Everyday Life (SOCI 176) Syllabus

CRNs 30399 and 30400, Summer 2023

# 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 understanding 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.

### Course Modality

This course is delivered completely online in the asynchronous modality. We will not meet synchronously unless you wish to meet for virtual student hours. [Canvas](http://sjsu.instructure.com/) 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, answers to common questions, and support resources.

# Meet Your Professor

My name is Dr. Tracy DeHaan, but you can call me Dr. T. I will be your professor this semester. There are a few ways that you may contact me listed below. I monitor the course regularly. I generally respond to emails with a 48-hour window Monday through Friday (except on Holidays). I respond to text messages within several hours between the hours of 11am and 11pm every day.

* Name: Dr. Tracy DeHaan (Dr. T)
* Pronouns: she/her/they/them
* Text: 408.755.5446
* Email: tracy.dehaan@sjsu.edu or [Canvas Inbox](https://community.canvaslms.com/docs/DOC-10573-4212710324)
* Student Hours: On Zoom by Appointment.

# Required Course Materials and Technology

There is no required textbook for this class. All assigned course materials such as assigned readings, podcasts, documentaries, etc. can be found on the [Canvas learning management system website](https://sjsu.instructure.com/). Students will be expected to consume the assigned materials before participating in all class assignments.

## Lectures

Each module contains lecture videos to support your learning. These videos explore the assigned chapters and help you to understand the assigned materials better. Treat the lecture videos as you would class attendance. Please pay attention, take notes, and ask me questions about the content! You will do your best in the course if you watch them regularly.

## Internet/Computer Access

To be successful in this course, you 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 for mobile devices. Therefore, I discourage you from relying 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](https://library.sjsu.edu/student-computing-services/student-computing-services) are also available from MLK Library. If you are a low-income student, you may qualify for [discounted Internet through Xfinity](https://www.xfinity.com/learn/internet-service/ebb).

## Adobe Reader

If you prefer to download the assigned readings, you will need a program that can open .PDF files. [Adobe Reader](https://get.adobe.com/reader/) is a free software program that can open .PDF files, and it is available on Mac, PC, and most [mobile operating systems](https://acrobat.adobe.com/us/en/mobile/acrobat-reader.html).

## Free Copy of Microsoft Word

The course project requires word processing software. As a student, you are entitled to a [free copy of Microsoft Word](https://www.microsoft.com/en-us/education/products/office). Alternatively, you may use [Google Docs](https://docs.google.com/), which is also free.

## Cloud Storage

I highly recommend using a free cloud storage application such as [Dropbox](https://db.tt/Ep5QrYJG) or [Google Drive](https://www.google.com/drive/) to store your work in this class. Not only do these programs allow you to access your files from any electronic device with Internet access, but they also back up your files to the cloud in case your computer is lost, stolen, or damaged. In general, I do not allow for makeup due to lost or damaged electronic files.

# Course Assignments

Below you will find information on the assignments you must submit to be successful in this course. Unless otherwise noted, assignments are due by 11:59pm (PDT/PST) on their due date. Please pay special attention to the due dates and assignment weights. You’ll want to keep up in the course and do your best, as I do not assign extra credit. More information about assignments may be found under the “Assignments” link on Canvas.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **% of Total Grade** |
| Canvas Notification Assignment | July 10 | 1.5% |
| Headshot Assignment | July 10 | 1.5% |
| Introductory Quiz | July 10 | 3% |
| Introductory Discussion | July 10 | 4% |
| Reading Annotations | See Course Schedule | 30% |
| Module Quizzes | See Course Schedule | 30% |
| Midterm Project | July 24 | 15% |
| Final Project | August 11 | 15% |

## Introductory Assignments

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

## Reading Annotations

For each module, you will be asked to complete reading annotations through Canvas using a program called Hypothes.is Each annotation assignment will be attached to a designated assigned reading, and you will annotate the document with a small group of your peers. You must take at least six actions per annotation assignment. Each action is worth 0.5 points for a total of 3 points possible per annotation assignment.

There are 12 total annotations assignments during the semester. You must complete 10 for a chance at full credit, which means you may miss 2 annotations without penalty to your course grade; your 2 lowest scores are dropped from Canvas as we move through the course. This flexibility is built into the course to accommodate unforeseen circumstances. It is still expected that you will complete the assigned readings for the module even if you miss the assignment.

## Module Quizzes

There will be a total of 12 content module quizzes. You must complete 10 for full credit, which means you can miss 2 quizzes without penalty to your course grade. Your 2 lowest scores are dropped from Canvas as we move through the course. It is still expected that you will complete the assigned module materials even if you miss the quiz.

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. Each quiz is worth 3% of your course grade for a total of 30% of your course grade. There are no make-ups for missed quizzes beyond the grace period(see late policy). You will only have one attempt to take the quiz; there are no retakes.

It is in your best interest to prepare for the quiz before beginning. I highly recommend taking notes as you watch the lecture videos, as well as highlighting key terms as you consume the other module materials. There are also stated learning objectives for each quiz. Make sure you think you’ve achieved them before beginning.

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 do not allow for make-up due to problems with the Canvas app. I also do not allow for retakes of quizzes that were accidentally started regardless of the reason, which also means that you will not be excused for starting the wrong quiz. So, please confirm before beginning that you are taking the correct one and have a distraction-free space with strong Internet.

## Exams

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 Policies

## Attendance

First-day attendance is required if you wish to stay enrolled in the class. You must, at minimum, log into the Canvas course on the first day of class to convey your intent to stay enrolled. If you do not log in to the Canvas course within the first 48 hours of class, you will be dropped. If you know you will miss the first 48 hours, please email me prior to the third day of class and let me know you intend to continue in the course.

While regular attendance is not a requirement for any class at San José State University, I encourage you to log into Canvas and interact with the module materials on a regular basis. Doing so will help you be successful in the course.

## Late Assignment Policy

The Introductory Canvas Submission Comment Assignment may not be submitted late because it serves as attendance for your first day of class. Students who do not submit this assignment on time may be dropped from the course for non-attendance. If you know you will miss this assignment and wish to stay enrolled, please email me before the third day of the semester.

### Late Grace Period

Due dates are important! They help to keep you on track and allow you to learn along with your cohort. So, whenever possible, you should submit assignments on time. However, I know that “life” happens, and you can’t always submit work before the deadline. All assignments (besides the Canvas Submission Comment Assignment) may be submitted up to three days late without penalty. This is a **grace period** everyone receives; you do not need to request it.

Note: Canvas will flag the assignment as late after the due date/time. Unfortunately, I cannot change the settings to prevent this. Despite this designation on Canvas, I will not apply late penalties until after the grace period has ended.

### Late Penalty Period

After the three-day grace period, the following late penalty period rules apply:

* Quizzes may not be submitted past the grace period for credit.
* Annotations may be submitted up to three days past the grace period for up to half credit.
* All other assignments may be submitted up to 3 days past the grace period with a 10% per day penalty.

### Symptomatic COVID-19 Late Policy

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

1. A dated 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 five days after the positive test date extended by five days without penalty. Symptoms persisting beyond the five-day range should be reported to the [AEC on campus](https://www.sjsu.edu/aec/) for potential semester-long health accommodations.

If you contract symptomatic COVID-19 at the end of the semester, and you’ve completed at least 75% of the coursework with a passing grade before infection, you will be provided the option to receive an “incomplete” grade in the class.

### Requesting an Exception to the Late Policy

Because I have incorporated both flexibility and drop schemes into the course, I do not generally make exceptions to my late policy without disability accommodations through [AEC on campus](https://www.sjsu.edu/aec/). However, if you have extenuating circumstances that have prevented you from completing a major component of the course without a drop scheme in place (introductory assignments, midterm, and final), please reach out to discuss your options. I will work to accommodate you if it's in your best interest for your learning process.

## Sharing Course Materials

Per [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), my lectures and slides are considered my legal, intellectual property. I do allow students to share my lectures without first seeking written (email is fine) consent from me. Infractions of this policy may be reported to the Office of Student Conduct and Ethical Development

## Academic Dishonesty

### Occasionally, you may feel overwhelmed by the amount of work you need to accomplish. If you cheat, you may get a warning, receive no credit for the assignment, or be referred to the Office of Student Conduct and Ethical Development for disciplinary action. You would also be devaluing your resulting degree or certificate when you enter the workforce and cannot meet the expectations that your degree or certification requires. If you aren't sure about how to avoid plagiarism, check out the [MLK Library tutorial](https://libguides.sjsu.edu/plagiarism) available to students.

### AI Policy

AI software, such as ChatGPT has gained popularity among college students. AI tools can be helpful in clarifying concepts or helping you deepen your understanding of a theory. However, the information contained in these databases is not always accurate. So, you should not confidently rely on them if you wish to be successful in this class.

Students are also to refrain from using AI software to craft answers for their homework assignments. Doing so is a form of plagiarism, which will be treated as academic dishonesty in my class.

# Communications Protocols

## Name and Pronouns

If you’d like to be known by a name different from the name on the roster, or if you have a personal pronoun, please contact me, and I will make every effort to call you by the name and pronoun you use.

You can identify your pronoun in Canvas as well. Here are directions: [How do I select personal pronouns in my user account as a student?](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)

If you'd like to learn more about personal pronouns, go to [mypronouns.org](https://www.mypronouns.org/).

## Canvas Notifications

You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. Be sure to [confirm your settings](https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434) so you receive communication from the class.

## Communicating about Grades

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email or text. If you have concerns over an assigned grade or would like more personal feedback, please reach out to me through Canvas Inbox or attend student hours.

## 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 them. “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 physical 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, 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 learning objectives. I view grades as a form of communication that leads to meaningful learning when combined with critical feedback. 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.

## 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 currentcourse 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 and dropped 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.

## Assigning a Letter Grade

All assignments will be given point scores. Each point is worth 1% of your course grade. Percentages are rounded to the nearest whole number. For example, if you receive an 89.5% your grade will be rounded to 90 as an A. If you receive an 89.4% your grade will be rounded to 89 as a B+.

The course percentages will be assigned a letter grade as follows:

| **Percentage** | **Letter Grade** |
| --- | --- |
| 90-100% | A |
| 88-89% | B+ |
| 80-87% | B |
| 78-79% | C+ |
| 70-77% | C |
| 68-69% | D+ |
| 60-67% | D |
| Below 60% | F |

# Campus Policies and Resources

## Registration and Drops

Understand that it is your responsibility to make sure you are registered and/or dropped from any class by the deadlines listed in the schedule of classes.

## Withdrawal from a Class

Make sure you know the last “day to drop with a W.” (Put that date in your calendar!) It’s important to know that instructors are required to issue a grade for any student still enrolled after the last day to drop.

## Accommodations for a Disability

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact The Disability Resource Center (DRC) for assistance. The DRC office is located in Bldg. 5, Room 303.  (650) 306-3259; TDD (650) 306-3161.

## Compliance with Title IX

The San Mateo County Community College District is committed to maintaining safe and caring college environments at Cañada College, College of San Mateo and Skyline College. The District has established policies and procedures regarding Sexual Misconduct, Harassment, and Assault. A District website has also been developed which provides you with important information about sexual misconduct and sexual assault. <http://smccd.edu/titleix/>

Course Schedule – SOCI 176 – Summer 2023

The course schedule below 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 (PDT/PST) on the date they are due.

## Week 1 – July 10-14

### Module 0 – Introductory Module

* Review: Introductory Module on Canvas
* Submit: Canvas Submission Comment Assignment – July 10
* Submit: Canvas Headshot Assignment – July 10
* Submit: Introductory Module Quiz – July 10
* Submit: Introductory Discussion Post and Replies – July 10

### Module 1 – The Social Construction of Everyday Life

* Read: Together We Construct Our Worlds
* Read: Symbols and the Creation of Reality
* Watch: Lecture Videos
* Submit: Module 1 Reading Annotation – July 11
* Submit: Module 1 Quiz – July 12

### Module 2 – The Power of Cognition

* Read: Mindfulness and Mindlessness
* Read: The Power of Categories
* Watch: Lecture Videos
* Submit: Module 2 Reading Annotation – July 13
* Submit: Module 2 Quiz – July 14

## Week 2 – July 17-21

### Module 3 – The Social Construction of Boundaries

* Read: Islands of Meaning
* Listen: Frame of Reference
* Watch: Lecture Videos
* Submit: Module 3 Reading Annotation – July 17
* Submit: Module 3 Quiz – July 18

### Module 4 – Emotions and Boundary Work in Everyday Life

* Read: Emotion Work and Feeling Rules
* Read: The Organizational Management of Shame
* Listen: Secret Emotional Life of Clothes
* Watch: Lecture Videos
* Submit: Module 4 Reading Annotation – July 19
* Submit: Module 4 Quiz – July 20

### Module 5 – Memories and Sensations

* Listen: Memory and Forgetting
* Read: Smell, Odor, and Somatic Work
* Watch: Lecture Videos
* Submit: Module 5 Reading Annotation – July 21

## Week 3 – July 24-28

### Module 5 – Memories and Sensations (Continued)

* Submit: Module 5 Quiz – July 24
* Submit: Midterm Project – July 24

### Module 6 – Producing Social Life Through Interaction

* Read: Meaning is Negotiated Through Interaction
* Read: Behavior in Private Places
* Watch: Lecture Videos
* Submit: Module 6 Reading Annotation – July 25
* Submit: Module 6 Quiz – July 26

### Module 7 – The Social Construction of Self

* Read: Who Am I? Developing Character
* Read: The Looking Glass Self
* Watch: Lecture Videos
* Submit: Module 7 Reading Annotation – July 27
* Submit: Module 7 Quiz – July 28

## Week 4 – July 31-August 4

### Module 8 – Self-Performance in Everyday Life

* Read: The Presentation of Self
* Read: Goffman’s Theory as a Framework for Analysis of Self Presentation Online
* Watch: Lecture Videos
* Submit: Module 8 Reading Annotation – July 31
* Submit: Module 8 Quiz – August 1

### Module 9 – Contradictions and Conflict in Everyday Life

* Read: Self as a Process of Contradictions and Conflict
* Read: Double Consciousness and the Veil
* Read: Wresting the Angel of Contradiction – Queer Christian Identities
* Watch: Lecture Videos
* Submit: Module 9 Reading Annotation – August 2
* Submit: Module 9 Quiz – August 3

### Module 10 – Organization of Social Interaction

* Read: Face-work and Interaction Rituals
* Read: Wheelchair Users’ Interpersonal Management of Emotions
* Watch: Lecture Videos
* Submit: Module 10 Reading Annotation – August 4

## Week 5 – August 7-11

### Module 10 – Organization of Social Interaction (Continued)

* Submit: Module 10 Quiz – August 7

### Module 11 – Embodiment (Part I)

* Read: Becoming a Gendered Body
* Read: Gender, Embodiment, and Weightlifting
* Read: Tattoos: An Embodiment of Desire
* Watch: Lecture Videos
* Submit: Module 11 Reading Annotation – August 8
* Submit: Module 11 Quiz – August 9

### Module 12 – Embodiment (Part II)

* Read: Grappling with the Medicated Self – The Case of ADHD College Students
* Read: Women and Their Clitoris
* Read: The Still Misunderstood Shape of the Clitoris
* Watch: Lecture Videos
* Submit: Module 12 Reading Annotation – August 10
* Submit: Module 12 Quiz – August 11
* Submit: Final Project – August 11