

Department of Sociology
Emory University
Monday-Thursdays

Sociology 221W
Summer 2026
10:00am-1:00pm

“CULTURE AND SOCIETY”

**Bobby Jones Study Abroad Program for First-Generation College Students
University of St Andrews; St Andrews, Scotland**

Program Director: Timothy J. Dowd, PhD; tdowd@emory.edu
Program Assistant: Caleb Strickland, MA; caleb.strickland@emory.edu

COURSE DESCRIPTION

The course (1) provides students with grounding in cultural sociology and (2) prepares students for analyzing culture on their own, so as to understand the world around them.

The sociological study of culture has extensive roots—extending back to the scholarship of Jane Addams, W.E.B. Du Bois, Emile Durkheim, Karl Marx, Max Weber, and Ida Wells Barnett (among others). Indeed, we will see that these early scholars, as well as the generations of sociologists who came after them, have powerfully demonstrated that culture takes many forms, yet at its core, culture involves the ways that we collectively *classify aspects* of our world and the ways that we collectively *find meaning* in those aspects

Culture can often seem “invisible,” but it comes into bold relief when we examine how culture works across time and/or place. We take advantage of that phenomenon by virtue of our study-abroad location. Thus, to facilitate our first objective, we will make culture “visible” in our readings and field trips by examining the *ongoing* way that *Scottish people* have **collectively classified** who they are (national identity) and what best embodies that identity (authenticity). We will also examine the *ongoing* way that *Scottish people* have **collectively generated meaning** in terms of cultural production (e.g., golf, whisky) and cultural consumption (e.g., music, festival attendance). The lessons learned from those course readings and field trips will provide students with a thorough understanding of how culture is enacted in Scotland and around the world.

To facilitate the second objective (i.e., analyzing culture), students will complete a final paper—one that they will write in three stages over the summer session. For each “stage,” the professor will distribute a question to which students provide a 3-4 page, double-spaced answer that draws upon the class material and from systematic observations in Scotland. The final paper will emerge as students combine the stages together (incorporating the feedback that they receive along the way from the professor and the program assistant) and, at the end of the summer session, provide an introduction and conclusion to the paper. In completing this paper, each student will gain a grasp of cultural sociology and an understanding of the fundamental ways that culture shapes everyday life. This extensive paper will also satisfy Emory College’s writing requirement.

A FEWS WORDS REGARDING “CULTURE”

The study of culture is too large a task for a single discipline to address. That is because the concept of “culture” takes on many forms. Indeed, there are a multitude of ways that we collectively give

classificatory order and meaning to our world—from books and music to etiquette and rituals; from norms and values to religion and science; from ceremonies and commemoration to identity and stereotypes; etc.

Cultural sociologists often bring to the study of culture a laser-like focus on how it is intertwined with the “social”—which is not surprising given their roots in sociology. “Social” means that people are connected with each in multiple ways and likewise influenced by those connections. And that “social” often manifests in one of two broad forms:

- **social structure:** an ongoing *pattern of relations* between people—such as a neighborhood community, an organization and its industry, a nation, and a global market
- **social interaction**—the *engagement and exchange* between people that unfolds along such relations—such as holiday gatherings with family and friends, and the sharing of music playlists among online fans.

“Culture” intertwines with social structure and social interaction by providing the shared understandings that undergird and make possible those social forms. For instance, a corporation is not only a type of organization (social structure) that is filled with people working together (social interaction), but it also has an organizational culture that informs how people operate in that organization and how people view the identity of their corporation.

Simply put, if “social structure” provides the skeleton of social life, and “social interaction” provides the flesh and blood, then “culture” provides the mind and spirit that animates that social life.

While the above discussion is somewhat abstract, we will make the operation of culture clear by way of concrete cases, particularly those occurring in a Scottish context. Hence, we will focus on the collective building and enactment of culture as it pertains to (a) Scottish national identity, (b) the authenticity of Scottish language and popular music, (c) the organizations and industries involved in global circulation of Scotch whiskey and golf, and (d) the creation and consumption involved in Scottish festivals and pubs. That focus, in turn, will equip students for conducting their own research.

(NOTE: The above discussion draws from the following book-in-progress: Timothy J. Dowd. 2026. *Rethinking Cultural Sociology*. Cheltenham, UK: Edward Elgar.)

LEARNING OBJECTIVES

By the end of this course, students should be able to:

- Identify the multiple manifestations of culture and the varied ways that it operates
- Locate cultural elements and processes that range from the micro-level (e.g., small groups of friends) and the meso-level (e.g., organizations and industries) to the macro-level (e.g., nations, global regions)
- Distinguish between a longitudinal approach to culture versus a cross-sectional approach
- Recognize the ways that culture relates both to social structure and social interaction
- Understand the roles that social theory and social methods play in the analysis of culture
- Acquire the skills to locate systematic and rigorous data
- Develop familiarity with Scotland’s culture and history.

Success with these learning objectives will prepare students for advanced courses in sociology. Such success will also provide students with the “transposable skills” of analytical reasoning, critical thinking, and empirical investigation. Those transposable skills matter because, according to sociological research, they are skills that are valued by employers in all sorts of industries and labor markets.

THE ACADEMIC PROGRAM

1. Spring Preparation – Pre-Departure Meetings (Feb. 23, Mar. 16, Apr. 6 & Apr. 20)

We have a total of four pre-departure meetings. The first two will be led by Education Abroad Office and Emory First, and the remaining two will be lectures led by Dowd.

Students will have readings and slides in those lectures led by Dowd. Those materials will provide a starting point for understanding both culture and cultural sociology, and they will also offer a sociological understanding on the first-generation experience of college students. Those materials will thus anchor much of what will follow in terms of the instruction and experiences featured in this study-abroad class.

2. Flight to St Andrews (Jul. 9) & Orientation Dinner (Jul. 11)

Arrival: By way of a shuttle service from Edinburgh Airport, we will arrive in St Andrews on **Friday, July 10**. Students will check-in and settle into their on-campus residence – the Haldane building at the David Russell Apartments.

On the next day, we will share a dinner of welcome at a local restaurant. Both Dowd and Strickland will be available to help students with questions and concerns as they settle into St Andrews.

3. St Andrews Classes (Jul. 13 through Aug. 9)

Lecture/Seminar Sessions: Beginning on July 13th, we will hold class sessions on **Mondays through Thursdays**, from **10am-1pm**. These sessions will include lecture materials that situate the readings in their context. Class sessions will be held at the University of St Andrews on the St. Katherine’s Lodge building (Room SKL 1.10).

Dowd and Strickland will each hold weekly “**office hours**” in Room SKL 1.10. We encourage students to use those hours not only to discuss any difficulties they are having in the class, but also to discuss their goals and plans.

Students will have the opportunity to attend an afternoon “**writing lab**” held each week by Dowd and/or Strickland in Room SKL 1.10. In addition to written feedback that all students will receive on each stage of their final paper, this lab provides a setting in which they can “woodshed” stages of their paper with real-time guidance.

There will be at least one field trip each week that touches on themes and settings featured in our readings. Three of the field trips will occur in the afternoon, and the final field trip will be day-long trek to the Edinburgh Fringe Festival on **Friday, August 7**.

Class activities will typically wrap up by 3 p.m. on Thursdays (except for a class dinner on Saturday, July 18th), so most any weekend travel plans can involve evening departures and returns prior to class on Monday.

Students are strongly encouraged to take advantage of this travel time—particularly given the program funds supporting this exploration of St Andrews and Scotland.

4: *Flight to Atlanta (Aug. 10).*

We will take an early-morning shuttle from the David Lawrence Apartments to the Edinburgh Airport.

COURSE REQUIREMENTS

1. *Participation.* We expect students to attend all class meetings and to participate actively in discussions. Class participation is important because that is when and where we will ground the readings focused on Scotland in the larger literature of cultural sociology.

We require students to participate in all the field trips. Participation involves being punctual, paying attention to lecturers and tour guides, actively asking questions, etc. The detailed schedule for classes and fields trips is listed below, with updates and additional information provided as the course proceeds.

If any student's participation falls below the expected level, we will reach out to that student for a strategy to correct it. If that strategy is not followed, it will negatively affect a student's final grade. Of course, the expectation is that most (if not all) students will garner an "A" for participation.

2. *Readings.* Pre-departure readings will provide a common background for learning and discovery in St Andrews. The rest of the readings will provide important lessons regarding both cultural sociology and cultural life in Scotland. In short, the readings provide important touchstones for the lectures, class discussion, and assignments. Hence, we expect that students will do all the readings and will do so *prior* to their respective discussion in class.

That said, we will work with students on *how* to read academic papers. During class time, we will discuss how to read for the big picture before delving into the nuances and specifics. Students can also take advantage of weekly office hours to discuss particular readings, as well as the reading endeavor more broadly. While our class time is more compressed than that of a usual semester, the overall reading load is typical for a four credit-hours class.

If any student's falls behind on the reading, we will reach out to that student for a strategy to correct it. If that strategy is not followed, it will negatively affect a student's final grade. Here again, the expectation is that most (if not all) students will garner an "A" for reading.

3. *Final Paper.* Students are required to complete a final paper – one that they will write in stages across the summer.

For each “stage,” we will distribute a question to which students will each provide a 3-4 paged answer that draws upon the class materials and field trips. The distribution of the question and the due date of each stage are listed below.

Students will receive written feedback quickly. They may also take advantage of weekly office hours and writing labs as they write and refine the various stages of the paper.

The final paper will emerge as students combine the stages together (incorporating the feedback that they each receive along the way) and, at the end, provide an introduction and conclusion to the paper.

Please note: Each stage of the final paper will be graded as “satisfactory/unsatisfactory” given that the emphasis is not on a perfectly finished submission, but on a submission that will be revised. Doing the necessary work (which includes responding to the comments for revision and woodshedding in the writing labs) is what we expect for the final version of the paper. Indeed, in past semesters, many students did indeed earn an “A” for their excellent work.

GRADING AND ACADEMIC CREDIT

The Final course grade stems from evaluation of the following activities:

Class Participation	Letter Grade (20% of Final Grade)
Class Readings	Letter Grade (20% of Final Grade)
Stage #1 of Final Paper	Satisfactory/Unsatisfactory (10% of Final Grade)
Stage #2 of Final Paper	Satisfactory/Unsatisfactory (10% of Final Grade)
Stage #3 of Final Paper	Satisfactory/Unsatisfactory (10% of Final Grade)
Final Paper	Letter Grade (30% of Final Grade)

Grades and credits earned overseas are granted on the same basis as those earned on campus. Credits are awarded in semester hours. Emory undergraduates register for SOC 221W, for **4 semester hours of credit** (the equivalent of one undergraduate course).

- SOC 221W fulfills a “foundation course” requirement for the Sociology major/minor.
- SOC 221W also fulfills the College’s GER for the Exploration area, as well as the Experience and Application requirement.

HONOR CODE

The Emory University honor code applies fully to this course. When students submit their assignments, they are pledging to the honor code.

For reference, please consult: <https://catalog.college.emory.edu/policies/honor-code.html>.

COURSE SCHEDULE

(Materials will be available on Canvas unless otherwise noted; the schedule is subject to revision)

1. PRE-DEPARTURE MEETINGS AT EMORY UNIVERSITY

A. Education Abroad Office & Emory Orientation Sessions

February 23 (5:30-6:30pm; Cox Hall 322)

March 16 (5:30-6:30pm; Cox Hall 322)

B. SOC 221 Lectures

April 6 (5:00-6:30pm; Cox Hall 322)

Readings:

1] Wendy Griswold. 2008. *Cultures and Societies in a Changing World*. Thousand Oaks, CA: Sage. Chapter One.

2] William G. Roy and Timothy J. Dowd. 2010. "What Is Sociological about Music?" *Annual Review of Sociology* 36: 183-203.

April 23 (5:00-6:30pm; Cox Hall 322)

Readings:

1] Anthony Abraham Jack and Zennon Black. 2024. "Belonging and Boundaries at an Elite University." *Social Problems* 71: 996-1013.

2] Erick Axte, Jasmine L. Whiteside, Vincent J. Roscigno, and Anne McDaniel. 2025. "First Generation Inequalities, Adaptation, and Resilience." *Sociological Forum* 40: 465-480.

3] Bedelia Nicola Richards. 2022. "Help-Seeking Behaviors as Cultural Capital: Cultural Guides and the Transition from High School to College among Low-Income First Generation Students." *Social Problems* 69: 241-260. (Recommended reading but not required).

2: TRAVEL TO ST ANDREWS, SCOTLAND

July 9: Direct Flight from Atlanta to Edinburgh (Delta Airlines, #DL0034; 10:55 pm)

July 10: Shuttle from Edinburgh Airport to St Andrews University (St. Andrews Shuttle; 12:30 pm)

July 10: Orientation Tour; Begins at the Careers Centre / Global Office Building, 6 St. Mary's Place and Ends at The Bothy (4:00-5:00 pm)

July 11: Orientation Dinner at The Bothy, 3 Church Square at Local Pub (5:00-7:30 pm)

3. SUMMER SESSION AT UNIVERSITY OF ST ANDREWS;

10:00 am to 1:00 PM, Mondays to Thursday; St. Katherine's Lodge (SKL 1.10)

A. Week One: Imagining and Identifying a Nation

July 13:

- Readings: None
- Stage-One Assignment Posted on Canvas (10:00 am)
- In-Class Lunch (12 noon)
- Drop-By Office Hours with Tim Dowd (1:15-3:00pm)

July 14:

- Readings:

1] David McCrone and Jennifer Todd. 2025. "A Tale of Two Islands: Exploring National Identity Processes in Scotland and Ireland." Pages 23-49 in *Political Change Across Britain and Ireland: Identities, Institutions and Futures*, edited by Paul Gillespie, Michael Keating, and Nicola McEwen. Edinburgh: Edinburgh University Press.

2] Maureen McBride. 2022. "Nationalism and 'Sectarianism' in Contemporary Scotland." *Ethnic and Racial Studies* 45: 335-358.

3] Robert Bevan. 2025. "Between Two Nations: Football, Nationalism, and National Identity in Berwick-upon-Tweed." *Soccer & Society* forthcoming.

- In-Class Lunch (12 noon)
- Drop-By Office Hours with Caleb Strickland (1:15-3:00pm)

July 15:

- Readings:

4] Shruti Chaudhry. 2025. "Navigating Cultural Intimacies: Long-Lasting Friendships in the Scottish South Asian Diasporas." *Sociological Review* (In Press).

- Field Trip to St Andrews Castle, The Scores (10:00-11:30 am)
- In-Class Lunch (12 noon)

July 16:

- Readings:

5] Andy Clark. 2023. "'People Just Dae Wit They Can Tae Get By': Exploring the Half-Life of Deindustrialization in a Scottish Community." *The Sociological Review* 71: 332-350.

- Walking Guided Tour, “Hidden Women of St Andrews;” Starts at Wardlaw MMuseum, 7 The Scores (10:00-11:30 am)
- In-Class Lunch (12 noon)
- Drop-By Writing Lab with Tim Dowd (1:15-3:00pm)

July 18:

- Dinner, Tailend Restaurant w/ Joanne Brzinski, 130 Market St. (8:15-9:45 pm)

B. Week Two: Claiming and Contesting Authenticity

July 20:

- Readings:

1] Alan Bairner. 2023. “From Old Tom Morris to Andy Murray: An Examination of the Scottishness of Scotland’s Sporting Celebrities.” *Celebrity Studies* 14(3): 350-365.

- Stage-Two Assignment Posted on Canvas (10:00 am)
- In-Class Lunch (12 noon)
- Drop-By Office Hours with Tim Dowd (1:15-3:00pm)
- Stage-One Assignment Due on Canvas (11:59 pm)

July 21:

- Readings: None
- Field Trip & Lecture, Hannah Flemming, Learning & Access Curator; R&A World Golf Museum; First Floor, Bruce Embankmen; St Andrews KY16 9AB (10:00 am -12:00pm)
- Drop-By Office Hours with Caleb Strickland (1:15-3:00pm)

July 22:

- Readings:

2] Atsuko Ichijo. 2024. “Defending the Scottishness of Scotch Whiskey.” Pages 57-74 in *Place-Branding Experiences: Perspectives from Intellectual Property Owners, Users and Lawyers*, edited by Catherine W. Ng, Titilayo Adebola, and Abbe E.L. Brown. Cheltenham, UK: Edgar Elgar.

3] Amy Clarke. 2024. “Reflecting on Nation Image and Perceptions of Nation Brand: Scottish-Themed Pubs, Bars, and Restaurants Outside of Scotland.” *Journal of Consumer Culture* 24(1): 175-192.

- In-Class Lunch (12 noon)

July 23:

- Readings:

4] Diljeet Kaur Bhachu. 2025. "Re-Thinking 'Scottishness'—Who, and What, Sounds Scottish?" Pages 158-166 in *Made in Scotland: Studies in Popular Music*, edited by Simon Frith, Martin Cloonan and John Williamson. New York: Routledge.

5] Dave Hook. 2021. "'Scottish People Can't Rap': The Local and Global in Scottish Hip-Hop." *Popular Music* 40(1): 75-90.

- In-Class Lunch (12 noon)
- Drop-By Writing Lab with Caleb Strickland (1:15-3:00pm)

C. Week Three: Commodifying and Creating Culture

July 27:

- Readings: None
- Stage-Three Assignment Posted on Canvas (10:00 am)
- In-Class Lunch (12 noon)
- Drop-By Office Hours with Tim Dowd (1:15-3:00pm)
- Stage-Two Assignment Due on Canvas (11:59 pm)

July 28:

- Readings:

1] Juliette Wilson, Vasco Sanchez Rodrigues, Ciaran Mac an Bhaird, Maryam Lotfi, Maneesh Kumar, Donagh Horgan, Sarah Dodd and Mike Danson. 2023. "On the Beer Wagon: The Past, Present, and Future of Celtic Brewing and Its Policies." *Regional Studies, Regional Science* 10: 329-346.

2] Julie Bower and David M. Higgins. 2025. "Working Behind the Scenes: The Scotch Whisky Association and the US Liquor Market c1950-c1970." *Business History* 67: 2054-2079.

- In-Class Discussion, Lydia King and Lucas San Miguel; Bobby Jones Scholars, 2025-2026 (10:30-11:30 am)
- In-Class Lunch (12 noon)
- Drop-By Office Hours with Caleb Strickland (1:15-3:00pm)

July 29:

- Readings:

3] Allen J. Scott. 2022. "The Changing Fortunes and Future Prospects of a Traditional Industrial Cluster: Woolen Textile Production in the Scottish Borders." *Local Economy* 37: 125-141.

4] Stuart Whigham, Ali Bowels, Niamh Kitching, and Alan Bairner. 2021. "Selling Scotland? Selling Women's Golf? The 2019 Solheim Cup in the 'Home of Golf.'" *Journal of Sport & Tourism* 25(3): 201-216.

- In-Class Lunch (12 noon)
- Field Trip, Kingsbarns Distillery; Kingsbarns, St Andrews KY16 8QE (2:00-3:00pm)
 - Shuttle will depart from St. Katharine's Lodge at 1:15 pm and will return to St. Katharine's Lodge after the field trip is complete

July 30:

- Readings:

5] Matthew Ord and Adaam Behr. 2023. "Curating the Music City: The Accommodation Sector in Glasgow's Music Tourism Ecology." *Tourist Studies* 23: 227-246.

- Final Paper Assignment Instructions Posted
- In-Class Lunch (12 noon)
- Drop-By Writing Lab with Caleb Strickland (1:15-3:00pm)

D. Week Four: Consuming and Creating Community

August 3:

- Readings: None
- Class-Time Spent on Field Observation and Field-Notes
- Stage-Three Assignment Due on Canvas (11:59 pm)

August 4:

- Readings:

1] Hugo Ceron-Anaya. 2010. "An Approach to the History of Golf: Business, Symbolic Capital, and Technologies of the Self." *Journal of Sports and Social Issues* 34(3): 339-358.

2] Andrew Jenkin and Fiona Skillen. 2026. "'No Scotland, No Party!': Diversity, Identity and Fandom in Scottish Women's Football." *Soccer & Society* 27: 592-611.

- In-Class Lunch (12 noon)
- Drop-By Office Hours with Caleb Strickland (1:15-3:00pm)
- Dinner, Forgan's St Andrews, 110 Market Street (5:30-8:30pm)

August 5:

- Readings:

3] Sam Friedman. 2014. "The Hidden Tastemakers: Comedy Scouts as Cultural Brokers at the Edinburgh Festival Fringe." *Poetics* 44: 22-41.

- In-Class Lecture, Jackie Davidson; Director – Golf Education, The R&A (10:00-11:00 am)
- In-Class Lunch (12 noon)
- Drop-By Writing Lab with Tim Dowd (1:15-3:00pm)

August 6:

- Readings:

4] Iain Munro and Silvia Jordan. 2013. "'Living Space' at the Edinburgh Festival Fringe: Spatial Tactics and the Politics of Smooth Space." *Human Relations* 66: 1497-1525.

5] Benedetta Piccio, Ingi Helgason, Chris Elsdon and Melissa Terras. 2022. "A Hefty Dose of Lemons: The Implications of Rituals for Audiences and Performers at the Online Edinburgh Festival Fringe 2020." *International Journal of Performance Arts and Digital Media* 18(1): 154-175.

- In-Class Lunch (12 noon)
- Drop-By Writing Lab with Tim Dowd (1:15-3:00pm)

August 7:

- Field Trip, Edinburgh Festival Fringe
 - Students will travel to Edinburgh on their own, observing for the festival for at least 3 hours

4. FINAL MATTERS

August 10:

- Shuttle from David Russell Apartments to Edinburgh Airport (St. Andrews Shuttle; 5:30 am)
- Direct Flight from Edinburgh to Atlanta (Delta Airlines, #DL0035; 9:00 am)

August 14:

- Final Paper Due on Canvas (12:00 pm; EST)
-