Syllabus

Course Title	Culture and Identities in Changeable Society
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Course Code	
Course Status	Faculty of Social and Political Sciences, Center for Social Sciences, MA level, elective.
Course Objectives	The course in Culture and Identities in Changeable Society is an interdisciplinary one that synthesizes the theoretical material and the data of empirical researches from cultural sociology, cultural anthropology, and cross-cultural psychology, as currently there is an evident tendency toward integration of different cultural sciences. The presented course aims to highlight the ongoing debate on culture and identity by revealing the role of current socio-cultural transformations and their effects over cultures and identities. To achieve this aim the following objectives are identified: - To analyze the impact of cultural changes on the construction of modern vs. postmodern identities - To discuss the identities in modern nation-states in the light of cultural intimacy vs. cultural multiplicity - To trace the influence of the current assimilation, integration and adaptation processes on the construction of cultural identities - To identify the impact of transnational cultural interlace on cultural identities - To analyze particular case studies as well as the data of contemporary cross-cultural researches on the culture and identity issues in the context of ongoing cultural globalization
ECTS	5 credits. 30 class hours (15 hours devoted to lectures and 15 hours - to discussions) and 95 hours of independent work, out of which 55-60 hours devoted to getting prepared for discussions. - As students are required to make 2 presentations from the covered material, they need to be well familiar with the previously discussed readings plus they should search for their own topic of interest together with the relevant sources and prepare a presentation plan/draft structure, as well as make an oral presentation at class. The required time and effort is individual in each case and can vary from 10-12 hours. - As students need to revise the covered material for the final exam, it should take them at least 20-25 hours to review all the readings.
Course Prerequisites	It is desirable to be familiar with BA course in Sociology of Culture or have any familiarity with the researches in cultural studies.
Learning Outcomes	<u>Knowledge and Comprehension:</u> On the basis of the course, students get familiar with the ongoing debate on culture and identity and acquire the knowledge of theoretical and methodological aspects of studying culture and identities in the conditions of current socio-cultural transformations. They are aware of the identity strategies in culture as well as the forces of conforming to cultural identities in the contemporary multicultural societies.

	They understand the impact of globalization, glocalization, transnationalism, etc. on the construction of cultural identities.
	Application of knowledge:
	Discussing concrete case studies and analysing the data of various cross-cultural researches help students to draw the gained theoretical knowledge closer to practice.
	Learning skills:
	Proper understanding of the material
	Structuring of the material
	Critical reflection on the material
	Communication skills:
	Ability to transfer the gained knowledge to others
	Ability to participate in group discussions
	Ability to coherently present own ideas
	Analytical skills:
	Skills of interpretation and summarizing
	Contextualization
	Argumentation and refutation of counter-arguments
	Analysis and synthesis
	Critical thinking
	Values:
	Developing cultural relativism and cultural tolerance, respecting ethnic minorities and developing the strategies of peaceful coexistence in a multicultural society, supporting religious tolerance and gender equality.
Course Content	See Appendix 1.
Teaching and learning methods	Verbal method, written method, working with book, discussion-debates, case studies, action oriented teaching.
Assessment Criteria	Attendance – 10%
	Discussions – 30%
	Presentations – 30% (2 presentations - 15% each)
	Final exam – 30%
	Students read the articles in advance and come prepared for the discussions.
	Each student prepares two individual presentations, presents them in the class and gets feedback from the whole group. Alongside oral presentations, each student is required to prepare 2-3 page summary of the presentation. If a student has not prepared both presentations, he/she won't be allowed to take a final exam.
	The final exam will be of a written form. Students are required to discuss 3 topics chosen by the professor from the course material. The contribution of each topic to the assessment is 10% (10+10+10).
Required readings:	See Appendix 1.
Additional readings:	No additional readings are required.

Course Content

N	Topics	Readings
1	**The concepts of culture and identity in the epoch of "cultural turn."** Culture as a category of social life and as a distinct world of meaning. The role of culture in the construction of identities. The uses of "identity." "Strong" and "weak" understandings of "identity." Identity and its alternatives in context - three case studies: The case of Nuer, East European nationalism, and dilemmas of race in the US.	Sewell, W. H. (1999). The Concept(s) of Culture. Bonell, V. E. and Hunt, L. (eds.). *Beyond the Cultural Turn: New Directions in the Study of Society and Culture* (pp.35-61). Berkley, Los Angeles, London: University of California Press. Brubaker, R. and Cooper, F. (2000). Beyond Identity. *Theory and Society*, 29, 1-47.
2	**Modern vs. Postmodern Identities** Modernity, high modernity or postmodernity? The paradoxes of modernity. Postmodern as a periodizing concept and its impact on the perception of identities. Stylistically homogenous identities of modernity or "multiple stylistic identities" of postmodernity?	Giddens, A. (1991). *Modernity and Self-Identity*. Cambridge: Polity Press. Ch. 1 - The Contours of High Modernity, pp. 10-34. Habermas, J. (1990). Modernity Versus Postmodernity. Alexander, J. and Seidman, S. (eds.). *Culture and Society: Contemporary Debates.* Cambridge: Cambridge University Press. pp. 355-375. Muggleton, D. (2000). *Inside Subculture: The Postmodern Meaning of Style*. Oxford and N.Y.: Berg. Ch. 3 - Postmodern Subcultures and Aesthetic Modernity, pp. 33-53.
3	**Socialization and identity formation in changeable society.** Specifics of socialization and identity construction in culture: Cultural structuring of personal characteristics, the communicative function of environment, and the system of parents' beliefs in culture. The meaning of home and development of the sense of self and autonomy among the youth. Socialization and identity strategies in a cross-cultural perspective. Socialization values in a contemporary changeable society – the case of Georgia.	Quinn, N. (2005). Universals of Child Rearing. *Anthropological Theory*, vol. 5 (4), 477-516. White, N. R. (2002). "Not Under My Roof!": Young People's Experience of Home. *Youth & Society,* 34 (2), 214-230. Tsuladze, L. (2003). *Autonomy and Sanctions in Socialization in the Context of Georgian Culture.* Tbilisi: Tbilisi State University. (Annotation of Dissertation)
4	**Changing social institutions and their impact on identities.**	Edgell, P. (2006). *Religion and Family in a Changing Society*. Princeton and Oxford: Princeton University Press. pp. 1-26.

	Family ideology in the changeable society. Destruction of the ideal model of male-breadwinner family. Family ideology and religion. Single-parent and same-sex-couple families in religious ideology. 'Family values' in religious life – the case of the US. Community, family and market. Market relations and everyday life in Japan.	Bestor, T. (1990). Tokyo Mom-and-Pop. *The Wilson Quarterly*, 14 (4), 27-33.
5	**The impact of socio-cultural changes on sexuality and gender identities.** Socio-cultural transformations and their impact on gender identities. Gender and sexuality through discourse. Sexual discourse, power and empowerment. Women's empowerment - a myth or reality? Empowerment through reading fantasy fiction? Empowerment through shopping?	Foucault, M. (1979). *The History of Sexuality* (vol. 1). London: Penguin Books. pp. 37-49. Radway, J. A. (2002). From Reading the Romance. Duncombe, S. (ed.). *Cultural Resistance Reader*. London and NY: Verso. pp. 259-267. Fiske, J. (2002). Shopping for Pleasure. From Reading the Popular. Duncombe, S. (ed.). *Cultural Resistance Reader*. London and NY: Verso. pp. 267-274.
6	**Identities through social belonging and social division.** Distinction, division and power in contemporary societies. Social belonging and social boundaries based on taste and habitus. Symbolic power, classes and classifications. How do symbolic boundaries work? Oppositional culture or the culture of poverty?	Bourdieu, P. (1989). Social Space and Symbolic Power. *Sociological Theory*, 7 (1), 14-25. Lamont, M. (2002). Symbolic Boundaries and Status. Spillman, L. (ed.). *Cultural Sociology*. Oxford: Blackwell Publishers. pp. 98-107. Lundy, G. F. (2003). The Myths of Oppositional Culture. *Journal of Black Studies,* 33 (4), 450-467.
7	**Presentations by students.** Students choose particular questions from the discussed topics (2-6) and prepare presentations about them. Group discussion and feedback.	
8	**Identities through distinctive styles and lifestyles.** Cultures within cultures and their impact on identity construction. Distinctive identity, distinctive style and subcultural affiliation. Main elements of subcultural style: image, demeanor, and argot. Subcultural capital and its specifics. Youth subcultures and stylistic diversity - the case of Japan.	Hebdige, D. (1979). Subculture: The Meaning of Style (pp. 121-131). Gelder, K. (ed.). (2005). *The Subcultures reader*. London and N.Y.: Routledge. Thornton, S. (1995). The Social Logic of Subcultural Capital (pp. 184-192). Gelder, K. (ed.). (2005). *The Subcultures reader*. London and N.Y.: Routledge. Kawamura, Y. (2006). Japanese Teens as Producers of Street Fashion. *Current Sociology*, 54 (5), 784-801.

9	**Identities through cultural resistance.** The political uses of culture and their impact on identities. Strategic resistance as a form of cultural resistance. Disengagement, ironic detachment and silence as the ways of strategic resistance. Transition in the political uses of culture and the role of media in this process.	Baudrillard, J. (2002). The Masses: The Imposition of the Social in the Media. Duncombe, S. (ed.). *Cultural Resistance Reader*. London and NY: Verso. pp. 100-113. Hall, S. (2002). Notes on Deconstructing 'the Popular.' Duncombe, S. (ed.). *Cultural Resistance Reader*. London and NY: Verso. pp. 185-192.
10	**Media and the construction of popular identities.** Media as a space of representing culture and identities. The role of media in the construction of identities. The impact of television and advertising on the construction of popular identities. News media and new media as the ones involved in "power games." Identities through cyber culture.	Kellner, D. (1995). *Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern.* Londong and NY: Routledge. Ch. 7 - Television, Advertising and the Construction of Postmodern Identities, pp. 231-262. Lester, L. and Hutchins, B. (2009). Power Games: Environmental Protest, News Media and the Internet. *Media, Culture and Society*, 31, 579-595.
11	**Cultural identities through performative practices.** The construction and reconstruction of cultural identities through performative practices. Performativity, the management of impressions and cultural context. Performativity and cultural intimacy. Cultural identities through the interplay of social conventions and inventions.	Goffman, E. (1982). *The Interaction Order*. pp. 1-17. Herzfeld, M. (2005). *Cultural Intimacy: Social Poetics in the Nation-State* (2nd ed.). New York: Routledge. Ch. 1 - Introducing Cultural Intimacy, pp. 1-38.
12	**Cultural identities in modern (nation-)states.** State, territoriality and cultural identity. Deterritorialization and reterritorialization of cultural identities. Nation-state or state? Nationalism or cultural multiplicity? Unity through similarity or difference? Some considerations on filling the void after the nation-state.	Bauman, Z. (2000). *Liquid Modernity*. Cambridge: Polity Press. Ch. 5 - Community, pp. 168-201. Berking, H. (2003). 'Ethnicity is Everywhere: On Globalization and the Transformation of Cultural Identity. *Current Sociology*, 51 (3/4), 248-264.
13	**Ethnic minorities' identity strategies in contemporary societies.** Identities through the processes of assimilation, adaptation and integration. Culture contact and identity strategies: strategies to preserve coherence of identity and strategies to avoid stigmatization and depreciation of identity. Can music serve as a means of solidifying hybrid ethnic identity?	Camilleri C. and Malewska-Peyre. (2nd ed.). (1996). Socialization and Identity Strategies (pp. 43-64). Berry, J.W., Poortinga, Y. H., & Pandey, J. (eds.). *Handbook of Cross-Cultural Psychology.* Vol. 2. Boston: Allyn and Bacon. Lipsitz, G. (2002). Immigration and Assimilation: Rai, Raggae, and Bhangramuffin. From Dangerous Crossroads.

		Duncombe, S. (ed.). *Cultural Resistance Reader*. London and NY: Verso. pp. 231-239.
14	**Globalization, glocalization and cultural identities.** The local and the global - their interrelation and impact on the construction of cultural identities. Glocalization, bifocality and identities through bricolage in modern societies. Case study: Youth culture in modern Georgia – a case of westernization or invention of a new tradition?	Appadurai, A. (1999). Disjuncture and Difference in the Global Cultural Economy (pp. 220-230). During, S. (ed.) *The Cultural Studies Reader* (2nd ed.). London and NY: Routledge. Mazlish, B. (2005). The Global and the Local. *Current Sociology*, 53 (1), 93-111. Tsuladze, L. How Things are Remade Georgian: Glocalization and the Assertion of "National" among Georgian Youth. http://www.inter-disciplinary.net/wp-content/uploads/2011/02/tsuladzeipaper.pdf
15	**Presentations by students.** Students choose particular questions from the discussed topics (8-14) and prepare presentations about them. Group discussion and feedback.	