

SOCIOLOGY 221: CULTURE AND SOCIETY

Fall Semester 2017

T/Th 2:30 – 3:45

Tarbutton Hall, 218

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COURSE OVERVIEW

This course addresses major themes and questions in the sociology of culture. We will focus on recent work that asks what shapes cultural meanings on the one hand, and how culture has its effects, on the other. We will do so in three broad sections:

1. We begin by developing a “vocabulary” that is drawn from a variety of approaches. This new vocabulary allows us to address such questions as “What is culture and what does it do?”
2. We then examine the classical treatments of culture found in the respective works of Marx, Weber, Durkheim, and DuBois. Examples of current issues include the following: “How do media messages shape our view of reality?” “How do people in one group exclude those from another group?” “What holds groups together?”
3. In the final section of the course, we focus on the role that culture plays in production, by looking at two substantive areas: work and technology. Thus, we will deal with such issues as “How does culture influence the organization of work?” and “How do technology and culture shape each other?”

There is a Canvas site devoted to this course (**Soc221: Culture and Society**). This site will include all materials that are handed out in class (the syllabus, instructions for the paper, etc.), as well as outlines of the lectures. Any important announcements will also be posted on this site.

COURSE MATERIALS

1. Books:

Wendy Griswold. 2012. *Cultures and Societies in a Changing World*. 4th ed. Thousand Oaks, CA: Sage (abbreviated *CSCW* in syllabus below).

2. Reserve readings

There are also additional **required** readings, which will be available on our CANVAS site.

This course offers an introductory survey of the sociology of culture; thus the readings cover a wide range of original sociological research. Some of the readings are more difficult than others. I

will give you guidance on “how” to read the articles, particularly the more difficult ones.

COURSE REQUIREMENTS

1. Attendance is strongly encouraged. I will use lectures to give you additional information not found in the readings, and I will also provide frameworks for understanding and integrating the readings with the lecture material. All assigned **readings** should be completed **before** class to ensure active participation in class discussions and activities. As an incentive, regular attendance will be used to “improve” on borderline final grades.

2. Two exams (percentages vary – see below; 70% total)

Exam 1 (Midterm): 20%

Exam 2 (Midterm): 20%

Exam 3 (Final): 30%

The midterm exam will be taken during class time (see following pages for schedule). The exams will consist of a combination of short answer and essay questions, and they will cover both the readings and lecture material.

3. Research Paper (30% of the final grade)

Detailed instructions will be handed out in class!

The paper involves a research project that you will complete over the course of the semester. You may choose a paper topic from a list that I hand out, or you may propose a topic of your own choosing (subject to my approval).

- An **outline** of your paper is due in class (see schedule below). You must submit a paper copy.
- The **completed paper** is due on in my mailbox in the Sociology office, (225 Tarbuton Hall) on the due date below. **Please do NOT send me your paper by email or slip it under my office door.** For each day it is late, it will be marked down one half letter grade (e.g., from A to A- after first day late).

OTHER IMPORTANT INFORMATION

The use of cell phones and/or pagers is not permitted in this class. Please turn OFF your phones and pagers before entering the classroom.

General Communication

I provide very detailed information and instructions in all of the course documents. I will also send periodic Canvas announcements and emails about any further course information.

- **Please read all of the written course communications thoroughly!**
- If you have questions after you have read everything in a particular course document (syllabus, paper instructions, study guide), then feel free to ask me.
- **Do NOT ask/email me questions that I have already answered** in a course document or via posted announcement/emails. I will not respond to these questions.

Email Communication:

I generally try to respond to emails within 1 business day, but I do not guarantee a response within 24 hrs. I do not answer emails after 6pm at night.

General Conduct:

Please be mindful of the general code of conduct that you would use in any classroom setting. I expect us all to be respectful of one another.

- Please do not arrive late to class.
- Once in class, please refrain from carrying on private conversations with your neighbor(s). This is distracting for everyone else in the room.
- Please refrain from texting, checking Facebook, or any other non-class activities during all class meetings. If you are found to be engaging in these activities, you will be asked to leave the classroom for the remainder of the class.

Missed Classes: You are responsible for missed material. Please get notes from one of your classmates. After you have read all of the missed material, if you still have questions, please come to my office hours. (Do not email me to ask about missed class material.)

Video/Audio: You may not video or audiotape lectures without my express consent.

Extra Credit: There are no extra credit assignments available in this course.

Peer Tutoring Writing Support

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are currently enrolled in an ESL-supported section of English 101, English 123, or English 221 or who plan to take one of those courses next semester should see ESL tutors, as they are specifically trained to support students in ESL Program courses. To learn more about ESL tutoring or to make an appointment, go to tinyurl.com/eslemory. All other students in the college should see Writing Center tutors who are trained to work with this broader population. Learn more and make an appointment at writingcenter.emory.edu. Please review tutoring policies before your visit.

Accommodating Disabilities:

If you have or acquire any sort of condition that may require special accommodation(s), please inform me as soon as possible so that we may make the appropriate arrangements. Proper documentation from the Office of Disabilities Services will be required. They can be reached at 404-727-1065 or via the web at <http://www.emory.edu/EEO/ODS/>.

Academic Conduct:

All students are expected to conduct themselves in accordance with the policies of Emory College with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating will be referred to the Honors Council. For more information see:

http://www.college.emory.edu/current/standards/honor_code.html

Late Policy:

Unless otherwise stated on the assignment sheet or in class, an assignment submitted after the deadline will be penalized 5% for each day it is late, from the moment it is past due. If you require an extension due to illness, you must notify Dr. Nalkur *prior* to the deadline, and provide a note from your doctor.

Make-Up Policy:

My permission is needed to makeup exams and assignments. If you are going to miss an exam or assignment, please make every effort to notify me before the missed class and to gather appropriate material to justify your absence. If you are unable to notify me before the class/due date, please try to have a friend, roommate, etc. contact me via e-mail and inform me of your absence. A mutually convenient time will be arranged for you to make up the assignment or exam. Makeup assignments will *only* be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.). A note from the Dean will be required to make up the final exam.

The use of cell phones is not permitted in this class.

You are not permitted to use laptops or other devices in class unless you have special permission from Dr. Nalkur.

Please turn OFF your phones before entering the classroom.

If you are found using phones or devices in class, you will be asked to leave.

COURSE SCHEDULE (*subject to revision*)

SECTION ONE: DEVELOPING A VOCABULARY

August 24: Introductions

August 29: Wendy Griswold. 2012. *CSCW*, Chapter 1

Podcast assignment: Listen to the episode “Hallelujah” (39 mins) in the podcast, *Revisionist History*, by Malcolm Gladwell.

Podcast assignment 2: “Person in Lotus Position” (31 mins) in the podcast, *99% Invisible*.

Film (to be watched in class): *Barbie Nation*

August 31: Anne E. Lincoln and Michael Patrick Allen. 2004. “Double Jeopardy in Hollywood: Age and Gender in the Career of Film Actors, 1926-1999.” *Sociological Forum* 19: 611-631.

Kristen Luker. 1984. Chapter 7, “Worldview of the Activists,” in *Abortion and the Politics of Motherhood*. Berkeley: University of California Press.

SECTION TWO: CLASSICAL TREATMENTS AND THEIR CONTEMPORARY COUNTERPARTS

Marxian Approaches: Ideology, Domination, and Resistance *Introduction to Marx*

September 5: Wendy Griswold. 2012. *CSCW*, pages 19-32.

Podcast assignment: In the podcast *Revisionist History*, by Malcolm Gladwell, listen to the episodes called, “Food Fight” (32 mins) and “My Little Hundred Million” (42 mins).

September 7: Sharon Hays. 1997. “The Ideology of Intensive Mothering: A Cultural Analysis of the Bestselling ‘Gurus’ of Appropriate Childbearing,” in *From Sociology to Cultural Studies*, edited by E. Long. Malden, MA: Blackwell.

Current Notions of Ideology: Focus on Media

September 12: Wendy Griswold. 2012. *CSCW*, Chapter 4.

Podcast assignment: “The Real Ways that ‘fake news’ shapes what we believe,” in *To the Best of our Knowledge* (53 mins).

September 14: Kathy Peiss. 1998. Chapter 5, “Promoting the Made-up Woman,” in *Hope in a*

Jar: The Making of America's Beauty Culture. New York: Owl Books.

Sut Jhally and Justin Lewis. 1992. Chapter 3, "The Success of Cosby," in *Enlightened Racism: The Cosby Show, Audiences, and the Myth of the American Dream*. Boulder, CO: Westview.

September 19: JoEllen Shively. 1992. "Cowboys and Indians: Perceptions of Western Films among American Indians and Anglos." *American Sociological Review* 57:725-734.

September 21: **Exam #1**

Weberian Approaches: Status and Exclusion *Introduction to Weber*

Work, Status, and Exclusion

September 26: Wendy Griswold. 2012. CSCW, pages 35-44.

Podcast assignment: TBD

Aversa, Alfred. 1990. When Blue Collars and White Collars Meet at Play: The Case Of The Yacht Club. *Qualitative Sociology* 13(1):63-83.

September 28: Film: *Spellbound*

October 3: David Halle. 1992. "The Audience for Abstract Art: Class, Culture, and Power," in *Cultivating Differences: Symbolic Boundaries and the Making of Inequality*, M. Lamont & M. Fournier, eds. Chicago: Univ. of Chicago Press.

Podcast assignment: "The Lady Vanishes," in *Revisionist History*.

October 5: Karen Aschaffenburg and Ineke Maas. 1997. "Cultural and Educational Careers: The Dynamics of Social Reproduction." *ASR* 62:573-587.

October 10: **Fall Break – enjoy!**

Durkheimian Approaches: Solidarity, Community, and Boundaries *Introduction to Durkheim*

Solidarity and Modern Times

October 12: Wendy Griswold. 2012. CSCW, pages 47-62.

October 17: Robin Wagner-Pacifici and Barry Schwartz. 1991. "The Vietnam Veteran's Memorial: Commemorating a Difficult Past." *American Journal of Sociology*

97:376-382, 385-389, 392-410.

October 19: Wesley Shrum and John Kilburn. 1996. "Ritual Disrobement at Mardi Gras: Ceremonial Exchange and Moral Order." *Social Forces* 75: 423-458.
Podcast assignment: TBD

October 24: Mark Mizruchi. 1985. "Local Sports Teams and Celebration of Community: A Comparative Analysis of the Home Advantage." *Sociological Quarterly* 26(4):507-518.
Additional news reading: TBD

October 26: **Exam #2**

The Sociology of Food

October 31: Lane, C. (2013). Taste makers in the "fine-dining" restaurant industry: The attribution of aesthetic and economic value by gastronomic guides. *Poetics*, 41(4), 342-365.

Podcast assignment: TBD

November 2: Cairns, Kate, Josée Johnston, and Shyon Baumann. 2010. "Caring about Food: Doing Gender in the Foodie Kitchen." *Gender & Society* 24: 591-615.

SECTION THREE: CULTURE AND SOCIETY

Culture in Organizations

November 7: Wendy Griswold. 2012. *CSCW*, Pages 117-128.

Gary Alan Fine. 2006. "Shopfloor Cultures: The Idioculture of Production in Operational Meteorology." *The Sociological Quarterly* 47:1-19.

November 9: Karen Ho. 2009. "Biographies of Hegemony: The Culture of Smartness and the Recruitment and Construction of Investment Bankers," chapter 1 (pp. 39-72) in *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press.

Wendy Griswold. 2012. *CSCW*, Pages 141-155.

*****Research paper outline due!*****

Creativity, Technology, and Relationships

November 14: Amy Binder. 1996. "Anything But Heavy Metal." *ASR* 61: 884-899.

Podcast/news reading assignment: TBD

November 16: Claude Fischer. 1988. "Gender and the Residential Telephone, 1890-1940: Technologies of Sociability." *Sociological Forum* 3:211-233.

Podcast/news reading assignment: TBD

November 21: Ashley Mears. 2015. "Working for Free in the VIP: Relational Work and the Production of Consent." *American Sociological Review* 80:1099-1122.

November 23: ***Thanksgiving – enjoy!***

Dubois: Race, & Culture

November 28: DuBois, W., Anderson, E., & Eaton, I. (1996). *The Philadelphia Negro: A Social Study*. University of Pennsylvania Press. (excerpt to be assigned in class)

Bobo, Lawrence. 2009. "What Do You Call a Black Man with a Ph.D.?" Pp. 314-316. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender, Second Edition*, edited by David Grusky and Szonja Szelenyi. Boulder, CO: Westview Press.

Podcast assignment: TBD

November 30: Hunter, Marcus A. and Zandria Johnson. 2016. "The Sociology of Urban Black America." *Annual Review of Sociology*. 42:385–405.

Podcast assignment: TBD

December 5: ***TBD***

December 12: ***Final Exam (8:00am-10:30am)***