

**SYLLABUS
DOC 100D**

Promises and Contradictions in U.S. Culture

Dr. Jorge Mariscal

MWF 11:00-11:50, HSS 1315

Course Description:

DOC 100D is designed to provide a broad overview of the development of stratifications in the United States over time and to explore the struggle for equity and justice. Topics include founding contradictions, social movements, shifting ideas about "race" and gender, the rise of corporate power, and the recent transformation of higher education. The course provides grounding in the theoretical writings that underpin the three courses that make up the DOC freshman sequence.

Required Texts:

- ◆ *2014 DOC 100D Reader*; Toni Morrison, *Home*
- ◆ **Handouts and Websites** – to be provided by Dr. Mariscal
- ◆ **University e-mail messages** – Official communications from Dr. Mariscal 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.....	30%
	Second Paper.....	40%
	Paper Pre-Writing and Reading Quizzes.....	20%
	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 not be used during 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.

Writing Assignments: 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 that places the text in its historical and ideological context.

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. Mariscal during his office hours, students may seek academic assistance from UCSD's Writing Center (<http://writingcenter.ucsd.edu>).

– SCHEDULE OF READINGS –

WEEK 1: FOUNDING PARADOXES

1. DOC teaching staff, "List of Key Words for Analysis"
2. David Waldstreicher, *Slavery's Constitution* (2009)

ONLINE: Thomas Jefferson, "Original Rough Draught" (1776): [http://jeffersonpapers.princeton.edu/selected-documents/jefferson's-\"original-rough-draught\"-declaration-independence-0](http://jeffersonpapers.princeton.edu/selected-documents/jefferson's-\)

ONLINE: Andrew Jackson, Message to Congress "On Indian Removal" (1830): <http://www.ourdocuments.gov/doc.php?doc=25&page=transcript>

WEEK 2: SLAVERY AND RECONSTRUCTION

PAPER 1 ASSIGNED IN CLASS

3. David Walker, "Preamble" and "Article I: Our Wretchedness in Consequence of Slavery" from "Appeal to the Coloured Citizens of the World" (1830)
4. John Brown, Excerpts from "A Declaration of Liberty by the Representatives of the Slave Population of the United States of America" (July 4, 1859)
5. Frederick Douglass, "What the Black Man Wants" (1865)
6. Sojourner Truth, "Ain't I A Woman?" (1851) and "Address to the First Annual Meeting of the American Equal Rights Association" (1867)

WEEK 3: MANIFEST DESTINY

- No Class Monday (MLK, Jr. Holiday)

7. Stephen Jay Gould, "Three Centuries' Perspectives" from *The Mismeasure of Man* (1996)
8. Noel Ignatiev, "White Negroes and Smoked Irish" from *How the Irish Became White* (1995)
9. John L. Sullivan, "Manifest Destiny" (1845)
10. Raymond Williams, "Ideology"- "Hegemony"- "Dominant, Residual, Emergent" from *Marxism and Literature* (1977)

WEEK 4: GOLD MOUNTAIN

Excerpts from Maxine Hong Kingston, *China Men* (1980)

11. Chinese Exclusion Act (1882)
12. Fu Chi Hao, "A Chinese American Reprimands Americans for Anti-Chinese Attitudes and Law" (1907)
13. John Kuo Wei Tchen, "Pluralism and Hierarchy: 'Whiz Kids,' 'The Chinese Question,' and Relations of Power in New York City" (1998)

WEEK 5: THEORIES AND PRACTICE

PAPER 1 DUE Monday, 2/3, in class and to Turnitin before 11:00 AM

14. Michael Omi and Howard Winant, "Racial Formation" from *Racial Formation in the United States*, 2nd ed. (1994)
15. Judith Lorber, Excerpt from "Night to His Day": *The Social Construction of Gender* (1994)
16. Siobhan Somerville, "Queer" (2007)

WEEK 6: POST-WAR AMERICA

Toni Morrison, *Home* (2012)

17. Ira Katznelson, “White Veterans Only” (Part II and III only) from *When Affirmative Action was White* (2005)
18. Langston Hughes, “Ballad of Roosevelt” (1934)
19. Bob Dylan, “Only a Pawn in their Game” (1963)

WEEK 7: SOCIAL MOVEMENTS, PART I

▪ No Class Monday (President’s Day Holiday)

20. Martin Luther King, Jr., “Where Are We?” and “The World House” from *Where Do We Go from Here: Chaos or Community?* (1967)
21. Students for a Democratic Society, “Port Huron Statement” (1962)
22. Huey Newton and Bobby Seale, “The Black Panther Platform: What We Want, What We Believe” (1966)
23. Amy Uyematsu, “Proclaiming the Emergence of ‘Yellow Power’” (1969)

WEEK 8: SOCIAL MOVEMENTS, PART II

PAPER 2 ASSIGNED IN CLASS

24. Robin Morgan, No More Miss America (1968)
25. Jorge Mariscal, “To make the university work for our people” from *Brown-Eyed Children of the Sun* (2005)
26. Anna Nieto Gomez, “La Femenista” (1974)

ONLINE: César Chávez, “Plan de Delano” (1966):

<http://farmworkermovement.com/ufwarchives/elmalcriado/1966/April%2010,%201966.pdf>

ONLINE: Original Lumumba/Zapata Demands (1969):

<https://picasaweb.google.com/100956950931999607943/UCSDLumumbaZapataMovement19691972>
 (“photos” 49-53 of album)

WEEK 9: PUBLIC GOOD / PRIVATE GOOD

27. Ronald Story and Bruce Laurie, “The Making of a Movement,” from *The Rise of Conservatism in America, 1945-2000*, (2008)
28. Lewis F. Powell, Jr., “Confidential Memorandum” (1971)
29. 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)
30. Friedrich A. Hayek, “Background to danger” and “The liberal way of planning” from *The Road to Serfdom* (condensed version) (1945)
31. David Harvey, Excerpts from *A Brief History of Neoliberalism* (2005)

WEEK 10: HIGHER EDUCATION

PAPER 2 DUE Monday, 3/10, in class and to Turnitin before midnight

32. J.A. Douglass and G. Thomson, “The Poor and the Rich” (2008)
 33. Jorge Mariscal, “Diversity” and “Race” at the Privatized Public University” (2012)
- ONLINE: “Real Pain, Real Action” Demands (2010): <http://complex-systems.ucsd.edu/antiracism/node/10>