Please fill in all information. Required signatures are on page 2 of this form. Please return to: Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: George H. Lewis</th>
<th>Phone: 946-2925</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: September 20, 2006</td>
<td>School or College: COP</td>
</tr>
<tr>
<td>Proposed Course #: 21</td>
<td>Department: Sociology</td>
</tr>
<tr>
<td>Proposed Prerequisites: None</td>
<td>Title: Culture and Society</td>
</tr>
<tr>
<td>Proposed Units: 4</td>
<td>Enrollment/Expected Enrollment: 35</td>
</tr>
<tr>
<td>Existing Course Title: Same</td>
<td>Grade Option: Letter Grade</td>
</tr>
<tr>
<td>Existing Unit Value: Same</td>
<td>Existing Course #: 102</td>
</tr>
<tr>
<td>Existing Prerequisites: Same</td>
<td></td>
</tr>
</tbody>
</table>

Revised catalog description (attach additional sheet if necessary). Attach a syllabus:
Same

Describe the proposed changes and provide a rationale (attach additional sheet if necessary). Number change only to indicate it is a lower division course

If approved, when will this be implemented? Fall [ ] Spring [ ] Year 2007

What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)?
None

Describe any special facilities, furnishings, or technical needs. List software needs, if any.
None
### APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Action by department requesting addition/change:</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date: 3-22-06</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Action by the Curriculum Committee of the School/College:</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date: 11/14/06</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Action by the Dean of the School/College:</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date: 11/14/06</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Action by the Dean of the Library:</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date: 11/15/06</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Action by the Director of Educational Technology Services (if computer lab, software needed):</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date:</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Action by the Registrar:</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date: 12-21-06</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Action by the General Education Committee (as appropriate):</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date:</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Action by the Graduate Studies Committee (as appropriate):</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date:</td>
</tr>
<tr>
<td>9.</td>
<td><strong>Action by the Academic Affairs Committee:</strong></td>
</tr>
<tr>
<td></td>
<td>Approved by: [Signature] Date:</td>
</tr>
</tbody>
</table>

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
COURSE DESCRIPTION. An examination of cultural artifacts and their various linkages with contemporary social structure. Topics examined include: the cultural creator and social restraints; the development and forms of cultural industries; cultural diffusion and the differential consumption of cultural artifacts as viewed from the perspective of both social stratification and social differentiation; gender, race and culture; cross-cultural diffusion of culture.

COURSE OBJECTIVES.

I. General Education
   A. To enhance the basic learning skills of writing and critical thinking
   B. To help understand society and cultures of the United States
   C. To help understand growth and development of social and economic institutions in the United States
   D. To help understand how change in the United States society and culture influences behavior.

II. Sociology: Cultural Sociology Emphasis
   A. To introduce students to a sociological understanding and critique of culture and its effects upon society, and to distinguish this from a humanities-based approach.
   B. To understand culture as a system of meaning that includes creators, consumers and culture “industries.”
   C. To understand the impact of culture, culture consumption and the cross-cultural diffusion of culture upon human perceptions and behaviors.
   D. The investigate the concept of world view and how culture creates, reinforces and challenges the world views of groups, subcultures and whole societies.
   E. To critically present and examine the importance of social class, race, power and gender as it relates to human culture.
   F. To critically present the major macro and micro theoretical perspectives sociologist use in studying culture.

ATTENDANCE. I do not take formal attendance, however a huge part of this course is based on your performance in class. Also, I will present a lot of material in class that is not covered in the readings, including videos, tapes and, when appropriate, guest speakers. Regular attendance is strongly advised.

COURSE REQUIREMENTS. Attendance and participation in class discussion is especially important. In addition, there will be three examinations given, each covering roughly one third of the total course material. Each examination will count for roughly one third of the total course grade.
LATE MATERIAL. Exams may be made up only if the student consults with the instructor PRIOR to the due date. I will make things as flexible as I can, but I will not listen to “after the fact” excuses.

HONOR CODE. As UOP students, you have all agreed to abide by an honor code that tolerated no cheating or plagiarism in the preparation of class materials or on papers, projects or exams. I fully support this honor code and will treat and violations severely.

The University Honor Code is an essential element in academic integrity. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during an examination; or to submit all or part of someone else’s work or ideas as one’s own. If the student violates the Honor Code, the faculty member may report the matter to the Office of Student Life. If found guilty the student may be penalized with failure of the assignment or failure of the course. The student may also be reprimanded or suspended from the University. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore.

READING MATERIALS. Five books are available in the bookstore for purchase and one is available on library reserve.

Bookstore:
2. Popular Culture and the Sociological Imagination, George Lewis (PC)
3. Enchanting A Disenchanted World, George Ritzer (EDW)
4. Barbie Culture, Mary F. Rodgers (BC)
5. Strange Fruit, David Margolick (SF)

Library:
   (various chapters which are each filed separately in the library and on e-reserve, by chapter title.)

There are also 10-12 articles on reserve in the library—and these are important! You need to read them and, preferably make copies of them for yourself.
GENERAL EDUCATION:
This course is included in Area I-B of the Liberal Learning Program of the university’s general education program. All courses selected for the Liberal Learning program must satisfy the following criteria and must assess the student’s success in realizing these goals.

1. Courses should be designed for a general audience and not exclusively for majors or specialists. Only in exceptional circumstances will courses with prerequisites in the same field be included in this program. Courses in the Liberal Learning Program should emphasize connections between disciplines and help the students develop a sense of syntheses, as well as focusing on disciplinary interests.

2. Courses should be designed to enhance the appropriate basic learning skills, such as writing, speaking, critical thinking, laboratory research, and computational skills.

3. Courses accepted in this program will count for three or more units. Category II-B has an important and quite specific exception to this criterion.

In addition to the general Criteria, a course selected for Area I-B (Sociology and Culture in the United States) must meet the following specific criteria:

1. The course helps students understand society and cultures of the United States.

2. The course helps students understand the growth and development of political, social, economic and/or intellectual intuitions of the United States.

3. The course helps students understand how change in the United States society and cultures influences behavior.

This course meets the general and specific criteria, including the appropriate basic skills, and assesses student learning in the following ways:

General Criteria:
1. This course has no prerequisites and presumes no earlier knowledge of sociology. In addition to historical and cross-cultural focus, this course also draws from materials in anthropology, communications, ethnomusicology, semiotics and American Studies and revolves around synthesis of this material.

2. The course three essay exams which emphasize critical thinking and synthesis. In addition, the nature of the topic encourages class discussion and articulation of ideas on the part of the student.

3. The course counts for 4 units.

Specific Criteria:
1. With a major focus on culture as “meaning,” this course has a prime focus on the intersection of values and behaviors, not only in the larger American society, but in subcultural areas, whether these are based on social class, ethnicity or gender.
2. The course provides a focus on the growth and development of cultural industry systems (such as advertising, fast food and popular music) as American institutions—and also examines their impact in a global community.

3. A major focus in this course is the diffusion and re-interpretation of cultural meanings—and its transformation to social power—in United States society, from the hegemonic use of gender and racial stereotypes to the appropriation of symbols to provide oppositional messages in mass culture.

COURSE SYLLABUS: TOPICS AND ASSIGNMENTS

1/11 Introduction: The Study of Culture
   Culture (library reserve)
   What is the Stuff That Dreams are made of? (library reserve)

1/13 Popular Culture and the Sociological Imagination
   Culture and the Cultural Diamond (CS)
   Popular Culture and the Sociological Imagination (PC)
   Dramatic Conversations: The Relationship Between Sociology and Culture (PC)

1/18 Values, Signs and Rituals: Reading Culture
   American Culture (library reserve)
   Blue Jeans (library reserve)
   Machines, Muscles and men: Images of the Male Body on Monday Night Football (library reserve)

1/20 The Social Construction of Meaning
   Cultural Meaning (CS)
   Cracking the Code (ST) (library reserve)
   Semiotics (ST) (library reserve)

1/25 The Social Production of Culture
   Culture as a Social Creation (CS)
   What’s In A Name? (ST) (library reserve)

1/27 The Audience: Gratification and Tastes
   Who Do You Love (PC)

2/1 Myths, Frames and Formulas in Popular Culture
   Of Myths and Men (ST) (library reserve)
   Deconstructing the Dialectical Tensions in The Horse Whisperer (library reserve)

2/3 Cowboys, Indians and the American Monomyth
   Savagery, Civilization and Hero, (library reserve)
   The Wild West (library reserve)

2/8 Cultural Symbols and Advertising
   Masters of Desire (ST) (library reserve)
   Enchanting a Disenchanted World, Chapter 1 and 2
4/12  From Protest to Product: The Cultural Industry System
   The Production, Distribution and Reception of Culture (CS)
   Uncertain Truths: The Promotion of Culture (PC)

4/14  Cultural Industries: The Rise of Rock and Roll
   Louie Louie (library reserve)

4/19  Cultural Industries: The Creation of Popular Music
   Picking Up the Pieces, (library reserve)
   For Rock Bands, Selling Out Isn’t What It Used To Be (library reserve)

4/21  America Overseas: International Diffusion of Popular Culture
   Technology, Community and Global Culture (CS)
   Transnational Commodities as Local Cultural Icons: Barbie Dolls in Mexico (library reserve)
   American Popular Culture and Developing Nations, (PC)
   Commercial and Colonial Stimuli, (PC)

4/26  West Meets East: American Culture in Japan
   East Meets West in Besubora, (library reserve)
   Of Love and Power (PC)
   McDonald’s in Japan: Changing Manners and Etiquette (library reserve)

   No reading assignment

5/3   Course Overview
   No reading assignment

5/5   FINAL EXAM: 12:00-3:00