Marshall College was founded on the ideals of developing scholars and citizens. Dimensions of Culture (DOC) is a core sequence of courses designed to improve skills in critical thinking, analysis, and writing in the service of positive social engagement as well as future careers. Spring quarter’s segment, “Imagination,” introduces strategies of analysis and interpretation in the context of contemporary American culture. DOC 1 analyzed academic and public arguments pertaining to race, class, gender, ethnicity, and sexual orientation. DOC 2 examined the changing legal and Constitutional arguments about these and other important social differences. DOC 3 will analyze how a wide variety of cultural texts – including advertisements, short stories, film, music, and poetry – have represented and re-imagined these same social differences and cultural tensions. Writing assignments in DOC 3 build on the fundamentals of deductive argument introduced in DOC 1 and DOC 2, and help students learn how to construct interpretations of cultural texts based on careful inductive analysis and well-reasoned support.

Required Texts:
- 2009 DOC 3 Reader (available only from http://universityreaders.com – click on “Students Buy Here” on the right side of the page)
- Don DeLillo, Falling Man (available at the UCSD Bookstore)
- Additional required readings will be on E-Reserves and are accessible via the DOC 3 website
- Ann Raimes, The Open Handbook (available at the UCSD Bookstore)
- University e-mail messages – Official communications from DOC, Marshall College, and the University will be sent to your @ucsd.edu e-mail address. Check this address often each week.

A copy of each book will be at Class Reserves in the Geisel Library. The DOC Readers change from year to year, so students need to purchase the reader for the current quarter. The Open Handbook is a required text for DOC 1, DOC 2, and DOC 3.

Grading:
- First Paper.................................................................20%
- Second Paper.............................................................30%
- Final Exam.................................................................30%
- Writing Exercises....................................................10%
- Attendance...............................................................5%
- Participation...........................................................5%

Principles of Community and Academic Integrity: Students are members of the academic community at UCSD, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. The term “academic integrity” represents the values and practices essential to the successful pursuit of education here at UCSD. DOC affirms the right to freedom of expression and encourages students to participate in discussions. Be prepared to analyze and discuss controversial topics thoughtfully with courtesy and respect for differing ideas and perspectives. DOC is committed to high standards of civility and respect among the faculty, staff, and students. Civility is a matter of arriving to class on time, being prepared for lectures and discussions, using laptops only for current class activities, and making sure cell phones, iPods, and wireless electronic devices are turned off during class time. Course instructors reserve the right to limit the use of laptops if students abuse the privilege by surfing the Net during class time, examining Facebook, etc. UCSD’s “Principles of Community” (at http://www.ycba.ucsd.edu/principles.htm) clarifies the university’s commitment to creating and maintaining a positive learning environment for all students, staff, and faculty both within and outside of the classroom. Students misusing electronic devices or otherwise disrupting other students will be asked to leave lecture. They will need to meet with a DOC Director before they are allowed back into lecture.
Academic integrity also means following the rules for academic honesty — doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of other people and sources. DOC and UCSD therefore require that you carefully study the rules for how to cite sources accurately and avoid plagiarism. These rules are found in The Open Handbook, chapter 7, as well as in many online sources. The general UCSD guidelines for academic conduct are also available at http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14. Follow the rules of citation in all your academic work. If in doubt, ask for clarification before submitting any work for a grade. For further information, see the “crash course” available at http://college.hmco.com/english/plagiarism_prevention.html. Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin [via WebCT] 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.

Proven cases of plagiarism or cheating on any work or exam will result in an “F” on the assignment and an “F” in the course. The college also reserves the right to impose additional sanctions on all cases of proven academic misconduct or plagiarism. Your signature on assignments and examinations will affirm that you have upheld the rules of academic integrity and the Thurgood Marshall College Academic Honor Code, which is distributed in section.

**Attendance & Participation:** Attendance and participation are required at all lectures and discussion sections, and your success in the course is largely contingent on your active engagement in both instructional settings. Lectures offer crucial context for the analysis of primary sources as they relate to course themes. Each student is required to sit in the section of the lecture hall assigned to his/her TA.

To earn credit for attendance and participation, come to lecture and section prepared and show respect for people, ideas, and perspectives with which you might disagree. Discussion sections offer the opportunity to work in small groups, analyze texts, compare ideas with your peers, and hone your skills in written and oral argument. We understand that — due to an emergency or illness — you may need to miss lecture or discussion section once or twice during the quarter. But if you are absent from discussion section more than two times, for any reason, you will lose the 5% attendance credit. If you are attentive and engaged in lecture and participate actively in discussion section meetings, you will receive up to 5% for your participation grade. Attendance and participation together contribute 10%, or one full letter grade, to your overall course grade.

**Readings:** DOC 3 is a six-unit course. In addition to three hours of lecture and two hours of discussion section, be prepared to spend an average of 10-13 hours of outside preparation each week, including reading. The lectures for each week focus on specific topics, and required readings will be announced during lecture. Prepare for lectures and section by completing the assigned readings for each week in advance. Required readings include primary and secondary sources (see Raimes chapter 38c). Some readings will be available via Electronic Reserves, and/or distributed in lecture or section. Check the website frequently: [http://marshall.ucsd.edu/current/doc/doc3.php](http://marshall.ucsd.edu/current/doc/doc3.php)

**Writing Assignments:** In DOC 3, you will be assigned writing exercises, including journal questions, and two 5-page papers using MLA citation format. The writing and journal exercises are intended to help you engage with course readings, develop ideas for your essays, and improve your analytical skills. You must complete the theses/plans, peer review assignments, and two major papers including their submission to WebCT/Turnitin to earn a passing grade in the course. Submission of the two major papers to Turnitin via WebCT is required. Late submission of assignments must be accompanied by documentation of a verifiable emergency, and will only be accepted if the student has made arrangements with the Teaching Assistant prior to 3:00 p.m. on the due date. Papers turned in late without prior notification and approval will be graded down one full letter grade for each 24-hour period past the due date. Late submissions of the paper to WebCT/Turnitin will result in a 1/3 grade reduction per day late (e.g., B becomes C+). If a student receives a non-passing grade for Paper 1 — after having submitted it and all the preliminary work on time — he/she may, with the TA’s permission, revise the paper for a maximum new grade of C-. The student must revise the non-passing paper according to his/her TA’s suggestions on the draft and/or those discussed during office hours. All such revisions must be submitted by the end of Week 9.

**Exams:** The final exam will cover material from lectures and required readings. The exam often includes brief identifications of key terms and quotations, as well as essay questions. You will be tested on the required readings discussed in lecture. Take careful lecture notes and keep all assigned work in preparation for this comprehensive exam. UCSD schedules all final exams based on the regular lecture time of the class. Read about students’ Final Exam Responsibilities here: [http://www.ucsd.edu/current-students/academics/exams/](http://www.ucsd.edu/current-students/academics/exams/). All students must complete the final exam to earn passing credit for the course. Make-up exams will not be offered to students who miss their exams. The DOC 3 final exam for Lecture B will be held on Friday, June 12, at 11:30 a.m.
Office Hours: During the second week of the quarter, a list of individual instructors’ and TAs’ office hours will be posted outside the DOC main office, Sequoyah Hall 132, and on the DOC website. DOC’s main office is open Monday through Friday, 8:00 a.m. to 12:00 noon, and 1:00 p.m. to 4:30 p.m. The main office phone number (with 24-hour VoiceMail) is (858) 534-2742, and the e-mail address is docinfo@ucsd.edu.

Writing Assistance: The DOC Program offers students supplemental help with reading and writing assignments. This assistance might include discussion of the readings and help with strategies for argumentation (clarification of the topic, thesis development, organizational strategies, etc.). Stop by the bulletin board outside Sequoyah Hall room 125 to view the current tutoring and workshop offerings, as well as Writing Assistance office policies. Please visit the WA webpage at http://marshall.ucsd.edu/current/doc/writing_assist.php for more information.

OASIS: UCSD’s Office of Academic Support & Instructional Services (OASIS) will offer weekly DOC language workshops and individual appointments with tutors familiar with DOC materials. These services are designed for multilingual and ESL students. Stop by Center Hall 317 to get an application form, or email oasislanguage@ucsd.edu with your name and PID number.

– SCHEDULE of DR. MARKOVITZ’S READINGS and ASSIGNMENTS –

Numbered readings are in the 2009 DOC 3 Reader – see the Table of Contents for page numbers.

- Texts marked E-Reserves are on Electronic Reserves through Geisel Library, and can be accessed via the DOC 3 webpage: http://marshall.ucsd.edu/current/doc/doc3.php

Look for the chapter numbers in The Open Handbook in blue tabs at the top of the pages in that text.

### WEEK 1: INTRODUCTION

**REQUIRED READINGS include primary and secondary texts:**

**Primary Texts:**
- Clips from *The Birth of a Nation* (1915) and *Within Our Gates* (1920) played in lecture
- Music and images discussed in lecture

**Secondary Texts:**
- Sonia Massik and Jack Solomon, “Popular Signs” (2002)
- Clotaire Rapaille, “Who Do These Upstarts Think They Are?” (2006)
- E-Reserves: Michael Rogin, “The Sword Became a Flashing Vision’: DW Griffith's The Birth of a Nation”

**The Open Handbook:**
- REVIEW > Chapter 2: “Think Critically about Reading and Writing”
- Chapter 11: “Visuals: Analysis and Preparation”
- Chapter 38c: “Primary and Secondary Sources”
- Chapter 52b: “Writing about Literature,” including “Ten Ways to Analyze a Work of Literature”

**HANDOUT:** “Writing About Imaginative Texts”

### WEEK 2: CONTAINMENT AND NONCONFORMITY

Paper 1 Assigned

**Primary Texts:**
- **FILM: Thelma and Louise** (1991)
- Music and images discussed in lecture
- Allen Ginsberg, “Howl” (1956)
- Betty Friedan, “The Problem That Has No Name” (1963)
- Ursula Le Guin, “She Unnames Them” (1985)
- Audre Lorde, “A Litany for Survival” (1978)
Secondary Texts:
- E-Reserves *Film Quarterly*, “The Many Faces of *Thelma & Louise*” (short commentaries by *Film Quarterly* contributors)
- E-Reserves Janice R. Welsch, “‘Let’s Keep Goin’!’: On the Road with Louise and Thelma,” in *Ladies and Gentlemen, Boys and Girls: Gender in Film at the End of the Twentieth Century*, Murray Pomerance, ed.
- Elaine Tyler May, “Containment at Home: Cold War, Warm Hearth” (1988)

The Open Handbook:
- Review > Chapter 2b: “Annotating a Reading” and 52b: “Writing about Literature”
- Chapter 6a: “What Makes a Good Argument?”
- Chapter 3: “Generate Ideas”
- HANDOUT: “Analyzing Cultural Texts”

### WEEK 3: CONTAINMENT AND RACIAL SPECTACLES

Thesis & Plan, Writing Exercise #3 DUE in section

**Primary Texts:**
- Music and images discussed in lecture
- Malcolm X, “The Ballot or the Bullet” (1964)
- E-Reserves June Jordan, “Requiem for the Champ” (1992)
- Clips from *Who Killed Vincent Chin* (1987)

**Secondary Texts:**

**The Open Handbook:**
- REVIEW > Chapter 6a, 6c, 6d, 6e, 6f (in “Constructing an Argument”)
- Chapter 4a-d: “From topic to thesis” and “Planning and Structuring your Essay”
- Chapter 5: “Develop Paragraphs”
- HANDOUTS: Sample Student Papers (on DOC website) and “The Writing Process”

### WEEK 4: GEOGRAPHY OF CONTAINMENT – PART I / URBAN LIFE

Rough Draft DUE in section

**Primary Texts:**
- **FILM**: *Menace II Society* (1993)
- Ishmael Reed, “badman of the guest professor” (1968)
- Gil Scott-Heron, “The Revolution Will Not Be Televised” (1974)
- Pedro Juan Soto, “Captive” (1956)
- Pedro Juan Soto, “The Innocents” (1956)

**Secondary Texts:**

**The Open Handbook:**
- Chapter 7c: “Giving and getting feedback” and 7d: “Beginning and ending well”
Chapter 7e: “Tools forcontent revision” and 7f: “Editing and Proofreading”
Chapters 8: “Style”
Chapter 42: “Citing Sources in Your Text”
Chapter 43: “Setting Up the MLA List of Works Cited” and 44: “Sample Entries”

WEEK 5: GEOGRAPHY OF CONTAINMENT – PART II / URBAN RESISTANCES

Paper 2 Assigned
HANDOUTS: “Analyzing Cultural Texts” (review) and “A Movie is not Just a Movie”

**Primary Texts:**
- Clips from Chicano Park (1989)
- Ice T’s song “Cop Killer” (1992)
- Images of the Watts Towers
- Music and images discussed in lecture

**Secondary Texts:**
- E-Reserves: Christopher Sieving, “Cop Out? The Media, Cop Killer, and the Deracialization of Black Rage”

**The Open Handbook:**
- REVIEW > Chapter 2b: “Annotating a Reading” and 52b: “Writing about Literature”
- REVIEW > Chapter 6a: “What Makes a Good Argument?”
- REVIEW > Chapter 3: “Generate Ideas”

WEEK 6: COUNTERCULTURE – OPPOSING THE VIETNAM WAR

Thesis & Plan DUE
HANDOUTS: (review) “Writing About Imaginative Texts” and “Analyzing Cultural Texts”

**Primary Texts:**
26. Martin Luther King, Jr., “Beyond Vietnam” (1967)
- E-Reserves: Kurt Vonnegut, “Fates Worse than Death” (1990)

**Secondary Texts:**

**The Open Handbook:**
- REVIEW > Chapter 6a, 6c, 6d, 6e, 6f (from “Construct an Argument”)
- REVIEW > Chapter 4a-d: “From Topic to Thesis” to “Planning and Structuring your Essay”
- REVIEW > Chapter 5: “Develop Paragraphs”

WEEK 7: COUNTERCULTURE – NEW MEDIA AND THE “WAR ON TERROR”

Rough Draft DUE in section

**Primary Texts:**

**Secondary Texts:**
- E-Reserves: Barbie Zelizer, “Photography, Journalism, and Trauma”
- E-Reserves: Andy Grundberg, “Point and Shoot: How the Abu Ghraib Images Redefine Photography”
- E-Reserves: Susan Sontag, “Regarding the Torture of Others”
E-Reserves: Seungahn Nah, Aaron Veenstra, and Dhavan Shah, “The Internet and Anti-War Activism: A Case Study of Information, Expression, and Action”

The Open Handbook:
- REVIEW > Chapter 7c: “Giving and Getting Feedback” “Beginning and Ending Well”
- REVIEW > Chapter 7e: “Tools for Content Revision” and 7f: “Editing and Proofreading”
- REVIEW > Chapters 8: “Style”
- REVIEW > Chapter 42: “Citing Sources in Your Text”
- REVIEW > Chapter 43: “Setting Up the MLA List of Works Cited” and 44: “Sample Entries”

WEEK 8: COUNTERCULTURE – TECHNOLOGY

EPSILON PAPER 2 DUE FRIDAY – to your TA in lecture and to WebCT/Turnitin before 4:00 p.m.

Primary Texts:
- FILM: Blade Runner (1982)
- separate book: Don DeLillo, Falling Man (2008), pages 1-75

Secondary Texts:

WEEK 9: CROSSING BORDERS / IMMIGRATION

No Lecture MONDAY, 5/25/09 (Memorial Day Holiday)

Primary Texts:
  34. José Antonio Burciaga, “Chief Wachuseh” (1993)
  35. José Antonio Burciaga, “Con Safos” (1993)
- separate book: Don DeLillo, Falling Man (2008), pages 77-170

Secondary Texts:

WEEK 10: 9/11 AND THE “WAR ON TERROR” IN POPULAR CULTURE

Primary Texts:
- Clips from United 93 (2006) played in lecture
- separate book: Don DeLillo, Falling Man (2008), pages 171-246

Secondary Texts:
- E-Reserves: Christopher Campbell, “Commodifying September 11: Advertising, Myth, and Hegemony”

The Open Handbook:
- REVIEW > Chapter 49a: “Essay Exams and Short-answer Tests”