

Everyday Life (SOC1 176) Syllabus

Section 80, Fall 2022

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Text:	408.755.5446
Virtual Office Hours:	Wednesdays 11-1pm by appointment or Thursdays 5-6pm on Zoom
Office Location:	Online Only
Class Days/Time:	Asynchronous
Classroom:	N/A
Prerequisites:	SOCI 1 (or equivalent)

COURSE DESCRIPTION

This course has three major aims. First, we will examine how various aspects of our everyday 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 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.

Finally, this course 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.

This course is delivered completely online. We will not meet synchronously (unless for virtual office hours), and Canvas will be the main platform for communication and course engagement. All assignments, activities, and assessments will be completed in Canvas by the corresponding due dates. You are expected to review the course site regularly to check due dates, access materials, and stay on top of all course-related communications. Please review the introductory module for detailed information on course expectations (the syllabus), answers to common questions, and support resources.

COURSE MATERIALS & RESOURCES

There is no required textbook for this class. All course materials such as assigned readings, videos, syllabus content, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com/>. You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. You must also [update your settings](#) to receive announcement information.

Lectures

Students will be expected to consume the assigned materials before participating in class assignments and quizzes. **Most modules contain lecture videos that you are expected to watch.** These videos explore the assigned chapters in more depth and help you to understand the materials better. Treat the lecture videos as you would class attendance. Pay attention, take notes, and ask me questions about the content! **Without watching them regularly, it is unlikely that you will do well in the course.**

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 device. Please note that there are often glitches in the Canvas app for mobile devices. Therefore, you should not rely solely on your cell phone or tablet to complete the work of the class. Computer labs are available on campus at the MLK Library and/or Clark Hall. A limited quantity of [rental laptops](#) are also available from MLK Library. If you are a low-income student, you may qualify for [discounted Internet through Xfinity](#).

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.

Adobe Reader

All students must have access to a program that can open .pdf files. [Adobe Reader](#) is a free software program that can open .pdf files, and it is available on Mac, PC, and most [mobile operating systems](#).

Free Copy of MS Word

All students have free access to Microsoft Office products, including Word. All you need is a personal computer and your campus email address to [download the software for free](#).

Cloud Storage

[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 ([Google Drive](#)) to store your work in this class. **I do not make exceptions to my late policy due to lost or damaged electronic files.**

COURSE REQUIREMENTS

Unless otherwise noted, assignments are due by 11:59pm (PDT/PST). **No extra credit will be provided under any circumstances.** Please take these assignment due dates seriously. More information about assignments may be found under the "Assignments" link on Canvas.

REQUIREMENT	DUE DATE	% OF TOTAL GRADE
Introductory Assignments	August 19	10%
Module Annotations	Most Wednesdays – See Schedule	30%
Content Module Quizzes	Most Thursdays – See Schedule	30%
Midterm Project	October 13	15%
Final Project	December 8	15%

Introductory Assignments

There are three introductory assignments due the first week of class. The goals of these assignments include introducing you to the course and helping you get to know others in the class.

Module Annotations

For each module, you will be asked to complete annotations in Hypothes.is on an assigned reading in your Canvas annotation group. You must take at least six actions per annotation assignment. Each action is worth 0.5 points for a total of 3 points possible.

There are 13 total annotations assigned. You must complete 10 for a chance at full credit, which means you may miss 3 quizzes without penalty to your course grade; your 3 lowest scores are dropped from Canvas as we move through the course. This flexibility is built into the course to accommodate for unforeseen circumstances. As such, **requests for extensions/makeups on annotations outside of the late policy period will not be granted.**

Module Quizzes

There will be a total of 13 module content quizzes. You must complete 10 quizzes for full credit, which means you may miss 3 quizzes without penalty to your course grade; your 3 lowest scores are dropped from Canvas as we move through the course. This flexibility is built into the course to accommodate for unforeseen circumstances. As such, **requests for extensions/makeups on quizzes outside of the late policy period will not be granted.**

I highly recommend that you take the quizzes using the desktop version of Canvas; the app is glitchy when it comes to quizzing, and I will not allow for make-ups due to problems with the Canvas app. I also do not allow for retakes of quizzes that were accidentally started, regardless of the reason.

Quizzes are due by 11:59pm on the date assigned (see the course schedule). Each quiz is worth 3% of your course grade for a total of 30%. 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 by consuming all assigned module materials.

Each quiz will test your comprehension of the corresponding module's materials. There are six questions per quiz, and you will have 12 minutes to complete the quiz. Please do not ask for additional time unless you have accommodations with the AEC on campus.

Exams Projects

You will have both a midterm and a final project in the class. For each project assignment, you will be provided two prompts to choose from. You will select a prompt and complete the activity for up to 15% of your course grade. The activities will require you to understand and apply module materials learned throughout the semester. More information on the midterm and final prompts will be released approximately one week before it is due.

CLASSROOM PROTOCOLS

Late Assignment Policy

The introductory assignments cannot be submitted late. They serve as attendance for your first day, and students who do not submit these on time may be dropped from the course for non-attendance.

All other assignments may be submitted up to three days late without penalty; this is a **grace period** everyone receives; you do *not* need to request it.

After the grace period, the following rules apply:

- Annotations may be submitted up to three days past the grace period for up to half credit.
- No quizzes may be submitted past the three-day grace period.
- Exam projects may be submitted up to 5 days past the grace period with a 10% per day late penalty.

Symptomatic COVID-19 Late Policy

If you have contracted symptomatic COVID-19, and experience symptoms that interfere with your ability to continue in class, please notify me immediately. You will be asked to submit one of the following:

1. A doctor's note stating you have tested positive.
2. A dated, positive PCR test result with your name visible.
3. A picture of a positive antigen (at-home) test next to your student ID and a dated slip of paper (you may also write the date on the test cartridge).

Upon approval, you will have all assignment due dates for the next seven days (after the positive test date) extended by seven days without penalty. Symptoms persisting beyond the seven-day range should be reported to the DRC for potential semester-long health accommodations.

If you contract symptomatic COVID-19 at the end of the semester, and you've completed most of the work prior to infection, you will be provided the option to take an "incomplete" in the class.

Requesting an Exception

Unless you already have accommodations through [AEC on campus](#) granting you extra time on out-of-class assignments, ***please do not make requests for exceptions to the above-stated policies***. I'm sure you have a good reason for why you deserve one, but when you ask me to skirt the written policies of the class, you are really asking me to grant subjective leeway, which is not only unfair but also unethical. Know that if you do contact me and request an exception without a current accommodation from the AEC, your request ***will be denied***.

COMMUNICATION

Communicating with Me

The fastest/best way to reach me is by text (408.755.5446). Please identify yourself by name and tell me the class you are in the first time you text so I may save you as a contact. I usually respond to text messages daily, within a few hours, between the hours of 11am and 11pm, including weekends and holidays.

Email is another great option. When you email me, you can expect to receive a response from me within 48 hours (excluding breaks, holidays, and/or weekends). You may email me using Canvas Inbox (safest) or you may use my [SJSU email address](#). ***Please include the course number and section in the subject line of your email correspondence.***

If you'd prefer to meet live and one-on-one, I hold regular office hours online. See the bottom of our course homepage on Canvas for days, times, and modalities.

Netiquette Guidelines

- **Avoid sarcasm.** People who don't know you may misinterpret your meaning.
- **Use appropriate language.** This includes avoiding "text talk".

- **Avoid "flaming"** (online "screaming") or sentences typed in all caps.
- **Be courteous** to the other students in the class. You might find it helpful to read your posts out loud before you submit it: "tone" is a very important part of online communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- **Never make derogatory comments** toward another person in the class.
- **You can disagree with ideas**, but do not make personal attacks.
- **Communicate professionally.** All communications in class should remain professional. This is an academic environment, and so you should act appropriately for the context.

COURSE GRADES

My Grading Philosophy

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 effort.

Discussing Grades

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email. If you'd like to discuss specific grades, you must use Canvas Inbox or visit me during office hours.

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. If you have concerns over an assigned grade or would like more personal feedback, please see me during office hours or email me using Canvas Inbox. Please note that I do not change assigned grades unless I have made a legitimate error.

Canvas as a Grading Tool

Canvas is an online tool used to help you succeed in this class. All grades are posted to Canvas, and you should calculate your *current* course grade using that tool. While I post grades for individual assignments to Canvas, you should **NOT** rely on these automatic calculations for a full understanding of your position in the class. 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; this can make your grade look inflated. Your "current" grade may not reflect your overall position/potential 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 be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A minus	70-73%	C minus
88-89%	B plus	68-69%	D plus
84-87%	B	64-67%	D
80-83%	B minus	60-63%	D minus
78-79%	C plus	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-minus. 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 or request a personal "bump" in your percentage to get you into the next grade level.***

UNIVERSITY POLICIES

Per [University Policy S16-9](#), 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](#). Make sure to review these university policies.

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 for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica.

COURSE GOALS AND OBJECTIVES

Student Learning Goals

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.

Assessments: Quiz questions, course projects

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 Course Schedule

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

All assigned materials may be found under the “Modules” link on Canvas

All assignments are due by 11:59pm on the date assigned.

Week	Date	Topics, Readings, Assignments, Deadlines
1	MODULE 0 – INTRODUCTORY MODULE	
	Aug 19	Review the Introductory Module Materials Headshot Assignment Introductory Discussion Module 0 Quiz
2	MODULE 1 – THE SOCIAL CONSTRUCTION OF EVERYDAY LIFE	
		Read: <i>Together We Construct Our Worlds</i> Read: <i>Symbols and the Creation of Reality</i> Watch: Lecture Videos
	August 24	Module 1 Annotation
	August 25	Module 1 Quiz
3	MODULE 2 – THE POWER OF COGNITION	
		Read: <i>Mindfulness and Mindlessness</i> Listen: The Power of Categories Watch: Lecture Videos
	August 31	Module 2 Annotation
	September 1	Module 2 Quiz
4	MODULE 3 – THE SOCIAL CONSTRUCTION OF BOUNDARIES	
		Read: <i>Islands of Meaning</i> Listen: <i>Frame of Reference</i> Watch: Lecture Videos
	September 7	Module 3 Annotation
	September 8	Module 3 Quiz
5	MODULE 4 – EMOTIONS AND BOUNDARY WORK IN EVERYDAY LIFE	
		Read: <i>Emotion Work and Feeling Rules</i> Read: <i>The Organizational Management of Shame</i> Listen: <i>The Secret Emotional Life of Clothes</i>
	September 14	Module 4 Annotation
	September 15	Module 4 Quiz
6	MODULE 5 – MEMORIES AND SENSATIONS	

Week	Date	Topics, Readings, Assignments, Deadlines
		Listen: <i>Memory and Forgetting</i> Read: <i>Smell, Odor, and Somatic Work</i> Watch: Lecture Videos
	September 21	Module 5 Annotation
	September 22	Module 5 Quiz
7	MODULE 6 – PRODUCING SOCIAL LIFE THROUGH INTERACTION	
		Read: <i>Meaning is Negotiated Through Interaction</i> Read: <i>Behavior in Private Places: Sustaining Definitions of Reality in Gynecological Examinations</i> Watch: Lecture Videos
	September 28	Module 6 Annotation
	September 29	Module 6 Quiz
8	MODULE 7 – THE SOCIAL CONSTRUCTION OF THE SELF	
		Read: <i>The Self as Sentiment and Reflection</i> Read: <i>The Self, The I, and The Me</i> Read: <i>Panhandling Repertoires and Routines for Overcoming Nonperson Treatment</i> Watch: Lecture Videos
	October 5	Module 7 Annotation
	October 6	Module 7 Quiz
9	October 13	Midterm Project
10	MODULE 8 – SELF PERFORMANCE IN EVERYDAY LIFE	
		Read: <i>The Presentation of Self</i> Read: <i>Goffman's Theory as a Framework for Analysis of Self Presentation on Online Social Networks</i> Listen: <i>When It Comes to Our Lives on Social Media, "There's Always Another Story"</i> Watch: Lecture Videos
	October 19	Module 8 Annotation
	October 20	Module 8 Quiz
11	MODULE 9 – CONTRADICTIONS AND CONFLICT IN EVERYDAY LIFE	
		Read: <i>Self as a Process of Contradictions and Conflict</i> Read: <i>Double Consciousness and the Veil</i> Read: <i>Wrestling the Angel of Contradiction: Queer Christian Identities</i>
	October 26	Module 9 Annotation
	October 27	Module 9 Quiz
12	MODULE 10 – ORGANIZATION OF SOCIAL INTERACTION	
		Read: <i>Face-work and Interaction Rituals</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: <i>Wheelchair Users' Interpersonal Management of Emotions</i> Watch: Lecture Videos
	November 2	Module 10 Annotation
	November 3	Module 10 Quiz
13	MODULE 11 – EMBODIMENT (PART I)	
		Read: <i>Becoming a Gendered Body</i> Read: <i>Gender, Embodiment, and Weightlifting</i> Read: <i>Tattoos: An Embodiment of Desire</i> Watch: Lecture Videos
	November 9	Module 11 Annotation
	November 10	Module 11 Quiz
14	MODULE 12 – EMBODIMENT (PART II)	
		Read: <i>Grappling with the Medicated Self: The Case of ADHD College Students</i> Read: <i>Women and Their Clitoris</i> Read: <i>The Still Misunderstood Shape of the Clitoris</i> Watch: Lecture Videos
	November 16	Module 12 Annotation
	November 17	Module 12 Quiz
15	Thanksgiving Break – No Assignments or Office Hours	
16	MODULE 13 – EVERYDAY ACTIONS FOR SOCIAL CHANGE	
		Read: <i>Beyond the Iconic Protest Images: The Performance of Everyday Life on Social Media During Gezi Park</i> Read: <i>Waving the Banana at Capitalism</i> Watch: Lecture Videos
	November 30	Module 13 Annotation
	December 1	Module 13 Quiz
Finals	December 8	Final Project