



**FLORIDA
ATLANTIC
UNIVERSITY**

**COURSE CHANGE REQUEST
Undergraduate Programs**

Department Sociology

College Arts and Letters

UUPC Approval 12/4/23

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog _____

**Current Course
Prefix and Number** SYP 3112

Current Course Title
Microsociology

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:
Sociology of Everyday Life

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course explores how everyday interactions produce social life as well as our individual identities and selves; it also examines how everyday social life is shaped by broader societal patterns. Special attention will be paid to micro sociological theories of categorical identities including race, gender, and class.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year
for Changes:** Summer 2024

**Terminate course? Effective Term/Year
for Termination:**

Faculty Contact/Email/Phone Lotus Seeley/seeleyj@fau.edu/561-297-3270

Approved by

Ann Branaman

Department Chair _____

College Curriculum Chair _____

College Dean _____

UUPC Chair _____

Undergraduate Studies Dean _____

UFS President _____

Provost _____

Date

11/6/23

11/13/23

11/14/23

12/4/23

12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SYP 3112-001: Sociology of Everyday Life

Department of Sociology
Florida Atlantic University

Summer 2024

Instructor: Dr. J. Lotus Seeley

Day/Times: Monday 4-6.50pm

Mode: Distance Learning, Lecture via Zoom

Details: CRN 20635, 3 credits

GTA: Allie Thompson

GTA Email: alessandrath2016@fau.edu

Email: seeleyj@fau.edu

Phone: 404.402.8740 (calls only)

Office: 261 Culture and Society Building

<https://fau.webex.com/meet/seeleyj>

Office Hours: Mondays 1-3pm,

Tuesdays and Thursdays 12.30-2.30pm,

email for alternate days/times

Course Description:

This course explores how everyday interactions produce social life as well as our individual identities and selves; it also examines how everyday social life is shaped by broader societal patterns. Special attention will be paid to micro sociological theories of categorical identities including race, gender, and class.

Course Objectives:

- Students will be able to distinguish between macro and micro perspectives in sociology as well as the strengths and weaknesses of each approach.
- Students will understand the major foci of microsociology, including the social construction of reality, the social construction of emotions, the interactional (re)production of social life and inequality, and the self as social construction.
- Students will know the main ideas of and differences between the microsociological theories of Harold Garfinkel (ethnomethodology) and Erving Goffman (symbol interactionism).
- Students will understand sociological theories of “doing gender” and applications of the doing gender approach to studying race, class, and other identities.
- Students will gain an appreciation for how microsociological theories can provide insight into their own experiences.

Course Context

This course can be counted towards the sociology major or minor.

Required Texts:

All readings will be posted to Canvas and available through the relevant module.

Class announcements will be made via Canvas. You are responsible for keeping up with these announcements and will be held accountable for any expectations or directions they convey.

Class as Live Lecture:

This course is online with live lectures via Zoom. On Mondays from 4-6.50pm, I will host a Zoom session and lecture and lead discussion as much like I would in the classroom as possible. Students will be able to access the meetings through the Zoom tab in our Canvas site. The room will open at 3.55 pm each day, and class will start promptly at 4.05pm.

Attendance at live lectures is not required and will not be graded. Powerpoints will be posted before class starts. The sessions will be recorded and posted to Canvas after class in the appropriate module. Coming to class is best, because it allows you to ask questions and interact with me and each other. If you are unable to come to lecture, you are expected to watch the recorded lectures. There will be a lot of information provided in the live lectures about assignments and the course material that you will need to be successful.

Office Hours:

Dr. Seeley will be holding office hours on Mondays from 1-3pm, and on Tuesdays and Thursdays from 12.30-2.30pm. Office hours will be held in person and via Webex (<https://fau.webex.com/meet/seeleyj>), and students can sign up for office hours online (<https://tinyurl.com/SeeleyOfficeHours>). Importantly, I am happy to take drop ins as long as there is no one already signed up. I'll be available during those times just as if I was in my office. I am also available to meet outside those times, so please let me know if you need to meet at a different time that is more convenient for you.

Office hours are a great resource if you have questions or concerns about the material. I am always happy to talk students through assignments or ideas, explain concepts or instructions, and listen to and help formulate ideas and plans. I'm here to help make things clear that are unclear; you just have to ask. No one's grade has ever suffered from visiting during office hours. You will never be bothering me, and I'll enjoy the company, so don't be hesitant to come to office hours.

Assignments and Grading:

Discussion Board Posts: 30% (10 posts, each worth 3% of your grade)

Original Post: Wednesday of Module by 11:59pm

Two Response Posts: Friday of Module by 11:59pm

In order to foster discussion among class members despite not meeting face-to-face, we will be holding discussions about the course concepts on Canvas. First, you will post an original submission to the week's discussion board based on the instructions and prompt provided. Original posts are due on Wednesday at 11:59pm each week. Then, you will reply to at least two of your classmates' posts with substantive responses. These responses are due on Fridays at 11:59pm each week. A substantive response adds value to the discussion by bringing new ideas, research, and/or evidence to the conversation. "I agree," "ditto," and the like are not acceptable replies. The rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, source citations, and basic grammar and mechanics are expected.

Ensure that postings contain detailed responses to each question and that course and module contents are used in developing your discussion responses. The best answers are those that are thoughtful and use the course concepts in novel and productive ways. For example, consider presenting a deeper perspective on module content, developing new examples, and/or discussing relevant external research. Responses should avoid unnecessary and/or lengthy quotations. All direct quotes and substantive paraphrases should be cited using ASA citation style. Failure to do so may be considered academic misconduct and be punished in accordance with the course policy (below).

There will be one discussion board post assignment per week, excepting the week of the midterm, for a total of 13 opportunities to post. Your lowest three scores will be dropped, making each discussion board post worth **3%** of your grade. Detailed instructions and a scoring rubric are provided for each assignment. You cannot make-up a discussion board post beyond three days late (see below for late policy).

You must do posts for Week 1, Week 10, and Week 13. These weeks are not be eligible for being dropped and will receive zero if not completed.

Short Essay 1: 15%

Due February 27

Students will write a short autobiography (5-6 double-spaced pages) that uses course concepts to analyze their own experiences.

Midterm Exam: 20%

Opens: Thursday, March 3 at 8am, Closes: Friday, March 4 at 11.59pm

The midterm will cover all material from the first half of class, including assigned readings, class activities, films, and lectures. It will be administered via the quiz function on Canvas. A formal excuse is required to make up a missed exam.

Short Essay 2: 15%

Due May 1

Students will write a short essay (5-6 double-spaced pages) responding to a prompt provided by Dr. Seeley.

Final Exam: 20%

Opens: Monday, May 2 at 8am; Closes Tuesday, May 3 at 11.59pm

The final will cover material from the second half of class, including assigned readings, class activities, films, and lectures. It will be administered via the quiz function on Canvas. A formal excuse is required to make up a missed exam.

Grading Scale:

A	92.60-100%	B+	86.60-89.59%	C+	76.60-79.59%	D	60-69.59%
A-	89.60-92.59%	B	82.60-86.59%	C	72.60-76.59%	F	0-58.99%
		B-	79.60-82.59%	C-	69.60-72.59%		

***Deviations from this scheme will occur only if no curves were given on any exams.

Minimum Technology and Computing Requirements:

Hardware & Software Requirements

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.

- [Check your Internet speed here.](#)

Computer Requirements

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Minimum Technical Skills Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

Class Policies and Etiquette:

Following Instructions: Success in this class requires that students carefully read and then follow assignment instructions as well as policies laid out in the syllabus. Thorough instructions for all assignments will be posted to Canvas. You are expected to do what is on the instructions – nothing more, nothing less. Submissions that do not meet the expectations laid out in the relevant instruction sheet are unlikely to receive more than a B.

Attendance: [University Policy] Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military

obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence

Non-SAS Accommodations: I want you to be successful in this class. Proactivity will always be looked upon positively, so please let Dr. Seeley know as soon as possible if you think you will have any problems related to this class for which we will need to devise solutions. If you are having issues in your life that may impact your ability to be successful in this class, I expect you to come see me in a timely manner. I am willing to provide accommodations that are reasonable as well as fair to your classmates, but this requires timely communication with me. Waiting until the last minute or after the fact will produce less favorable outcomes.

Grade Contestation: You must wait 48 hours from the time it is handed back to you to contact me with your dispute. I will not take complaints after class except regarding bad math or clarification of my handwriting. To put forth your grade dispute you must send me a formal email detailing what you think was graded unfairly, what your original answer was, what my comments were, and a logical argument about why you think you should have your original grade changed. If you fail to follow these instructions, your dispute will not be considered. Contesting a grade may result in the raising or lowering of your grade.

Late Work: All work should be submitted on time and in the form indicated on the relevant instruction sheet. Students submitting a late assignment will be penalized as follows: Assignments submitted the day after the original due date will lose 10 points. Assignments submitted two days after the original due date will lose 20 points. Assignments submitted three days after the due date will lose 30 points. Assignments submitted four or more days after the original due date may be given half credit at the discretion of the instructor.

Incompletes: Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Code of Academic Integrity:

Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. Be advised that all cases of academic dishonesty will be reported to the appropriate administrators and may result in additional punishment beyond failing the course.

All work (written or otherwise) for this course must be your own. Academic dishonesty of any sort – including (but not limited to) unintentional or intentional plagiarism, cheating, fabricating classmate’s attendance, falsifying absence documentation, and/or unapproved collaboration – will not be tolerated and will result in an automatic grade of F for the course as well as being reported to the appropriate administrators. By registering for this class you acknowledge and agree to this policy and accept responsibility for educating yourself regarding FAU’s Code of Academic Integrity: https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf. Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Religious Accommodation Policy:

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

Student Accessibility Services Accommodation Policy:

In compliance with the Americans with Disabilities Act (ADA), students who due to a disability require reasonable accommodations to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie, and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Policy on Recording Lecture:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class

attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

COVID-19 Statement:

Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath) or students who have come in contact with confirmed positive cases of COVID-19 should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit www.fau.edu/coronavirus. In classes with face-to-face components, quarantined students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Class Schedule:

Week 1

What is Microsociology?

No Assigned Reading

Week 2

Social Construction of Reality and Emotions

"The Social Division of the World" by Zerubavel

"Society in Action" by Blumer

"Emotion Work and Feeling Rules" by Hochschild

"Wheelchair Users' Interpersonal Management of Emotions" by Cahill & Eggleston

Week 3

The Social Self and Stereotypes

"In the Air between Us: Stereotypes, Identity, and Achievement" by Steele
"The Social Foundation of Human Experience" by Berger and Luckmann

Film: *7 Up*

Week 4

Symbolic Interaction: Constructing and Presenting the Self

"The Self as Sentiment and Reflection" by Cooley
"The Presentation of Self in Everyday Life" by Goffman
"Salvaging the Self" by Snow and Anderson

Film: "Nosedive" from *Black Mirror*

Week 5

Symbolic Interaction: Stigma and Interaction Rituals

"Stigma and Social Identity" by Goffman
"Salvaging Decency" by Kusenbach
"Face-work and Interaction Rituals" by Goffman
"The Interaction Order of Public Bathrooms" by Cahill

Week 6

Doing Class

"Birthdays, Basketball, and Breaking Bread" by Jackson Jr.
"Women without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity" by Bettie
"Stealing a Bag of Potato Chips and Other Crimes of Resistance" by Rios

Short Essay 1 (Autobiography) Due

Week 7

Midterm Review

No Assigned Reading

Midterm: Opens: Thursday, March 3 at 8am, Closes: Friday, March 4 at 11.59pm

Week 8

Ethnomethodology: Background Assumptions and Meaning as Contextual

“A Conception of and Experiments with ‘Trust’ as a Condition of Concerted Stable Actions” by Garfinkel

"Symbols and the Creation of Reality" by Sandstrom

Week 9

Ethnomethodology: Documentary Mode of Interpretation and Passing

“Doing Gender” (Selection I: Garfinkel and Agnes) by West and Zimmerman

“Passing as Black” by Khanna and Johnson

Week 10

Structure, Agency, and Growing Up I

“Becoming a Gendered Body” by Martin

“Class Reproduction by Four Year Olds” by Streib

"Young Children's Racial and Ethnic Definitions of Self" by Ausdale & Feagin

Film: *21 Up*

Week 11

Doing Gender

“Doing Gender” (Selection II: Gender as Interactional Achievement) by West and Zimmerman

"Just One of the Guys?: How Transmen Make Gender Visible at Work" by Schilt

"Managing Emotional Manhood" by Vaccaro, Schrock, and McCabe

Week 12

Doing Race

“We Don’t Sleep Around Like White Girls Do” by Espiritu
“Being Middle Eastern American in the Context of the War on Terror” by Marvasti
“Are Some Emotions Marked ‘Whites Only’? Racialized Feeling Rules in Professional
Workplaces” by Wingfield

Week 13

Structure, Agency, and Growing Up II

No Assigned Reading

Film: *56 Up*

Week 14

Microaggression

“Taxonomy of Microaggressions” by Sue

“The Psychological Dilemmas and Dynamics of Microaggressions” by Sue

“They Think Minority Means Less Than” by Allen

Short Essay 2 Due

Finals Week