

DOC 100D

Promises and Contradictions in U.S. Culture

Dr. Marisa Abrajano

Tu/Th 9:30-10:50, HSS 1305

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Office Hours: Thursday, 11-12 and by appointment in Sequoyah 134

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:

- **Winter 2015 DOC 100D Reader:** This is a custom text to be purchased exclusively from the publisher's website: <http://universityreaders.com> (click on "Students Buy Here" on the right side of the page).
- **David Waldstreicher, *Slavery's Constitution*:** this book comes bundled with the Reader for a discount
- **Handouts and Websites** – to be provided by Dr. Abrajano
- **University e-mail messages** – Official communications from Dr. Abrajano 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. 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 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. Abrajano during her office hours, students may seek academic assistance from UCSD's Writing Center (<http://writingcenter.ucsd.edu>).

– SCHEDULE OF READINGS –

Numbered readings below refer to the *Winter Quarter 2015 DOC 100D Reader* – see the Table of Contents in the *Reader* for page numbers.

WEEK 1: FOUNDING PARADOXES

1. DOC teaching staff, “List of Key Words for Analysis”

SEPARATE TEXT: 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>

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

2. David Walker, “Preamble” and “Article I: Our Wretchedness in Consequence of Slavery” from “Appeal to the Coloured Citizens of the World” (1830)

3. Frederick Douglass, “What the Black Man Wants” (1865)

4. Sojourner Truth, “Ain't I A Woman?” (1851) and “Address to the First Annual Meeting of the American Equal Rights Association” (1867)

ONLINE: *Dred Scott v. Sandford*: <http://www.ourdocuments.gov/doc.php?flash=true&doc=29&page=transcript>

WEEK 3: MANIFEST DESTINY

5. Stephen Jay Gould, “Three Centuries' Perspectives” from *The Mismeasure of Man* (1996)

6. Noel Ignatiev, “White Negroes and Smoked Irish” from *How the Irish Became White* (1995)

7. John L. Sullivan, “Manifest Destiny” (1845)

8. Raymond Williams, “Ideology”-“Hegemony”-“Dominant, Residual, Emergent” from *Marxism and Literature* (1977)

WEEK 4: GOLD MOUNTAIN

9. Chinese Exclusion Act (1882)

10. Fu Chi Hao, “A Chinese American Reprimands Americans for Anti-Chinese Attitudes and Law” (1907)

11. 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 February 5, 2014 in class and to Turnitin before 11:00 AM

12. Michael Omi and Howard Winant, “Racial Formation” from *Racial Formation in the United States*, 2nd ed. (1994)

13. Judith Lorber, Excerpt from “‘Night to His Day’: The Social Construction of Gender” (1994)

14. Kimberlé Williams Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” (1994)

ONLINE: "When Women Become Men at Wellesley" (October 15, 2014):
<http://www.nytimes.com/2014/10/19/magazine/when-women-become-men-at-wellesley-college.html?smprod=nytcore-iphone&smid=nytcore-iphone-share>

WEEK 6: POST-WAR AMERICA

15. Ira Katznelson, "White Veterans Only" (Part II and III only) from *When Affirmative Action was White* (2005)
16. Bob Dylan, "Only a Pawn in their Game" (1963)
17. Jane Junn and Natalie Masuoka, "Asian American Identity: Shared Racial Status and Political Context" (2008)

ONLINE: *Mendez v. Westminster* (1946): <http://tcla.gseis.ucla.edu/equalterms/history/pdf/mendez.pdf>

WEEK 7: SOCIAL MOVEMENTS, PART I

18. Martin Luther King, Jr., "Where Are We?" and "The World House" from *Where Do We Go from Here: Chaos or Community?* (1967)
19. Students for a Democratic Society, "Port Huron Statement" (1962)
20. Amy Uyematsu, "Proclaiming the Emergence of 'Yellow Power'" (1969)

ONLINE: 1965 Immigration and Nationality Act (Hart-Cellar Act):
<http://library.uwb.edu/guides/usimmigration/79%20stat%20911.pdf>

WEEK 8: SOCIAL MOVEMENTS, PART II

PAPER 2 ASSIGNED IN CLASS

21. Huey Newton and Bobby Seale, "The Black Panther Platform: What We Want, What We Believe" (1966)
22. Anna Nieto Gomez, "La Femenista" (1974)
23. Siobhan Somerville, "Queer" (2007)
24. Jorge Mariscal, "To demand that the university work for our people" from *Brown-Eyed Children of the Sun* (2005)

ONLINE: César Chávez, "Plan de Delano" (1966):
<http://farmworkermovement.com/ufwarchives/elmalcriado/1966/April%2010,%201966.pdf>

WEEK 9: PUBLIC GOOD / PRIVATE GOOD

25. 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)
26. Friedrich A. Hayek, "Background to danger" and "The liberal way of planning" from *The Road to Serfdom* (condensed version) (1945)
27. David Harvey, Excerpts from *A Brief History of Neoliberalism* (2005)

◆ 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 March 12, 2015 in class and to Turnitin before midnight

ERESERVES: Samuel P. Huntington, "The Hispanic Challenge" from *Who Are We? The Challenges to America's National Identity* (2004)

ONLINE: *Arizona v United States*: <http://www.law.cornell.edu/supct/pdf/11-182.pdf>

ONLINE: *Plyler v. Doe* (1982): <http://supreme.justia.com/cases/federal/us/457/202>