

SYLLABUS
DOC 100D

Promises and Contradictions in U.S. Culture

Dr. Jeff Gagnon

MWF 11:00-11:50, Center Hall 218

Course Description:

DOC 100D is designed to provide a broad overview of the histories of multiple communities and to explore the struggle for social justice in the United States. Topics include social movements, shifting ideas about "race" and gender, the rise of corporate power, and the transformation of higher education.

Required Texts:

- ◆ *2013 DOC 100D Reader*
- ◆ *A Different Mirror: A History of Multicultural America* by Ronald Takaki
- ◆ **Handouts and Websites** – to be provided by Dr. Gagnon
- ◆ **University e-mail messages** – Official communications from Dr. Gagnon and/or the DOC office will be sent to enrolled students' @ucsd.edu e-mail addresses. Students are responsible for reading this information.

Grading:	First Paper.....	25%
	Second Paper.....	30%
	Midterm Exam.....	25%
	Paper Pre-Writing and Reading Quizzes.....	10%
	Participation and Attendance.....	10%

Class Protocol: You are expected to attend all classes and participate by listening and taking notes. You should arrive at class on time and not leave before the end of the session. (See attendance policy.) Laptop computers may be used for taking notes only. Any use of laptops or cell phones for emailing, texting, internet surfing, game-playing, Facebook, etc., will result in the student being asked to leave class. I reserve the right to ban laptops entirely if their use disrupts the class. Cell phones, iPods, etc., should always be turned off in class.

Attendance and Participation Policy: Attendance and participation are required at all class sessions. Attendance and participation contribute 10%, or one full letter grade, to your course grade. To earn credit for participation, come to lecture and section prepared, bring written questions or comments about the readings, listen to others, and show respect for people, ideas, and perspectives with which you may disagree. If you participate appropriately and actively in lecture and discussion sections, you will receive up to 5% for your participation grade. You may need to miss class due to an emergency or illness. If you are absent from class more than **two** times, for *any* reason, you will lose attendance points.

Writing Assignments: In DOC 100D, students will develop writing skills by analyzing cultural texts and connecting them to their historical contexts. Students will write two 5-6 page essays in which they analyze a primary text by isolating textual details and using the tools from readings and lectures to construct a more complex analysis. They will also situate their analyses in the wider contexts explained in lectures and course readings.

Maintaining Academic Integrity: While DOC strongly encourages intellectual cooperation and discussion, 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> 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.

Help Outside Class: In addition to visiting Dr. Gagnon during his office hours, students may seek academic assistance from UCSD’s Writing Center (<http://writingcenter.ucsd.edu>) and Office of Academic Support & Instructional Services (http://students.ucsd.edu/academics/_organizations/oasis).

– SCHEDULE OF READINGS –

WEEK 1: FOUNDING PARADOXES

A Different Mirror, Chapters 1, 2

1. Declaration of Independence (1776)
2. Thomas Jefferson draft: <http://www.princeton.edu/~tjpapers/declaration/declaration.html>
3. DOC teaching staff, “List of Key Words for Analysis”
4. Excerpt from Peter Linebaugh and Marcus Rediker “A Motley Crew in the American Revolution” (2000)

WEEK 2: MANIFEST DESTINY

A Different Mirror, Chapters 6 and 7

5. Noel Ignatiev, “White Negroes and Smoked Irish” from *How the Irish Became White* (1995)
6. Henry David Thoreau, “Civil Disobedience” (1849)
7. John L. Sullivan, “Manifest Destiny” (1845)

WEEK 3: SLAVERY AND RECONSTRUCTION

PAPER 1 ASSIGNED IN CLASS

A Different Mirror, Chapters 3 and 5

8. Frederick Douglass, “What to the Slave is the Fourth of July?”
9. Sojourner Truth, “Ain’t I A Woman?” (1851)
10. 14th Amendment (1868): <http://www.ourdocuments.gov/doc.php?flash=true&doc=43&page=transcript>
11. Richard H. Cain (Black South Carolina Legislator), “Speech to State’s Constitutional Convention Stressing the Importance of Land” (1868)

WEEK 4: CHINESE EXCLUSION

A Different Mirror, Chapter 8

12. Fu Chi Hao, "A Chinese American Reprimands Americans for Anti-Chinese Attitudes and Law" (1907)
13. John Higham, "The Evolution of Thought on Race and the Development of Scientific Racism" (1967)
14. John Kuo Wei Tchen, "Pluralism and Hierarchy: 'Whiz Kids,' 'The Chinese Question,' and Relations of Power in New York City" (1998)
15. Fae Myenne Ng, Excerpts from *Bone* (1993)

WEEK 5: RIGHTS, LIBERTY, JUSTICE, AND THE FREEDOM OF CONTRACT IN INDUSTRIALIZING AMERICA

PAPER 1 DUE Monday, April 29, in class and to Turnitin before 11:00 AM

16. Michael Kimmel, "Self-Made Manhood" from *Manhood in America: A Cultural History* (1998)
17. Howard Zinn, "Robber Barons and Rebels" from *A People's History of the United States*
18. Excerpt from *Muller v. Oregon* (1908)
19. Excerpt from *Thind v. United States*, US Supreme Court (1923)

WEEK 6: POST-WAR AMERICA

MIDTERM EXAM Monday, May 6 in class (bring a blank bluebook to class)

A Different Mirror, Chapter 12 and 14

20. Ira Katznelson, "White Veterans Only" (Part II and III only) from *When Affirmative Action was White* (2005)
21. Langston Hughes, "Ballad of Roosevelt" (1934)
22. Bob Dylan, "Only a Pawn in their Game" (1963)

◆ IN-CLASS VIDEO: Documentary: *Mean Things Happening*

WEEK 7: SOCIAL MOVEMENTS, PART I

A Different Mirror, Chapter 15 (pages 396-404)

23. Martin Luther King, Jr., "Where Are We?" and "The World House" from *Where Do We Go from Here: Chaos or Community?* (1967)
24. Port Huron Statement (1962): <http://www.sds-1960s.org/PortHuronStatement-draft.pdf>
25. Huey Newton and Bobby Seale, "The Black Panther Platform: What We Want, What We Believe" (1966)
26. Amy Uyematsu, "Proclaiming the Emergence of 'Yellow Power'" (1969)

◆ IN-CLASS VIDEO: Documentary: *Makers*

WEEK 8: SOCIAL MOVEMENTS, PART II
--

PAPER 2 ASSIGNED IN CLASS

27. Robin Morgan, No More Miss America (1968)
28. César Chávez, "Plan de Delano" (1966):
<http://farmworkermovement.com/ufwarchives/elmalcriado/1966/April%2010,%201966.pdf>
29. Anna Nieto Gomez, "La Femenista" (1974)
30. Siobhan Somerville, "Queer" (2007)

WEEK 9: PUBLIC GOOD / PRIVATE GOOD

Memorial Day Holiday – No Class on Monday, May 27

31. Ronald Story and Bruce Laurie, “The Making of a Movement,” from *The Rise of Conservatism in America, 1945-2000*, (2008) pages 5-31
 32. John Maynard Keynes, Parts I-III of “Concluding Notes on the Social Philosophy towards which the General Theory might Lead” from *The General Theory of Employment, Interest and Money* (1936)
 33. Friedrich A. Hayek, “Background to danger” and “The liberal way of planning” from *The Road to Serfdom* (condensed version) (1945)
 34. Frank Wu, “Why Vincent Chen Matters” from the *New York Times*, June 22, 2012
- ◆ IN-CLASS VIDEO: Wendy Brown: “Why Privatization is About More Than Who Pays” from *Save the University: A Teach-In on the UC Crisis* (2009)

WEEK 10: 21ST CENTURY: WHO BELONGS?

PAPER 2 DUE Monday, June 10 ONLINE to Turnitin before midnight

A Different Mirror, Chapter 17

35. Jorge Mariscal, “How ‘Diversity’ Trumped ‘Race’ at One Elite Research University”
36. Samuel P. Huntington, “The Hispanic Challenge” from *Who Are We? The Challenges to America's National Identity* (2004)