SOC483H1F: CULTURE AND COGNITION
Professor Vanina Leschziner
Department of Sociology
University of Toronto
Fall 2024

Location and Time: See ACORN, Tuesday 1:10 pm-3pm
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Brief Overview of the Course
Culture and Cognition is a relatively new area in Sociology, but one that has grown exponentially in the past few years. It is not simply the sum of its two parts (i.e., 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 are therefore 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 cognitive patterns, cultural configurations, and social relations. Unlike the broader Sociology of Culture, the area of Culture and Cognition focuses on the workings of the mind (and sometimes the body), seeking to understand how cognitive processes shape actors' perceptions, thinking, decision-making, actions, and social relations. Scholars in this area utilize a variety of methods (including qualitative, quantitative, experimental, and computational) to empirically investigate how culture and cognition interrelate to shape social arrangements.

This seminar will provide an overview of the topics, theories, and perspectives that inform current research in Culture and Cognition. However, the main 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 operate.

To this end, our readings and class meetings will be largely analytical and theory-oriented, so as to build a foundation from which to start to figure out what culture and cognition are and how best to study them. The seminar is organized around a number of main themes that logically build upon each other. The readings are dense, so you should allow enough time to read them carefully before class. You are expected to come to class prepared to critically discuss the readings.

IMPORTANT NOTE: The prerequisite to take this course is 1.0 SOC FCE at the 300+ level. Students without this prerequisite will be removed at any time they are discovered.

Class Format, Requirements, and Grading
1- in-class test, October 15 …....…….……….. 30%
2- research proposal, due November 5 ..………..… 5%
3- paper, due November 26 ………….…….......... 35%
4- presentation and leading class discussion …... 15%
5- participation in class discussions ……….…… 10%
6- paper presentation, November 26 …….…..…. 5%

Attendance
Attendance is expected. Students are responsible for all material presented in class. Students who are unable to attend class are responsible for obtaining information about any announcements that may have been made in class as well as notes on the material covered from their classmates. Make sure you have classmates who can share this information with you if you are unable to attend.

Deadlines: Late work will not be accepted unless submitted with proper documentation. See below for details.

Documentation from your Physician or College Registrar
If you miss a test or a paper deadline, do not contact the instructor unless you have followed the steps described here.

Missed deadlines and tests: Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. **Within three days** of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with **one of the following:**
Absence declaration via ACORN:
-U of T Verification of Illness or Injury Form
-College Registrar's letter (e.g., in case of personal/family crisis or emergency)
-Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment <u>for other reasons, such as family or other personal reasons</u>, should request their College Registrar to email the instructor.

Readings
BOOK SELECTIONS AND JOURNAL ARTICLES Book selections and all journal articles will be available on the Quercus course website, under "Course Materials."

Students are solely responsible for obtaining and reading all required materials before class. Give yourself enough time to deal with any problems or delays accessing the readings that may arise so you can be sure to come to class prepared to discuss the materials. Problems

accessing readings will not excuse failure to demonstrate having done the required readings.

Assignments
In-class test
There will be one in-class closed-book test on October 15.

Make-up test
Students who miss the test for a valid reason and wish to take a make-up test must give the instructor a written request for special consideration -- no later than 5 days after the date of the test -- which explains why the test was missed, accompanied by proper documentation (see above). A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test, and the mark assigned for the test will be a zero.

Research Proposal
You must submit a printed copy of a proposal for your paper on November 5. This proposal should specify the kind of paper you will write (empirical paper, theoretical paper, or research proposal), the topic, research question, and some of the literature you will use. It should include information about the data, theories, and perspectives that you will use for the paper.

Paper
You may choose to write an empirical paper, a theoretical paper, or research proposal. The paper will be based on a topic of your choice that is suited to this course. The paper is due on November 26, and it should be no more than 20 pages (all double spaced, 12 point type, including references). Papers are to be submitted at the beginning of the class on the due date in TWO forms: as hard copy, and electronic copy to be submitted to Quercus. Papers are not to be submitted via email or fax, or to the receptionist at the Department of Sociology.

Turnitin
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin)* is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Plagiarism: Be careful to avoid plagiarism. It is a serious academic offense with serious penalties (see the "Code of Behavior on Academic Matters"). If you are using somebody else's ideas, do not present them as your own. Give proper references if you are using somebody else's ideas, and use quotation marks if you are quoting. When in doubt, it is always safer to over-reference -- you are not going to be punished for that. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred off to the Office of Academic Integrity.

Use of Generative AI Tools
In this course, you may use generative artificial intelligence (AI) tools, including ChatGPT and GitHub Copilot, as learning aids and to help complete assignments. You will not be permitted to use generative AI on the midterm test or final test. While some generative AI tools are currently available for free in Canada, please be warned that these tools have not been vetted by the University of Toronto and might not meet University guidelines or requirements for privacy, intellectual property, security, accessibility, and records retention. Generative AI may produce content which is incorrect or misleading, or inconsistent with the expectations of this course. These tools may even provide citations to sources that don't exist—and submitting work with false citations is an academic offense. These tools may be subject to service interruptions, software modifications, and pricing changes during the semester.

Generative AI is not required to complete any aspect of this course, and you are cautioned to not rely entirely on these tools to complete your coursework. Instead, it is recommended that you treat generative AI as a supplementary tool only for exploration or drafting content. Ultimately, you (and not any AI tool) are responsible for your own learning in this course, and for all the work you submit for credit. It is your responsibility to critically evaluate the content generated, and to regularly assess your own learning independent of generative AI tools. Overreliance on generative AI may give you a false sense of how much you've actually learned, which can lead to poor performance on the assignments, in later courses, or in future work or studies after graduation.

If you choose to use generative artificial intelligence tools as you work through the take-home test in this course; this use must be documented in an appendix for the test. The documentation should include what tool(s) were used, how they were used (including the prompt used to generate the content), and how the results from the AI were incorporated into the submitted work. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).

Presentation and Leading Class Discussion
You will be scheduled to present readings and lead discussion on an assigned day to be arranged with the instructor at the beginning of the term. On the assigned day, you are expected to give a presentation about the readings, and to provide a handout with: a) a

summary of the main points of the readings, b) definitions of key concepts used in the readings, and 3) at least two questions related to the readings for class discussion.

Participating in Class Discussions
You will be evaluated for your contributions to class discussion over the course of the semester. I will consider both the quantity and quality of your contributions. This is a small seminar, organized around class discussions, so student participation is expected. Be sure to allow enough time to read materials closely and critically think about them prior to each class meeting so that you are prepared to participate in class. The quality of your learning experience will hinge upon what each student brings to the classroom.

Paper Presentation
You are expected to give a brief presentation about your paper on the last class of the semester, on November 26, when your paper is due. The presentation should cover the main ideas in your paper, describe your approach, and explain your analysis and conclusions.

Accessibility Needs
The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: _disability.services@utoronto.ca_ or _http://studentlife.utoronto.ca/accessibility_.

Class Schedule

September 3
INTRODUCTION: WHAT IS CULTURE AND COGNITION?
CLASSICAL FOUNDATIONS

September 10
CULTURE, ACTION, AND SOCIAL SPACE
Pierre Bourdieu, 1990. "Structures, *Habitus*, Practices," in *The Logic of Practice*. Stanford, CA: Stanford University Press (pp. 52-65).

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).

September 17
THE SOCIAL MIND
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: An Invitation to Cognitive Sociology*. Cambridge, MA: Harvard University Press (pp. 1-22, 23-34, 35-52, 53-67).

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

September 24
COGNITIVE AND CULTURAL STRUCTURES: CATEGORIES, SCHEMAS AND FRAMES
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).

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

October 1
WHAT IS CULTURE AND WHERE IS IT LOCATED?
Stephen Vaisey, 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action." *American Journal of Sociology* 114: 1675-1715.

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

October 8
COGNITIVE AND CULTURAL PROCESSES: DUAL PROCESS MODELS
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.

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.

October 15
In-Class Test

October 22
CULTURE IN MIND AND BODY
Daniel Winchester, 2016. "A Hunger for God: Embodied Metaphor as Cultural Cognition in Action." *Social Forces* 95: 585-606.

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

October 29
Fall Reading week

November 5
THE MEASUREMENT OF EXPERIENCE
Alessandra Lembo and John Levi Martin, 2022. "The Structure of Cultural Experience." *Poetics* 91: 101562.

Research Proposal Due

November 12
COGNITION BEYOND THE MIND: EMBODIMENT AND ENVIRONMENT
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).

Matthew Norton, 2020. "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* 8:45-62.

November 19
COGNITION, CULTURE, AND NETWORKS
Amir Goldberg and Sarah K. Stein, 2018. "Beyond Social Contagion: Associative Diffusion and the Emergence of Cultural Variation." *American Sociological Review* 83: 897-932.

November 26
Paper Due

Paper Presentations