

Sociology 160: Sociology of Culture

Spring 2023

INSTRUCTOR

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Office Hours: Tuesdays 10:30-11:30am;

Wednesdays 9:00-10:00am; Thursdays, 4:00-5:00pm

Sign-up: <https://calendly.com/bakehorn/office-hours>

CLASS MEETING

Tuesdays + Thursdays 12:30-1:59pm
159 Mulford

Course Description

Sociology of Culture is a broad field of study encompassing every aspect of our lives, not just those things we typically think of like music and art, but also our clothes, food, language, ideologies, rhetoric, technology, gestures, and symbols; culture is all things created by humans. Culture gives our lives shape, allows us to predict social action, informs our behavior and patterns of thought, and imbues our lives with meaning.

In this class we will be focusing on two major concepts within the sociology of culture: **cultural capital** and **symbolic boundaries**. We will explore the importance of these concepts in a few key areas:

- ❖ Cultural production
- ❖ The creation of symbolic distinctions
- ❖ Identity formation
- ❖ Issues of power, hegemony, and the reproduction of inequality

We will be spending the bulk of the course focusing on the intersections of gender, race, and class with the educational system. We will examine two very different high school contexts—one a primarily working- and lower-middle class rural school and the other an elite college-preparatory boarding school—before moving on to exploring the college experience. We will look at how cultural knowledge, skills, and embodiment impact not only educational experiences but future prospects. Further, we will see how we can, both knowingly and unknowingly, reproduce inequality through our engagement with culture by how we define and distinguish ourselves through symbolic boundaries.

We will use this framework to answer questions like the following:

- ◆ What is cultural capital and what role does it play in educational achievement?
- ◆ How do educational institutions perpetuate inequality through institutional structures and interactional dynamics?
- ◆ How does cultural capital intersect with gender, class, and race?
- ◆ How do symbolic boundaries help reinforce gender, racial, and class inequality?

Keep in mind this is a sociology course. Sociology is the study of human social activity, organization, and interaction. Sociology is about the search for patterned behavior and social, rather than individual, explanations for this behavior. Sociology is built upon empirical data, not opinions. Sociologists look beyond the taken-for-granted notions of our social environment to examine the many layers of social meaning in the human experience. (If this doesn't sound familiar to you, or if you are unclear about the *sociological perspective*, please refer to an introductory sociology text for a refresher.)

This class will be **challenging** on a number of levels:

- ◆ You are expected to keep up with a number of readings for each class meeting.
- ◆ These readings will be challenging not only in terms of their length and number, but also in terms of the subject matter presented and the complex theories proposed.
- ◆ We will be speaking frankly about issues of gender, race, class, sexuality, and inequality.

This course challenges many taken-for-granted assumptions about the social world. Keep in mind that your personal experiences may not match the general sociological insights discussed in the course. This does not negate the insights. Ask yourself why this might be the case. You may not agree with everything we read and discuss, but I expect you to have an open mind and demonstrate your knowledge of the sociological perspective. Disagreements and debates are expected and welcome in this class; however, I will not tolerate personal attacks.

Course Goals

- ❖ Introduce you to fundamental concepts in cultural sociology
- ❖ Critically examine the role cultural capital plays in educational attainment throughout the life course
- ❖ Explore how gender, race, and sexuality intersect with cultural capital to affect outcomes in education
- ❖ Discuss symbolic boundaries and their role in shaping inequality
- ❖ Provide tools for understanding the role culture plays in structural inequality

Learning Outcomes

By the end of the semester you should be able to:

- ❖ Explain how cultural capital operates to perpetuate inequality
- ❖ Identify key aspects of cultural capital in your own experience
- ❖ Explain the importance of symbolic boundaries and how they operate within interactional contexts to perpetuate inequality
- ❖ Apply concepts to the workings of major social institutions
- ❖ Write succinct papers that effectively synthesize course materials and apply theory

Required Texts

Bettie, Julie. 2014. *Women Without Class: Girls, Race, and Identity*. Berkeley, CA: University of California Press. (2003 Edition is fine, but you will be missing the new introduction) (Available as a PDF on bCourses and [online via library](#))

Khan, Shamus Rahman. 2011. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton, NJ: Princeton University Press. (Available as a PDF on bCourses and [online via library](#))

Armstrong, Elizabeth A. and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge, MA: Harvard University Press. (Available as a PDF on bCourses and [online via library](#))

Course Reader: Individual files are available digitally on bCourses and a bound reader is available from [Copy Central](#).

Classroom Health Protocols

Students must follow county and campus regulations regarding coronavirus safety protocols. Vaccinations are required to attend in-person classes. Even if not required by campus, please consider wearing a face mask that covers both your nose and mouth while indoors to help protect yourself and those most vulnerable to severe illness. These protocols are in place to ensure the safety of everyone. Please do not come to class if you are sick—especially if you are coughing, sneezing, or have a fever—to help protect the health of others. Contact me to get access to the lecture recording.

Assignments

Reading Responses: These reading responses test your comprehension of course readings as well as your ability to explain concepts **in your own words**. Because you will not be able to rely on direct quotations of the material, you must focus on your own understanding and articulation of the texts. You will also be asked to make connections between the course materials and your experience of the social world.

Essay Exams: Midterm and final exam. You will be responsible for course readings, lectures, and any media presented in the class. These exams will focus on your ability to apply theories and to synthesize and make connections between various readings.

All work must be original (you cannot recycle work from other courses).

Weekly Memos: These assignments are designed to keep you motivated and engaged with the course and to provide opportunities for you to check your comprehension in preparation for the graded assignments. Assignments will be due on Mondays at 11:59pm (exceptions made for Monday holidays-the due date will be Tuesday).

These assignments give you a space to practice the skills you will later be graded on. **You must complete 10 of the 12 assignments in order to get full credit** (the lowest two scores will be dropped).

Grade Breakdown

Reading Responses (30%)

Midterm (25%)

Final Exam (30%)

Participation Assignments (15%)

Be sure to carefully consider assignment feedback; it is provided to help you improve on future assignments. For in-text feedback, **click on the link “View Feedback.”**

GRADE SCALE

Grade Range		Grade
100%	97%	A+
96%	93%	A
92%	90%	A-
89%	87%	B+
86%	83%	B
82%	80%	B-
79%	77%	C+
76%	73%	C
72%	70%	C-
69%	67%	D+
66%	63%	D
62%	60%	D-
59%	50%	F

Course Format and Policies

Readings: Readings should be completed prior to class. You must keep up with the readings to participate in class discussions and complete assignments.

Email: Clearly indicate to which class you are referring in your emails to me. I endeavor to respond to emails within 24 hours, but this is not always possible; please be patient. Please note that **I will respond to emails during normal business hours.**

Names and Pronouns: You have the right to be referred to by the name you prefer and with the correct gender pronouns. Because the name listed in University records may not correspond to your preferred name, please inform me of your name (and pronunciation) and your pronouns so that I can ensure you are properly recognized and respected.

You can refer to me as Prof. Bakehorn, Dr. Bakehorn, or Jill. My pronouns are she/they.

Grading Policies

Extensions are provided for those with this accommodation from DSP.

I will accept late work, but you will receive a **5% penalty for each day the paper is late** (up to 7 days past due date). Please note that bCourses rounds up to the next whole number. For example, if you submit an assignment 1.3 days late, the late penalty will round up to 2 days. **You do not need to contact me to turn in a paper late.**

Life sometimes prevents us from meeting all of our obligations. I don't think that one missed assignment should derail a student's academic progress. If you do not turn in one of the graded assignments, you will receive a grade of 50. This will allow you to recover from this setback rather than tanking your grade for the class and potentially impacting your GPA. Any subsequent missing assignments will receive a 0.

Assignments will be checked by TurnItIn for plagiarism. Keep in mind, this program keeps a database of previously turned in papers as well as searching the internet.

To **request a re-grade** of an assignment: first, wait 24 hours after the assignment was returned and second, write up a statement detailing why you believe you deserve a higher grade. This statement should be about the substance of your work, not about effort. Be sure to make specific reference to your work, don't simply say that you responded to the questions asked. Demonstrate how you did so. **Request a re-grade within 7 days of the assignment being returned.** My assessment and grade of your work will be used, even if that means you get a lower score than originally given for that work.

Academic Dishonesty

The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (UC Berkeley Code of Student Conduct).

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on papers and exams. Plagiarism includes turning in any work that is not your own as well as improper or missing citations of others' works. As a student of the University of California, you are bound by the Code of Academic Conduct. Any cases of cheating or plagiarism will result in a referral to The Center for Student Conduct and a 0 for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite sources or because they feel desperate. If you get to this point in your writing, contact me ASAP rather than doing something you'll very likely regret. I am happy to help.

Office Hours

Please see Page 1 or [this link](#) for information about my office hours. These office hours are specifically for you. We can discuss readings, assignments, post-college plans, existential dread, how to access resources, letters of recommendation, any issues you are having (doesn't have to be related to this class), what is bringing you joy, whatever.

If you are having any difficulties with the material or assignments for the course or if you are having any personal problems that are affecting your ability to complete assignments on time, please take advantage of office hours—I am here to help!

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you in the future when you may need letters of recommendation. You do not need to be struggling or have course-specific questions to go to office hours.

All office hours will be via Zoom.

Student Support Services

Course Accessibility

This course is intended for all UC Berkeley students, including those with mental, emotional, physical, or cognitive disabilities, illnesses, injuries, impairments, or any other condition that can negatively impact equal access to education. If, at any point in the semester, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me by email or during office hours to discuss your specific needs.

I also encourage you to contact the [Disabled Students' Program](#). If you have a diagnosis, DSP can help you document your needs and create an accommodation plan. By making a plan through DSP, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

Student Learning Center

"The primary academic support service for students at Berkeley, the [SLC](#) helps students transition to Cal; navigate the academic terrain; create networks of resources; and achieve academic, personal and professional goals."

Sexual Harassment and Violence Support Services

To learn more about these issues, how to support survivors, or how to file a report and receive support services, start here: [Survivor Support](#). **Please note that I am not a confidential advocate; I am a mandated reporter.** You can speak to a [Confidential Care Advocate](#) at the Path to Care Center.

Economic, Food, and Housing Support

If you are in need of economic, food, or housing support, you can find help at [the Basic Needs Center](#). You may be eligible for money to buy groceries via [Calfresh](#) or the [Food Assistance Program](#). If you are in need of food immediately, please contact the UC Berkeley [Food Pantry](#). More information on resources can be found [here](#).

Mental Health Resources

All students — regardless of background or identity — may experience a range of issues that can become barriers to learning like strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. UC Berkeley offers many services like [Recalibrate](#) and [Student Mental Health](#) that could help.

Course Outline

Complete readings by the day listed below. Course schedule is subject to change.

Week One: Introductions

Tuesday, 1/17 **Welcome + Introductions**

Thursday, 1/19 **Introducing the Sociology of Culture**

Weeks Two-Five: Distinction

Tuesday, 1/24 **What is the Sociology of Culture?**

Becker, Howard S. 1986. "Culture: A Sociological View." Pp 11-24 in *Doing Things Together: Selected Papers*. Evanston, IL: Northwestern University Press.

Thursday, 1/26 + **Cultural Capital**
Tuesday, 1/31

Bourdieu, Pierre. 2004. "The Forms of Capital" Pp 15-29 in *The RoutledgeFalmer Reader in Sociology of Education* edited by Stephen J. Ball. New York: RoutledgeFalmer.

Thursday, 2/2 + **Cultural Capital in Action**
Tuesday, 2/7

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67 (5):747-776.

Richards, Bedelia Nicola. 2020. "When Class is Colorblind: A Race-Conscious Model for Cultural Capital Research in Education." *Sociology Compass*. 14 (7):e12789.

Thursday, 2/9 **Symbolic and Social Boundaries**

Castañeda, Ernesto. 2019. "Boundary Formation: Nationalism, Immigration, and Categorical Inequality between Americans and Mexicans." Pp 47-71 in *Building Walls: Excluding Latin People in the United States*. Lanham, MD: Lexington Books.

Tuesday, 2/14 **Creating Distinctions**

Levine, Lawrence W. 1991. "William Shakespeare and the American People: A Study in Cultural Transformation." *The American Historical Review* 89 (1):34-66.

Thursday, 2/16 **Crossing Distinctions**

Peterson, Richard A. and Roger M. Kern. 1996. "Changing Highbrow Taste: From Snob to Omnivore." *American Sociological Review* 61 (5):900-907.

Bryson, Bethany. 1996. "'Anything But Heavy Metal': Symbolic Exclusion and Musical Dislikes." *American Sociological Review* 61 (5):884-899.

READING RESPONSE 1 DUE FRIDAY, 2/17 AT 11:59PM

Weeks Six-Eight: Women Without Class

Tuesday, 2/21 **Introducing Women Without Class**

Julie Bettie: Introduction—*Women Without Class: Girls, Race, and Identity*

Julie Bettie: Chapter 1: Portraying Waretown High in *Women Without Class*

Thursday, 2/23 **Women and Class**

Julie Bettie: Chapter 2: Women Without Class in *Women Without Class*

Tuesday, 2/28 **Reproducing Class and Race Inequality**

Julie Bettie: Chapter 3: How Working-Class Chicas Get Working-Class Lives in *Women Without Class*

Wallace, Derron. 2019. "The Racial Politics of Cultural Capital: Perspectives from Black Middle-Class Pupils and Parents in a London Comprehensive." *Cultural Sociology* 13 (2):159-177.

Thursday, 3/2 **Cultural Capital, Habitus, and Borderwork**

Julie Bettie: Chapter 4: Hard-Living Habitus, Settled-Living Resentment in *Women Without Class*

Tuesday, 3/7 **Border Work and Mobility**

Julie Bettie: Chapter 5: Border Work Between Classes in *Women Without Class*

Thursday, 3/9 **Shared Inequality + Concluding *Women Without Class***

Julie Bettie: Chapter 6: Sameness, Difference, and Alliance in *Women Without Class*

Julie Bettie: Chapter 7: Conclusion in *Women Without Class*

Week Nine: Midterm

Tuesday, 3/14 **Review/Catch Up**

Thursday, 3/16 **Work on Midterm—NO CLASS**

TAKE HOME MIDTERM DUE FRIDAY, MARCH 17 AT 11:59PM

Weeks Ten-Twelve: Privilege

Tuesday, 3/21 **Democratic Inequality and the New Elite**

Shamus Rahman Khan: Introduction—*Privilege: The Making of an Adolescent Elite at St. Paul's School*

Shamus Rahman Khan: 1: The New Elite in *Privilege*

Thursday, 3/23 **Finding One's Place of Privilege**

Shamus Rahman Khan: 2: Finding One's Place in *Privilege*

Secret, Mosi. 2017. [“The Way to Survive It Was to Make A's.”](#) *The New York Times Magazine*. September 7.

Tuesday, 3/28 **Spring Break—No Class**

Thursday, 3/30 **Spring Break—No Class**

Tuesday, 4/4 **Making Privilege Easy + Gender**

Shamus Rahman Khan: 3: The Ease of Privilege in *Privilege*

Shamus Rahman Khan: 4: Gender and the Performance of Privilege in *Privilege*

Thursday, 4/6 **Cultivating Omnivorousness + Conclusions**

Shamus Rahman Khan: 5: Learning *Beowulf* and *Jaws* in *Privilege*

Shamus Rahman Khan: Conclusion in *Privilege*

Weeks Thirteen-Fifteen: Paying For The Party

Tuesday, 4/11 Introducing *Paying For the Party*

Armstrong and Hamilton: Preface and Introduction—*Paying for the Party: How College Maintains Inequality*

Thursday, 4/13 Meeting the Women

Armstrong and Hamilton: Chapter 1: The Women in *Paying for the Party*

READING RESPONSE 2 DUE FRIDAY, APRIL 14 AT 11:59PM

Tuesday, 4/18 The Party School + The Party Scene

Armstrong and Hamilton: Chapter 2: The Party Pathway in *Paying for the Party*

Armstrong and Hamilton: Chapter 3: Rush and the Party Scene in *Paying for the Party*

Thursday, 4/20 Social Status and Isolation + The Party Pathway

Armstrong and Hamilton: Chapter 4: The Floor in *Paying for the Party*

Armstrong and Hamilton: Chapter 5: Socialites, Wannabes, and Fit with the Party Pathway in *Paying for the Party*

Tuesday, 4/25 The Blocked Mobility Pathway

Armstrong and Hamilton: Chapter 6: Strivers, Creaming, and the Blocked Mobility Pathway

Jack, Anthony Abraham. 2019. "I Was a Low-Income Student. Classes Weren't the Hardest Part." *The New York Times*. September 10.

Thursday, 4/27 Post-College Trajectories + Conclusions

Armstrong and Hamilton: Chapter 8: College Pathways and Post-College Prospects

Armstrong and Hamilton: Chapter 9: Politics and Pathways

Week Sixteen: Reading, Review, Recitation Week

Monday, May 1—Friday, May 5

FINAL EXAM: Due Thursday, 5/11 at 6:00pm