdoches, TX 75962-6130
(936) 468-3004

**Options Outside the University**
Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education. Faculty and staff members may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education in certain circumstances, or under Title VII of the Civil Rights Act of 1964, with the U.S. Equal Employment Opportunity Commission.