

**SYLLABUS  
 DOC 100D**

*Promises and Contradictions in U.S. Culture*

**Christopher Perreira**

TTH 5:00-6:20, Warren Lecture Hall 2113

Office: Sequoyah Hall 128

**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, U.S. colonialism and slavery, social movements, shifting ideas about race and gender, mass incarceration, 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* be purchased from <http://universityreaders.com>
- ◆ **Toni Morrison, *Home***
- ◆ **Handouts and Websites** – to be provided by your instructor
- ◆ **University e-mail messages** – Official communications will be sent to enrolled students’ @ucsd.edu e-mail addresses. Students are responsible for reading this information.

<b>Grading:</b>	First Paper.....	30%
	Second Paper.....	35%
	Quizzes & Discussion Questions.....	10%
	Class Presentation.....	15%
	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 class 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 five- to six-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 <https://www.ucsd.edu/current-students/academics/academic-integrity/index.html>.

**Help Outside Class:** In addition to visiting Professor Perreira during his office hours, students may seek academic assistance from UCSD’s Writing Center (<http://writingcenter.ucsd.edu>).

## – SCHEDULE OF READINGS –

Numbered readings below refer to **2014 DOC 100D Reader** – see the Table of Contents for page numbers.

### WEEK 1: FOUNDING PARADOXES

1. DOC teaching staff, “List of Key Words for Analysis”
2. Kirsten Silva Gruesz, “America,” from *Keywords for American Cultural Studies* (2007)

ONLINE: Thomas Jefferson, “Original Rough Draught” (1776): <http://jeffersonpapers.princeton.edu/selected-documents/jefferson's-“original-rough-draught”-declaration-independence-0>

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

3. David Walker, “Preamble” and “Article I: Our Wretchedness in Consequence of Slavery” from “Appeal to the Coloured Citizens of the World” (1830)
4. Frederick Douglass, “What the Black Man Wants” (1865)

ONLINE: Ta-Nehisi Coates, selections from *The Case for Reparations* (2014):  
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

### WEEK 3: MANIFEST DESTINY

5. Stephen Best & Saidiya Hartman, “Fugitive Justice” (2005)
6. Fred Moten, “Resistance of the Object: Aunt Hester’s Scream” from *In the Break: The Aesthetics of the Black Radical Tradition* (2003)

### WEEK 4: EXCLUSION AND COLONIALISM

7. Fu Chi Hao, “A Chinese American Reprimands Americans for Anti-Chinese Attitudes and Law” (1907)
8. Natalia Molina, “Interlopers in the Land of Sunshine” from *Fit to Be Citizens?: Public Health and Race in Los Angeles, 1873-1939*
9. Noenoe K. Silva, “The Antiannexation Struggle” from *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism* (2004)

ONLINE: Chinese Exclusion Act (1882): <http://www.ourdocuments.gov/doc.php?doc=47&page=transcript>

ONLINE: Queen Liliuokalani, selections from *Hawaii’s Story by Hawaii’s Queen*:  
<http://digital.library.upenn.edu/women/liliuokalani/hawaii/hawaii.html>

### WEEK 5: THEORIES AND PRACTICE

**\*Paper #1 Due: Thursday, October 30<sup>th</sup>**

10. Michael Omi & Howard Winant, “Racial Formation” from *Racial Formation in the United States*, (1994)
- ONLINE: Judith Lorber, Excerpt from “‘Night to His Day’: The Social Construction of Gender” (1994)
- ONLINE: Siobhan Somerville, “Queer” (2007)

**WEEK 6: POST-WAR AMERICA**

**Toni Morrison, *Home* (2012)**

11. Ira Katznelson, “White Veterans Only” (Part II and III only) from *When Affirmative Action was White* (2005)

**WEEK 7: SOCIAL MOVEMENTS, PART I**

12. Martin Luther King, Jr., “Where Are We?” and “The World House” from *Where Do We Go from Here: Chaos or Community?* (1967)
13. Students for a Democratic Society, “Port Huron Statement” (1962)
14. Huey Newton and Bobby Seale, “The Black Panther Platform: What We Want, What We Believe” (1966)

**WEEK 8: SOCIAL MOVEMENTS, PART II**

18. Robin Morgan, “No More Miss America” (1968)
20. Anna Nieto Gomez, “La Femenista” (1974)

**WEEK 9: THE PRISON-INDUSTRIAL-COMPLEX**

15. Michelle Alexander, selections from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010)
16. Ruth Wilson Gilmore, “Mothers Reclaiming Our Children” from *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (2007)
17. Jimmy Santiago Baca, selections from *A Place to Stand* (2007)

**WEEK 10: HIGHER EDUCATION**

**\*Paper #2 Due: Thursday, December 11<sup>th</sup>**

19. Jorge Mariscal, “To make the university work for our people” from *Brown-Eyed Children of the Sun* (2005)  
ONLINE: “Real Pain, Real Action” Demands (2010): <http://complex-systems.ucsd.edu/antiracism/node/10>