

SYLLABUS

DOC 100D: *The Promises and Contradictions of U.S. Culture*

Dr. Jeff GAGNON

MW 8:00-10:50 in Sequoyah 147

Dr. Gagnon’s Office: Sequoyah Hall 124

Office Hours: Mondays and Wednesdays 11:00-12:00pm and by appointment

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Course Overview:

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. The course provides grounding in the theoretical writings that underpin the three courses that make up the DOC freshman sequence. Topics include the ideological conception of law, politics, and justice embedded in the founding principles of the American experiment; the blind spots and contradictions that arose when these ideologies were put into practice; the grassroots social movements and methods through which various groups have contested and demanded justice (and the relative success or failure of these methods); the role of government, the courts, and the people themselves in bringing about political, social and cultural change; and the extent that the American promise of equality is becoming more or less realized in the 21st century.

Required Texts and Readings:

- ◆ Eric Foner, *Give Me Liberty!* (Brief Third Edition) Vol. 2 from 1865: W.W. Norton and Company (ISBN: 978-0-393-93553-0)
- ◆ **2015 DOC 100D TED Web Page**
 - Some readings and films will be found **online on TED**. (<http://ted.ucsd.edu>).

Grading:	First Paper (Due July 18)	35%
	Second Paper (Due July 29).....	35%
	Reading Journal Responses on TED	20%
	Participation.....	10%

Participation Policy: DOC 100D is a discussion oriented seminar that invites students to discuss important issues related to U.S. culture. Participating in discussion is a way to engage with readings and course topics and to learn more about the different perspectives there are on each subject. Participation contributes 10%, or one full letter grade, to your course grade. Although attendance is not required, your attendance will strongly contribute to your participation grade (you can’t participate if you are not in class). To earn credit for participation, come to class prepared, ask questions in class, participate in class discussion consistently, listen to others, and show respect for people, ideas, and perspectives with which you may disagree. NOTE: If you

are consistently in class but choose not to contribute to discussion on a daily basis, you can expect to earn a grade of C for that portion of your grade.

Writing Assignments: The purpose of DOC 100D is to enable undergraduate students, through rigorous practice, to critically read and write academic arguments and analysis. Students who successfully complete DOC 100D writing assignments will be able to: 1) Practice all aspects of the writing process, including outlining, drafting, editing, and revising; 2) Argue and defend a claim that is informed by multiple sources; 3) Select and use evidence in clear and effective ways; 4) Analyze evidence effectively using key terms and concepts; 5) Explain the significance of an argument; 6) Use various kinds of feedback to revise papers effectively; and 7) Cite sources effectively using MLA format.

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>

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.

Classroom Etiquette: Because the use of computers and other electronic devices can be disruptive in class, you should bring paper and pens to take notes. Laptops, cell phones, iPods, tablets, etc., may **not** be used in my class. Please arrive at class on time, and do not leave before the end of the session.

– SCHEDULE OF READINGS –

NOTE: Except for the first day of class, readings are required before class meets on the assigned class days below.

MONDAY, 6/29: PROMISES AND CONTRADICTIONS
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- Ronald Reagan, “We are America”
<https://www.youtube.com/watch?v=-AG6baobrlM>
- “The Year in Charts” *New York Times* (December 30, 2014)
http://www.nytimes.com/2014/12/31/opinion/the-year-in-charts.html?_r=0
- Foner, pp. 593-600– “Who Is An American?”; 876 - “Exceptional America”

WEDNESDAY, 7/1: THE “GOLDEN AGE.” EXPLORING THE PROMISES AND CONTRADICTIONS OF POST-WAR AMERICA

- Foner, pp. 644-655 - “The New Deal”; pp. 663 – 667 – “The Limits of Change”
- Ira Katznelson, “New Deal, Raw Deal” *Washington Post* (September 27, 2005)
<http://www.washingtonpost.com/wp-dyn/content/article/2005/09/27/AR2005092700484.html>
- JOURNAL #1 Due on Blackboard

MONDAY 7/6: WHAT IS RACE?

- Foner, pp. 773-782 – “The Sixties”
- Blackboard – Robert Wald Sussman, “There Is No Such Thing As Race” (also skim the comments section below the article) *Newsweek* (November 8, 2014)
<http://www.newsweek.com/there-no-such-thing-race-283123>
- JOURNAL #2 Due on Blackboard

WEDNESDAY 7/8: SOCIAL MOVEMENTS OF THE 1960S AND 70S

- Foner, pp. 796 – 807, “The New Movements and the Rights Revolution”
- Blackboard – Ben Barres, “Does Gender Matter?” *Nature* (July 2006) along with this Q&A with the scientist: <http://www.nytimes.com/2006/07/18/science/18conv.html?pagewanted=all>
- JOURNAL #3 Due on Blackboard

MONDAY, 7/13: THE RISE OF CONSERVATISM; PRISONS AND THE DRUG WARS

- Foner, pp. 784-787 – “The Changing Black Movement”; pp. 820-822 – “The End of the Golden Age”; pp. 867-868 – “The Spread of Imprisonment”
- Blackboard: Richard Nixon, “Labor Day Radio Address” (1972)
- Paper #1 Rough Draft Due in Class and on Blackboard– See Handout and Blackboard for Instructions

WEDNESDAY, 7/15: REAGANOMICS

- Foner, pp. 827-841 – “The Rising Tide of Conservatism”
- Blackboard – Gregory Mantsios, “Media Magic: Making Class Invisible” (2012)
- JOURNAL #4 Due on Blackboard

PAPER #1 FINAL DRAFT DUE SATURDAY, 7/18, BY MIDNIGHT VIA BLACKBOARD

MONDAY, 7/20: POST-1965 IMMIGRATION

- Foner, pp. 862-866 “The Newest Immigrants”; pp. 896-897 “The Immigration Debate”
- Blackboard: Ronald Takaki, *A Different Mirror*, Chapter 16
- JOURNAL #5 Due on Blackboard

WEDNESDAY, 7/22: 21ST CENTURY ENTREPRENEURIALISM, TECHNOLOGY

- Foner, pp. 857-862 “A New Economy?”; 868-871; pp. 900-904 “The Housing Bubble”; pp. 907-911 “Obama In Office”
- Blackboard: Martin Luther King, Jr., “The World House” from *Where Do We Go from Here: Chaos or Community?* (1967)
- JOURNAL #6 Due on Blackboard

MONDAY, 7/27: THE MASTER PLAN AND THE HISTORY OF UCSD’S THIRD COLLEGE

- Blackboard: Dan Berrett, “The Day the Purpose of College Changed” *Chronicle of Higher Education* (January 26, 2015) <http://chronicle.com/article/The-Day-the-Purpose-of-College/151359/>
- Blackboard: Original Lumumba/Zapata Demands (1969): <https://plus.google.com/photos/100956950931999607943/albums/5268241516941920017/5400797506015614962?pid=5400797506015614962&oid=100956950931999607943>
- Paper #1 Rough Draft Due in Class and on Blackboard– See Handout and Blackboard for Instructions

WEDNESDAY, 7/29: COURSE REFLECTIONS

- Reading TBA

**FINAL PAPER DUE: WEDNESDAY, JULY 29 BY 12:00AM (MIDNIGHT)
VIA BLACKBOARD**