Brief Overview of the Course
This course is organized as a discussion seminar. This means that you MUST do ALL the readings and come prepared to critically discuss them in class. In this seminar, you will have the opportunity to actively participate in discussions, hone your communication and analytical skills, explore and develop your research interests, and improve your writing and research skills.

This is a Theory and Research seminar around the specific topic of Culture and Cognition. Readings and discussions will be theory-oriented. However, the main goal is not simply to read theory and discuss it (as fruitful an endeavor as this is), but to acquire analytical and theoretical tools in order to apply them to the analysis of the social world. Culture and Cognition are central aspects of our everyday life, and you will be bringing your knowledge of the social world to critically evaluate the readings. This seminar will provide an overview of the contemporary literature in Culture and Cognition, exploring a variety of perspectives and research areas within this sub-field.

What is Culture and Cognition? It is a newer but rapidly growing area in sociology. It is not simply the sum of its two parts, that is, some Culture and some Cognition. Rather, the area is defined by relatively specific conceptual interests and empirical 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 to, but nonetheless distinct from, the Sociology of Culture. Scholars in Culture and Cognition are interested in studying how actors actively use culture through shared cognitive schemas that are embedded in larger social structures. They study the actions, practices, discourses or patterns through which actors put cognition at work. And they use methods to empirically identify how actors put their cognition at work rather than assume how they do it. BUT, what is culture and cognition is a question that we will explore and debate as you learn about it throughout the term.

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- take home test February 18 ................30%
2- research proposal, March 4 ............5%
3- paper, due April 7 ........................35%
4- presentation and leading class discussion 15%
5- participation in class discussions ........10%
6- paper presentation, April 7 .............5%

Attendance
Attendance is mandatory. 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.

Late Assignments
Late assignments will not be accepted unless submitted with proper documentation. See below for details.

Documentation for Missing an Assignment due to Health or Personal Reasons
If you miss a test or a paper deadline, do not contact the instructor unless you have followed the steps described here. You will not be required to submit a medical note. Instead, you will need to declare your absence on ACORN on the day you missed the test or due date of the assignment, and email the instructor directly. If you miss these for personal reasons, you need to contact your College Registrar and have them email the instructor directly.

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. Please 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 (online readings or the book) will not excuse failure to demonstrate having done the required readings.

Assignments
In-class test
There will be one test. The test will be given on February 17th and will be a mix of short and long answer questions. Request for a make-up test will only be granted with proper documentation (see above).
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 digital copy of a proposal for your research paper on March 4th to Quercus. This proposal should specify the kind of paper you will write (empirical paper, theoretical paper, or research proposal), the topic, and research question. 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 or a theoretical paper. The paper will be based on a topic of your choice that is suited to this course. The paper is due on August 12th, and it should be no more than 20 pages (all double spaced, 12-point type, including references). A digital copy of the paper is to be submitted to both Quercus and Ouriginal at the beginning of the class on the due date.

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.

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 PowerPoint presentation about the readings which includes a) a summary of the main points of the readings, b) definitions of key concepts used in the readings, and 3) between 2-4 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. Students must turn their cameras on for the seminar.
**Paper Presentation**
You are expected to give a brief presentation about your paper on the last class of the semester, on August 12th, 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**

January 13
INTRODUCTION: WHAT IS CULTURE AND COGNITION?
CLASSICAL FOUNDATIONS

January 20
THE SOCIAL MIND


January 27
CULTURE AND SOCIAL STRUCTURE


February 3
CULTURAL REPERTOIRES

February 10

ONTOGRAPHY AND METHOD


Take Home Test Provided

February 17

CULTURAL AND COGNITIVE MECHANISMS


Take Home Test Due February 18th at 11:59pm

February 24th

Reading Week!

March 3

STABILITY AND CHANGE IN PERSONAL CULTURE


Research Proposal Due

March 10

Writing Workshop – No Readings!

March 17

CULTURE, COGNITION, AND CONTEXT

March 24
BRIDGING THE DUALITY OF CULTURE


March 31
WHAT HAVE WE DONE, WHAT ARE WE DOING?


April 7
*Paper Due*

*Paper Presentations*