

**SOC6517HS: GRADUATE SEMINAR
SOCIOLOGY OF CULTURE II:
CULTURE AND COGNITION
Professor Vanina Leschziner
Department of Sociology
University of Toronto
Fall 2019**

Location and Time: Sociology Department, Room 240, Thursday 12pm-2pm

Office Hours: Thursday 3-5pm, Room 398, 725 Spadina (third floor)

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Course Description and Objectives

Culture and Cognition is a newer but rapidly growing area in sociology. It is not simply the sum of its two parts -- some culture and some cognition. Rather, the area is defined by relatively specific conceptual interests, analytical frameworks and methodological approaches to the study of culture and cognition as phenomena that are observable in their association at a social level, and that are thus subject to systematic study.

As an area of study, Culture and Cognition is associated with the sociology of culture. But it has a specific set of analytical concerns that make it clearly distinct from the larger subfield. Scholars in Culture and Cognition are interested in studying the relationship between mental schemas, cultural configurations, and social structures. Unlike the broader sociology of culture, the area of Culture and Cognition focuses on the workings of the mind, seeking to understand how mental structures shape actors' perceptions, thinking, decision-making, actions, and social relations. Scholars in this area utilize a variety of methods -- both qualitative and quantitative -- to empirically investigate the actions, discourses, and patterns of relations through which they can examine how culture and cognition interrelate to shape social arrangements.

This seminar will provide an overview of the kind of research being done in Culture and Cognition. However, the goal of the seminar is not simply to acquire knowledge of the scholarship produced in the area, but rather to explore, debate, and ultimately gain a better understanding of what culture and cognition are and how they work.

To this end, readings and discussions in this seminar should be expected to be largely analytical and theory-oriented, in order to give you the necessary tools for figuring out what culture and cognition are and how best to study them. We will begin with a brief overview of classical and contemporary theories -- in sociology and beyond -- that have served as theoretical foundations for Culture and Cognition. Then, we will focus on contemporary literature, exploring a variety of areas of research and approaches in Culture and Cognition.

Expectations

As a graduate seminar, I assume you are invested in learning, and eager to participate in class discussion. This means that I take it as a given that you will attend every class meeting, do all the required readings thoroughly and deeply in advance of every class, and come to class well prepared to actively participate in discussions. My role will be to provide background (when needed), try to clarify and explain issues that are unclear, and help to make connections among readings. Each class will be largely devoted to critical discussion and assessment of the material. I expect you to come with an open mind (i.e., not letting your prior theoretical and substantive preferences color your assessment of readings), and provide constructive contributions to the discussion.

Course Requirements and Grading

1. participation in class discussions 10%
2. leading class discussion on assigned dates 20%
3. four (4) short memos 20%
4. final paper 50%

1. Given that you are expected to do all the readings before the class for which they are assigned, and to participate actively in class, you will be evaluated not on the quantity of your participation, but on quality. Your goal is to engage the main arguments of the readings, and demonstrate critical thinking in your comments. Original thinking is even better. Important questions and concerns are not only welcome, but encouraged.

2. You are expected to present the required readings and lead discussion on an assigned date. Plan on *no more than* 30 minutes for your presentation (i.e., this is not a guideline, but a firm limit), and be prepared to jumpstart and lead discussion after your presentation. Your presentation should have an analytical focus on the main arguments presented in the readings, and critical assessments of those arguments. You will be evaluated mostly on your ability to critically engage with the readings, and on your ability to facilitate discussion and respond to your classmates' comments. You are expected to circulate a handout with a summary of the readings, and three or four questions to jumpstart discussion, by 5pm on the Wednesday prior to the day on which you are scheduled to present. This is a hard deadline; late submission will incur a late penalty (2 points after the deadline, 4 points by 12am, 8 points by the next day).

3. You are responsible for submitting four (4) short memos (2 pp., single-spaced, 12 point type, maximum) on a class' readings at the beginning of that class. View these as "reaction papers," neither a summary of the texts, nor final masterpieces. Your reaction papers should identify important themes, draw connections, and/or point to analytical problems. They are not meant to be summaries of readings, but rather should raise important issues that you would want to be part of seminar discussion. These memos need not be perfectly polished essays, but a critical response to the key points and implications of the readings. Importantly, they should engage more than one point, and more than one of the class' readings. You should consider them as a platform from where to improve your argument-building skills, and gradually develop your own positions. Each memo is worth 5% of the final grade.

4. You are required to submit a paper at the end of the term. The ideal choice would be for you to write a paper that can serve as the foundation for your dissertation project, your research practicum project, or a possible publication. Think of the paper as a chance for you to take stock of what you have learned so far and lay the groundwork for an original contribution to your area of specialization, whether in your dissertation or a publication. You can choose to write a research paper or research proposal. The paper should be about 20 pages double-spaced. We will discuss more details about the paper during the semester.

Readings

Book selections will be available on the Quercus course website, under “Modules.” Journal articles are available through the University of Toronto Libraries website.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Class Schedule

September 12

CLASSICAL FOUNDATIONS: SOCIAL AND MENTAL STRUCTURE

Reading: Emile Durkheim, [1912] 1995. "Introduction" and "Conclusion," in *The Elementary Forms of Religious Life*. New York: The Free Press (pp. 8-18, 433-448).

Reading: Georg Simmel, 1950. "Sociability (An Example of Pure, or Formal, Sociology)," "The Isolated Individual and the Dyad," "The Triad," and "Secrecy," in *The Sociology of Georg Simmel*, edited by Kurt H. Wolff. New York: The Free Press (pp. 40-44, 122-128, 135-136, 145-153, 330-333).

Reading: Stephen Turner, 2007. "Social Theory as a Cognitive Neuroscience." *European Journal of Social Theory* 10: 357-374.

Supplemental:

Karl Marx and Friedrich Engels, 1978. *The German Ideology* in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: Norton (pp. 146-175).

Karl Marx, 1978. "The Fetishism of Commodities," from *Capital* in *The Marx-Engels Reader*, edited by Robert C. Tucker. New York: Norton (pp. 319-329).

Max Weber, [1930] 1992. "The Spirit of Capitalism," "Luther's Conception of the Calling," and "Calvinism" in *The Protestant Ethic and the Spirit of Capitalism*. London; New York: Routledge (pp. 47-78, 79-92, 98-128).

Max Weber, [1948] 2001. "Religious Rejections of the World and their Directions," in *From Max Weber: Essays in Sociology*, edited by H. H. Gerth and C. Wright Mills. Abingdon, UK: Routledge (pp. 323-359).

September 19

CONTEMPORARY FOUNDATIONS: MENTAL STRUCTURES, CULTURE, AND MEANING

Reading: Claude Lévi-Strauss, 1966. "The Science of the Concrete," and "Categories, Elements, Species, Numbers," in *The Savage Mind*. Chicago: The University of Chicago Press (pp. 1-33, 135-160).

Reading: Mary Douglas, 1966. "Introduction," and "The Abominations of Leviticus," in *Purity and Danger*. New York: Praeger (pp. 1-7, 51-56, 64-71, 117-129).

Reading: Clifford Geertz, 1973. "Thick Description: Towards an Interpretive Theory of Culture," in *The Interpretation of Cultures*. New York: Basic Books (pp. 3-30).

Reading: John Levi Martin, 2011. "The Grid of Perception," in *The Explanation of Social Action*. New York: Oxford University Press (pp. 112-144)

Supplemental:

Ferdinand de Saussure, [1916] 1966. "Introduction" and "General Principles," in *Course in General Linguistics*. New York: Mc Graw-Hill (pp.7-17, 65-70, 81-87).

Charles H. Cooley, [1902] 1964. "The Social Self 1. The Meaning of "I"," in *Human Nature and the Social Order*. New York: Schocken Books (pp. 183-200).

George H. Mead, 1934. "Mind," and "The Self," in *Mind, Self, and Society*. Chicago: The University of Chicago Press (pp. 75-82, 135-144, 152-178, 192-200).

John L. Austin, 1962. "Lecture I," and "Lecture IV" in *How To Do Things with Words*. New York: Oxford University Press (pp.1-11, 39-52).

Albert Bergesen, 2004. "Chomsky versus Mead." *Sociological Theory* 22: 357-370.

Erving Goffman, 1974. "Introduction" and "The Anchoring of Activity," in *Frame Analysis*. New York: Harper Colophon Books (pp. 1-16, 247-300).

September 26

CULTURE AND SOCIAL SPACE: HABITUS AND REPERTOIRES

Reading: Pierre Bourdieu, 1984. "Introduction," "The Habitus and the Space of Life-Styles," and "Conclusion: Classes and Classifications" in *Distinction*. Cambridge, MA: Harvard University Press (pp. 1-7, 169-177, 466-484).

Reading: Pierre Bourdieu, 1990. "Structures, *Habitus*, Practices," in *The Logic of Practice*. Stanford, CA: Stanford University Press (pp. 52-65).

Reading: Ann Swidler, 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51: 273-286.

Reading: Ann Swidler, 2001. "Introduction," "Finding Culture," "Repertoires," "Codes, Contexts, and Institutions," and "Conclusion: How Culture Matters" in *Talk of Love*. Chicago: The University of Chicago Press, 2001 (pp. 1-6, 11-23, 24-34, 160-180, 187-196).

Supplemental:

Pierre Bourdieu and Loïc J. D. Wacquant, 1992. "Toward a Social Praxeology: The Structure and Logic of Bourdieu's Sociology," in *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press (pp. 1-60)

Pierre Bourdieu, 1993. "Some Properties of Fields," in *Sociology in Question*. London: Sage (pp. 72-77).

Pierre Bourdieu, 1986. "The Forms of Capital," in *Handbook of Theory and Research for the Sociology of Education*, edited by John G. Richardson. New York: Greenwood Press (pp. 241-258).

Omar Lizardo, 2004. "The Cognitive Origins of Bourdieu's *Habitus*." *Journal for the Theory of Social Behavior* 34: 375-401.

Omar Lizardo, 2010. "Beyond the Antinomies of Structure: Levi-Strauss, Giddens, Bourdieu, and Sewell." *Theory and Society* 39: 651-688.

October 3

COGNITIVE COMPONENTS OF CULTURE: CATEGORIES, SCHEMAS, AND FRAMES

Reading: Eleanor Rosch, 1978. "Principles of Categorization" in *Cognition and Categorization*, edited by Eleanor Rosch and Barbara Lloyd. Hillsdale, NJ: Lawrence Erlbaum Associates (pp. 27-48).

Reading: Roy D'Andrade, 1995. "The Growth of Schema Theory," in *The Development of Cognitive Anthropology*. Cambridge, UK: New York: Cambridge University Press (pp. 122-149).

Reading: Michael Lee Wood, Dustin S. Stoltz, Justin Van Ness, and Marshall A. Taylor, 2018. "Schemas and Frames." *Sociological Theory* 36: 244-261.

Reading: John Mohr and Vincent Duquenne, 1997. "The Duality of Culture and Practice: Poverty Relief in New York City, 1888-1917." *Theory and Society* 26: 305-356.

Supplemental:

Ludwik Fleck, 1979. "How the Modern Concept of Syphilis Originated" and "Epistemological Conclusions from the Established History of a Concept," in *Genesis and Development of a Scientific Fact*. Chicago: The University of Chicago Press (pp.1-19, 20-23, 38-51).

Roy D'Andrade, 1995. "Cultural Representations and Psychological Processes," in *The Development of Cognitive Anthropology*. Cambridge, UK: New York; Cambridge University Press (pp. 182-217).

Karen Cerulo, 2006. "What's the Worst That Could Happen?," and "Practicing Positive Asymmetry," in *Never Saw it Coming*. Chicago: The University of Chicago Press (pp. 1-16, 95-121).

Daniel Gilbert, 1991. "How Mental Systems Believe." *American Psychologist* 46: 107-119.

Rogers Brubaker, Mara Loveman and Peter Stamatov, 2004. "Ethnicity as Cognition." *Theory and Society* 33: 31-64.

Ezra Zuckerman, 1999. "The Categorical Imperative: Securities Analysts and the Illegitimacy Discount," *American Journal of Sociology* 104: 1398-1438.

Damon Phillips and Ezra Zuckerman, 2001. "Middle Status Conformity: Theoretical Restatement and Empirical Demonstration in Two Markets." *American Journal of Sociology* 107: 379-429.

October 10

CULTURE AND COGNITION: THE BIRTH OF AN AREA

Reading: Eviatar Zerubavel, 1997. "The Sociology of the Mind," "Social Optics," "The Social Gates of Consciousness," and "The Social Division of the World," in *Social Mindscapes*. Cambridge, MA: Harvard University Press (pp. 1-22, 23-34, 35-52, 53-67).

Reading: Paul DiMaggio, 1997. "Culture and Cognition." *Annual Review of Sociology* 23: 263-287.

Reading: Cerulo, Karen A. 2010. "Mining the Intersections of Cognitive Sociology and Neuroscience." *Poetics* 38 (2): 115–132.

Reading: Orlando Patterson, 2014. "Making Sense of Culture." *Annual Review of Sociology* 40: 1-30.

Supplemental:

Paul DiMaggio, 2002. "Why Cognitive (and Cultural) Sociology Needs Cognitive Psychology," in *Culture in Mind. Toward a Sociology of Culture and Cognition*, edited by Karen Cerulo. New York: Routledge, 2002 (pp. 274-281).

Roy D'Andrade, 1995. *The Development of Cognitive Anthropology*. Cambridge, UK; New York: Cambridge University Press.

Claudia Strauss and Naomi Quinn, 1997. *A Cognitive Theory of Cultural Meaning*. Cambridge, UK: Cambridge University Press.

October 17

ESTABLISHING THE MAIN DEBATES: WHAT AND WHERE IS CULTURE?

Reading: Stephen Vaisey, 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action." *American Journal of Sociology* 114: 1675-1715.

Reading: Stephen Vaisey, 2008. "Socrates, Skinner, and Aristotle: Three Ways of Thinking about Culture in Action." *Sociological Forum* 23: 603–13.

Reading: Ann Swidler, 2008. "Comment on Stephen Vaisey's 'Socrates, Skinner, and Aristotle: Three Ways of Thinking about Culture in Action.'" *Sociological Forum* 23: 614–618.

Reading: Stephen Vaisey, 2008. "Reply to Ann Swidler." *Sociological Forum* 23: 619–22.

Reading: Omar Lizardo and Michael Strand, 2010. "Skills, Toolkits, Contexts and Institutions: Clarifying the Relationship between Different Approaches to Practical Cognition in Cultural Sociology." *Poetics* 38: 205-228.

Reading: Omar Lizardo, 2017. "Improving Cultural Analysis: Considering Personal Culture in its Declarative and Nondeclarative Modes." *American Sociological Review* 82: 88-115.

Supplemental:

John Levi Martin, 2010. "Life's a Beach but You're an Ant, and Other Unwelcome News for the Sociology of Culture." *Poetics* 38: 229-244.

Omar Lizardo, 2014. "Beyond the Comtean Schema: The Sociology of Culture and Cognition versus Cognitive Social Science." *Sociological Forum* 29: 983-989.

Omar Lizardo, 2016. "Cultural Symbols and Cultural Power." *Qualitative Sociology* 39: 199-204.

October 24

DEEPENING THE MAIN DEBATES: DUAL PROCESS MODELS

Reading: Jonathan St. B. T. Evans and Keith E. Stanovich, 2013. “Dual-Process Theories of Higher Cognition: Advancing the Debate.” *Perspectives in Psychological Science* 8: 223-241.

Reading: Jonathan St. B. T. Evans, 2009. “How Many Dual-Process Theories do We Need? One, Two, or Many?,” in *In Two Minds: Dual Processes and Beyond*, edited by Jonathan St. B. T. Evans and Keith Frankish. Oxford: Oxford University Press (pp. 33–53).

Reading: Rick Moore, 2017. “Fast or Slow: Sociological Implications of Measuring Dual-Process Cognition.” *Sociological Science* 4: 196-223.

Reading: Luis Antonio Vila-Henninger, 2015. “Toward Defining the Causal Role of Consciousness: Using Models of Memory and Moral Judgment from Cognitive Neuroscience to Expand the Sociological Dual-Process Model.” *Journal for the Theory of Social Behaviour* 45: 238-260.

Supplemental:

Eliot R. Smith and Jamie DeCoster, 2000. “Dual-Process Models in Social and Cognitive Psychology: Conceptual Integration and Links to Underlying Memory Systems.” *Personality and Social Psychology Review* 4: 108-131.

Shelley Chaiken and Yaacov Trope (eds.), 1999. *Dual-Process Theories in Social Psychology*. New York: Guilford Press.

Omar Lizardo, Robert Mowry, Brandon Sepulvado, Dustin S. Stoltz, Marshall A. Taylor, Justin Van Ness, and Michael Wood, 2016. “What Are Dual Process Models? Implications for Cultural Analysis in Sociology.” *Sociological Theory* 34: 287–310.

October 31

CULTURE IN MIND AND BODY

Reading: Karen Cerulo, 2019. “Embodied Cognition: Sociology’s Role in Bridging Mind, Brain, and Body,” in *Oxford Handbook of Cognitive Sociology*, edited by Wayne H. Brekhus and Gabe Ignatow. New York: Oxford University Press (pp. 81-100).

Reading: Daniel Winchester, 2016. “A Hunger for God: Embodied Metaphor as Cultural Cognition in Action.” *Social Forces* 95: 585-606.

Reading: Michael Strand and Omar Lizardo, 2015. “Beyond World Images: Belief as Embodied Action in the World.” *Sociological Theory* 33: 44-70.

Reading: John Levi Martin and Matthew Desmond, 2010. “Political Position and Social Knowledge.” *Sociological Forum* 25: 1-26.

Reading: Karen Cerulo, 2018. "Scents and Sensibility: Olfaction, Sense-Making, and Meaning Attribution." *American Sociological Review* 83: 361-389.

Supplemental:

Gabriel Ignatow, 2007. "Theories of Embodied Knowledge: New Directions for Cultural and Cognitive Sociology?" *Journal for the Theory of Social Behavior* 37: 115-135.

Gabriel Ignatow, 2009. "Culture and Embodied Cognition: Moral Discourses in Internet Support Groups for Overeaters." *Social Forces* 88: 643-669.

Daniel Winchester, 2008. "Embodying the Faith: Religious Practice and the Making of a Muslim Moral Habitus." *Social Forces* 86: 1753-1780.

Loïc J. D. Wacquant, 2004. *Body and Soul: Notebooks of an Apprentice Boxer*. New York: Oxford University Press.

Loïc J. D. Wacquant, 2015. "For a Sociology of Flesh and Blood." *Qualitative Sociology* 38: 1-11.

Michal Pagis, 2009. "Embodied Self-Reflexivity." *Social Psychology Quarterly* 72: 265-83;

Omar Lizardo, 2007. "'Mirror Neurons,' Collective Objects and the Problem of Transmission: Reconsidering Stephen Turner's Critique of Practice Theory." *Journal for the Theory of Social Behaviour* 37: 319-350.

Richard E. Nisbett, Kaiping Peng, Incheol Choi, and Ara Norenzayan, 2001. "Culture and Systems of Thought: Holistic versus Analytic Cognition." *Psychological Review* 108: 291-310.

November 7

Fall Reading Week

November 14

COGNITION BEYOND THE MIND

Reading: Jean Lave, 1988. "Introduction: Psychology and Anthropology I" and "Inside the Supermarket (Outdoors) and from the Veranda," in *Cognition in Practice*. Cambridge, UK: New York: Cambridge University Press (pp. 6-18, 97-123, 148-169).

Reading: Edwin Hutchins, 1995. "Introduction," "Navigation as Computation," "The Implementation of Contemporary Pilotage," and "Cultural Cognition," in *Cognition in the Wild*. Cambridge, MA: The MIT Press (pp. xi-xiv, 65-67, 92-99, 110-116, 164-174, 353-374).

Reading: Edwin Hutchins, 2010. "Cognitive Ecology." *Topics in Cognitive Science* 2: 705-715.

Reading: Matthew Norton, 2019. "Meaning on the Move: Synthesizing Cognitive and Systems Concepts of Culture." *American Journal of Cultural Sociology* 7: 1-28.

Supplemental:

Edwin Hutchins, 1995. "How a Cockpit Remembers its Speeds." *Cognitive Science* 19: 265-288.

Matthew Norton, 2019. "Cultural Sociology Meets the Cognitive Wild: Advantages of the Distributed Cognition Framework for Analyzing the Intersection of Culture and Cognition." *American Journal of Cultural Sociology*, forthcoming.

Daina Harvey, 2010. "The Space for Culture and Cognition." *Poetics* 38: 184-203.

Karen Danna-Lynch, 2010. "Switching Roles: The Process of Mental Weighing." *Poetics* 38: 166-184.

Javier Auyero and Debora Swistun, 2008. "The Social Production of Toxic Uncertainty." *American Sociological Review* 73: 357-379.

November 21

COGNITION, CULTURE, AND NETWORKS

Reading: Stephen Vaisey and Omar Lizardo, 2010. "Can Cultural Worldviews Influence Network Composition?" *Social Forces* 88: 1595–1618.

Reading: Sameer B. Srivastava and R. Banaji Mahzarin, 2011. "Culture, Cognition, and Collaborative Networks in Organizations." *American Sociological Review* 76: 207-233.

Reading: Andrei Boutyline and Stephen Vaisey, 2017. "Belief Network Analysis: A Relational Approach to Understanding the Structure of Attitudes." *American Journal of Sociology* 122: 1371-1447.

Reading: Amir Goldberg and Sarah K. Stein, 2018. "Beyond Social Contagion: Associative Diffusion and the Emergence of Cultural Variation." *American Sociological Review* 83: 897-932.

Supplemental:

Ronald Burt, 2004. "Structural Holes and Good Ideas," *American Journal of Sociology* 110: 349-399.

John P. Hoffmann. 2014. "Religiousness, Social Networks, Moral Schemas, and Marijuana Use: A Dynamic Dual-Process Model of Culture and Behavior." *Social Forces* 93: 181-208.

Amir Goldberg, Sameer B. Srivastava, V. Govind Manian, William Monroe, and Christopher Potts, 2016, "Fitting In or Standing Out? The Tradeoffs of Structural and Cultural Embeddedness." *American Sociological Review* 81: 1190-1222.

November 28

METHODOLOGICAL DEBATES IN CULTURE AND COGNITION

Reading: Hana Shepherd, 2011. "The Cultural Context of Cognition: What the Implicit Association Test Tells Us About How Culture Works." *Sociological Forum* 26: 121-143.

Reading: Terence E. McDonnell, 2010. "Drawing Out Culture: Productive Methods to Measure Cognition and Resonance." *Theory and Society* 43: 247-274.

Reading: Ann Mische, 2014. "Measuring Futures in Action: Projective Grammars in the Rio+20 Debates." *Theory and Society* 43:437-464.

Reading: Allison Pugh, 2013. "What Good are Interviews for Thinking about Culture: Demystifying Interpretive Analysis." *American Journal of Cultural Sociology* 1: 42-68;

Supplemental:

Colin Jerolmack and Shamus Khan, 2014. "Talk is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Research and Methods* 43: 178-209.

Michèle Lamont and Ann Swidler, 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37: 153-171.

Stephen Vaisey, 2014. "Is Interviewing Compatible with the Dual-Process Model of Culture?" *American Journal of Cultural Sociology* 2: 150-158.

John W. Mohr and Amin Ghaziani, 2014. "Problems and Prospects of Measurement in the Study of Culture." *Theory and Society* 43: 225-246.

Christopher A. Bail, 2014. "The Cultural Environment: Measuring Culture with Big Data." *Theory and Society* 43: 465-482.

December 5

TO CONCLUDE: HOW DOES CULTURE INFLUENCE COGNITION AND ACTION?

Reading: Lynette Shaw, 2015. "Mechanics and Dynamics of Social Construction: Modeling the Emergence of Culture from Individual Mental Representation." *Poetics* 52: 75-90.

Reading: M. B. Fallin Hunzaker and Lauren Valentino, 2019. "Mapping Cultural Schemas: From Theory to Method." *American Sociological Review* forthcoming.

Reading: Jacob G. Foster, 2018. "Culture and Computation: Steps to a Probably Approximately Correct Theory of Culture." *Poetics* 68: 144-154.

Reading: Daniel Winchester and Kyle D. Green, 2019. "Talking Yourself into It: How and When Accounts Shape Motivation for Action." *Sociological Theory* 37: 257-281.

Supplemental:

John Levi Martin, 2011. "Social Aesthetics," in *The Explanation of Social Action*. New York: Oxford University Press (pp. 191-238).

Luc Boltanski and Laurent Thévenot, 1999. "The Sociology of Critical Capacity." *European Journal of Social Theory* 2: 359-377.

Diane Vaughan, 2002. "Signals and Interpretive Work: The Role of Culture in a Theory of Practical Action," in *Culture in Mind: Toward a Sociology of Culture and Cognition*, edited by Karen Cerulo. New York: Routledge (pp. 28-54).

Carol Heimer, 2001. "Cases and Biographies: An Essay on Routinization and the Nature of Comparison." *Annual Review of Sociology* 27: 47-76.