

DOC 1: Reading Diversity

Lecture	Instructor	Location	Day/Time
DOC 1-A	Dr. Lisa Ho	Peterson 110	MWF 11-11:50
DOC 1-B	Dr. Megan Strom	Solis 107	MWF 1-1:50
DOC 1-C	Dr. Amanda Solomon Amorao	Solis 107	MWF 2-2:50

Course Description

DOC 1 is the first course in the required first-year writing sequence at Thurgood Marshall College. Over this year, we will learn the critical reading, writing, and thinking skills necessary to succeed here at UCSD and beyond through an exploration of the promises and paradoxes in U.S. history, culture, and society. For DOC 1, we will focus on practicing our critical reading skills in multiple ways. At its heart critical reading is to learn to have a dialogue - a dialogue with a text, its author and its context. Critical reading is to learn how to ask hard questions, be open to complex answers, and understand and evaluate multiple perspectives. We will read a diverse selection of texts to see the many different ways an argument can be presented, supported, and debated. And by reading these different texts, we will also come to understand a broad overview of the histories of multiple communities in the U.S., the origins of social stratification and structural inequities, and the movements for social and economic equality.

By the end of this class, students will be able to:

- Identify, summarize, and explicate a text's purpose and argument
- Put texts in conversation with each other to trace out assumptions, contradictions, and convergences
- Recognize, discuss, and debate the promises and paradoxes of the formation of U.S. history, culture, and society
- Develop a drafting and revision process

Course Requirements

- Lecture Comment/Question Cards (10%)

At the end of lectures, students will submit a question or comment concerning the readings and lectures of that week on a 3x5 index card with their names, PIDs, TA/Section, and the date in the top right corner. Instructor will use these cards to guide lectures and engage with students. Comment cards will be graded for completion. You may miss submission of one card without penalty, but every subsequent missing card will drop this 10% of your grade by $\frac{1}{3}$, i.e. from A to A- and so on.

- Section Attendance & Participation (15%)

This grade is determined by a student's consistent attendance and lack of tardiness at section as well as participation in small and large group discussions, completion of any work or activities assigned by teaching assistant, and/or visits to office hours. [For the full rubric determining your participation grade, see TritonED.](#)

- Keyword Blog (15%)

At the end of almost every week of the quarter, students will generate a 150-250 word blog entry discussing a major keyword or concept in the week's assigned readings. Blog posts are intended to help students digest assigned readings and prepare for larger writing assignments. Blog posts will be graded for completion, meaning as long as they meet the word requirement, make a good faith attempt to engage the material, and are submitted before the deadline then students will receive full credit (or an A) at the end of the quarter for 15% of the course grade. Missing posts or submitting more than three posts which are too short or late will result in an automatic F for 15% of the course grade. [See TritonEd for more info.](#)

- Midterm Writing Assignment (30%)

In the midterm, you will expand on the keyword "racial formation" in 1000-1200 words. The rough draft for this assignment will be due week 4 and the final draft due in week 6. [See TritonEd for the assignment prompt, suggested strategies, and grading rubric.](#)

- Final Keyword Project (30%)

For your final project, you will revise and reflect on the three most important keyword blogs that you feel you have written this quarter. A rough draft of this project will be due in week 9; the final draft will be submitted during your DOC class's final exam time. [See TritonEd for the assignment prompt, suggested strategies, and grading rubric.](#)

Program Policies

- Academic Integrity

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at: <http://academicintegrity.ucsd.edu>. Students must submit their coursework through the TritonEd website to turnitin.com to screen for plagiarism. VIOLATION OF ACADEMIC INTEGRITY MAY RESULT IN FAILURE OF ASSIGNMENT, FAILURE OF COURSE, AND DISCIPLINARY ACTION.

- Assignment Submission

If a student does not submit a rough draft, an assignment may receive an F. If a student does not participate in every phase of the development of the project (i.e. peer review), the final grade for the assignment will be lowered by $\frac{1}{3}$, i.e. from an A to an A-.

FAILURE TO COMPLETE ALL OF THE COURSE REQUIREMENTS IS GROUNDS FOR FAILURE OF THE ENTIRE COURSE.

If a final draft, plus required addenda, is not submitted in class on the date due, it will be considered late and will lose $\frac{1}{3}$ of a letter grade for each day or part of a day past due (A to A-, etc.). Assignments are due in hardcopy and via turnitin.com. You must submit your assignments directly to your TA. Any late submissions must be approved by your TA and/or instructor well in advance of the due date.

Rough and final drafts of major written assignments must be submitted to turnitin.com via TritonED by 11:59 p.m. on the day it is submitted in class. A grade will not be assigned to an assignment until it is submitted to turnitin via TritonED. Failure to submit an assignment to turnitin via TritonED is grounds for failure of the assignment.

- Attendance

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive absences (i.e. more than 2 at section) may be grounds for failing. Excessive tardiness will also impact your grade and may be grounds for failure.

- Student Code of Conduct

By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. Please keep in mind, however, that we must engage each other in a respectful and considerate manner. We are all expected to adhere to the UCSD Principles of Community (<https://ucsd.edu/about/principles.html>). Free speech is valued but hate speech will not be tolerated. Abusive and harsh language, intimidation, and personal attacks will not be allowed.

- Students with Disabilities

Students with disabilities should submit their letters of accommodations to the DOC Administrative Coordinator, Sue Hawkinson in Sequoyah 132 by the end of week 2 to make accommodations for the quarter. Please see the Office for Students with Disabilities website (<http://disabilities.ucsd.edu>) for more information on registering for accommodations.

- Technology Policy

All personal electronics should be off or on "silent" mode. Texting, games, schoolwork not pertaining to this class, and social media (Facebook, YouTube, email, etc.) are not permitted. If

your technology use becomes distracting or disruptive, you will be asked to leave the lecture or discussion section.

Required Texts (Available for purchase at UCSD Bookstore @ Price Center)

NOTE: These texts will also be required for DOC 2 and 3*

- Takaki, Ronald. *A Different Mirror: A History of Multicultural America* (2008 edition)
- Rothenberg, Paula S. *Race, Class, and Gender in the United States: An Integrated Study, Tenth Edition* (2016)

Schedule of Readings

NOTE: Instructors reserve the right to alter schedule as necessary and will always give notice to students in advance.

WEEK 0: Introduction to the Course

WEEK 1: Founding Paradoxes

- Takaki, Chapters 1 & 2 (Monday), Chapter 4 (Wednesday), Chapter 7 (Friday)
- 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-)
- Andrew Jackson, Message to Congress "On Indian Removal" (1830):
<http://www.ourdocuments.gov/doc.php?doc=25&page=transcript>

WEEK 2: Slavery and Its Legacy

- Takaki, Chapters 3 and 5
- David Walker, "Preamble" and "Article I: Our Wretchedness in Consequence of Slavery" from "Appeal to the Coloured Citizens of the World" (1830). PDF on TritonED.
- John Brown, Excerpts from "A Declaration of Liberty by the Representatives of the Slave Population of the United States of America" (July 4, 1859)
<http://digitalhistory.hsp.org/pafirm/doc/declaration-liberty-representatives-slave-population-United-states-america-july-4-1859>
- Sojourner Truth, "Ain't I A Woman?" (1851) and "Address to the First Annual Meeting of the American Equal Rights Association" (1867)
https://bcc-cuny.digication.com/MWHreader/Truth_Speeches_1851_1867

WEEK 3: Shifting Hierarchies

- Takaki, Chapters 6 and 8
- Rothenberg, Preface (p xiii-xviii), Introduction (p 1-4), and Part I (p 5-10)
- Michael Omi and Howard Winant, "Racial Formations" (Rothenberg, p 11-20)
- Noel Ignatiev, Excerpts from *How the Irish Became White*. PDF on TritonED.
- Angelo N. Ancheta, "Neither Black nor White" (Rothenberg, p 120-129)

WEEK 4: Social Constructs and Their Intersections**MIDTERM PAPER ROUGH DRAFT DUE IN SECTIONS**

- Takaki, Chapter 11
- Karen Brodtkin, “How Jews Became White Folks: And What That Says About Race in America” (Rothenberg, p 27-37)
- Judith Lorber, “‘Night to His Day’: The Social Construction of Gender” (Rothenberg, p 38-46)
- Jonathan Ned Katz, “The Invention of Heterosexuality” (Rothenberg, p 47-58)
- Susan Stryker, “Transgender Feminism: Queering the Woman Question” (Rothenberg, p 71-77)

WEEK 5: The Watershed of World War II

- Takaki, Chapters 13 and 14
- Kimberlé Crenshaw, interviewed by Bim Adewunmi, “Intersectionality: An Everyday Metaphor Anyone Can Use” (Rothenberg, p 171-175)
- Langston Hughes, “Ballad of Roosevelt” (1934) <http://historymatters.gmu.edu/d/5096/>
<https://zinnedproject.org/materials/langston-hughes-ballad-of-roosevelt/>
- Yuri Kochiyama, “Then Came the War” (Rothenberg, 411-418)

WEEK 6: Social Movements, Part I**MIDTERM PAPER FINAL DRAFT DUE IN SECTIONS**

- Takaki, Chapter 15
- Ira Katznelson, “White Veterans Only” from *When Affirmative Action was White* (2005). PDF on TritonED.
- Students for a Democratic Society, “Port Huron Statement” (1962)
<http://www.sds-1960s.org/documents.htm>
- Jorge Mariscal, “‘To Demand that the University Work for Our People’” in *Brown-Eyed Children of the Sun* (2005). PDF on TritonED.
- Original Lumumba/Zapata Demands (1969):
<https://plus.google.com/photos/100956950931999607943/albums/5268241516941920017/5400797506015614962?pid=5400797506015614962&oid=100956950931999607943>

WEEK 7: Social Movements, Part II

- Takaki, Chapter 12
- Martin Luther King, Jr., “Where Are We?” from *Where Do We Go from Here: Chaos or Community?* (1967)
<https://kinginstitute.stanford.edu/king-papers/documents/where-do-we-go-here-delivered-11th-annual-sclc-convention>

- Martin Luther King, Jr., “The World House” from *Where Do We Go from Here: Chaos or Community?* (1967)
<http://pluralism.org/document/the-world-house-martin-luther-king-jr-1967/>
- Huey Newton and Bobby Seale, “The Black Panther Platform: What We Want, What We Believe” (1966)
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Panther_platform.html + http://www.pbs.org/hueypnewton/actions/actions_platform.html

WEEK 8: Social Movements, Part III

NOTE: There will be a Monday lecture. No Lectures Wednesday or Friday (Thanksgiving Holiday). No DOC sections this week

- Anna Nieto Gomez, “La Femenista” (1974). PDF on TritonED
- Dolores Huerta, “Reflections on UFW Experience.”
<https://libraries.ucsd.edu/farmworkermovement/essays/essays/MillerArchive/063A%20Reflections%20on%20UFW%20Experience.pdf>
- Philip Vera Cruz, “A Minority Within a Minority.” *A Personal History of Filipino Immigrants and the Farmworkers Movement.*
- *Delano Manongs: Forgotten Heroes of the United Farm Workers Movement.* Director: Marissa Aroy

WEEK 9: Gender and Globalization

FINAL PROJECT ROUGH DRAFT DUE IN SECTIONS

- Michael Parenti, “Institutions and Ideologies” (Rothenberg, p 555-561)
- Sassen, Saskia. “Global Cities and Survival Circuits.” PDF on TritonED.
- Fregoso, Rosa Linda. “Towards a Planetary Civil Society.” PDF on TritonED.
- Mohanty, Chandra. “‘Under *Western Eyes*’ Revisited: Feminist Solidarity through Anticapitalist Struggles.” PDF on TritonED

WEEK 10: 21st Century: Who Belongs?

- Noy Thrupkaew, “The Myth of The Model Minority” (Rothenberg, p 230-236)
- Ta-Nehisi Coates, “Between the World and Me” (Rothenberg, 421-424)
- Moustafa Bayoumi, “How Does It Feel to Be a Problem” (Rothenberg, p 237-242)
- Andrea Ayvazian, “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change” (Rothenberg, 629-635)

FINALS WEEK

Lecture	Instructor	Location	Final Project Due
DOC 1-A	Dr. Ho	Peterson 110	12/12, 11:30-12:30
DOC 1-B	Dr. Strom	Solis 107	12/11, 11:30-12:30

DOC 1-C	Dr. Solomon	Solis 107	12/13, 3-4pm
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