

## SYLLABUS

### Dimensions of Culture 3

Lecture B – Dr. Jeff GAGNON  
MWF 11:00-11:50, Solis Hall 107

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#### Course Description:

DOC 3 begins with an introduction to the ways in which cultural production participates in the ideological and institutional formations discussed in DOC 1 and DOC 2. After our preliminary segment on selected case studies taken from the recent history of US culture, we will move to two cultural sectors—popular music and sports. Our objective will be to understand how categories of gender, class, race, and others operate within these two spheres of activity. We will conclude our course with a brief look at recent cultural developments related to higher education. In addition to one written paper and a final exam, students will complete a capstone creative project that captures key aspects of the three-quarter DOC sequence.

#### Required Texts and Readings:

- ◆ **Books** (available at UCSD Bookstore in the Price Center):
  - **Dick Weissman, *Talkin' 'bout a Revolution: Music and Social Change in America***
  - **Dave Zirin, *What's My Name, Fool?: Sports and Resistance in the United States***
- ◆ Additional readings accessible online via links found on syllabus. Others may be posted on TritonEd or Electronic Reserves via the UCSD Library (<http://reserves.ucsd.edu>).
- ◆ University e-mail messages – Official communications from the DOC office will be sent to enrolled students' @ucsd.edu e-mail addresses. Students are responsible for checking their inboxes regularly and reading these messages promptly.

**Lecture Hall Decorum:** Laptops, cell phones, iPods, tablets, etc., may not be used during lecture. These should be turned off and kept in your bag under your seat. Bring paper and pens to take notes.

**Assignments:** The assignments this quarter ask students to employ the methodology introduced in DOC 1 and DOC 2. This includes: mapping ideological intersections at work in cultural object or relationship; applying key concepts learned this year; using relevant course lecture materials and readings to place the object of analysis in its historical and cultural context.

The purpose of DOC 3 is to enable undergraduate students to understand the intersections of class, gender, sexuality, race, and other categories within a cultural object. The identification of social contradictions within a given object is especially important. Students who successfully complete DOC 3 assignments will be able to: 1) Develop an analysis that is supported by evidence from multiple sources; 2) Understand key aspects of the writing process, including outlining, drafting, editing, peer reviewing, and revising; 3) Produce a creative project using a genre or format approved by your TA (capstone project), and 4) Develop a brief written project proposal and analysis that uses the DOC method on your own creation.

<b>Grade Breakdown:</b>	Paper 1.....	25%
	Capstone.....	35%
	Final Exam.....	25%
	Pre-Writing & Assignments.....	10%
	Section Participation & Attendance.....	5%

**Maintaining Academic Integrity:** All material submitted for a grade must represent your own work. Proper citation of work that is not your own is required. The rules for incorporating MLA documentation can be found on OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>. Students agree that by taking this course required assignments will be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism. Use of the Turnitin service is subject to the terms of use agreement posted on the Turnitin.com site.

## – SCHEDULE OF LECTURES & TEXTS –

<b>WEEK 1: ANALYZING POPULAR CULTURE AND MUSIC</b>
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**Monday, 3/28 – Introduction to Course: Intersections, Social Contradiction, and other Key Words**

**Wednesday, 3/30 – Case Study #1**

**ONLINE:** “Key Words from DOC 1: Diversity”

<http://marshall.ucsd.edu/doc/doc3/index.html#Handouts-for-Spring-2016>

**Friday, 4/1 – Case Study #2**

**ONLINE:** Raymond Williams, Excerpt from *Marxism and Literature*

[https://blogs.commonsgorgetown.edu/engl-594-fall2013/files/2013/08/Marxism-and-Literature\\_Dominant\\_Residual\\_Emergent.pdf](https://blogs.commonsgorgetown.edu/engl-594-fall2013/files/2013/08/Marxism-and-Literature_Dominant_Residual_Emergent.pdf)

<b>WEEK 2: POPULAR MUSIC AND CULTURAL POLITICS I</b>
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**READING FOR WEEK:** Dick Weissman, *Talkin’ ‘bout a Revolution*, pp. 63-170

**Monday, 4/4 – From Slavery to the Working-Class**

**Wednesday, 4/6 – Women’s Lives and Songs**

**Friday, 4/8 – Patriarchy and Shifting Ideologies of Masculinity**

**GUEST LECTURE:** Dr. Jorge Mariscal

**WEEK 3: POPULAR MUSIC AND CULTURAL POLITICS: THE 1970S, 1980S AND 1990S**

**READING FOR WEEK:** Dick Weissman, *Talkin' 'bout a Revolution*, pp. 231-284

**Monday, 4/11 – Counter-Hegemonic Cultures**

**Wednesday, 4/13 – Post-Civil Rights**

**ONLINE:** George Lipsitz, “Who’ll Stop the Rain,” pp. 159-180 (page numbers refer to pdf pages) <https://musicandhistory.wikispaces.com/file/view/Farber,+ed.+The+Sixties.pdf>

**Friday, 4/15 – Rap and Hip Hop**

**GUEST LECTURE:** Mychal Matsemela-Ali Odom, UCSD Department of History

**ONLINE:** Tricia Rose, “Black noise: Rap Music and Black Culture in Contemporary America” <https://hiphopandscreens.files.wordpress.com/2012/09/rose-black-noise-21-63.pdf>

**WEEK 4: POPULAR MUSIC AND CULTURAL POLITICS: 21<sup>ST</sup> CENTURY**

**READING FOR WEEK:** Dick Weissman, *Talkin' 'bout a Revolution*, pp. 284-322

**Monday, 4/18 – Youth Rebellion in the Reagan Years**

**Wednesday, 4/20 – 21<sup>st</sup> Century Music and Social Protest**

**TRITONED:** George Lipsitz, “Long Waves After 9/11”

**Friday, 4/22 – Where is the Love?**

**WEEK 5: SPORTS AND POLITICS IN THE UNITED STATES**

**READING FOR WEEK:** Dave Zirin, *What’s My Name, Fool?*, pp. 23-100

**Monday, 4/25 – The Politics of Sports**

**LIBRARY COURSE RESERVES:** Daniel Widener, “Race and Sport” in *Oxford Handbook of Sports History* (forthcoming)

**Wednesday, 4/27 – Destroying Stereotypes**

**Friday, 4/29 – Sports and Social Protest: The 1968 Olympics**

**ONLINE:** Bob Buzzanco, “MLK For Sale: How to Package a Radical” (2016)

<http://afflictthecomfortable.org/2016/01/15/mlk-for-sale-how-to-package-a-radical/>

**WEEK 6: SPORTS AND POLITICS IN THE UNITED STATES II**

■ PAPER 1 DUE to your TA before lecture Monday, 5/2, and to Turnitin before 4:00 PM

**READING FOR WEEK:** Dave Zirin, *What's My Name, Fool?*, pp. 185-293

**Monday, 5/2 – The Contradictions of Fernando Valenzuela**

ONLINE: *ESPN 30 for 30: Fernando Nation*

[http://www.dailymotion.com/video/x202gdv\\_fernando-nation\\_sport](http://www.dailymotion.com/video/x202gdv_fernando-nation_sport)

**Wednesday, 5/4 – Title IX**

ONLINE: Title IX (1972): <https://nces.ed.gov/fastfacts/display.asp?id=93>

**Friday, 5/6 – Intersections of Gender, “Race,” and Sexuality**

**WEEK 7: SPORTS AND POLITICS IN THE UNITED STATES III**

**Monday, 5/9 – Challenging the Model Minority Myth**

ONLINE: Stephen Suh and Kyle Green, “Linsanity and the Model Minority Myth”

<https://thesocietypages.org/roundtables/linsanity-and-the-model-minority-myth/>

**Wednesday, 5/11 – Counter-Hegemony and Athletes Today**

ONLINE: Krishnadev Calamur, “What’s Happening at the University of Missouri?,” *The*

*Atlantic*, 11/9/15 <http://www.theatlantic.com/national/archive/2015/11/whats-happening-at-the-university-of-missouri/414870/>

**Friday, 5/13 – The Day the Purpose of College Changed**

ONLINE: Dan Berrett, “The Day the Purpose of College Changed”

<http://chronicle.com/article/The-Day-the-Purpose-of-College/151359/>

ONLINE: Susan Schmidt, “Medical Schools, Seeking Diverse Students, Study Hopkins Change”

<https://www.washingtonpost.com/archive/local/1986/05/12/medical-schools-seeking-diverse-students-study-hopkins-change/cb80252b-4af6-4b16-8db8-d1e0bd2df026/>

**WEEK 8: HIGHER ED, TECHNOLOGY AND SOCIAL CHANGE I**

**Monday, 5/16 – Student Debt**

ONLINE: Jeffrey J. Williams, “Academic Freedom and Indentured Students”

<http://www.aaup.org/article/academic-freedom-and-indentured-students#.UucoOvbTIBo>

ONLINE: Chris Newfield, “The Impact of Tuition Hikes on Undergraduate Debt”

<http://utotherescue.blogspot.com/2014/11/the-impact-of-tuition-hikes-on.html>

**Wednesday, 5/18 – Medicine and Social Protests**

GUEST SPEAKERS: Current UCSD Med School Students

ONLINE: Peruse the website related materials “White Coats for Black Lives”

<http://www.whitecoats4blacklives.org/tagged/press>

**Friday, 5/20 – UCSD Med School Forum**

GUEST SPEAKERS: San Diego Physicians and UCSD Med School Alumni

**WEEK 9: HIGHER ED, TECHNOLOGY AND SOCIAL CHANGE II**

**Monday, 5/23 – The Promises and Contradictions of Technology**

TRITONED: O'Brien and Szeman, "Popular Culture in the 21<sup>st</sup> Century"

**Wednesday, 5/25 – Social Entrepreneurship**

ONLINE: "'Silicon Valley' Asks: Is Your Startup Really Making the World Better?"

<http://www.npr.org/2014/04/17/304150243/silicon-valley-asks-is-your-startup-really-making-the-world-better>

**Friday, 5/27 – Underwater Dreams I**

■ **CAPSTONE PROJECT DUE:** Turn in to your TA on Friday, May 27, before 4:00 PM.

**WEEK 10: HIGHER ED, TECHNOLOGY AND SOCIAL CHANGE III**

► No Lecture Monday (Memorial Day Holiday)

**Wednesday, 6/1 – Underwater Dreams II**

**Friday, 6/3 – What Have We Learned?**

**FINAL EXAM:** FRIDAY, JUNE 10, 2016, 11:30 a.m. - 2:30 p.m.