



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2010

REVISED COURSE IMPLEMENTATION DATE:

September 2024

COURSE TO BE REVIEWED (six years after UEC approval):

January 2030

Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> SOC 330		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Culture and Cognition <b>Course Short Title:</b> Culture & Cognition																	
<b>Faculty:</b> Faculty of Social Sciences		<b>Department:</b> School of Culture, Media, and Society															
<b>Calendar Description:</b> Students draw on a variety of perspectives and explore ways in which attention, perception, classification, memory, reasoning, and meaning are shaped by culture. Examples are drawn from a broad spectrum of social life.																	
<b>Prerequisites (or NONE):</b>		45 university-level credits including 6 credits of ANTH, PHIL, PSYC, or SOC.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>															
<b>Typical Structure of Instructional Hours</b> <table border="1"><tr><td>Lecture/seminar</td><td>60</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td><b>Total hours</b></td><td><b>60</b></td></tr></table>		Lecture/seminar	60											<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60																
<b>Total hours</b>	<b>60</b>																
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>															
<b>Department approval</b>		<b>Date of meeting:</b> October 2023															
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 10, 2023															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 26, 2024															

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Explain how beliefs, norms, values, and practices are simultaneously cultural and cognitive.
2. Analyze how embodied processes and social contexts, including colonial contexts, shape what we come to know and how we think.
3. Explain how attention, perception, classification, memory, and reasoning are shaped by social factors.
4. Demonstrate how theories explain the relationship between culture and cognition.
5. Assess ways in which these theories are, themselves, a product of a particular culture and how they could potentially differ.
6. Explain how individual's actions are shaped by culture.
7. Apply a variety of concepts and theories from the course to your own experiences and thought processes.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

**Details:**

Short written analysis 1 (20%), short written analysis 2 (20%), reading report (15%), discussion leader report (15%), deconstruction of own thought processes analysis report (30%).

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures and discussion.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Cerulo, Karen (ed.)	Culture in Mind: Toward a Sociology of Culture and Cognition (Routledge)	2002
2. Textbook	Berkhus, Wayne H.	Culture and Cognition: Patterns in the Social Construction of Reality	2015
3. Textbook	Brekhus, Wayne H and Gabe Ignatow (eds.)	Oxford Handbook of Cognitive Sociology	2019
4. OER book	Selected articles from academic and popular culture periodicals available through UFV Library		

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- What is culture? What is cognition?
- Social and cultural aspects of attention, perception, classification, memory, and reasoning
- Lumping and splitting –how we classify and how this shapes what we come to experience and know
- The importance of social facts and inter-subjectivity in terms of how we understand the world
- Metaphors, schemas, cultural models, and other theories that explain mental ordering
- The relationship between practices, actions and thought
- Using an Indigenizing and decolonizing lens to explore cognition