

Sociology 160: Sociology of Culture

Fall 2023

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Office Hours: Tues 3-4pm & Thurs, 8:30-9:30am on Zoom;
Wednesdays 12:30-1:30pm in person

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

CLASS MEETING Mondays, Wednesdays, and Fridays 11:00-11:59am
160 Anthropology/Art Practice

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 spend 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, sexuality, 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 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 have an open mind, be ready to have your understanding deepened, and demonstrate an understanding of the sociological perspective.

Course Goals

- ❖ Introduce you to fundamental concepts in cultural sociology
- ❖ Critically examine the role cultural capital plays in educational attainment
- ❖ 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.

Khan, Shamus Rahman. 2011. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton, NJ: Princeton University Press.

Armstrong, Elizabeth A. and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge, MA: Harvard University Press.

The books are available as a PDF on bCourses

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

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 get the opportunity 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.

Complete 10 of the 12 assignments in order to get full credit (the lowest two scores will be dropped). **Please note that these submissions are graded for completion, not proficiency.**

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."**

Course Format and Policies

Readings

Complete readings prior to class to better prepare you to participate in class discussions and complete assignments. You will get a lot more out of lecture if you come prepared and I am happy to answer any questions you have.

Email

Please put the class number/name in the subject of the email. 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.

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

Grading Policies

Extensions

Extensions are provided for those with this accommodation from DSP. Please contact me to discuss extensions and we will agree on a new due date.

Grace Period

My priority for this class, and the focus of my assessment of your work, is **learning**. Due dates are a practical necessity for many reasons, but life sometimes prevents us from meeting all of our obligations on time. **Every assignment has a set due date with a grace period of 5 days. You will be able to submit your assignment within that 5 day window without penalty and without requesting an extension.** After that grace period, assignments will not be accepted without prior approval.

You should plan to get your assignments in by the due date and reserve the grace period for those times when you really need it. It can be easy to start to think of the grace period deadline as the *real* due date which could get you into trouble if something comes up that prevents you from completing the assignment. Focus on the due date as the goal but with the comfort of knowing that should something unexpected happen, you have some breathing room to turn in your assignment.

TurnItIn

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.

Re-Grades

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. ****Note that re-grades are likely not possible on final exams due to the tight grading timeline and university grade reporting deadlines.**

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.

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, 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.

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

Wednesday, 8/23 **Welcome + Introductions**

Friday, 8/25 **Introducing the Sociology of Culture**

Weeks Two-Five: Distinction

Monday, 8/28 **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.

Wednesday, 8/30 + **Cultural Capital**
Friday, 9/1

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.

Monday, 9/4 **HOLIDAY-NO CLASS**

Wednesday, 9/6 + **Cultural Capital in Action**
Friday, 9/8

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.

**Monday, 9/11 +
Wednesday, 9/13** **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.

**Friday, 9/15 +
Monday, 9/18** **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.

Wednesday, 9/20 **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.

Friday, 9/22 **Crossing Distinctions (Cont)**
[READING RESPONSE 1 DUE](#)

Weeks Six-Eight: Women Without Class

Monday, 9/25 **Introducing *Women Without Class***

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

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

Wednesday, 9/27 **Women and Class**

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

**Friday, 9/29 +
Monday, 10/2** **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.

**Wednesday, 10/4 +
Friday, 10/6** **Cultural Capital, Habitus, and Borderwork**

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

Monday, 10/9 **Border Work and Mobility**

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

Wednesday, 10/11 **Shared Inequality**

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

Friday, 10/13 **Concluding *Women Without Class***

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

Week Nine: Midterm

Monday, 10/16 **Review/Catch Up**

Wednesday, 10/18 **Work on Midterm—NO CLASS**

Friday, 10/20 **MIDTERM DUE
NO CLASS**

Weeks Ten-Twelve: Privilege

Monday, 10/23 + **Democratic Inequality and the New Elite**
Wednesday, 10/25

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

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

Friday, 10/27 **Finding One's Place of Privilege**

Shamus Rahman Khan: Chapter 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.

Monday, 10/30 **Making Privilege Easy**

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

Wednesday, 11/1 **Gender and Performing Privilege**

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

Friday, 11/3 **Cultivating Omnivorousness + Conclusions**

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

Shamus Rahman Khan: Conclusion in *Privilege*

Weeks Thirteen-Fifteen: Paying For The Party

Monday, 11/6 + **Introducing *Paying For the Party***
Wednesday, 11/8

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

Friday, 11/10 **HOLIDAY-NO CLASS**

Monday, 11/13 **Meeting the Women**

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

Wednesday, 11/15 **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*

Friday, 11/17 **Social Status and Isolation + The Party Pathway**

[READING RESPONSE 2 DUE](#)

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*

Monday, 11/20 **Mental Health Day: NO CLASS**

Wednesday, 11/22 **HOLIDAY: NO CLASS**

Friday, 11/24 **HOLIDAY: NO CLASS**

Monday, 11/27 + **The Blocked Mobility Pathway**

Wednesday, 11/29

Armstrong and Hamilton: Chapter 6: Strivers, Creaming, and the Blocked Mobility Pathway in *Paying for the Party*

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

Friday, 12/1

Post-College Trajectories + Conclusions

Armstrong and Hamilton: Chapter 8: College Pathways and Post-College Prospects in *Paying for the Party*

Armstrong and Hamilton: Chapter 9: Politics and Pathways in *Paying for the Party*

Week Sixteen: Reading, Review, Recitation Week

Monday, December 4—Friday, December 8

Final Exam: Due Monday, 12/11 at 2:30pm

UC Berkeley sits on the territory of xučyun (Huichin), the ancestral and unceded land of the Chochenyo speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County. This land was and continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band. We recognize that every member of the Berkeley community has benefitted, and continues to benefit, from the use and occupation of this land since the institution's founding in 1868. Consistent with our values of community, inclusion and diversity, we have a responsibility to acknowledge and make visible the university's relationship to Native peoples. As members of the Berkeley community, it is vitally important that we not only recognize the history of the land on which we stand, but also, we recognize that the Muwekma Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.

**This acknowledgement was co-created with the Muwekma Ohlone Tribe and Native American Student Development*