SOC6517HS: GRADUATE SEMINAR
SOCIOLOGY OF CULTURE II:
CULTURE AND COGNITION
Professor Vanina Leschziner
Department of Sociology
University of Toronto
Winter 2025

Location and Time: Sociology Department, Wednesday 11am-1:30pm
Office Hours: Thursday 3-5pm, 700 University Avenue
Email: vanina.leschziner@utoronto.ca

Course Description and Objectives

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 discussions should be expected to 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 generally dense, so please allow enough time to read them carefully before class.

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. *I ask that you read the required readings in the order they are listed, along with one reading (of your choice) from the supplemental list.* 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 required 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 day prior to the class 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.

Course Extensions – Extenuating Circumstances
Students are expected to submit course work on time. Occasionally, students may not be able to make agreed upon deadlines due to extenuating circumstances. Students are required to make arrangements with their instructors about how to submit late course work. The graduate office highly recommends that course work extensions remain within the term dates in which the course was taught.

Note: submitting work beyond the term end date (not the last day of instruction but the actual end of term, e.g., the last day of a winter term class may be April 3, but the term ends April 30) requires a discussion with the instructor and the graduate office, as well as completion of an SGS request for an extension of course work form. These forms will be considered by the graduate office and are not automatically approved.

Academic Integrity
Copying, plagiarizing, falsifying medical or other certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations.
See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters*:

(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019)
and *Code of Student Conduct*:
*(*http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm)
which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

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.

Use of Generative AI Tools
Students can use generative artificial intelligence tools in certain instances or specific ways; this use must be documented in an appendix for each assignment. 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/).

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

January 8
CULTURE, ACTION, AND SOCIAL SPACE

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, 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).
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.

January 15
CULTURE AND COGNITION: A NEW AREA IS BORN

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

January 22
COGNITIVE COMPONENTS OF CULTURE: CATEGORIES AND CLASSIFICATIONS

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: Albert J. Bergesen, 2004. "Durkheim's Theory of Mental Categories: A Review of the Evidence." *Annual Review of Sociology* 30: 395-408.

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

Supplemental:
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).
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).
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).
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).
Daniel Gilbert, 1991. "How Mental Systems Believe." *American Psychologist* 46: 107-119.
Albert Bergesen, 2004. "Chomsky versus Mead." *Sociological Theory* 22: 357-370.
Rogers Brubaker, Mara Loveman and Peter Stamatov, 2004. "Ethnicity as Cognition." *Theory and Society* 33: 31-64.

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.

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.

January 29
COGNITIVE AND CULTURAL STRUCTURES: SCHEMAS AND FRAMES

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

Reading: Andrei Boutyline and Laura K. Soter, 2012. "Cultural Schemas: What They Are, How to Find Them, and What to Do Once You've Caught One." *American Sociological Review* 86(4): 728-758.

Reading: M. B. Fallin Hunzaker and Lauren Valentino, 2019. "Mapping Cultural Schemas: From Theory to Method." *American Sociological Review* 84(5): 950-981.

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

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).

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).

Vanina Leschziner and Gordon Brett, 2021. "Have Schemas been Good to Think With?" *Sociological Forum* 36(51): 1207-1228.

Craig M. Rawlings and Clayton Childress, 2021. "Schemas, Interactions, and Objects in Meaning-Making." *Sociological Forum* 36(51): 1446-1477.

Andrei Boutyline, Devin Cornell, and Alina Arseniev-Koehler. 2021. "All Roads Lead to Polenta: Cultural Attractors at the Junction of Public and Personal Culture." *Sociological Forum* 36(51): 1419-1445.

February 5
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: 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:
Stephen Vaisey, 2008. "Socrates, Skinner, and Aristotle: Three Ways of Thinking about Culture in Action." *Sociological Forum* 23: 603–13.
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.
Stephen Vaisey, 2008. "Reply to Ann Swidler." *Sociological Forum* 23: 619–22.
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.

February 12
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: 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.
Rick Moore, 2017. "Fast or Slow: Sociological Implications of Measuring Dual-Process

Cognition." *Sociological Science* 4: 196-223.

Vanina Leschziner, 2019. "Dual Process Models in Sociology." In *Oxford Handbook of Cognitive Sociology*, edited by Wayne H. Brekhus and Gabriel Ignatow. Oxford University Press.

February 19
READING WEEK

February 26
COGNITION BEYOND THE MIND: ENVIRONMENT AND EMBODIMENT

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: 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.

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).

Supplemental:
Edwin Hutchins, 1995. "How a Cockpit Remembers its Speeds." *Cognitive Science* 19: 265–288.
Edwin Hutchins, 2010. "Cognitive Ecology." *Topics in Cognitive Science* 2: 705–715.
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.
Matthew Norton, 2019. "Meaning on the Move: Synthesizing Cognitive and Systems Concepts of Culture." *American Journal of Cultural Sociology* 7: 1–28.

March 5
CULTURE IN MIND AND BODY

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

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

Reading: Michal Pagis and Erika Summers-Effler, 2021. "Aesthetic Engagement." *Sociological Forum* 36(S1): 1371-1394.

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.
John Levi Martin and Matthew Desmond, 2010. "Political Position and Social Knowledge." *Sociological Forum* 25: 1-26.
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.
Michael Strand and Omar Lizardo, 2015. "Beyond World Images: Belief as Embodied Action in the World." *Sociological Theory* 33: 44-70.
Vanina Leschziner and Gordon Brett, 2019. "Beyond Two Minds: Cognitive, Embodied, and Evaluative Processes in Creativity." *Social Psychology Quarterly* 82(4): 340-366.

March 12
COGNITION, CULTURE AND NETWORK ANALYSIS

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

March 19
MEASURING 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: Lynette Shaw, 2015. "Mechanics and Dynamics of Social Construction: Modeling the Emergence of Culture from Individual Mental Representation." *Poetics* 52: 75-90.

Reading: Gordon Brett and Andrew Miles, 2021. "Who Thinks How? Social Patterns in Reliance on Automatic and Deliberate Cognition." *Sociological Science* 8(6): 96-118.

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.
Ann Mische, 2014. "Measuring Futures in Action: Projective Grammars in the Rio+20 Debates." *Theory and Society* 43:437-464.
Terence E. McDonnell, 2010. "Drawing Out Culture: Productive Methods to Measure Cognition and Resonance." *Theory and Society* 43: 247-274.

March 26
CULTURE, COGNITION, AND CHANGE

Reading: Reading: Omar Lizardo, 2021. "Culture, Cognition, and Internalization." *Sociological Forum* 36(1): 1177-1206.

Reading: Terence E. McDonnell, Dustin S Stoltz, and Marshall A Taylor, 2021. "Revision, Reclassification, and Refrigerators." *Sociological Forum* 36(51): 1316-1344.

Reading: Lynette Shaw, 2021. "On Rupture: Establishing the Cognitive Bases of Social Change." *Sociological Forum* 36(51): 1229-1252.

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.
Jacob G. Foster, 2018. "Culture and Computation: Steps to a Probably Approximately Correct Theory of Culture." *Poetics* 68: 144-154.
Daniel Winchester and Kyle D. Green, 2019. "Talking Yourself into It: How and When Accounts Shape Motivation for Action." *Sociological Theory* 37: 257-281.
Marshall A. Taylor, Dustin S. Stoltz, and Terence E. McDonnell, 2019. "Binding significance to form: Cultural objects, neural binding, and cultural change." *Poetics* 73: 1-16.

April 2
RESEARCH ADVANCES IN CULTURE AND COGNITION

Reading: Karen Cerulo, Vanina Leschziner, and Hana Shepherd, 2021. "Rethinking Culture and Cognition." *Annual Review of Sociology* 47: 63-85.

Reading: Alessandra Lembo and John Levi Martin, 2022. "The Structure of Cultural Experience." *Poetics* 91: 101562.

Reading: Seth Abrutyn and Omar Lizardo, 2024. "Wanting, Liking, and the Sociology of Motivation." *Sociological Forum* 39(2): 173-188.

Supplemental:
Karen A. Cerulo, 2010. "Mining the Intersections of Cognitive Sociology and Neuroscience." *Poetics* 38 (2): 115–132.
Vanina Leschziner and Karen A. Cerulo, 2021. "Introduction to the Special Issue Culture and Cognition: New Approaches and New Applications." *Sociological Forum* 36(S1): 1169-1176.
Michal Pagis and Erika Summers-Effler, 2021. "Aesthetic Engagement." *Sociological Forum* 36(S1): 1371-1394.
Erika Summers-Effler, 2022. "The Morality of Birding: Aesthetic Engagement, Emotion, and Cognition." *Theory and Society* 51: 907–922.
Lauren Valentino, 2021. "The Heterarchy of Occupational Status: Evidence for Diverse Logics of Prestige in the United States." *Sociological Forum* 36(S1): 1395-1418.
Gabe Ignatow, 2021. "Cognitive Sociology after Relational Biology." *Sociological Forum* 36(S1):

1253-1270.

Gordon Brett, 2022. "Dueling with Dual-Process Models: Cognition, Creativity, and Context." *Sociological Theory* 40(2): 179-201.