Course Outline
Stories are powerful tools for making sense of the world and motivating future-oriented action. This class will explore one of the most powerful and resonant stories that people have told themselves about their future: The American Dream. In addition to considering varied historical versions of the American Dream, the class will ask: What's the future of the American Dream? How can we change the American Dream? What does a desirable future for America look like? A basic premise of the course is that the future of the American Dream is neither fixed nor accidental. It will be constructed and reconstructed by the actions of and conversations among individuals, families, communities, churches, governments, corporations and other social actors. Through close readings of seminal texts that express and wrestle with the American Dream, group-based projects and interviews conducted in the Phoenix-area and multimedia platforms facilitating conversations across the country, the course will enable students to begin proactively forming the next version of the American Dream.

Course Objectives and Learning Outcomes:

The Future of the American Dream course is designed to explore the possibility that the American Dream can be purposefully changed by the creation of stories that become powerful, evocative and moving visions when shared through deliberative conversations.

Like other visionary narratives that describe desirable arrangements of human affairs and are imbued through various means with socially transformative capacities—for example, myths, national constitutions, long-term strategic forecasts, think tank policy reports, business plans, and speculative arts, such as science fiction—national ethos narratives like the American Dream are future-oriented. They help individuals to make sense of the world they inhabit, but more importantly they provide a teleological trajectory indicating where they should be going.

Upon conclusion of the course, students will be enabled to:
1. Communicate effectively by writing and speaking professionally on the social and political significance of the American Dream in its historical, present and possible future forms;
2. Collaborate and learn across disciplines and cultures;
3. Engage with experts, professionals, decision makers, and multiple publics in informed, critical and constructive fashions, including facilitating substantive conversations about the American Dream;
4. Envision and construct usable visions of the American Dream, deconstruct multiple possible futures of the American Dream;
5. Creatively innovate possible responses to technological developments and competing future scenarios that might influence societal understanding of and enthusiasm for various possible future American Dreams

Course Requirements:

<table>
<thead>
<tr>
<th>Attendance &amp; participation</th>
<th>25%</th>
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<tbody>
<tr>
<td>Video interviews</td>
<td>25%</td>
</tr>
<tr>
<td>Interview responses</td>
<td>25%</td>
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<tr>
<td>Final presentation</td>
<td>25%</td>
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</tbody>
</table>

Total 100%

Barrett students interested in adding an honors contract to the class should contact the instructor during the first week of classes.

Students are expected to attend each class meeting and to be prepared to contribute substantively to discussions covering that meeting’s assigned readings. Although assignments are discretely delineated, in-class discussions will be accumulative, and so students should also be prepared in any given session to return to or integrate material from any or all previous sessions.

Video recorded interviews of members of the public comprise a significant part of this course. Beginning in week three, students are required to conduct interviews every two weeks with 1-3 individuals. The interview recordings should run approximately 10-minutes and interviewees should be asked, at a minimum, to address the following five essential questions:

1. What is the American Dream?
2. What does the "American Dream" mean to you?
3. What is significance of the American Dream to people outside of the US?
4. What are the possible futures of the American Dream?
5. What should the American Dream be in the future, and what should it not be?
We recommend that students use the course readings and discussions assigned in the week of any given interview, and/or relevant current events in that week, to guide their selection of interviewees, as well as their discussions with interviewees.

Interview videos are to be delivered via blackboard on the Monday of the following weeks: 4, 6, 8, 11 and 13.

Each student is also required to deliver responses to the video interviews they conduct. Responses should include (i) an explanation of the student’s interviewee selection(s) and (ii) reflections on the content of the interview. The responses are due along with the interview videos and may also take the form of a YouTube video (approximately 4 minutes in duration) or a 500-word essay. Over the course of the semester and the five interview deliverables, each student should produce at least three video responses and at least one 500-word essay.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>90.0-92.4</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>92.5-97.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>A+</td>
<td>98-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.4</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>70.0-77.4</td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69.9</td>
<td>Passing</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**XE** Failure due to Academic Dishonesty

[Note: in order to receive University Distribution requirement credit you must earn at least a “C.”]

**Incompletes:** A mark of "I" (incomplete) can be given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded using the form at [http://students.asu.edu/forms/incomplete-grade-request](http://students.asu.edu/forms/incomplete-grade-request). Students should be proactive and discuss this with their instructor and TA before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed.

**Late Assignments:** Late assignments will have 1/3rd of a letter grade deducted each day they are late. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

**Grade Appeals:** ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see: [http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal)
**Student Standards:** Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: [http://www.azregents.edu/policymanual/default.aspx](http://www.azregents.edu/policymanual/default.aspx)

**Professionalism in the Classroom:** While learning happens throughout ASU, the classroom is a particularly important focal point. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104–02. Students wishing to record lectures electronically must first get permission from the instructor.

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the instructor may elec to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with ACD 304–04 or university sanctioned events/activities that are in accord with ACD 304–02.

**Academic Integrity:** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be
scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

**Prohibition of Commercial Note Taking Services:** In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor’s oral communication in the form of notes. Notes must have the note taker’s name as well as the instructor’s name, the course number, and the date.

**Student Support and Disability Accommodations:** In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/ If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

**Drop and Add Dates/Withdrawals:** Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

**Email Communications**
All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email
regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Social Media Awareness: Our course requires significant and regular submission of content that will be broadly available online. Given the intrinsically political dimension of the course’s content, and its timely connection to the 2016 national election, we encourage students to strongly consider registering social media accounts that anonymize them to readers and viewers who are not connected to our course and, more specifically, to those outside of the ASU community. Overall, the intensity of American politics and political debate is likely a valuable social good. At the same time, online that intensity can be expressed nastily and quite personally. And while we wish to engage and impact the political arena, we are also obligated to inform students about its darker sides. If you wish to consult with one or more of us on this issue, please contact us during the first week of class.

Campus Resources: As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.
   Tutoring: https://tutoring.asu.edu/tutoring
   Counseling Services: http://students.asu.edu/counseling
   Financial Aid: http://students.asu.edu/financialaid
   Major/Career Exploration: https://cls.asu.edu/majorexploration
   Career Services: http://students.asu.edu/career
   Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/
Course Calendar:

(Each week will comprise one two-hour and forty-five minutes session.)

**Week Zero**  
**January 7, 2016**  
THE DREAM’S GENEALOGY & EMPIRICAL INVESTIGATION PART 1 & METHODS  
PART 1: FORESIGHT & DATA GENERATION

Forecasting reading  
Copland (1942) *Fanfare for the Common Man*  
Kamp (2009) “Rethinking the American Dream” (Vanity Fair)  
Widmer (2015) “What the man behind the American Dream really meant” (Boston Globe)  
Interview Assignment #1: Online Human Subjects training certification (pdf)

**Week One**  
**January 14, 2016**  
METHODS PART 2: FORESIGHT & DATA GENERATION

Interview Assignment #1: Online Human Subjects training certification

**Week Two**  
**January 21, 2016**  
THE DREAM’S CONCEPTUAL HISTORY PART 1 & METHODS PART 3:  
FORECASTING & BACKCASTING

Puma, S. Scenario Planning,  
Roxburgh, C. (2009) The Use and Abuse of Scenarios,  
Lippmann (1914) “Drift and Mastery: An Attempt to Diagnose the Current Unrest” (Introduction xv-xxvi, Chapter 9, 172-197)  
Week Three  
January 28, 2016  
A NATIONALIST-EXPANSIONIST DREAM PART 1

Whitman (1871) "Democratic Vistas"

Week Four  
February 4, 2016  
A NATIONALIST-EXPANSIONIST DREAM PART 2

Smith's (1950) Virgin Land: The American West as Symbol & Myth. Chapters 2 and 4

Week Five  
February 11, 2016  
A NATIONALIST-EXPANSIONIST DREAM PART 3

Copland (1942) "Fanfare for the Common Man"  

Week Six  
February 18, 2016  
THE DREAM'S GENEALOGY & EMPIRICAL INVESTIGATION PART 2


Week Seven  
February 25, 2016  
CIVIL RIGHTS & COUNTER-CULTURE DEPLOYMENT

King (1963) "Letter from a Birmingham Jail"  
King (1963) "I Have a Dream"  
Hendrix (1969) "Star-Spangled Banner"

Week Eight  
March 3, 2016  
“THE STATE OF THE UNION IS NOT GOOD”

Taxi Driver (1976)  
President Gerald Ford's State of the Union Address - January 15, 1975, Part 1 and Part 2
Week Nine
March 7-March 10, 2016

SPRING BREAK

Week Ten
March 17, 2016
REAGANISM

Mellencamp (1983) "Pink Houses"
Reagan (1986) "ADDRESS BEFORE A JOINT SESSION OF THE CONGRESS REPORTING"
Carpenter (1986) "They Live"

Week Eleven
March 24, 2016
FIN DE CIELCE PART 1


Week Twelve
March 31, 2016
FIN DE CIELCE PART 2

Tom Wolfe (2000) "In the Land of Rococo Marxists"
Durbin (D) and Hatch (R) (2001) "DREAM Act" ("Development, Relief, and Education for Alien Minors")

Week Thirteen
April 7, 2016
CATASTROPHE MANAGEMENT PART 1

Moby (2008) “Live for Tomorrow” (from Last Night)
Obama (2007) “[Speech On the American Dream]"
Brooks (2015) “Listening to Ta-Nehisi Coates While White (NYT)
Week Fourteen
April 14, 2016
CATASTROPHE MANAGEMENT PART 2

Wang (2013) "Chinese People Must Define Their Own Dream" (Forbes)

Week Fifteen
April 21, 2016
REFLECTIONS

Discussion of team-based project results

Week Sixteen
April 28, 2016
WHAT IS THE AMERICAN DREAM & HOW DO WE CHANGE IT?
Final discussion

This syllabus is subject to change. It is your responsibility to read e-mail updates from the instructor and TAs as well as check the blackboard site for alterations made as events occur.