

## SYLLABUS DOC 3

**Dr. Jeff GAGNON**

**Lecture B:** MWF 11:00-11:50 in Solis Hall 107

DOC Office: Sequoyah Hall 132

Email: [docinfo@ucsd.edu](mailto:docinfo@ucsd.edu)

*Please bring letters from the Athletics Dept. or  
the Office for Students with Disabilities to Sue.*

Dr. Gagnon's Office: Sequoyah Hall 124

Office Hours: Wednesday 12:00 -2:00 p.m.,

and by appointment ([jgagnon@ucsd.edu](mailto:jgagnon@ucsd.edu))

### **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 analyze multiple genres and cultural sectors, including popular music, poetry, digital writing, digital art, advertising, and other forms of multimedia. Our objective will be to understand how categories of gender, class, race, and others operate within these various modes of cultural production. 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 Readings:**

- ◆ Readings will be accessible online via links found on syllabus, through Library Reserves, or posted on TRITONED. (Students are not required to purchase books or readers for this quarter's course.)
- ◆ 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:** Cell phones must be silenced and kept in your bag under your seat. The laptop policy for this lecture will be announced in class.

**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 a 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 field. 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) Continue practicing 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.....	30%
	Pre-Writing & Assignments.....	5%
	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/>. 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” grade for that assignment. See <http://academicintegrity.ucsd.edu/> for more information on the UCSD policies regarding academic integrity and plagiarism. *Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the terms of use agreement posted on the Turnitin.com site.*

**Additional Reading & Writing Assistance:** Your first line of support for writing should be your DOC TA. You may also wish to consult with Dr. Jeff Gagnon, the DOC Writing Director, but only after you have met with your TA first. For students whose first language is not English, the DOC program provides an EFL/ESL tutor named Gwen Fish who can assist with assignments. She will be available for one-on-one and small group tutoring beginning Week 2. Her Spring Quarter Office Hours will be Tuesday and Thursday from 1:30 to 4:00 p.m. in Sequoyah Hall 120.

**Section Attendance and Participation Policy:** Attendance and participation are required at all discussion sections, starting April 4 or 5. In order to earn the highest Section Participation score, you must complete the corresponding readings prior to each class and be ready to discuss them and/or ask questions. Listen to others, and show respect for people, ideas, and perspectives with which you may disagree. If you are absent from discussion section **more than three times**, for *any* reason (e.g., an emergency or illness), 5% of your course grade will be a zero. There are no “excused absences,” so if you don’t want to be penalized you should not miss four or more discussion sections. Your Teaching Assistant will explain his/her Section Assignments in class.

## – SCHEDULE OF LECTURES & TEXTS –

<b>WEEK 1: INTRODUCTION TO CULTURE AND IDEOLOGIES</b>
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**Monday, 4/3 – Introduction to the Study of Popular Culture**

**Wednesday, 4/5 – Context and case studies**

Guest Speaker - Professor Jorge Mariscal, DOC Director

**ONLINE:** “Key Words from DOC 1” <http://marshall.ucsd.edu/doc/doc3/index.html#Handouts-for-Spring-2017>

**Friday, 4/7 – Context and case studies**

Guest Speaker - Professor Jorge Mariscal, DOC Director

**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>

*Recommended DOC Readings available on Reserve: Omi and Winant, "Racial Formation*

## **WEEK 2: MUSIC AND POPULAR CULTURE**

### **Monday, 4/10 – The Rise of Hip Hop**

**ONLINE:** Derek Ide, How Capitalism Underdeveloped Hip Hop: A People's History of Political Rap (Part 1 of 2) (2013)

<http://www.hamptoninstitution.org/capitalismhiphoppartone.html#.WNwYWY61voz>

### **Wednesday, 4/12 – Hip Hop Part II**

**ONLINE:** Derek Ide, How Capitalism Underdeveloped Hip Hop: A People's History of Political Rap (Part 2 of 2) (2013)

<http://www.hamptoninstitution.org/capitalismhiphopparttwo.html#.WN0SCI61tPM>

### **Friday, 4/14 – 21<sup>st</sup> Century Music and Movements**

*Recommended DOC Readings available on Reserve: Eric Foner, "The Reagan Revolution"; "A New Economy"; Michelle Alexander, excerpts from *The New Jim Crow* (2013); David Harvey, "Neoliberalism"*

## **WEEK 3: MUSIC AND WAR**

### **Monday, 4/17 – Music and the War on Terror**

**TRITONED:** Eric Foner, excerpts from *Give Me Liberty*, "September 11 and the Next American Century"

### **Wednesday, 4/19 – Masters of War**

**ONLINE:** Abbas El Zein, "As Engineers, We Must Consider the Ethical Implications of Our Work" *The Guardian* (2013)

<https://www.theguardian.com/commentisfree/2013/dec/05/engineering-moral-effects-technology-impact>

### **Friday, 4/21 – Alone Together: Contradictions of Technology**

**ONLINE:** Sherry Turkle, "The Flight From Conversation" (2012)

<http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?pagewanted=all>

*Recommended DOC Readings available on Reserve: GhaneaBassiri, "Islamophobia and American History"*

## WEEK 4: POP CULTURE AND THE PROMISES AND CONTRADICTIONS OF TECHNOLOGY

### Monday, 4/24 – Music and the Environment

### Wednesday, 4/26 – Engineering and Community

**TRITONED:** Juan Lucerna, *Engineering and Sustainable Community Development*, Chapter 4 “Engineering With Community” (85-112)

### Friday, 4/28 – The Promises and Contradictions of Artificial Intelligence

**ONLINE:** Michael Brennan, “Can Computers Be Racist? Big Data, Inequality and Discrimination” (2015)

<http://www.fordfoundation.org/ideas>equals-change-blog/posts/can-computers-be-racist-big-data-inequality-and-discrimination/>

*Recommended DOC Readings available on Reserve (from Gagnon Reader):* Steingraber, “Despair Not”; Oreskes and Conway, *Merchants of Doubt*

## WEEK 5: MEDIA AND DEMOCRATIC CULTURE

- **PAPER DUE** to your TA before lecture Monday, May 1, and to Turnitin before 4:00 p.m.

### Monday, 5/1 – Cultural Representations of Manhood

**UCSD LIBRARY RESERVES:** *Tough Guise 2: Violence, Manhood and American Culture* (2016)

<http://libraries.ucsd.edu/resources/course-reserves/>

### Wednesday, 5/3 – Media and Democratic Culture

**TRITONED:** Cynthia Kaufman, excerpt from *Ideas for Action* (2016), Chapter 9: “What Do We Want, and Why Do We Want It? Media and Democratic Culture” (pp. 243-260)

### Friday, 5/5 – Gender and Advertising

**UCSD LIBRARY RESERVES:** Jean Kilbourne, *Killing Us Softly IV: Advertising’s Image of Women* (2016)

<http://libraries.ucsd.edu/resources/course-reserves/>

*Recommended DOC Readings available on Reserve (from DOC 1 Reader):* Judith Lorber, “Night to His Day”; Kimberle Crenshaw, “Intersectionality”

## WEEK 6: STORYTELLING, ART AND SOCIAL MOVEMENTS

### Monday, 5/8 – Introducing the Capstone Project

**ONLINE:** Marshall Ganz, “Why Stories Matter” (2009)

[http://sites.middlebury.edu/organize/files/2014/08/Ganz\\_WhyStoriesMatter\\_2009.pdf](http://sites.middlebury.edu/organize/files/2014/08/Ganz_WhyStoriesMatter_2009.pdf)

**ONLINE:** Egbert Castro, “No Digas a Nadie” Online Blog (scroll down to the second entry)

<https://egbertcastro.wordpress.com/>

### **Wednesday, 5/10 – Storytelling and Cultural Representations**

**ONLINE:** Vishavjit Singh, “Where Are You From?” (2014)

<http://hyphenmagazine.com/blog/2014/9/29/where-are-you>

**ONLINE:** Elena Rodriguez-Falcon, “A Professor Writes: ‘I Look Like An LGBT Engineer’”  
*The Guardian* (2015)

<https://www.theguardian.com/higher-education-network/2015/sep/22/a-professor-writes-i-look-like-an-lgbt-engineer>

### **Friday, 5/12 – Art, Storytelling and Social Movements**

**ONLINE:** Jorge Gutierrez, “I Am Undocuqueer: New Strategies for Alliance Building for the LGBTQ and Immigrant Rights Movements” *Huffington Post* (2016)

[http://www.huffingtonpost.com/jorge-gutierrez/i-am-undocuqueer\\_b\\_2521339.html](http://www.huffingtonpost.com/jorge-gutierrez/i-am-undocuqueer_b_2521339.html)

*Recommended DOC Readings available on Reserve: Somerville, “Queer”; D’Emilio, Excerpt from Intimate Matters; Takaki, Chapter 16; GhaneaBassiri, “Islamophobia and American History”*

## **WEEK 7: CULTURAL REPRESENTATIONS, STEM AND SOCIAL MOVEMENTS**

### **Monday, 5/15 – Memoir Writing and Writing Alternative Histories**

**TRITONED:** Alice Walker, *My Mother’s Garden* (1974)

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbXhbWVyaWNhbmxdDE0MTV8Z3g6NWRIMGUyYzc5NDJmTRmNA>

### **Wednesday, 5/17 – Science Communication Needs the Humanities**

**ONLINE:** Michael Svoboda, “Science Communication Needs the Humanities” (2012)

<http://www.yaleclimateconnections.org/2012/07/science-communication-needs-the-humanities/>

### **Friday, 5/19 – Medicine and Social Change**

**ONLINE:** Peter Tyson, “The Hippocratic Oath Today”

<http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html>

**ONLINE:** Dr. Mana. Lumumba-Kasongo. “My Black Skin Makes My White Coat Vanish”  
*Newsweek* (2006)

<http://www.newsweek.com/my-black-skin-makes-my-white-coat-vanish-107511>

*Recommended DOC Readings available on Reserve: Judith Lorber, “Night to His Day”; Kimberle Crenshaw, “Intersectionality”; Ritterman, “Beloved Community”*

## **WEEK 8: THE PROMISES AND CONTRADICTIONS OF ENTREPRENEURSHIP**

### **Monday, 5/22 – UCSD Med School Forum**

Guest Speakers: UCSD Med School Graduate Students

**ONLINE:** Peruse the websites <https://meded.ucsd.edu/index.cfm/groups/ms4j> and [www.whitecoats4blacklives.com](http://www.whitecoats4blacklives.com) and please read the following essay:

<http://www.whitecoats4blacklives.org/post/147204084514/wc4bl-statement-on-the-killings-of-altonsterling>

**Wednesday, 5/24 – Contradictions of Entrepreneurship**

**ONLINE:** Avery J. Wiscomb, “The Entrepreneurship Racket” *Jacobin Magazine* (2016)

<https://www.jacobinmag.com/2016/05/entrepreneurship-innovation-toyotism-college-startups/>

**ONLINE:** The Harvard MBA Oath

<http://mbaoath.org/>

**Friday, 5/26 – Social Entrepreneurship**

**ONLINE:** Nell Porter Brown, “New Social Entrepreneurs: Young Activists Live Their Beliefs Every Day” *Harvard Magazine* (2013)

<http://harvardmagazine.com/2013/01/new-social-entrepreneurs>

**WEEK 9: IMAGINING ALTERNATIVES**

► No Lecture Monday (Memorial Day Holiday)

■ **CAPSTONE PROJECT DUE:** Turn in to your TA in section Tuesday, May 30 or Wednesday, May 31

**Wednesday, 5/31 – Underwater Dreams I**

**Friday, 6/2 – Underwater Dreams II**

**ONLINE:** Peruse biographies on this website, “SACNAS Biography Project”

“Society for Advancement of Chicanos/Hispanics and Native Americans in Science.”

<http://bio.sacnas.org/biography/listswomen.asp>

*Recommended DOC Readings available on Reserve: Takaki, Chapter 16*

**WEEK 10: COURSE REFLECTIONS**

**Monday, 6/5 – The Day the Purpose of College Changed**

**ONLINE:** Dan Berrett, “The Day the Purpose of College Changed” *Chronicle of Higher Ed* (2015)

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

**Wednesday, 6/7 – Reflections and Review I**

**TRITONED:** Henry David Thoreau, Excerpt from *Walden* (1854) “Where I Lived and What I Lived For”

<http://thoreau.eserver.org/walden02.html>

**Friday, 6/9 – Reflections and Review II**

**FINAL EXAM:** Friday, June 16, 2017, 11:30 a.m. - 2:30 p.m.