



# SOC 180

## Sociology of Everyday Life

E2 2012

*Sociology*

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#### **Disclaimer**

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## General Information

|  |
|--|
| Unit convenor and teaching staff<br>Unit Convenor<br>Alison Leitch<br><a href="mailto:alison.leitch@mq.edu.au">alison.leitch@mq.edu.au</a><br>Contact via <a href="mailto:alison.leitch@mq.edu.au">alison.leitch@mq.edu.au</a>   |
| Credit points<br>3   |
| Prerequisites  |
| Corequisites   |
| Co-badged status   |
| Unit description<br>In this unit you are introduced to the analysis of everyday situations such as the home, the street, work, shopping, community, neighbourhoods, and various sites of leisure and entertainment. We also reveal and scrutinize the many tools and props that we use to negotiate these everyday activities (e.g. clothes, mobile phones, automobiles, computers, furnishings etc.) and explore the hidden social forces that shape our lives. |

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Be aware of the history and importance of the study of the sociology of everyday life.

Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.

Be able to read, summarize and apply basic works in sociology and the sociology of everyday life

Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life

Have developed a rich understanding of contemporary Australian life

Have developed a range of generic skills useful in tertiary education and in vocational settings

## Assessment Tasks

| Name                            | Weighting | Due              |
|---------------------------------|-----------|------------------|
| <u>participation</u>            | 15%       | NA               |
| <u>Review</u>                   | 20%       | 28 August by 5pm |
| <u>Visual Analysis OR Essay</u> | 35%       | 9 October by 5pm |
| <u>Take Home Exam</u>           | 30%       | 8 November 5pm   |

### participation

Due: **NA**

Weighting: **15%**

**Tutorial attendance and participation.** The tutorial session provides the opportunity for students to engage in active peer discussion and participatory learning. The tutorial depends for its success upon your participation. The guiding philosophy of each group needs to be: 'How can we get the most out of the space, time and resources available to us for open discussion?' Tutorials are not mini-lectures. They are an opportunity for you to express your ideas and raise questions about the material you are encountering in lectures and in the readings. Tutorial sessions also provide students with a supportive environment in which to learn how to raise questions and articulate ideas. On occasions you may be asked to do other kinds of preparations, such as look up websites, read charts, analyse images etc. There will also be group work in class. You are expected to have read the set material before class and come ready and willing to both actively listen and participate in discussions of both lecture material and the set readings, as well as engage in group work in the class. Contribution may involve asking and answering questions, group work and general discussion. You are expected to attend at least 80% of tutorials. Relevant documentation must be provided if you miss any tutorials.

**External Students:** Instead of tutorial attendance worth 15%, external students will be expected to participate in a weekly online discussion forum via Ilearn. Please contact your external tutor Sheree.Klein@mq.edu.au if you have any problems enrolling in these online discussions.

External students are expected to enter a minimum of one posting per week on the online discussions via Ilearn. The entry should contain either reflections on the readings, a summary of the key points or concepts in the readings, and/or should attempt to answer at least one of the questions/projects assigned for each week. You may also respond to comments posted by fellow students on the discussion board. This exercise will be graded according to the *number* of responses, as well as the *quality* of the reflections that you are able to make on the readings in the course outline. You are expected to respond to at least 80% of the course materials.

On successful completion you will be able to:

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- Have developed a range of generic skills useful in tertiary education and in vocational settings

## Review

Due: **28 August by 5pm**

Weighting: **20%**

### ***Goffman and 'The Presentation of Self' : Critical Review***

**\*\*Erving, Goffman. 1959. *The Presentation of Self in Everyday Life*, New York: Anchor Books. pp 1-16 (In course reader and on E-Reserve)**

The task is to write a 750-850 word review in which you outline the main ideas and argument proposed by the author. Your review should, however, go beyond a summary of the key points. It should try to highlight the key terms and how these relate to the study of everyday life. In other words, the review should include your own evaluation of the author's intent and the success of the argument/and or theme discussed. It is also a writing exercise and you should try not to exceed the 750-850 word limit. No additional references are required for this exercise.

In your review you should focus on the following questions:

1. What does Goffman mean by the 'presentation of the self' in everyday life'?
2. How does the social context in which social interactions occur affect Goffman's idea of 'impression management?' Provide **two** examples, one from the text and one of your own. (Here you might think about the difference between formal settings, for example, school, work, the lecture etc, and informal settings, for example home; parties with friends).
3. Finally, Goffman defines social interaction as "the reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence"(1959:15). Can Goffman's ideas of impression management be applied to the on-line social environment? Illustrate your answer with at least one example.

Your review should be written in essay format, with clear introduction, conclusion and paragraphs using the sociology referencing style. See the soc 180 web site for guides to writing and referencing.

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- Have developed a range of generic skills useful in tertiary education and in vocational settings

## Visual Analysis OR Essay

Due: **9 October by 5pm**

Weighting: **35%**

**Choose ONE of the following TWO options a) Visual Analysis b) Essay.**

### **a) *Visual Analysis.***

Select an advertisement from a recent newspaper or magazine (print advertisements only). Utilizing a semiotic analysis try to decode the meaning of the image. How does the image generate meaning? How does it connote /denote meaning? Is it polysemic? Does it play with social convention? Does it work? Secondly, what does the image/advertisement say about contemporary everyday life and the people who consume and participate in it? You must also use in your analysis at least one of the concepts and theories studied in the unit (For example, gender, class, the body, modernity, postmodernity, consumption, commodification, individualization, identity, taste etc), as well as cite scholarly references in support of your interpretation. ***Please attach a copy of the advertisement with the hard copy of your essay that you submit.*** Lectures in Week 4: 'Semiotics and Visual Social Research' will provide useful hints on how you go about writing and researching this essay.

**OR**

## **b) Essay**

*'What we all do everyday, what we take for granted and can rarely explain. . . [may] reveal a great deal about ourselves and modern life'* (Finkelstein 1994: xiii).

Choose a topic or aspect of everyday life and explain what it tells us about the people who consume/participate in it, as well as what it says about modern life. Your analysis should focus on a **single** activity, product or space in everyday life. You may want to use Finkelstein's entries in her *A-Z of Consumer Pleasures* as a template. (The book is on reserve in the library and there are chapters of the book on SOC 180 E-reserve). You may focus on any of the themes/topics discussed in the unit, or you may select any other topic that interests you. However, in your essay you need to employ at least one of the concepts and/or theories studied in the unit (for example, gender, class, taste, presentation of the self, rationalization, consumption, commodification, ritual, modernity, postmodernity), as well as cite scholarly references in support of your interpretation.

Begin your essay by describing your observation, activity or product in everyday life; then apply the relevant sociological theories/concepts in your analysis and demonstrate what it reveals about ourselves and the social forces that shape our everyday lives. We encourage you to ask your tutor to discuss some of the techniques for putting an essay together. **Lecture 5** in this course will also provide you with research strategies and information about data bases in the library to research your topic. This lecture will also be useful for all your future essay writing in sociology, as well as other disciplines.

**Word Limit for both Visual Analysis and Essay is 1,200 -1,500 words.**

On successful completion you will be able to:

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- Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life
- Have developed a rich understanding of contemporary Australian life
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## Take Home Exam

Due: **8 November 5pm**

Weighting: **30%**

### ***Final Take Home Exam***

The take-home exam will be based on all the readings and the lecture content covered in SOC 180 over the semester. The exam will be designed to test your understanding of key concepts and ideas covered in the course, as well as your understanding of the required course readings for each week's lecture and tutorial discussion. Further instructions for the exam will be announced in the final lecture of week 12 of the course and posted on the ilearn SOC 180 website.

**YOU MUST SUBMIT ALL YOUR ESSAYS AND THE TAKE-HOME EXAM THROUGH TURNITIN.**

**YOU MUST ALSO PROVIDE A HARDCOPY OF ALL YOUR ASSIGNMENTS TO BE HANDED IN BY THE DUE DATES ABOVE TO THE SOCIOLOGY ASSIGNMENT BOX IN W6A (GROUND FLOOR)**

**Please attach a cover sheet to all your hard copy assignments and make sure you fill out all the details, including, please, your tutor's name. Internal students can generate their own cover sheet from the i learn website. External students must attach the COE cover sheet which is available from the ilearn SOC180 web site.**

## **Delivery and Resources**

**Lecture One:** Thursday 1-2pm. Venue: W5A P.G. Price Theatre

**Lecture Two:** Thursday 5-6pm. Venue: W5A P.G. Price Theatre

### **TUTORIALS BEGIN IN WEEK TWO**

The Unit will have an online presence in ilearn. All students will need access to a computer and internet.

Audio recordings of lectures will be available through the i learn site.

Try to attend all lectures. Use recorded lectures only if necessary. There is no substitute for face-to-face interaction

All students are expected to have ready access to the **SOC 180 Course Reader**. The course reader will be available for purchase in the Co-Op book store on the Macquarie University campus. This contains all the necessary readings to follow lectures and prepare for tutorials.

You will also find additional readings on the Library's E-Reserve at: <http://www.lib.mq.edu.au/reserve/>. Most of the recommended readings listed in the course outline will be placed into library reserve. These readings are not compulsory but may be useful in preparation for essays or for further understanding of weekly topics covered in the course.

In addition we have placed in library reserve four texts that are of general use to this course. These are Finkelstein, J. and Goodwin, S. (eds.) 2005. *The Sociological Bent: Inside Metro Culture* and Beilharz, P. and Hogan, T. (eds.) 2006 *Sociology: Place, Time and Division*. New York: Oxford University Press. Bennett, Tony and Watson, Diane (eds). 2002. *Understanding Contemporary Life*. Oxford: Blackwell; Scott, Susie. 2009. *Making Sense of Everyday Life*. Polity. In addition you may like to consult one of the general sociology textbooks in the library.

Participation in weekly tutorial discussions is an essential part of this course. Only medical issues are a legitimate excuse not to attend tutorials and you must provide a medical certificate to show cause. You should contact your tutor regarding all tutorial matters and to discuss assignments. You are expected to read all the **Required Readings** and contribute to tutorial discussions. **You must attend at least 80% of tutorials.**

**NB: Please note that tutorial changes are not handled by the unit convenor or any of the tutors.** Changes should be made on the web at : <https://student1.mq.edu.au> It is *your* responsibility to find a vacancy during a class time that suits your study pattern and other commitments.

## **ASSESSMENT GUIDE**

Please note that we expect all assignments to be written in essay form. This includes: double-spacing, page references for direct citations and a list of all the texts and references referred to in the assignment. There is a very useful guide for writing assignments posted on the SOC 180 ilearn site.

All written assignments for sociology should use the Harvard style of referencing. Please look at the **Sociology Reference Guide** which is posted on the SOC 180 website. If you are in any doubt with regard to referencing or other aspects of essay writing, please contact your tutor.

For further explanation on assignments and policy please see **Expanded SOC 180 Study Guide** on the SOC 180 ilearn website. This document has information on how to submit your assignment, and policy on extensions and late penalties, explanation of grading, academic honesty, student support services and appeals and problems.

## **EXTERNAL STUDENTS**

As outlined in the assessment section above, instead of tutorial attendance worth 15%, external students will be expected to participate in a weekly online discussion forum via Ilearn. For further details see tutorial attendance above. Your tutor for the online discussion forums is



Sheree.Klein@mq.edu.au. Please contact Sheree if you have any problems enrolling in the online discussion forums.

All other assessments are exactly the same as for internal students.

*Critical Review* 20% Due 28th of August

*Visual Analysis or Essay* 35% Due 9th of October

*Take Home Exam* 30% Due 8th of November

As with internal students, all essays, as well as the final Take-Home exam must be passed through the Turn-it-in antiplagiarism software. In addition you are required to submit all your assignments to COE. (Please also keep a copy of all your assignments).

All the course materials, recording of lectures and notes will be available on Ilearn.

Please contact the course convenor, Alison Leitch, should you have any questions regarding the subject.

Email: alison.leitch@mq.edu.au

All other enquiries regarding studying externally and questions regarding getting materials/ sending assignments etc. should be directed to the Centre for Open Education.

<http://www.coe.mq.edu.au>

Email: coe@mq.edu.au

## Unit Schedule

| Week | Lecture Topics  | Lecturers                       |  |
|------|---|---------------------------------|--|
| 1    | Making Something of Nothing?                                      | Alison Leitch                   |  |
| 2    | Modernity, Post-modernity and Everyday Life                       | Alison Leitch                   |  |
| 3    | Studying Everyday Life: Goffman, Ethnomethodology and Ethnography | Alison Leitch/ Michael Fine     |  |
| 4    | Semiotics and Visual Social Research                              | Roberta Simpson                 |  |
|      | <b>Critical Review due 28 August by 5pm</b>                       |                                 |  |
| 5    | How to Research your Essay/Romance and Online Intimacies          | Gilbert Meyns/Harry Blatterer   |  |
| 6    | Gender, the Body and Raunch Culture                               | Emily Cachia                    |  |
| 7    | Consumption, Social Identity and Taste                            | Alison Leitch/Justine Lloyd     |  |
| 8    | Food, Ritual and the Everyday                                     | Alison Leitch                   |  |
|      | <b>Visual Analysis OR Essay due 9th of October by 5pm</b>         |                                 |  |
| 9    | The Phenomena of Fast Food  | Alison Leitch                   |  |
| 10   | Culture at Work and Everyday Politics                             | Norbert Ebert/Ben Spies-Butcher |  |

|    |  |                           |  |
|----|--|---------------------------|--|
| 11 | Urbanism as a Way of Life and cars                                 | Justine Lloyd             |  |
| 12 | Everyday Spaces and Cultural Diversity/ Hand out of Take Home Exam | Ellie Vasta/Alison Leitch |  |
| 13 | Study Week   |                           |  |
|    | Take Home Exam due 8th of November by 5pm                          |                           |  |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Special Consideration Policy [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>.

### UniWISE provides:

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning\\_skills/](http://www.mq.edu.au/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Support Unit](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

## IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life
- Have developed a rich understanding of contemporary Australian life
- Have developed a range of generic skills useful in tertiary education and in vocational settings

#### Assessment tasks

- participation
- Visual Analysis OR Essay
- Take Home Exam

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcomes

- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life
- Have developed a range of generic skills useful in tertiary education and in vocational settings

## Assessment tasks

- participation
- Take Home Exam

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Be aware of the history and importance of the study of the sociology of everyday life.
- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life
- Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life
- Have developed a rich understanding of contemporary Australian life

## Assessment tasks

- participation
- Review
- Visual Analysis OR Essay
- Take Home Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Be aware of the history and importance of the study of the sociology of everyday life.
- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life
- Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life
- Have developed a rich understanding of contemporary Australian life

## **Assessment tasks**

- participation
- Review
- Visual Analysis OR Essay
- Take Home Exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life
- Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life
- Have developed a rich understanding of contemporary Australian life

## **Assessment tasks**

- participation
- Review

- Visual Analysis OR Essay
- Take Home Exam

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of everyday life
- Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life
- Have developed a rich understanding of contemporary Australian life
- Have developed a range of generic skills useful in tertiary education and in vocational settings

### Assessment tasks

- participation
- Review
- Visual Analysis OR Essay
- Take Home Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Be able to read, summarize and apply basic works in sociology and the sociology of

everyday life

- Be aware of a range of research skills, such as ethnography, semiotics, taste mapping and visual analysis used to carry out research in the area of the sociology of everyday life
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## **Assessment tasks**

- participation
- Review
- Visual Analysis OR Essay
- Take Home Exam

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Have developed a rich understanding of contemporary Australian life
- Have developed a range of generic skills useful in tertiary education and in vocational settings

## **Assessment tasks**

- participation
- Take Home Exam

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Have developed a broad understanding of how the 'sociological imagination' can be applied to our everyday lives.
- Have developed a rich understanding of contemporary Australian life
- Have developed a range of generic skills useful in tertiary education and in vocational settings