

SYLLABUS DOC 3: *Imagination*

Lecture A, Dr. Jorge **MARISCAL** MWF 10:00-10:50, Warren Lecture Hall 2001
Lecture B, Dr. Emily **ROXWORTHY** MWF 11:00-11:50, Galbraith Hall 242

Course Description:

DOC 3, “Imagination,” investigates many of the issues and themes raised in the previous two DOC courses through artifacts of modern American culture, particularly novels, plays, music, film, and video from the post-World War II period to the present. Our main goal will be to understand cultural artifacts as historical and ideological documents composed of specific formal elements. For this writing-intensive course, students will be required to complete two 5-6-page papers that increase in difficulty and require planning, drafting, revising, and editing as part of the writing process.

Required Texts and Readings:

- ♦ **2014 DOC 3 Reader** – The custom reader must be purchased exclusively from this website: <http://universityreaders.com> (click on “Students Buy Here” on the right side of the page). This year’s DOC 3 reader has changed from the 2013 DOC 3 reader; students will not be able to use old readers.
- ♦ Toni Morrison, ***Home*** (2012) – Available at a discount from University Readers as part of the DOC 3 bundle.
- ♦ Some readings will be posted on Electronic Reserves via the UCSD Library (<http://reserves.ucsd.edu>).
- ♦ Purdue University’s Online Writing Lab (OWL) <http://owl.english.purdue.edu/owl/>
- ♦ University e-mail messages – Official communications from the DOC office will be sent to enrolled students’ @ucsd.edu e-mail addresses. Students are responsible for checking their inboxes regularly and reading these messages promptly.

Lecture Hall Decorum: Because the use of computers and other electronic devices can be disruptive in class, you should bring paper and pens to take notes. Laptops, cell phones, iPods, tablets, etc., may not be used in lecture. These should be turned off and kept in your bag under your seat.

Writing Assignments: The writing assignments this quarter build on the fundamentals of critical reading and analysis introduced in DOC 1 and DOC 2: reading actively; analyzing key elements in a text; mapping ideological intersections at work in a text; applying key concepts learned this year; and using relevant course lecture materials and readings to place the object of analysis in its historical and cultural context.

The purpose of DOC 3 is to enable undergraduate students to critically elaborate cultural interpretations. Students who successfully complete DOC 3 writing assignments will be able to: 1) Complete all aspects of the writing process, including outlining, drafting, editing, peer reviewing, and revising; 2) Develop an interpretation that is supported by evidence from multiple sources; 3) Employ DOC key words in relevant and effective ways; 4) Use various kinds of feedback to revise papers effectively; and 5) Cite sources using MLA format.

Grade Breakdown:	Paper 1.....	25%
	Paper 2.....	30%
	Final Exam.....	25%
	Pre-Writing.....	5%
	Assignments.....	10%
	Section Participation & Attendance.....	5%

Maintaining Academic Integrity: All material submitted for a grade must represent your own work. Proper citation of others' work is required. The rules for incorporating MLA documentation can be found on OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>. 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](http://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](http://turnitin.com) site.

– SCHEDULE OF READINGS & TEXTS –

NUMBERED readings below refer to the *2014 DOC 3 Reader* – see the Table of Contents for page numbers.

CULTURE-HISTORY-IDEOLOGY

WEEK 1:

ONLINE: “Key Words from DOC 1: Diversity” (<http://marshall.ucsd.edu/doc/doc3> “Handouts”)

1. DOC teaching staff, “DOC 3 Key Words”

2. Jennifer Riego, “Ideological Criticism” (2011)

ONLINE: George Takei’s facebook page (<https://www.facebook.com/georgehtakei>)

ONLINE: *Allegiance* website (<http://www.allegiancemusical.com>)

WEEK 2:

3. Miné Okubo, Excerpt from *Citizen 13660* (1946)

4. Emily Colborn-Roxworthy. “‘Manzanar, the eyes of the world are upon you’: Performance and Archival Ambivalence at a Japanese American Internment Camp” (2007)

ONLINE: Keith Chow, ed., “I want the wide American earth”

(<http://issuu.com/smithsonianapa/docs/earth>)

AMERICAN WARS IN ASIA

WEEK 3:

5. Maxine Hong Kingston, “The Brother in Vietnam” from *China Men* (1989)

6. Esther Kim Lee, “The *Miss Saigon* Controversy” from *A History of Asian American Theatre* (2006)

7. Andrew Lam, “Bright Clouds Over the Mekong” from *Birds of Paradise Lost* (2013)

WEEK 4:

SEPARATE TEXT: Toni Morrison, *Home* (2012)

ON TED: PSY, “Gangnam Style”

SHIFTING IDENTITIES

WEEK 5:

■ PAPER 1 **DUE** to your TA before lecture Monday, April 28, and to Turnitin before 4:00 PM

8. Sonia Sotomayor, Excerpt from *My Beloved World* (2013)

9. Justice Sonia Sotomayor, Dissent, *Hodge v. Kentucky* (2012)

ONLINE: Nikole Hannah-Jones, “What Abigail Fisher’s Case Against Affirmative Action is Really About” (http://www.huffingtonpost.com/2013/03/18/abigail-fisher-case-affirmative-action_n_2901888.html)

“Affirmative action at California colleges: A debate based on fear” (<http://www.latimes.com/opinion/commentary/la-oe-0307-ramakrishnan-prop209-affirmative-action-20140307,0,6278135.story#axzz2vUE56szV>)

WEEK 6:

10. Ron Eglash, “Race, Sex, and Nerds: From Black Geeks to Asian American Hipsters (2002)

ONLINE: Philip Kan Gotanda, *Yankee Dawg You Die* (1991)

(<http://solomon.aadr.alexanderstreet.com/cgi-bin/asp/philo/navigate.pl?aadrl127>)

ONLINE: Adrienne Mong, “Not Chinese enough in China? Chinese-Americans caught between 2 worlds” (<http://behindthewall.nbcnews.com/news/2012/03/23/10644657-not-chinese-enough-in-china-chinese-americans-caught-between-2-worlds?chromedomain=usnews>)

CONTEMPORARY MOVEMENTS FOR SOCIAL JUSTICE

WEEK 7:

11. Angela Y. Davis, “Abolitionist Alternatives” from *Are Prisons Obsolete?* (2003)

ONLINE (LISTEN): Dave Davies and Michelle Alexander, “Legal Scholar: Jim Crow Still Exists in America” (<http://www.npr.org/2012/01/16/145175694/legal-scholar-jim-crow-still-exists-in-america>)

ON TED: The DREAM Act and DREAMers’ protest performances

WEEK 8:

ONLINE: Eva Longoria, “Empowering Latinas” (<http://shriverreport.org/empowering-latinas-eva-longoria/>)

ONLINE: Beyoncé Knowles-Carter, “Gender Equality is a Myth!” (<http://shriverreport.org/gender-equality-is-a-myth-beyonce/>)

ONLINE: Bilal Qureshi, “Feminists Everywhere React to Beyoncé’s Latest” (<http://www.npr.org/blogs/therecord/2013/12/19/255527290/feminists-everywhere-react-to-beyonc-s-latest>)

WEEK 9:

► No Lecture Monday (Memorial Day Holiday)

■ PAPER 2 **DUE** to your TA before lecture Wednesday, May 28, and to Turnitin before 4:00 PM

FILM: ***The Help*** (2011) ON STREAMING (ELECTRONIC) RESERVE AND ON RESERVE AT GEISEL'S ARTS LIBRARY

ONLINE: Jeffrey J. Williams, "Academic Freedom and Indentured Students"
(<http://www.aaup.org/article/academic-freedom-and-indentured-students#.UucoOvbTlBo>)

COLLECTIVE MEMORY AND PUBLIC SPACE AT UC SAN DIEGO
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WEEK 10:

12. Jorge Mariscal, "'To Demand That the University Work for Our People'" from *Brown-Eyed Children of the Sun* (2005)

13. Niall Twohig, "A Gesture in May: The May 1970 Peace Memorial" (2014)

ONLINE: UC San Diego, Stuart Collection: (<http://stuartcollection.ucsd.edu/>)
"Camp La Jolla": (<http://camplajolla.org/map.php?tour=alpha>)

FINAL EXAMS

- Lecture A: Monday, June 9, 8:00 to 11:00 a.m.
- Lecture B: Friday, June 13, 11:30 a.m. to 2:30 p.m.