

**SOCIOLOGY 221:
CULTURE AND SOCIETY**

Fall 2016
T/Th 10 – 11:15
218 Tarbutton Hall

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COURSE OVERVIEW

In this course, we survey major themes and questions in the sociology of culture (the influence of culture on cultural formations) and cultural sociology (the influence of culture on social processes). We pay particular attention to the role of culture in explaining persistent inequality in the distribution of resources and power. We do so in three ways: First, we explore theoretical tools and vocabulary, including exploration of culture in classical theory, to ask a fundamental question: “What is culture and what does it do?” Second, we consider the role of culture at the individual, organizational, and macro levels, including such issues as how race, class, and gender shape identity; cultural resistance and hegemony; the role of cultural tastes and cultural consumption in social reproduction; and how contests for the definitions of reality affect social movements, social problems, and politics. Finally, we discuss the role of new technologies in these processes, such as the #blacklivesmatter movement. Throughout the course, students will be asked to apply conceptual tools and texts to make sense of their own experiences and local and global issues.

LEARNING GOALS & COURSE REQUIREMENTS

Learning goals for this course are to 1) develop and demonstrate an understanding of course content, 2) improve writing and editing skills, and 3) learn to effectively collaborate with peers. Below is a table that aligns learning course goals with requirements.

<i>Learning Goals</i>	<i>Course Requirements</i>		
	A. Attendance, Discussion, & Office Hours	B. Writing Assignments	C. Peer Editing
1) Demonstrate understanding of course content	<i>Contribute to in-class discussion of course material.</i>	Submit weekly reading summaries (10 total). One paragraph per reading due Fri at 6pm; first five weeks required. No summaries when other assignments are due, peer editing week, and last week. You can pick two “free pass” weeks. <i>Reference at least 3/4 of course material in final paper and peer editing essay (combined).</i>	<i>Reference at least 3/4 of course material in peer editing essay and final paper (combined).</i>
2) Improve writing and editing skills	<i>Contribute to in-class discussion of own writing.</i>	Submit three versions of project: proposal, draft, and final.	Submit a 5-page peer editing essay.

3) Collaborate with peers	<i>Contribute to in-class discussion of peer writing</i>	<i>Incorporate peer and instructor feedback in paper and write a 5-page (double spaced) reflection on how you used feedback; provide justification of choices.</i>	<i>Give a 10-minute peer editing in-class presentation (verbal feedback to justify written feedback).</i>
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A. Attendance, Discussion, & Office Hours (20% of grade)

You are highly encouraged to attend class because we will use class time to present additional information not found in the readings, do required hands-on activities pertaining to course assignments, and do in-class reading analysis and peer editing.

You are also required to go to office hours at least once during the semester. Office hours serve as a way to engage more deeply with course material and receive detailed feedback, as well as provide an opportunity to discuss professional interests and goals. Office hours are Mondays 1-3pm and by appointment. You are encouraged to attend office hours early in the semester to discuss paper proposal ideas and later in the semester to discuss how to incorporate feedback in the final draft of your paper.

Course attendance, class discussion, and office hours meetings are worth 20% of your final grade.

If you come to all class sessions, I will add three points to your final grade. If you miss 1 class, I will add two points. If you miss 2 classes, I will add one point to your final grade.

B. Writing Assignments (50% of grade)

This course is research, writing, and editing intensive. You are required to complete 10 weekly reading summaries and a paper on research project, submitted in three stages:

- 1) Reading summaries (one paragraph per reading) – 10% of grade – **DUE 10 OUT OF 16 FRIDAYS AS CANVAS ENTRY BY 6PM (FIRST FIVE ARE REQUIRED)**
- 2) Research proposal (4 pages double spaced) – 10% of grade – **DUE TUES, OCT 4**
- 3) Paper draft (8-10 pages double spaced) – 10% of grade – **DUE TUES, NOV 8**
- 4) Paper final (10-15 pages double spaced) – 20% of grade -- **DUE FRI, DEC 9**

Weekly reading summaries are due Friday at 6pm as a document upload to Canvas. We will go over this process on the first day of class. ****If you have a problem with Canvas, let the professor know in advance of the deadline.**** The first five weeks are required summary weeks, but in later weeks you may choose two “free pass” week for a total of 10 summaries. There are no summaries due weeks other assignments are due, peer editing week, and last week of class.

The paper involves conducting a research project over the course of the semester related to culture and the topic of your choice. The paper involves three stages: research proposal, paper draft, and paper final. These are due Oct 4, Nov 8, and Dec 9, respectively. You will receive guidelines for the research proposal and paper the week of Sept 13 that will include a list of project topics or you may propose one of your own (subject to professor approval). In the proposal, you will describe your chosen topic, the research questions you will try to answer, and outline what you will do to research that topic. In the paper draft, you will write up the research you did, interpret your data, and explain how your findings answer your research questions and contribute to a better understanding of your topic. For the paper you will be expected to do additional readings on your topic beyond those listed on the syllabus.

C. Peer Editing (30% of grade)

You are required to participate in peer editing assignments. This practice is intended to mimic real-world work with colleagues. You will be individually responsible for peer editing and for justifying your reasons for incorporating or not incorporating peer and instructor feedback into your own work.

You are required to complete the following peer editing assignments:

- 1) Peer editing essay (5 pages double spaced) – 10% of grade -- **DUE TUES, NOV 15**
- 2) Peer editing presentation (10 minutes explaining feedback) – 10% of grade -- **DUE TUES, NOV 15 & THURS, NOV 17 (IN CLASS, AS SCHEDULED)**
- 3) Peer editing reflection (5 pages double spaced) – 10% of grade -- **DUE FRI, DEC 9**

COURSE RESOURCES

This course offers an introductory survey of the sociology of culture. Consequently, the class will cover a wide range of literature. To assist in this introduction, we have ordered the following required text – which is available at the Emory University Bookstore, through online retailers, and Emory Library Reserves:

Wendy Griswold. 2013. Cultures and Societies in a Changing World, Fourth Edition. Thousand Oaks, CA: Sage.

The remaining readings are drawn from various sources and will be available as files on Canvas, as well as by clicking on “Library Course Reserves” within Canvas, or signing in directly to Woodruff Library's on-line reserve (<https://reserves.library.emory.edu>).

As the semester progresses, other class materials will be posted on the Canvas page for SOC 221, Section 001.

OTHER IMPORTANT INFORMATION

General Communication

I provide very detailed information and instructions in all of the course documents. I will also send periodic Canvas announcements and/or 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, etc.), 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 (**especially the night that something is due**; questions should be asked well in advance of any deadline).

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.

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 1 grade point for each day it is late, from the moment it is past due. If you require an extension due to illness, you must notify the professor (not the TA) *prior* to the deadline, and provide a note from your doctor.

Make-Up Policy:

My permission is needed to makeup assignments. If you are going to miss an assignment, please make every effort to notify me beforehand and to gather appropriate material to justify your absence. If you are unable to notify me before the 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. 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 paper.

COURSE SCHEDULE

(subject to revision)

PART I: VOCABULARY, QUESTIONS, AND CONCEPTUAL TOOLS

Week 1 (August 25): Introduction

8/25: Sapolsky, Robert M. 2006. "Culture in Animals: The Case of a Non-human Primate Culture of Low Aggression and High Affiliation." *Social Forces* 85(1):217-233.

Sen, Amartya. 2004. "How Does Culture Matter?" Pp. 37-58 in *Culture and Public Action: A Cross-Disciplinary Dialogue on Development Policy*, edited by Vijayendra Rao and Michael Walton. Stanford, CA: Stanford Social Sciences.

Read the syllabus and come to class on Tuesday 8/30 with at least one question.

First reading summary due Fri 8/26 at 6pm.

Week 2 (August 30 and September 1): Conceptualizing & Analyzing Culture

8/30: Griswold, Wendy. 2013. CSCW, Chapter 1, p. 1-10.

Geertz, Clifford. 2002 (1973). "Thick Description: Toward an Interpretive Theory of Culture." (Orig. in *The Interpretation of Culture*.) Pp. 63-68 in *Cultural Sociology*, edited by Lyn Spillman. New York: Blackwell.

9/1: Griswold, Wendy. 2013. CSCW, Chapter 1, p. 10-18.

Wagner-Pacifici, Robin and Barry Schwartz. 1991. "The Vietnam Veteran's Memorial: Commemorating a Difficult Past." *American Journal of Sociology* 97: 376-420.

Second reading summary due Fri 9/2 at 6pm.

PART II: CLASSICAL TREATMENTS & CONTEMPORARY COUNTERPARTS

Week 3 (September 6 and 8): Marx—Domination and Resistance

9/6: Griswold, Wendy. 2013. CSCW, Chapter 2, p. 19-32.

Horkheimer, Max and Theodor Adorno. 2002 (1944). "The Culture Industry: Enlightenment as Mass Deception." Pp. 39-46 in *Cultural Sociology*, edited by Lyn Spillman. New York: Blackwell.

9/8: Fuchs, Christian. 2014. "Introduction." Pp. 1-9 in *Digital Labour and Karl Marx*. New York: Routledge.

Jamieson, Dave. 2015. "The Life and Death of an Amazon Warehouse Temp: What the Future of Low-Wage Work Really Looks Like." in *Huffington Post Highline*.
<http://highline.huffingtonpost.com/articles/en/life-and-death-amazon-temp/>.

Third reading summary due Fri 9/9 at 6pm.

Week 4 (September 13 and 15): Weber—Status and Exclusion

9/13: **Research project guidelines handed out.**

Griswold, Wendy. 2013. CSCW, Chapter 2, p. 32-45.

Michèle Lamont, 2002. "Symbolic Boundaries and Status." Pp. 98-107 in *Cultural Sociology*, edited by Lyn Spillman. New York: Blackwell.

9/15: Bryson, Bethany. 1996. "'Anything But Heavy Metal': Symbolic Exclusion and Musical Dislikes." *American Sociological Review* 61(5):884-99.

Feagin, Joe R. 2011 (1991). "The Continuing Significance of Race: Antiblack Discrimination in Public Places." Pp. 269-275 in *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.

Fourth reading summary due Fri 9/16 at 6pm.

Week 5 (September 20 and 22): Durkheim & Symbolic Interaction—Solidarity

*****Wendy Griswold will be giving a talk at the Sociology Dept on Monday 9/19. You may wish to attend to get ideas about your research project.*****

9/20: Griswold, Wendy. 2013. CSCW, Chapter 3, p. 49-54.

Allison J. Pugh. 2011. "Distinction, Boundaries or Bridge? Children, Inequality and the Uses of Consumer Culture." *Poetics* 39: 1-18.

9/22: Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51(2): 273-86.

Pattillo-McCoy, Mary. 1998. "Church Culture as a Strategy of Action in the Black Community." *American Sociological Review* 63(6): 767-84.

Fifth reading summary due Fri 9/23 at 6pm.

PART III: FOCUS TOPICS

Week 6 (September 27 and 29): Culture, Power, and Politics

9/27: Griswold, Wendy. 2013. CSCW, Chapter 8, p. 163-180.

Hays, Sharon. 2011 (2003). "Flat Broke with Children: Women in the Age of Welfare Reform" Pp. 196-207 in *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.

9/29: Domhoff, G. William. 2011. "Who Rules America? Power and Politics" Pp. 112-117 in *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.

McCall, Leslie. 2013. "Introduction" Pp. 1-20 in *The Undeserving Rich: American Beliefs about Inequality, Opportunity, and Redistribution*. Cambridge: Cambridge University Press.

Choice week - reading summary due Fri 9/30 at 6pm.

Week 7 (October 4; October 6): Culture and Social Movements

10/4: Griswold, Wendy. 2013. CSCW, Chapter 5, p. 97-116.

PROJECT PROPOSAL DUE

10/6: Film: "Eyes on the Prize"

Freelon, Deen, Charlton D. McIlwain, and Meredith D. Clark (2016). "*Beyond the hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice.*" Washington, DC: Center for Media & Social Impact, American University. http://cmsimpact.org/wp-content/uploads/2016/03/beyond_the_hashtags_2016.pdf

No Weekly Summary Due

Week 8 (Fall Break October 11; October 13): Culture, Inequality, and Race/Ethnicity

10/11: Fall break—no class, enjoy!

10/13: Hunter, Marcus A. and Zandria Johnson. 2016. "The Sociology of Urban Black America." *Annual Review of Sociology*. 42:385–405.

Bobo, Lawrence. 2011 (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.

Choice week - reading summary due Fri 10/14 at 6pm.

Week 9 (October 18 and 20): Culture, Education, and Family

10/18: Lareau, Annette. 2011 (2003). "Unequal Childhoods: Class, Race, and Family Life" Pp. 648-659 in *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.

Aschaffenburg, Karen and Ineke Maas. 1997. "Cultural and Educational Careers: The Dynamics of Social Reproduction." *American Sociological Review* 62: 573-587.

10/20: Armstrong, Elizabeth. 2012. *Paying for the Party*. "Introduction" (p. 1-25) and "Strivers" (p. 148-179).

Choice week - reading summary due Fri 10/21 at 6pm.

Week 10 (October 25 and 27): Culture, Gender, and Relationships

10/25: Thorne, Barrie. 1997 (1986). "Girls and Boys Together...But Mostly Apart: Gender Arrangements in Elementary School" Pp. 77-94 in *Reconstructing Gender: A Multicultural Anthology*, edited by Estelle Disch. Mountain View, CA: Mayfield Publishing Company.

10/27: Swidler, Ann. 2001. *Talk of Love*. Chicago: University of Chicago Press. Chapter 6 "Love and Marriage" (p. 111-134).

Klinenberg, Eric. 2013. *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*. "Introduction" (p.1-27).

Choice week - reading summary due Fri 10/28 at 6pm.

Week 11 (November 1 and 3): Culture, Organizations, and Markets

11/1: Rivera, Lauren A. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Firms." *American Sociological Review* 77(6): 999-1022.

11/3: Zelizer, Viviana. 1978. "Human Values and the Market: The Case of Life Insurance and Death in 19th Century America." *American Journal of Sociology* 84: 591-610.

Choice week - reading summary due Fri 11/4 at 6pm.

Week 12 (November 8 and 10): Culture and Health

Reading for this week will include readings on how to give and receive peer feedback and two articles on the week's topic of health. We will use the articles for mock reviews as in-class preparation for next week's peer editing.

11/8: Reading on how to give feedback

Olafsdottir, Sigrun, and Bernice A. Pescosolido. 2009. "Drawing the Line: The Cultural Cartography of Utilization Recommendations for Mental Health Problems." *Journal of Health and Social Behavior* 50(2): 228-44.

PAPER DRAFT DUE

11/10: Reading on how to receive and use feedback to make editing choices

Lamont, Michèle. 2009. "Responses to Racism, Health, and Social Inclusion as a Dimension of Successful Societies." Pp. 151-68 in *Successful Societies: How Institutions and Culture Affect Health*, edited by A. Hall Peter and Michèle Lamont. Cambridge, UK and New York: Cambridge University Press.

No Weekly Summary Due

Week 13 (November 15 and 17): PEER EDITING WEEK

Readings for this week are the 3 paper drafts you received last week. You should review in

detail the paper you were assigned for your peer editing presentation.

11/15: Paper drafts (3)

PEER EDITING ESSAY DUE

PRESENTATION (IF SCHEDULED) DUE IN CLASS

11/17: Paper drafts (3)

PRESENTATION (IF SCHEDULED) DUE IN CLASS

No Weekly Summary Due

Week 14 (November 22; No Class November 24 – Thanksgiving): Culture and Law

11/22: Gonzalez Van Cleve, Nicole. 2016. *Crook County*. "Introduction" (p. 1-14), Chapter 2 "Of Monsters and Mopes: Racial and Criminal 'Immorality'" (51-92), and Chapter 4 "There are No Racists Here: Prosecutors in Criminal Courts" (p. 127-156).

11/24: Thanksgiving recess—enjoy!

Choice week - reading summary due Fri 11/25 at 6pm.

Week 15 (November 29 and December 1): Choose your own adventure

11/29: Readings on a topic based on class choice

12/1: Readings on a topic based on class choice

Choice week - reading summary due Fri 12/2 at 6pm.

Week 16 (December 6): Wrap Up

12/6: **PEER EDITING GROUP MEETINGS IN CLASS - REQUIRED**

**FINAL PAPER & PEER EDITING REFLECTION
DUE FRI, DECEMBER 9 BY 6PM**