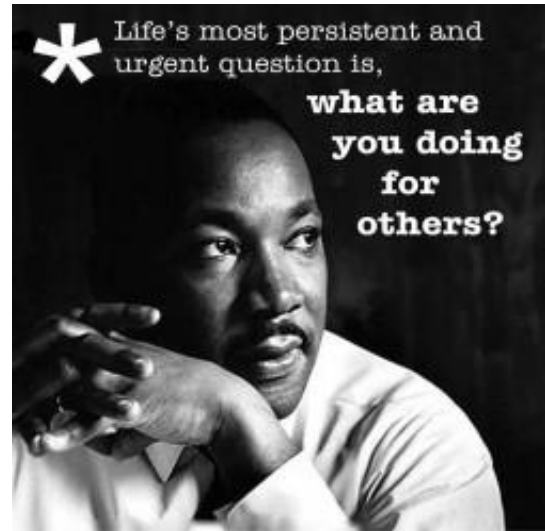


“Lift up your heads and look at the image of a man who enjoyed no advantages of patronage or parentage, who performed some of the most menial services in the various businesses in which his earlier life was employed, but who lived on to stand before the Kings and died to leave a name the world will never forget.”

– Robert Winthrop, on Benjamin Franklin, 1867



DOC 100D: THE PROMISES AND CONTRADICTIONS OF SELF-MADE INDIVIDUALISM IN THE UNITED STATES, 1964-2014

Dr. Jeff Gagnon

Mondays and Wednesdays, 11:00-1:50

HSS 1128A

Contact: jgagnon@ucsd.edu

Office Hours: Monday, 2-3 pm in Sequoyah 124

Course Description:

DOC 100D is designed to provide a broad overview of the development of stratifications in the United States over time and to explore the struggle for equity and justice. Topics include founding contradictions, social movements, shifting ideas about "race" and gender, the rise of corporate power, and the recent transformation of higher education. The course provides grounding in the theoretical writings that underpin the three courses that make up the DOC freshman sequence.

Is self-made individualism really a myth, as many cultural critics have historically argued? Then why does this narrative continue to be so important to U.S. culture and politics? By engaging these questions, our Summer Session I course sets out to explore both the promises and contradictions in one of the most fundamental narratives of U.S.-American culture—the ideology of self-made individualism. Frequently associated with “bootstraps narratives” of rugged individualism and personal uplift, ideologies of self-making continue to play a central role in twenty-first-century debates on justice, fairness, immigration, access to higher education, and equality of opportunity. In this course, we will begin by briefly investigating the roots of self-making in eighteenth-century philosophy and nineteenth-century industrialism before turning our attention to more contemporary uses and representations. Readings and class materials will engage with questions such as: Can individuals really be self-made? How is self-making

portrayed and in novels, short stories, films, and personal essays? What arguments against and alternatives to self-making exist in U.S. culture? What is the significance of collective identities in a self-making paradigm?

Required Texts: (available at the bookstore)

In order to defray the costs of course materials, we will be using a variety of sources for our readings this quarter. Students are required to bring relevant course readings to class on the day they are assigned.

1. Course Reader (CR): Our 2014 Summer Session I Reader
2. Library Reserves (LR): We have a number of readings available through Geisel Library’s online course reserves. To access course reserves, use the online password = jg100D

Grading:	First Paper.....	30%
	Second Paper.....	40%
	Reading Quizzes.....	20%
	Participation and Attendance.....	10%

Class Protocol: You are expected to attend all classes and participate by listening and taking notes. You should arrive at class on time and not leave before the end of the session. (See attendance policy.) Laptop computers may not be used during class unless specific permission is granted by the instructor. Cell phones, iPods, etc., should be turned off in class.

Attendance and Participation Policy: Attendance and participation are required at all class sessions. Attendance and participation contribute 10%, or one full letter grade, to your course grade. To earn credit for participation, come to class prepared, bring written questions or comments about the readings, listen to others, and show respect for people, ideas, and perspectives with which you may disagree.

Writing Assignments: Students will write two essays ranging in which they analyze a primary text by isolating textual details and using the tools from readings and classes to construct a more complex analysis that places the text in its historical and ideological context.

Late Work Policy: Late work is not permitted unless you have communicated with me (via email or face-to-face) prior to the due date of the assignment.

Maintaining Academic Integrity: All material submitted for a grade must represent your own work. Proper citation of other people’s work is required. We will examine the rules for MLA documentation before your first assignment is due. Suspicions of academic misconduct and plagiarism will be investigated, and verified cases will be reported to the Academic Integrity Office according to university policy. A finding of plagiarism will result in an “F.” See <http://www.ucsd.edu/current-students/academics/academic-integrity/index.html>

Writing Assistance Outside of Class: In addition to visiting me during my office hours, students may seek academic assistance from UCSD’s Writing Center (<http://writingcenter.ucsd.edu>).

– SCHEDULE OF READINGS –

WEEK 1a: Monday 6/30: PROMISES OF SELF-MADE MANHOOD

- Charles Dickens, chapter 1 and 2 from *Hard Times: For These Times* (1854)
- Dr. Martin Luther King Jr., “I Have a Dream” (1963)
- Barack Obama, “A More Powerful Union” (2008)

WEEK 1b: Wednesday 7/2: CONTRADICTIONS

- Michael Kimmel, “The Birth of the Self-Made Man” from *Manhood in America: A Cultural History* (2011)
- Horatio Alger, excerpt from *Ragged Dick* (1868)
- Sojourner Truth, “Ain’t I A Woman” (1851) and “Address to the First Annual Meeting of the American Equal Rights Association” (1867)

WEEK 2a: Monday 7/7: THE ETHICS OF INDIVIDUALITY

- Kwame Anthony Appiah, “The Ethics of Individuality” from *The Ethics of Identity* (2005)

WEEK 2b: Wednesday 7/9: LOCATING THE INDIVIDUAL IN THE COMMUNITY: THE CIVIL RIGHTS MOVEMENT

- MLK, “Where are We?” from *Where Do We Go from Here: Chaos or Community?* (1967)
- Young Americans for Freedom, “The Sharon Statement” (1960)
- Tom Hayden, excerpts from “The Port Huron Statement” (1962)

Paper #1: Due on Friday, 7/11 at 5pm by email to jgagnon@ucsd.edu

WEEK 3a: Monday 7/14: THE PROMISES OF NEOLIBERALISM

- David Harvey, excerpts from *A Brief History of Neoliberalism* (2005)
- Richard Nixon, “Labor Day Radio Address” (1972)

WEEK 3b: Wednesday 7/16: THE CONTRADICTIONS OF NEOLIBERALISM

- Richard Ford, “Rock Springs” (1987)
- Bruce Springsteen, “Born in the U.S.A” (1984) “Johnny 99” (1982)

WEEK 4a: Monday 7/21: THE MODEL MINORITY MYTH

- (Course Reserves Article): Ronald Takaki, chapter 16, “Again, The ‘Tempest-Tost’ from *A Different Mirror: A History of Multicultural America* (2008)
- Noy Thrupkaew, “The Myth of the Model Minority” (2002)

WEEK 4b: Wednesday 7/23: COMPLICATING POST-1965 “BOOTSTRAPS” NARRATIVES

- Gish Jen, “Birthmates” from *Who’s Irish?* (1994)
- Jessica Hagedorn, “Homesick” (1992)
- (Course Reserves Article): Ruben Martinez, “Strawberry Fields Forever” from *Crossing Over: A Mexican Family on the Migrant Trail* (2001)

WEEK 5a: Monday 7/28: A ROOM OF ONE’S OWN: LOCATING THE INDIVIDUAL IN COLLECTIVE HISTORIES

- Rita Sanchez, “Chicana Writer Breaking Out of the Silence” (1977)
- (Course Reserves Article): Alice Walker, “In Search of Our Mother’s Gardens” (1983)

**WEEK 5b: Wednesday 7/30:
THE PROMISES AND CONTRADICTIONS OF TECHNOLOGY IN A GLOBAL, DIGITAL AGE**

- Dr. Martin Luther King, Jr., “The World House” from *Where Do We Go from Here: Chaos or Community?* (1967)
- Szeman and O’Brien, “Globalization” 293-295; “Technology and Its Discontents” (323-327) “Real World Costs of E-Life” (337); “Lost Generation” (338-344) from *Popular Culture: A User’s Guide* (2014)

Final Papers Due: Friday, August 1st at 5pm by email to jgagnon@ucsd.edu