

Sociology 483H1F LEC0101/9101
Fall 2020
Culture and Cognition
Time: Wednesdays 12:00pm-2:00pm

Instructor: James Lannigan
Email: james.lannigan@mail.utoronto.ca
Office hours: 10am-12pm Wednesdays via Bb Collaborate (Instructor)
Course website: Quercus (<https://q.utoronto.ca/>)

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 course readings available here as well.

Course Description

This course examines the social foundations of thinking and action, with a focus on how individuals think and act through shared cognitive schemas that are embedded in larger social structures. The course is organized around a wide-ranging array of classical and contemporary theories that help explain the various factors that shape culture and cognition. There is a research component to put this analytical understanding into practice. Restricted to 4th-year sociology majors and specialists.

Prerequisites, Exclusions,

Prerequisite: 1.0 SOC FCE at the 300+ level (Students without this requirement will be removed without notice).

Exclusion: SOC483Y1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

Course work and assignments

Requirements and Grading

Weekly reading reflections 8 reflections (5% each)	40%
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Seminar participation (throughout)	20%
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Final paper outline (Nov 4)	10%
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Final paper (Dec 9)	30%
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Class Schedule

Week and subject matter	Assignment due	Assigned readings
Sept 16 – Intro to the class		N/A
Sept 23 – Foundations		DiMaggio 1997; Lizardo and Strand 2010
Sept 30 – Culture in action		Swidler 1986; Vaisey 2008a; Swidler 2008; Vaisey 2008b
Oct 7 – Embodied cognition 1		Wilson 2002; Wilson and Golonka 2013
Oct 14 – Embodied cognition 2		Ignatow 2007; Cerulo 2018
Oct 21 – Creativity		de Vaan, Stark, and Vedres 2015; Leschziner and Brett 2019;
Oct 28 – Boundary-making		Brubaker, Loveman, Stamatov 2004; Lamont and Molnar 2002
Nov 4 – Identities	Paper outline due (10%)	DiMaggio and Powell 1983; Zuckerman 1999
Nov 18 – Dual-process cognition 1		Leschziner 2019; Vaisey 2009; Pugh 2013; Vaisey 2014
Nov 25 – Dual-process cognition 2		Lizardo et al. 2016; Miles et al. 2019; Rinaldo and Guhin 2019
Dec 2 – Final paper workshop		N/A
Dec 9 – Informal presentations	Final paper due (30%)	N/A

Course Expectations

This course will be conducted remotely via the use of Quercus and Bb Collaborate. It is necessary for you to familiarize yourself with these platforms in order to contact the instructor, and to receive the course content. Lectures will be conducted synchronously. They will be conducted via Bb Collaborate during the scheduled class times. It is your responsibility to attend these lectures virtually and give them the same attention as you would in a regular in-person lecture, and participate in the seminar portion (i.e. video on, audio on if possible, and if not, contributing via the group chat). Anticipate that each class will require two hours of your attention. This course is unique in the sense that each meeting will have both a lecture and seminar component to it. This means that you should prepare for each lecture by completing the readings and thinking through your project and the required next steps.

Weekly reading reflections

A major component of engaging in seminar discussion is to reflect on the readings before coming to class and contributing your ideas. Weekly reading reflections will help to provide focus to the articles that are assigned for each week. You will be tasked with providing a short response to one or more questions that can be answered with details from the readings for that week. Students will submit their responses prior to attending lecture. Reading responses begin in our third week (Culture in Action)

Seminar participation

Seminar participation is worth 20% of your final grade. In other words, each class you attend and participate in is worth 2% of your grade up to a maximum of 20%. You need to attend and participate in at least 9 classes of your choice and the last meeting in order to get 20%. Participation means contributing at least one thought or idea via text (group chat) or audio during the seminar portion of the class.

Final paper outline and Final paper

The objective of this course is to provide you with a survey of the literature in the field of Culture and Cognition. Your task is to pick one of the sub-topics that we cover within in the course and apply it to a contemporary social issue. This will be a two-stage process; first you will submit a final paper outline in which you will create a central thesis using a substantive topic we explore and a contemporary social issue and draft a proposal (due November 4). Your social issue needs to be contextualized and present within popular news presses (e.g. New York Times, National Post, Wall Street Journal), and your application of the topic from class needs to be straightforward. If your proposal is approved (either with revisions or with no revisions) you can proceed to the second stage of writing the final paper; however if it is not approved you will need to propose a new idea. The final paper will be a theoretical paper showing how your contemporary social issue can benefit from an analysis using Culture and Cognition concepts, and conversely, how the Culture and Cognition literature would benefit from the case study of your social issue. More details will be found in a separate instructions sheet posted on Quercus.

Communication

All communication will be conducted during lecture, office hours, or by official University of Toronto e-mail. E-mail correspondence will be conducted only from official University of Toronto's e-mails. In other words, do not send me an e-mail from your @hotmail, @gmail, @live account – it will be auto-filtered to my spam folder and will remain unanswered. All successful correspondence will be answered within 48 business hours from time of reception barring any complications of which you will have due notice. Please indicate the course code (SOC483H1F) in the subject line.

Late Assignments

Unless otherwise specified, all assignments must be submitted on Quercus **before the beginning of class (i.e. by 12pm)** on the due date provided. Since the reading reflection assignments are low-stakes (5% each) and designed to keep students on task with the readings in the course, **late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.**

For the final project submission, late assignments will be penalized 10 percentage points per day (starting at 12:01pm 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. Students must declare their absence on the due date on ACORN. For other reasons, such as family or other personal reasons, please contact your college registrar and have them email me directly.

Re-Grading Assignments

All requests for re-grading course assignments should be made to the instructor 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 the instructor. 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.

Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described at

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm>

Assignments not submitted through *Turnitin* 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 *Turnitin*) is in place because, strictly speaking, using *Turnitin* 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.