

San José State University
Department of Sociology & Interdisciplinary Social Sciences
Everyday Life, SOCI 176, Spring 2020

Instructor:	Dr. Tracy DeHaan
Office Location:	DMH 237A
Email:	tracy.dehaan@sjsu.edu
Office Hours:	Wednesdays 4:45-5:45pm (in person) Thursdays 3-4pm (virtual)
Class Days/Time:	ONLINE ONLY
Classroom:	ONLINE ONLY
Prerequisites:	SOCI 001 (or instructor consent) is a prerequisite for all SOCI upper division classes.

“The fascination of Sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives.” ~ Peter Berger

COURSE DESCRIPTION

This course has two major aims. First, we will examine how various aspects of our lives, and the routines that we all go through, are not “natural” realities, but rather *subjective, negotiated* realities. We will explore what academic, empirical research has uncovered about the everyday world as we focus on how a variety of factors shape, and are shaped by, our understandings of the world around us. Second, we will learn and practice the common methodologies of micro-sociology. Using qualitative methodologies, you will examine topics from the course and explore your own everyday life through the lens of micro-sociology.

This course focuses on sociological approaches to social psychology, emphasizing symbolic interactionism and social constructionism. Our everyday interactions with others help to create, maintain, and revolutionize the major social institutions in society. At the same time, these institutions are largely responsible for the socialization of the individuals participating within them. By studying social interaction, sociologists can begin to understand the relationship between social structures, communities of individuals, and individual agency. Do humans really have free will? How do social institutions construct our everyday lives? In other words, what is the micro-macro link in human interaction? These are just a couple of questions we will attempt to answer in this class.

This course also analyzes “self” and “social reality” as socially created and maintained through everyday interactions. It explores how individuals manage and protect self-identity in a variety of social settings, such as school, family, and work. This course also emphasizes the effects of race/ethnicity, gender, and sexuality on definitions of self and reality.

Because I practice feminist pedagogy, I will expect you to take control of much of your own learning process. This is *our* class, not mine. Your contribution is necessary *and* important. This is a challenge for many students because they are not use to this teaching style, but I encourage you to embrace the opportunity. Because of this teaching style, discussions, personal reflection, creativity, and a desire to learn are all requirements of this course.

REQUIRED COURSE MATERIALS

Texts/Readings

Cahill, Spencer E., Kent Sandstrom, and Carissa Froyum (Eds). 2017. *Inside Social Life: Readings in Sociological Psychology and Microsociology*, 8th Edition. Oxford University Press: New York.

Note: Do *not* buy older editions of this book.

Other Materials

See Canvas (<https://sjsu.instructure.com/>) for additional course readings.

Course materials such as additional readings, syllabus information, assignment instructions, assessments, grades, etc. can be found on the Canvas learning management system course website at <http://sjsu.instructure.com/>. You are responsible for regularly checking your email associated with Canvas for any course updates.

*A major part of your learning in this class will come from reading and digesting the weekly materials. You will find it **very** difficult to pass this class without consuming the weekly reading and digital media assignments!*

Audio Player

Because this course requires students to listen to podcasts, all students must have access to an audio player. These include [iTunes](#) for Mac or [Window's Media Player](#) for PC. You may also use an app such as [Pocket Casts](#) for your handheld devices. There are also numerous other free audio players available on the Internet. This also means students will need access to an electronic device that plays audio (computer, tablet, laptop, smartphone, etc.).

Video Player

Because this course requires students to watch videos, all students must have access to a video. Video players may include [iTunes](#) for Mac or [Window's Media Player](#) for PC. You *must* also download a free program called [VLC](#); it is the only program I know that will play all of the video formats in this class and works on both Mac and PC.

Internet/Computer Access

All students will need consistent access to an electronic device with a strong Internet connection. Canvas runs best on a desktop/laptop. Please note, there are often glitches in the Canvas app. Therefore, you should not rely solely on your cell phone or tablet to complete the work of the class. Computers are available for free rental at the MLK library on campus.

Dropbox

[Dropbox](#) is a free cloud storage application. It allows you to access your files from any Internet device. It also acts as a backup for your files in case your computer is lost, stolen, or damaged. I highly recommend using Dropbox or a similar program like Google Drive. No assignments will be accepted late without penalty due to lost data/files.

COURSE REQUIREMENTS AND RESOURCES

This is a challenging class! I proudly expect a lot from students because I value education and self-development. Please do not take this class if you assumed it would be an "easy A." It is not. Furthermore, as an online student you may struggle with the lack of structure, the speed of the coursework, and/or personal motivation. Online classes require a lot of self-drive because you do not have the accountability that in-person classes demand. If you have any doubt about your dedication to this course, I strongly encourage you to seek out alternatives.

Course requirements for your grade will consist of three introductory assignments, four mini-projects of varying difficulty, and regular module quizzes. Further instructions will be provided and posted to Canvas. No extra credit will be offered. Please take your assignments and their due dates seriously.

REQUIREMENT	DUE DATE	% OF TOTAL GRADE
Introductory Assignments		
Discussion	January 23 by 11:59pm	4%
Headshot Photo	January 23 by 11:59pm	1%
Quiz	January 27 by 11:59pm	3%
Project #1	March 2 by 11:59pm	15%
Project #2	April 13 by 11:59pm	25%
Project #3	May 4 by 11:59pm	15%
Project #4	May 14 by 10:00pm	10%
Module Quizzes	Most Mondays by 11:59pm	27%

INTRO ASSIGNMENTS

Students who fail to log into the course *and* complete this assignment may be dropped from class.

This assignment has three parts.

Part I (1 point): Upload a headshot photo to your Canvas account. The photo should be of your face. Please do not include full body shots (they're too small), pictures of animals, or pictures of cartoons. Also, do not include other people in your image. The image you select should also have good lighting, i.e. don't stand in the shadows. Your face must be upright. See mine as an example. You do not need a professional photo, but the class should be able to see your face. Your picture will help to embody your digital work for your classmates and I. If you already have a photo on Canvas that meets these criteria, no action is necessary. Please plan to keep the photo posted through the duration of the course.

Part II (4 points): Write a 300-word introductory post describing yourself and any interest you have in micro sociology. You can also write about your hobbies, other life responsibilities, fears of taking an online course, strengths and weaknesses, why you're taking SOCI 176, etc. This is an open-ended response. Then, respond to (welcome) two of your peers. There is not a word count minimum for the response, but it should have enough narrative that convinces me you've read their post and personalized it.

Part III (3 point): Review the introductory module and complete the required quiz. The quiz will test you on important components of the course requirements and ask you to consent to the information outlined herein.

MODULE (CONTENT) QUIZZES - Due most Mondays by 11:59pm (see Canvas)

There will be a total of eleven module content quizzes. However, you are only required to submit nine content quizzes for credit. Your two lowest scores will be dropped. You must complete (submit) a quiz by 11:59pm on the date it is due (see schedule). The quiz will test your comprehension of that module's materials. There are six questions per quiz, and you will have 12 minutes to complete the quiz. Quizzes may not be submitted late. ***There are no make-ups for missed quizzes.*** Also, you will only have one attempt to take the quiz; there are no re-tests. I highly encourage you to prepare for these before beginning the quiz session. Watching the ***assigned*** lecture videos will help you do so. I also highly recommend that you ***use a desktop browser*** to complete the quizzes; the app often has glitches. You will not be excused from a quiz due to technical difficulties. You will also not be excused for starting the wrong quiz. So, please confirm before beginning that you are taking the correct one. Each quiz is worth 3% of your course grade for a total of 27%.

COURSE PROJECTS

Project #1 Norm Breach

For project #1 you are required to conduct a norm-breach experience. The goal is for students to more deeply understand how reality is both fragile and breachable. You will write up a reflection of your experience as well as an analysis of how your experience is linked to course materials.

Project #2 Scent Memories

Students will be asked to keep a scent journal. They will then analyze the various scents they experienced along with any negative or positive memory associations. Write-ups must be couched in course materials, and they should reflect an understanding of how memories are constructed, subjective realities. Students are also required to post a discussion video where they share their scent memories with their peers.

Project #3 Clitoris Art Project

For this project, you are constructing the female vulva out of art and craft supplies while highlighting the female clitoris. All art must be anatomically correct – no abstract renditions will be accepted. You will also be required to complete an anatomy quiz (re-takes allowed) and post your art to the discussion forum.

Project #4 Clothing Emotions Project

For this project, students are being asked to create a video presentation where they discuss how a piece of clothing and/or accessory alters their emotional state. They must relate their emotional connection and analysis to course materials, especially the podcast by Invisibilia that discusses the hidden emotions of clothing.

Late Assignment Policy:

Because this is an online class that does not require physical attendance, **late penalties will be assigned to all late work regardless of circumstance.** Please pay close attention to due dates. Also, please **do not wait until the last minute to upload/complete your assignments.** You will **NOT** be excused from lateness because of uploading/posting/submission problems. Furthermore, if you do not successfully upload the assignment, or if you upload a file/link that cannot be opened, your assignment will not be considered submitted. If you are having uploading problems, please email me your assignment before the due date and time.

Excuses due to lack of Internet access will not suffice as an acceptable reason for submitting late assignments – there are many local, free places to go that offer wi-fi (campus, Starbucks, Peet's Coffee and Tea, Panera, etc.). ***No late quizzes are accepted under any circumstances.*** All late project assignments receive a 10% per 24-hour period deduction and will not be accepted after three days.

CLASSROOM PROTOCOLS

Emails – Due to the high volume of emails that I receive daily, I will not respond to requests for information that can be found in the syllabus or the assignment sheets. Please review all course documents before sending questions about course content/materials. Furthermore, to create a more balanced personal life, I will avoid answering emails on the weekends (Saturdays or Sundays) or during breaks/holidays. *Please include the course number and section in the subject line of your email correspondence.* You can expect an email response within 48-hours (excluding breaks, holidays, and weekends).

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to email or discuss grades through email. All grades are posted to Canvas, and you should calculate your course grade using that tool. Please note that I will not respond to emails about “improving your grade” or “extra credit opportunities” regardless of circumstance. Furthermore, I will not tolerate impulsive, disrespectful emails pertaining to grades received in this course. Disrespectful emails will be forwarded directly to the department chair (Dr. Carlos Garcia). *If you have concerns over an assigned grade or would like more personal feedback, you must visit me in person during office hours.* Please note that I do not change assigned grades unless I have made a legitimate error.

Online Etiquette

1. Online discussions are to remain civil. We talk about a wide-array of sensitive and provocative subjects in this class. We are here to learn from each other. It is difficult to learn from others when they are engaging in disruptive behaviors such as unprofessional banter, racist/sexist/homophobic language insults, harassment, etc. Disrespectful behaviors such as these will not be tolerated.
2. Reference your sources if you are re-posting word-for-word passages from course content. Copying another’s work without correct citation is dishonest. Also, academic dishonesty of this sort could result in accusations of plagiarism, which could lead to disciplinary action.
3. Students are not allowed to intentionally post, upload, or disseminate materials containing obscene materials.
4. Avoid using all caps, sarcasm, and/or “text talk” in your discussion posts with others. All caps may be perceived of as yelling. Sarcasm is often misunderstood online, and “text talk” is not considered academic. Discussions and assignments that contain text talk will receive point deductions for grammatical/spelling errors.
5. Submitting an answer that is eerily similar to a classmate’s could result in accusations of plagiarism.

Recording/Documenting Lecture Materials – Per [University Policy S12-7](#), my lectures and slides are considered my legal, intellectual property. I will not allow students to share my lectures without first seeking written (email is fine) permission from me. The only exception to this rule is if you have a documented disability with audio-recording approval from Disability Services (please send documentation ASAP). Furthermore, I do not allow students to take photos of my lecture slides or lectures using a camera device. Publicly sharing my intellectual property without my permission also violates said policy. Violations are subject to review by the Office of Student Conduct and Ethical Development.

COURSE GRADES

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In our class, grades are an evaluation of context-specific assignments measured against the course objectives. I view grades as a form of communication that, when combined with critical feedback, leads to meaningful learning. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued learning. Grades *do not* signify my level of respect for you. I am not obligated to give you the grade *you* think you deserve. The grade you receive is the grade *you* earned.

A note about Canvas and grade totals: Canvas is an online tool used to help you succeed in this class. While I post grades for individual assignments to Canvas, you should **NOT** trust the automatic calculations when calculating your future outcomes. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed assignments do not affect your grade until a “0” is entered. I strongly suggest calculating this yourself using assignment weights provided above and point totals provided on Canvas. Your “current” grade may not actually reflect your position in the class.

All assignments will be given point scores. These scores will be turned into percentages and **weighted** according to the table above to average your course grade. The course percentages will then be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A-	70-73%	C-
88-89%	B+	68-69%	D+
84-87%	B	64-67%	D
80-83%	B-	60-63%	D-
78-79%	C+	Below 60	F

Note: Percentages are rounded to the nearest whole number. For example, if you receive a 93.3 your grade will be rounded to 93 as an A-. If you receive a 93.6 your grade will be rounded to a 94 as an A. Please do not email me and ask for an alternative rounding system.

UNIVERSITY POLICIES

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

GOALS AND STUDENT LEARNING OBJECTIVES

Goal – To develop your understanding of the discipline of sociology through an examination of key aspects of everyday life and the ways in which these aspects have been analyzed by social scientists.

Learning Objectives – To facilitate student understanding and articulation of the following:

- ❖ The links between personal experiences of everyday life and aspects of wider social organization.
- ❖ The distinctive properties of everyday life and the ways they are evident in different sites of everyday practice.
- ❖ Sociological debates about structure and agency, the “nature” of power, and the relation between discourse and reality, as these debates have been applied in the area of everyday life.
- ❖ A basic knowledge of a range of perspectives and methods on which micro-sociology draws.
- ❖ The relationship between opinion, argument, and evidence in relation to the study of everyday life.

SOCI 176 / Everyday Life / Spring 2020

The schedule is subject to change with fair notice.
Changes will be announced through Canvas announcements.

KEY: CAN = Canvas document | ISL = *Inside Social Life* | POD = Podcast

Module	Date	Topics, Readings, Assignments, Deadlines
Introductory	Jan 23	Headshot Assignment due by 11:59pm Introductory Discussion due by 11:59pm
	Jan 27	Syllabus Quiz due by 11:59pm
1	THE SOCIAL CONSTRUCTION OF EVERYDAY LIFE	
	Feb 3	ISL – <i>Symbols and the Creation of Reality</i> P. 22 CAN – <i>Islands of Meaning</i> Module 1 Quiz due by 11:59pm
2	COGNITIVE FRAMING AND MINDLESS BEHAVIOR	
	Feb 10	POD – <i>Frame of Reference</i> CAN – <i>Mindfulness and Mindlessness</i> Module 2 Quiz due by 11:59pm
3	THE SOCIAL PRODUCTION OF REALITY	
	Feb 17	CAN – <i>Building and Breaching Reality</i> POD – <i>The New Norm</i> Module 3 Quiz due by 11:59pm
4	TENETS OF REALITY	
	Feb 24	CAN – <i>Five Features of Reality</i> CAN – <i>On the Self-Fulfilling Nature of Social Stereotypes</i> POD – <i>How to Become Batman</i> Module 4 Quiz due by 11:59pm
Project #1 – Norm Breach Due – March 2 by 11:59pm		
5	PRODUCING SOCIAL ORDER THROUGH INTERACTION	
	March 9	CAN – <i>Meaning is Negotiated Through Interaction</i> CAN – <i>Behavior in Private Places: Sustaining Definitions of Reality in Gynecological Examinations</i> Module 5 Quiz due by 11:59pm
6	PRESENTATION OF SELF AND STIGMA	
	March 16	ISL – <i>The Presentation of Self</i> P. 197 CAN – <i>Panhandling Repertoires and Routines for Overcoming the Nonperson Treatment</i> Module 6 Quiz due by 11:59pm

Module	Date	Topics, Readings, Assignments, Deadlines
7	ORGANIZATION OF SOCIAL INTERACTION	
	March 23	ISL – <i>Face-work and Interaction Rituals</i> P. 253 CAN – <i>Wheelchair Users’ Interpersonal Management of Emotions</i> Module 7 Quiz due by 11:59pm
NO CLASSES OR OFFICE HOURS MARCH 30 – APRIL 3 (SPRING BREAK)		
8	MEMORIES AND THE SOCIAL SHAPING OF SUBJECTIVE EXPERIENCE	
	Apr 6	POD – <i>Memory and Forgetting</i> – RadioLab ISL – <i>Smell, Odor, and Somatic Work</i> P. 47 Module 8 Quiz due by 11:59pm
Project #2 Scent Memory Project Due – April 13 by 11:59pm		
9	EMBODIMENT AND GENDER IN EVERYDAY LIFE	
	Apr 20	ISL – <i>Becoming a Gendered Body</i> P.97 CAN – <i>Gender, Embodiment, and Weight Lifting</i> CAN – <i>Vocal Fry May Hurt Women’s Job Prospects</i> Module 9 Quiz due by 11:59pm
10	EMBODIMENT AND HEALTH	
	Apr 27	ISL – <i>Grappling with the Medicated Self: The Case of ADHD College Students</i> P. 141 ISL – <i>Women and Their Clitoris</i> P. 115 CAN – <i>The Still Misunderstood Shape of the Clitoris</i> Module 10 Quiz due by 11:59pm
Project #3 Clitoris Art Project due May 4 by 11:59pm		
11	EMOTIONS AND BOUNDARY WORK IN EVERYDAY LIFE	
	May 11	ISL – <i>Emotion Work and Feeling Rules</i> P. 58 CAN – <i>The Organizational Management of Shame</i> POD – <i>The Secret Emotional Life of Clothes – Invisibilia</i> Module 11 Quiz due by 11:59pm
Project #4 Emotional Clothing Project due May 14 by 10pm		