Instructor: James Lannigan
Email: james.lannigan@mail.utoronto.ca
Office hours: Wednesdays 11:00am-12:00pm or virtually by appointment
Web Page: https://q.utoronto.ca/

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Course Description

The course examines the social origins of culture, the cultural patterns found in various groups and institutions, and the influence culture has on important aspects of society.

The prerequisite to take this course is SOC100H1. Students without this prerequisite can be removed at any time without notice.

Exclusion: SOC281H1; SOC202H5

Recommended Preparation: SOC150H1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

Course Goals

After completing this course, students will be able to:
- Apply insights from the sociology of culture to current events
- Develop a systematic approach to understanding contemporary theoretical debates in the sociology of culture
- Write a thematic literature review

Requirements and Grading

Short Assignment 1 – Classical OR Contemporary Perspectives	15%
Short Assignment 2 – Cultural Capital	15%
Short Assignment 3 – Authenticity OR Production of Culture	15%
Final assignment (Thematic literature review)	35%
Reading comprehension quizzes (throughout)	20%

Course schedule

Subject to change at the discretion of the course instructor

Date	Topic	Readings	RCQ Schedule	Assignments due
12-Jan	Introduction	No readings		
19-Jan	Classical Perspectives	Adorno, Theodor W. and Max Horkheimer. 2000. "The Culture Industry: Enlightenment as Mass Deception." Pp. 3-19 in *The Consumer Society Reader*, edited by Juliet Schor and Douglas B. Holt. NY: The New Press. Simmel, Georg. 1957. "Fashion." *American Journal of Sociology* 62(6):541-558.		
26-Jan	Contemporary Perspectives	Peterson, Richard A. and Roger M. Kern. 1996. "Changing Highbrow Taste: From Snob to Omnivore." *American Sociological Review* 61(5):900-907. Bourdieu, Pierre. 1983. "The Field of Cultural Production, or: The Economic World Reversed." *Poetics* 12(4-5):311-356.		
02-Feb	Measuring Culture	Griswold, Wendy. 1987. "A Methodological Framework for the Sociology of Culture." *Sociological Methodology* 17:1-35. Mohr, John. 1998. "Measuring meaning structures." *Annual Review of Sociology* 24(1): 345-370.	RCQ 1	Assignment 1 due
09-Feb	Cultural Capital 1	Bourdieu, Pierre. 1986. "The Forms of Capital." Pp. 241–58. in *Handbook of Theory and Research for the Sociology of Education*, edited by John G. Richardson. New York: Greenwood Press. Kingston, Paul W. 2001. "The Unfulfilled Promise of Cultural Capital Theory." *Sociology of Education* 74:88-99.	RCQ 2	
16-Feb	Cultural Capital 2	Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5):747–776. Holt, Douglas B. 1998. "Does Cultural Capital Structure American Consumption?" *Journal of Consumer Research* 25(1):1–25.	RCQ 3	
02-Mar	Boundaries	Lamont, Michèle and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28:167-195. Johnston, Josée and Shyon Baumann. 2007. "Democracy versus Distinction: A Study of Omnivorousness in Gourmet Food Writing." *American Journal of Sociology* 113(1):165-204.	RCQ 4	Assignment 2 due
09-Mar	Authenticity	Fine, Gary Alan. 2003. "Crafting Authenticity: The Validation of Identity in Self-Taught Art." *Theory and Society* 32(2):153–180. Kovács, B., Carroll, G. R., & Lehman, D. W. 2014. "Authenticity and consumer value ratings: Empirical tests from the restaurant domain." *Organization Science* 25(2): 458-478.	RCQ 5	
16-Mar	Production of Culture	Becker, Harold. 1974. "Art as collective action." *American Sociological Review* 39(6): 767-776. Peterson, R. A., & Anand, N. 2004. "The production of culture perspective." *Annual Review of Sociology* 30:311-334.	RCQ 6	
23-Mar	Culture and Cognition 1	DiMaggio, Paul. 1997. "Culture and Cognition." *Annual Review of Sociology* 23: 263-287. Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51(2):273-286.	RCQ 7	Assignment 3 due
30-Mar	Culture and Cognition 2	Pugh, A. J. 2013. "What good are interviews for thinking about culture? Demystifying interpretive analysis." *American Journal of Cultural Sociology* 1(1): 42-68. Vaisey, Stephen. 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action." *American Journal of Sociology* 114(6):1675–1715.	RCQ 8	
06-Apr	Culture and Networks	Lizardo, Omar. 2006. "How Cultural Tastes Shape Personal Networks." *American Sociological Review* 71:778-807. Erickson, Bonnie. In press. "On Culture: The Problem of Culture Flows in Weak Ties." Chapter 25 in *New Perspectives on Culture* pp. 651-674.		Final paper due

Course Evaluations

Short Assignments (15% each for a total of 45%)

Short assignments task you with applying the insights from articles we have read to contemporary events. There are three short assignments scheduled for this term. All three assignments have built-in flexibility for the readings you can select, however you must select readings from one particular week to demonstrate your understanding of the articles. Contemporary events are up to your discretion but must be documented in a major Canadian news outlet (i.e. National Post, CBC, The Globe & Mail, The Toronto Star). The article that features this event must also be included in your submission to Quercus for each assignment.

Final Assignment (35%)

The final assignment tasks you with providing a systematic literature review of one of the major sub-areas of the sociology of culture focusing on important theoretical debates. Topics will be made available to you later in the course. You have to pick at least 4 readings from the syllabus and find an additional 4 readings outside of the syllabus to employ in your discussion. Instructions on how to find and read articles will be posted on Quercus. Additionally, the current 'Sociology of Culture' comprehensive exam reading list, of which all readings will be of value to you, will be posted on Quercus for your reference.

Reading Comprehension Quizzes (2.5% each for a total of 20%)

Reading comprehension quizzes are weekly low-stakes multiple choice tests to evaluate your understanding of the assigned readings for that week. Quizzes will be available for 48 hours prior to the scheduled lecture in which they are due. Quizzes are due at 12:00pm EST on the scheduled lecture day (e.g. RCQ 1 is due at 12:00pm EST on February 2) and ***no late submissions will be accepted***. Quizzes begin in the third week and will continue until the penultimate week. Each quiz is worth 2.5% of your final mark.

Course Policies

Course Website

The course website on Quercus is available at https://q.utoronto.ca/. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials. You will also find all of the above readings available here as well.

Course Expectations

Lectures will be conducted in-person on Wednesdays at the schedule time. It is your responsibility to attend these sessions. Anticipate that each of these lectures will require two hours of your attention.

This course will also feature weekly reading comprehension quizzes which will be available to you on Quercus. It is your responsibility to complete these quizzes prior to 12:00pm on the scheduled lecture date

Email

When contacting your professor or TA, use your utoronto.ca e-mail address only. We will not respond to Quercus e-mails. Please also include "SOC280" and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 72 hours, during the workweek (i.e. Monday through Friday, between 9am-5pm). Keep in mind that for simple questions, e-mail is the

preferred method of communication. However, for longer questions, students should schedule an appointment with the appropriate TA or the professor.

Late Assignments

Unless otherwise specified, all assignments must be submitted on Quercus by 12:00pm EDT on the due date provided. Since the reading comprehension quizzes are low-stakes (2.5% each) and designed to keep students on task with the readings, late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.

For the final assignment submission, late assignments will be penalized 10 percentage points per day (starting at 12:00pm EDT on the due date), including weekend days. Work handed in late should be submitted to Quercus per usual. Late assignments will not be accepted via email, and assignments later than 5 days will not be accepted.

Requests for Extensions

Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions will not be considered within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. It is additionally advised that students take the proactive step of contacting their college Registrar.

Missed Quiz

Students who miss a reading comprehension quiz will be assigned a grade of 0. Absences must be declared on ACORN. A make-up quiz will be scheduled for one week from the original test date. Makeup tests will cover similar content as the original test. Students who do not complete the scheduled make-up test will receive a grade of 0.

Re-Grading Assignments

All requests for re-grading course assignments should be made to your TA within one week of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA. No re-grading requests will be considered if they are submitted more than one week after the assignments are returned to the class. This deadline applies to all students including those who missed the class when the assignments were returned. A re-grade may result in an increase or decrease of the original grade.

Ouriginal

Normally, students will be required to submit their course essays to Ouriginal for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism.

Assignments not submitted through this platform will receive a grade of zero (0%) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was truly their

own. The alternative (not submitting via Ouriginal) is in place because, strictly speaking, using Ouriginal is voluntary for students at the University of Toronto.

Writing Centres

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. Please visit http://www.writing.utoronto.ca/writing-centres/arts-and-science

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the professor within the first two weeks of the course so that arrangements can be made. Accommodations must be requested and arranged for each course assignment/test/exam for which they are sought. Accommodations will not be implemented retroactively.

Academic Integrity/Academic Misconduct

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

• Using someone else's ideas or words without appropriate acknowledgement.

• Copying material word-for-word from a source without quotation marks

• Including references to sources that you did not use.

• Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work

• Lending your work to a classmate who submits it as his/her own.

• Letting someone else look at your answers on a test.

• Falsifying or altering any documentation required by the University.