

# DOC 1: *DIVERSITY* SYLLABUS

**FALL QUARTER 2008 – DR. CHAD HARRIS**

**Lecture C** meets MWF 1:00-1:50 in Solis Hall 107

Marshall College was founded on the ideals of developing scholars and citizens. Dimensions of Culture 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. The Fall Quarter's segment, "Diversity," is designed to provide a broad theoretical overview of diversity and identity in America. The course is taught by faculty from the Departments of Sociology, Communication, Political Science, Philosophy, Literature, and Ethnic Studies.

## Required Texts:

- ◆ **Rothenberg**, Paula S. *Race, Class, and Gender in the United States*, 7<sup>th</sup> Edition
- ◆ **Raines**, Ann. *The Open Handbook*
- ◆ Additional readings on electronic reserves and all DOC assignments will be available to download from the DOC 1 website, under "Handouts":  
<http://marshall.ucsd.edu/current/doc/handouts/doc1Handouts.php>
- ◆ **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 frequently for important announcements and reminders.

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

<b>Grading:</b>	Reading Journal.....	5%
	Writing Exercises.....	10%
	Midterm Exam.....	20%
	Paper.....	25%
	Final Exam.....	30%
	Attendance & Participation .....	10%

**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 also 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 electronic devices are 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 statement of "Principles of Community," (at <http://www.ucsd.edu/principles>) clarifies the university's commitment to creating and

maintaining a supportive learning environment for all students, staff, and faculty both within and outside of the classroom.

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 and complete the college's required tutorial on how to avoid plagiarism. For further information, see the "crash course" available at [http://college.hmco.com/english/plagiarism\\_prevention.html](http://college.hmco.com/english/plagiarism_prevention.html). 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 is required at all lectures and discussion sections. Attendance and participation contribute 10%, or one full letter grade, to your overall course grade. Lectures offer crucial context, analyze primary sources, and pose key questions about course themes. During discussion sections, you will analyze texts, compare ideas with your peers, and hone your skills in written and oral argument. To earn credit for participation, come to section prepared, bring written questions or comments about the readings, listen to others, and show respect for people, ideas, and perspectives with which you disagree. If you participate actively in discussion section meetings, you will receive up to 5% for your participation grade. You may need to miss discussion section – due to an emergency or illness. If you are absent from section more than two times, for any reason, you will lose the 5% attendance credit.

**Readings:** The lectures and discussion sections for each week focus on specific topics. Prepare for the lectures and discussion by completing the assigned readings before they are discussed. Required readings beyond the Rothenberg text may be made available in a bound reader, posted on e-reserves, posted on the DOC 1 website (under "Handouts"), and/or distributed in lecture or section.

**Writing Assignments:** You will be assigned a series of 1-2 page writing exercises, reading journals, and a 5-6 page paper. These all build on the intersection between lecture material, course readings, and discussion in section. The writing exercises and journals are designed to help you analyze course texts, compare academic arguments, and learn to cite sources accurately. All major writing exercises and the paper assignment must be completed and submitted to earn a passing grade in the course. ***Late submission of assignments** – in hard copy to Teaching Assistants and, for the paper, in electronic form to Turnitin.com – will be **accepted only in verifiable emergencies**, and only by arrangement with the Teaching Assistant **prior** to 2:00 p.m. on the due date. Assignments turned in late without prior notice will be graded down to a D if fully completed.*

Revisions of the long paper are only allowed after approval and consultation with your TA if the paper was submitted on time and approved by Turnitin.com. Revised papers can earn a maximum grade of C. Revisions must be submitted and reviewed with the TA during office hours by the end of Week 10.

**Turnitin.com:** Before your Paper is due, instructions will be distributed in lecture with the necessary passwords to submit your paper electronically to this website. Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com 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.com service is subject to the terms of use agreement posted on the Turnitin.com site.

On the day your paper is due, you must turn in both a hard copy of your paper with support materials to your TA and an electronic copy of the paper to Turnitin.com. Submission of the paper to Turnitin.com is a requirement of the course, and as such, students will not be able to earn credit for the course until their paper has been verified by Turnitin.com. **LATE** submissions of the paper to Turnitin.com will result in a one letter grade reduction per day late.

**Exams:** Exams will cover material from the lectures and readings required by the lecturer. Students are required to take both the midterm and the final exam in order to earn a passing grade in the course. To prepare for exams, take careful lecture notes and analyze all required readings. The DOC 1 midterm exam will be on Monday, October 27, 2008, in all three lectures. UCSD schedules all final exams based on the lecture time of the class. Submit any requests for final exam accommodations (e.g., O.S.D., three final exams the same day) to Lester at the DOC main office by the end of Week 8. The DOC 1 final exam for this lecture will be held on Monday, December 8, from 11:30 a.m. to 2:30 p.m.

**Plan Your Time:** University guidelines recommend two hours of additional study time for each unit of course credit – beyond lecture and discussion time. Since DOC 1 is a four-unit course, you should plan to spend at least eight hours per week outside of class reading and completing assignments.

**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 to 4:30 p.m. The main office phone number (with 24-hour Voice Mail) is (858) 534-2742, and the e-mail address is [docinfo@ucsd.edu](mailto:docinfo@ucsd.edu).

**DOC 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 sign up for a half-hour appointment with Amber Carini, the DOC Writing Assistant. You may also sign up for a group appointment with a few friends if several of you share a common question. Students who receive a TA referral for a *weekly* appointment will have priority in scheduling appointments.

**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](mailto:oasislanguage@ucsd.edu) with your name and PID number.

## – SCHEDULE OF READINGS AND ASSIGNMENTS –

### KEY TO READINGS BELOW

(Rothenberg) = *Race, Class, and Gender in the United States*, 7<sup>th</sup> Edition

(e-reserves) = accessible via the DOC 1 website, under "Handouts":

<http://marshall.ucsd.edu/current/doc/handouts/doc1Handouts.php>

#### **WEEK 0: INTRODUCTION TO THE COURSE**

##### ♦ READINGS:

(Rothenberg, p. 255): U.S. Commission on Civil Rights: The Problem- Discrimination

#### **WEEK 1: THE SOCIAL CONSTRUCTION OF DIFFERENCE**

##### ♦ READINGS:

(Rothenberg, p. 32): Pem Davidson **Buck**. "Constructing Race, Creating White Privilege"

(Rothenberg, p. 54): Judith **Lorber**. "'Night to His Day': The Social Construction of Gender"

(Rothenberg, p. 102): Herbert **Gans**. "Deconstructing the Underclass"

(e-reserves): Patricia Hill **Collins**. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection" in *The Kaleidoscope of Gender*, 2<sup>nd</sup> ed. Joan Spade and Catherine Valentine, eds. Thousand Oaks, CA: Pine Forge Press, 2008: 69-89.

Ann **Raimes**. *The Open Handbook*.

Part 1, sections 2a-c, pgs. 13-17: Think Critically about Reading and Writing, Annotating a reading

Part 6, section 6a and 6c, pgs 57-63: What makes a good argument?

Part 6, sections 40a-g, pgs. 399-419: Using Sources Responsibly, Summarizing and Paraphrasing Sources

Part 2, sections 9a-b, pgs. 123-125: Formats for Academic Writing

- ♦ Handouts: “Reading Argumentative Writing” and “Writing Exercise #1”

<b>WEEK 2:</b> RACE AND ETHNICITY
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♦ **READINGS:**

(Rothenberg, p. 13): Michael **Omi** and Howard **Winant**. “Racial Formations”

(Rothenberg, p. 38): Karen **Brodin**. “How Jews Became White Folks”

(e-reserves): **Rosenblum** and **Travis**. “The Evolution of Identity” in Rosenblum and Travis, *Meaning of Difference*, 4<sup>th</sup> ed., p. 45.

(e-reserves): Joe R. **Feagin** and Melvin P. **Sikes**, “Navigating Public Places,” in *Mapping the Social Landscape*, 3<sup>rd</sup> ed., Susan J. Ferguson, ed. Boston: McGraw Hill, 2002: 409-419.

Ann **Raimes**. *The Open Handbook*.

Review sections assigned in Week 1

- ♦ Handout: “Writing Exercise #2”

<b>WEEK 3:</b> RACE AND ETHNICITY
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➤ **LIBRARY ORIENTATION –**

Your TA will announce date, time, and location. Discussion sections still meet on usual day in usual classroom.

♦ **READINGS:**

(e-reserves): Yen Le **Espiritu**. “The Racial Construction of Asian American Women and Men” in Ferguson, *Mapping the Social Landscape*, 3<sup>rd</sup> ed., pp. 350-362.

(Rothenberg, p. 224): Noy **Thrupkaew**. “The Myth of the Model Minority”

(e-reserves): C. **Gallagher**. “Color-Blind Privilege,” 189-195. In *Understanding Society*, 2<sup>nd</sup> ed, Margaret Andersen, Kim Logio, and Howard Taylor, eds. Belmont, CA: Thomson Wadsworth, 2005: 189-195.

(Rothenberg, p. 177): Peggy **McIntosh**. “White Privilege: Unpacking the Invisible Knapsack”

(Rothenberg, p. 734): Fletcher A. **Blanchard**. “Combating Intentional Bigotry and Inadvertently Racist Acts”

Ann **Raimes**. *The Open Handbook*

Part 7, section 42, pgs. 426-435: MLA Documentation, Citing Sources in Your Text

section 43-44, pgs. 436-466: MLA Documentation, Works Cited

section 45, pgs. 466-474: MLA Documentation, Sample Documented Paper

- ♦ ONLINE [http://college.hmco.com/english/plagiarism\\_prevention.html](http://college.hmco.com/english/plagiarism_prevention.html): “Authoring Your Own Work: A Crash Course in [Avoiding] Plagiarism”

- ♦ Handout in library: “Writing Exercise #3”

## WEEK 4: GENDER

### ◆ READINGS:

- (Rothenberg, p. 80): Michael S. **Kimmel**. "Masculinity as Homophobia"  
(e-reserves): Emily W. **Kane**. "'No Way My Boys Are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity" in *The Kaleidoscope of Gender*, 2<sup>nd</sup> ed, pp. 173-180.  
(Rothenberg, p. 158): Allan G. **Johnson**. "Patriarchy"  
(Rothenberg, p. 717): Cooper **Thompson**. "A New Vision of Masculinity"

Ann **Raimes**. *The Open Handbook*

Part 8, section 49a, pgs 500-501: Essay Exams and Short Answer Tests

## WEEK 5: GENDER

### ➤ MIDTERM EXAM – Monday, October 27 in lecture

### ◆ READINGS:

- (Rothenberg, p. 370): Aaron **Bernstein**, "Women's Pay: Why the Gap Remains a Chasm"  
(Rothenberg, p. 373): The **WAGE** Project, "The Wage Gap and Its Costs"  
(Rothenberg, p. 274): Jonathan **Schuppe**. "Women in the State Police: Trouble in the Ranks"  
(Rothenberg, p. 613): Sharlene **Hesse-Biber**. "Am I Thin Enough Yet?"  
(e-reserves): Irene **Padavic** and Barbara **Reskin**. "Gender Differences in Moving Up and Taking Charge" in *Sociological Odyssey*, 2<sup>nd</sup> ed., Patricia Adler and Peter Adler, eds. Belmont, CA: Thomson Wadsworth: 281-290.  
(e-reserves): Eugenia **Kaw**, "Medicalization of Racial Features: Asian-American Women and Cosmetic Surgery" in *Sex, Self & Society: The Social Construction of Sexuality*, Tracey Steele, ed. Belmont CA: Thomson Wadsworth: 301-311.

Ann **Raimes**. *The Open Handbook*.

Part 1, The Writing Process: sections 4a-4e, pgs. 26-39: Find a Focus and a Structure, From Topic to Thesis, Outlines, & Titles

- ◆ Paper Assignment Distributed Wednesday in lecture
- ◆ Handout: "Writing Exercise #4"

## WEEK 6 SEXUALITIES

### ◆ READINGS:

- (e-reserves): Martin **Rochlin**. "The Heterosexual Questionnaire" in *The Meaning of Difference*, 5<sup>th</sup> ed., p. 175  
(Rothenberg, p. 68): Jonathan Ned **Katz**, "The Invention of Heterosexuality"  
(Rothenberg, p. 586): Paula **Ettelbrick**, "Lesbian and Gay Rights in Historical Perspective"  
(e-reserves): Leora **Tanenbaum**. "Slut! Growing up Female with a Bad Reputation" in *Sex, Self, & Society*, pp. 252-259.  
(e-reserves): Letitia **Peplau** and Linda **Garnets**, "A New Paradigm for Understanding Women's Sexuality and Sexual Orientation" in *The Meaning of Difference*, 5<sup>th</sup> ed. pp. 158-167

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Part 1, section 5, pgs. 39-56: Develop Paragraphs

Part 1, section 6, pgs. 57-78: Construct an Argument

## WEEK 7: SEXUALITIES

**Thurgood Marshall Week:** Mandatory Presentation – more information will be emailed

### ◆ READINGS:

(e-reserves): Steven **Epstein**, “A Queer Encounter” in *Sex, Self and Society*, pp. 68-73

(e-reserves): Josh **Gamson**. “Publicity Traps: Television Talk Shows and Lesbian, Gay, Bisexual, and Transgender Visibility” in *Sex Matters*, Mindy Stomblor, et al, eds. Boston: Pearson Education, 2004: 72-85.

(e-reserves): Debra **Ferreday** and Simon **Lock**, “Computer Cross-Dressing: Queering the Virtual Subject,” in Kate O’Riordan and David Phillips, *Queer Online: Media, Technology, and Sexuality*, pp. 155-174.

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Part 1, section 7, pgs. 79-95: Draft, Revise, and Edit

Part 1, section 8, pgs. 95-122: The Five C’s of Style

➤ Rough Draft Due to Peer Reviewer in lecture Wednesday, November 12

## WEEK 8: CLASS

➤ **PAPER DUE** to your TA in lecture and to Turnitin.com: **Monday, November 17**

### ◆ READINGS:

(Rothenberg, p. 182): Gregory **Mantsios**, “Class in America – 2006”

(Rothenberg, p. 358): Meizhu **Lui**, “The Economic Reality of Being Latino/a in the US”

(Rothenberg, p. 362): Meizhu **Lui**, , “The Economic Reality of Being Asian American”

(Rothenberg, p. 386): Alejeandro **Reuss**, “Cause of Death: Inequality”

## WEEK 9: CLASS

➤ No DOC sections this week

➤ No Lectures Wednesday or Friday (Thanksgiving Holiday)

### ◆ READINGS:

(Rothenberg, p. 644): Jonathan **Kozol**, “Still Separate, Still Unequal: America’s Educational Apartheid”

(Rothenberg, p. 636): Gregory **Mantsios**, “Media Magic: Making Class Invisible”

(e-reserves): Diana **Kendall**. “Framing Class: Media Representations of Wealth and Poverty in America,” in *The Meaning of Difference*, 5<sup>th</sup> ed., pp. 138-143.

## WEEK 10: SOCIAL CHANGE

### ◆ READINGS:

(Rothenberg, p. 750): Michael **Hout** and Samuel R. **Lucas**, “Narrowing the Income Gap Between Rich and Poor”

(Rothenberg, p. 748): Richard **Appelbaum** and Peter **Dreier**, “Students Confront Sweatshops”

(e-reserves): Allan G. **Johnson**, “What Can We Do? Becoming Part of the Solution,” in *The Meaning of Difference*, 4th ed., pp. 486-491.

(e-reserves): Jennifer **Baumgardner** and Amy **Richards**. “Manifesta” in *Gender, Race & Class*, 6<sup>th</sup> ed., pp. 547-550.

Ann **Raimes**. *The Open Handbook*.

Part 8, section 49a, pgs 500-501: Essay Exams and Short Answer Tests