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 understanding and use of evidence, 3) improve writing and editing skills, and 4) learn to effectively collaborate with peers. Below is a table that aligns learning course goals with requirements.

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<thead>
<tr>
<th>Learning Goals</th>
<th>Course Requirements</th>
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<tr>
<td>A. Attendance, Discussion, &amp; Office Hours</td>
<td>B. Writing Assignments</td>
</tr>
<tr>
<td>Contribute to in-class and online discussion of course material.</td>
<td>Submit annotated bibliographies (8 total). One paragraph per reading. Five are assigned—three are your choice (one focus area week + two other weeks).</td>
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<tr>
<td>1) Demonstrate understanding of course content</td>
<td>C. Peer Editing</td>
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<tr>
<td>Reference materials from the eight weeks you wrote annotated bibliographies and lecture notes from those weeks in final paper and peer editing essay.</td>
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Reference materials from the eight weeks you wrote **annotated bibliographies** and **lecture notes** from those weeks in final paper and peer editing essay.

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<tr>
<th>2) Improve understanding and use of evidence</th>
<th>Contribute to in-class and online discussion of evidence.</th>
<th>Locate and analyze different types of evidence in your annotated bibliographies and paper. Demonstrate an understanding of the difference between primary and secondary sources. Build strong arguments based on evidence.</th>
<th>Assess others’ arguments and articulate how to make stronger arguments based on evidence.</th>
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<tr>
<td>3) Improve writing and editing skills</td>
<td>Contribute to in-class discussion of your writing.</td>
<td>Submit four versions of project: proposal, draft methods and findings, full draft, and final.</td>
<td>Submit a 3-page (double spaced) peer editing essay.</td>
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<td>4) Collaborate with peers</td>
<td>Contribute to in-class and online discussion of peer writing</td>
<td>Incorporate peer and instructor feedback in paper and write a 3-page (double spaced) reflection on the feedback you received and how you used feedback; provide evidence and justification for your choices.</td>
<td>Give a 15-minute peer editing in-class presentation (verbal feedback to justify written feedback).</td>
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**A. Attendance, Discussion, & Office Hours (20% of grade)**

*Class participation is very important.* Each person in the class must contribute to our learning community. Participation includes:

- **Attendance and class participation (18%).**
  - Absences with official letters (e.g., doctor’s note, dean’s note) are the only excused absences. I have scheduled assignments to not interfere with religious holidays.
    - 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.
    - More than two unexcused absences take 5 points off of your overall grade.
  - I assess class participation based on **quality not quantity**.
- **Attending office hours at least once during the semester (2%).**
  - Office hours serve not only as a way to engage more deeply in the course and receive detailed feedback, they are also a space to talk about your interests, concerns, and goals—and to make connections with faculty. I invite you to come to my office to talk about anything—including my favorite topics: all things tech-y, education, and shiba inus.

**B. Writing Assignments (50% of grade)**

*This course is research, writing, and editing intensive.* You will complete an empirical research paper on a “cultural object” of your choice, using **primary source data** to answer the overall course question:
**What is the relationship between culture and society?**

The paper you write to answer this question will be submitted in five stages, described below:

1) Annotated bibliographies (one paragraph per reading) – 10% of grade – **DUE 8 MONDAYS TO CANVAS BY 6PM.**
2) Research proposal (4 pgs double spaced) – 5% of grade – **DUE FRI, OCT 6 BY 6PM**
3) Methods & findings draft (3 pgs double spaced) – 5% of grade - **DUE FRI, NOV 3 BY 6PM**
4) Paper draft (8-10 pgs double spaced) – 10% of grade – **DUE MON, NOV 20 BY 6PM**
5) Final paper (10-15 pgs double spaced) – 20% of grade – **DUE WED, DEC 13 BY 6PM**

**STAGE 1:** Annotated bibliographies are due eight Mondays at 6pm to Canvas **before** we discuss readings in class. The purpose of these annotated bibliographies is to ensure you are prepared for in-class discussion and to provide you with material for your paper. We will go over guidelines for annotated bibliographies in class. **If you have a problem with Canvas, let me know in advance of the deadline.**

Theory and methods weeks are required; you will choose three other weeks. These three weeks will include one weekly topic most closely connected to your chosen cultural object and two other weeks that should also be connected to your chosen cultural object. For example, if your cultural object is Planned Parenthood, you may pick *Culture & Health* (Week 9) as the weekly topic most closely connected to your cultural object and *Culture, Class, and Politics* (Week 10) and *Culture, Gender, and Work* (Week 12) as your two other topic area weeks. You will incorporate your annotated bibliographies and the lecture notes from these three weeks into your semester-long research paper. **Ask if you are unsure about your choice.**

**STAGE 2:** The research proposal is due Fri, Oct 6**th** by 6pm to Canvas. Guidelines for the proposal will be handed out the week of Sept 4**th** and will include a list of possible research projects or you may propose one of your own, subject to professor approval. In the proposal, you will describe your chosen cultural object and why it is important, what past research says about your cultural object and what it leaves out, the research questions you will try to answer based on what is missing in past research, and your methods--what you will do to gather primary source evidence about your cultural object to answer your research questions. The proposal is due the week the week we visit the library so you can use the librarians to get help with your proposal.

**STAGE 3:** The methods and findings draft is due Fri, Nov 3**rd** by 6pm to Canvas. Guidelines for the methods and findings draft will be handed out the week of Oct 16**th**. In the methods and findings draft, you will write up what you did with citations from lectures, readings, and other secondary sources to support your methods and an analysis of your data with citations to support your analysis.

**STAGE 4:** The paper draft is due Mon, Nov 20**th** by 6pm to Canvas. Guidelines for the paper draft and final will be handed out the week of Nov 6**th**. In the paper draft, you will edit material from the previous writing assignments, as well as add a discussion of what your findings say about the relationship between culture and society.

**STAGE 5:** The final paper is due Wed, Dec 13**th** by 6pm to Canvas. In the final paper, you will make edits based on peer, TA, and instructor feedback.

To understand what is expected for this assignment, you will read examples of exemplary papers in the second week of class and receive guidelines for each stage. For the paper you are expected to do at least
five additional readings on your topic beyond those listed on the syllabus (there are recommended readings noted on the syllabus that you can use for this purpose).

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 how you use peer and instructor feedback. Guidelines will be handed out the week of Nov. 20th.

You are required to complete the following peer editing assignments:

1) Peer editing essay (3 pages double spaced) – 10% of grade -- DUE TUES, NOV 28
2) Peer editing presentation (15 minutes explaining feedback) – 10% of grade -- DUE TUES, NOV 28 & THURS, NOV 30 (IN CLASS, AS SCHEDULED)
3) Peer editing reflection (3 pages double spaced) – 10% of grade -- DUE WED, DEC 13 BY 6PM

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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:


You should get a hold of this text (purchase or go to reserves) with enough time to submit your first annotated bibliography by Monday, Sept 4th at 6pm to Canvas.

Remaining course materials will be provided on Canvas: https://classes.emory.edu
Log in, then click on Sociology 221 – Section 1. This site will include most of the readings, assignments, and lecture slides. Any important announcements will also be posted on this site.

SOME GROUND RULES

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, 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 try to respond to emails as soon as possible (i.e., within 24 hours). However, I generally do not answer emails outside of normal business hours (i.e., on weekends or 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.

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

Missed Classes: As noted above, the only excused absences are ones with official letters. If you have an excused absence, 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.) As noted above, if you have more than two unexcused absences, you will receive 5 points off of your overall grade.

Late Assignments: No late assignments will be accepted.

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

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

OTHER IMPORTANT INFORMATION

Accommodating Disabilities:
If you have or acquire any sort of condition that may require special accommodation(s), you MUST register with ADSR; please see the instructions at http://equityandinclusion.emory.edu/access/students/index.html

Then, please follow all of ADSR’s steps for your accommodations, and notify me as soon as possible so that we may make the appropriate arrangements. Proper documentation from the Office of Access, Disability Services and Resources (ADSR) will be required.

**Academic Conduct:**
Emory College has established an Honor Code outlining an appropriate code of conduct with respect to academic honesty and plagiarism. Information on Emory’s Honor code can be accessed at: http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html

See more specific code on Plagiarism here:
http://www.english.emory.edu/home/undergraduate/plagiarism.html

It is your responsibility to familiarize yourself with the policies and procedures of the university, and violation of these policies will result in referral to the Honor Council. Plagiarism and cheating will not be tolerated. You must ensure that you cite references appropriately in your written work. When you paraphrase from others, cite their work in the text, and reference the citation in your bibliography. When you use direct quotes from others, be sure to insert quotation marks around the borrowed text and cite appropriately.

Honor Code Statement: I pledge to pursue all academic endeavors with honor and integrity. I understand the principles of the Emory College Honor System, and I promise to uphold these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members.

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**COURSE SCHEDULE**
(subject to revision)

**PART I: INTRODUCTION & COURSE GOALS**

**Week 1 (Aug 24): Introduction**

8/24: **In class:**


**PART II: VOCABULARY, QUESTIONS, AND CONCEPTUAL TOOLS**

**Week 2 (Aug 29 and 31): Beginning at the End**

*Read example final papers and come to class with at least one question about each paper.*
8/29: Example final papers 1 (Race/ethnicity, Education, Institutions)

*Flowers, Nakiyah. 2016. “Gospel In-choir-ries: Asking (and Answering!) Questions About the Formation of Gospel Choirs on College Campuses.” (Interviews, Archives; Qualitative)

8/31: Example final paper 2 (Politics, Health, Social Movements)


ANNOTATED BIBLIOGRAPHY GUIDELINES HANDED OUT

Week 3 (Sept 5 and 7): Conceptualizing & Analyzing Culture

*First required annotated bibliography due Monday, 9/4 at 6pm (this is Labor Day, so turn in early if you do not want to do it on Labor Day; three paragraphs total).


*Recommended:*

RESEARCH PROPOSAL GUIDELINES HANDED OUT

PART III: CLASSICAL TREATMENTS & CONTEMPORARY COUNTERPARTS

Week 4 (Sept 12 and 14): Marx—Domination and Resistance

*Second required annotated bibliography due Monday, 9/11 at 6pm (three paragraphs).*


*Recommended:*

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• Griswold, Wendy. 2013. CSCW, Chapter 4, p. 71-96.

Week 5 (September 20 and 22): Weber—Status and Exclusion

*Third required annotated bibliography due Monday, 9/18 at 6pm (three paragraphs).


Recommended:

Week 6 (Sept 26 and 28): Durkheim & Symbolic Interaction – Solidarity

*Fourth required annotated bibliography due Monday, 9/25 at 6pm (three paragraphs).


Recommended:

PART IV: THE NATURE OF EVIDENCE

Week 7 (October 3 and 5): Evidence and Methods

*Fifth required annotated bibliography due Monday, 10/2 at 6pm (three paragraphs).

10/3: Visit from Sociology Librarian, Nidia Bañuelos, nbanuel@emory.edu

10/5: Visit to the library – MEET AT WOODRUFF LIBRARY, ROOM 312

*Bring questions about your proposal for the Emory librarians


Recommended:


RESEARCH PROPOSAL DUE FRIDAY, OCTOBER 6TH AT 6PM

Week 8 (Fall Break October 10; No class October 12)

10/10: Fall break—no class, enjoy!

10/12: NO CLASS—USE TIME TO DO DATA COLLECTION

PART V: FOCUS TOPICS

Week 9 (October 17 and 19): Bourdieu, Cultural Capital, and Health

*Choice Week 1 annotated bibliography due Monday, 10/16 at 6pm (three paragraphs).

10/17: Griswold, Wendy. 2013. CSCW, Chapter 4, p. 83-87. Read Griswold’s description of Bourdieu’s concept of cultural capital from the subtitle “Reception” to end of paragraph before the subtitle “Horizon of Expectations.”


Recommended:

Press. (Uses similar ideas about cultural capital).

METHODS AND FINDINGS DRAFT GUIDELINES HANDED OUT

Week 10 (October 24 and 26): Culture, Class, and Politics

*Choice Week 2 annotated bibliography due Monday, 10/23 at 6pm (three paragraphs).


*Recommended:*

Week 11 (October 31 and 2): Culture, Race/Ethnicity, and Social Movements

*Choice Week 3 annotated bibliography due Monday, 10/30 at 6pm (three paragraphs).


*Recommended:*
- Griswold, Wendy. 2013. CSCW, Chapter 5, p. 97-116. (Social Movements)

METHODS AND FINDINGS DRAFT DUE FRIDAY 11/3 AT 6PM
Week 12 (November 8 and 10): Culture, Gender, and Work

*Choice Week 4 annotated bibliography due Monday, 11/6 at 6pm (three paragraphs).


**PAPER DRAFT AND FINAL GUIDELINES HANDED OUT**


Also skim Wikipedia entry on “Google’s Ideological Echo Chamber” [https://en.wikipedia.org/wiki/Google%27s_Ideological_Echo_Chamber](https://en.wikipedia.org/wiki/Google%27s_Ideological_Echo_Chamber) (Note: You do not have to include the Wikipedia entry in your annotated bibliography, but you may do so if you wish).

**Recommended:**

Week 13 (November 15 and 17): Culture, Organizations, and Institutions - Education and Law

*Choice Week 5 annotated bibliography due Monday, 11/13 at 6pm (two paragraphs).


**Recommended:**

Week 14 (November 21; No Class November 23 – Thanksgiving): PREPARATION FOR PEER EDITING
PAPER DRAFT DUE MONDAY 11/20 AT 6PM

Reading for this week will be in class because paper drafts are due Monday 11/20. In-class readings include an article on how to give feedback and an article we will critique to prepare for peer editing.

11/21: In class (do not read before class):


PEER REVIEW PAPER, PRESENTATION, AND REFLECTION GUIDELINES HANDED OUT

11/23: Thanksgiving recess—enjoy!

Week 15 (November 28 and 30): 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.

11/28: Paper drafts (3)

PEER EDITING ESSAY DUE

PRESENTATION (IF SCHEDULED) DUE IN CLASS

11/30: Paper drafts (3)

PRESENTATION (IF SCHEDULED) DUE IN CLASS

Week 16 (December 5): Wrap Up

12/5: PEER EDITING GROUP MEETINGS IN CLASS – REQUIRED

FINAL PAPER & PEER EDITING REFLECTION DUE WEDNESDAY, DECEMBER 13 BY 6PM