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Discourse, Power, Inequality

Ethnic Studies 185

Mondays 5:00-7:50 p.m.

Warren Lecture Hall 2204

Winter 2007

Course Description

What is discourse? What is the power of discourse in the distribution of privileges, disadvantages, as well as punishments in society? What then, can human actors do?

This course explores the role that discourses play in the construction of institutions (e.g. schools, prisons, hospitals, churches, families), nations, social movements, revolutions, law, social groups, identity, and social behavior. We will examine multiple dimensions of discourse, from global media, to political rhetoric, to local everyday language. Students will develop a critical analysis of how people resist, subvert, and reconstruct discourse to their own purposes. Most importantly, students will apply this analysis to their own political and intellectual projects.

Required Texts

Michel Foucault. 1995. *Discipline and Punish: The Birth of the Prison*. Vintage Books.

Edwidge Danticat. 1998. *Breath, Eyes, Memory*. Vintage Books.

José Padilha (Director). 2002. *Bus 174*. [DVD]. Rio, Brazil: Zazen Produções.

Course reader. Available on e-reserves.

Majoring or Minor in Ethnic Studies at UCSD

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.

Requirements

This is not a class for the passive. In this course, you are required to produce. Be prepared read, write, and study as if lives depended on it.

1) Class Participation – Expect perfect attendance. Exceptions must be cleared in advance of the class. Expect democratic participation. All students will receive the same grade for this portion of the participation requirement based on the caliber of class discussion. Expect preparation. Come to class with the reading annotated, and discussion prompts prepared. Every student will be required co-teach a portion of a class on the readings.	25%
2) Professional Bio – You will create a 250-word bio describing yourself in a discourse-producing profession of your choice (teacher, scholar, filmmaker, writer, graphic designer, journalist, policymaker, organizer).	5%
3) Discourse Project – Pieces of this project will be completed throughout the 10-weeks of this course. The final product include (1) a short digital film, and (2) a discourse analysis of your film.	40%
4) Annotated Bibliography – You will maintain an electronic journal of all assigned readings. You will write a 1-2 paragraph abstract for each reading, and responses to discussion prompts.	10%
5) Midterm qualifying exam* – The midterm exam will consist of essay questions about key readings, their application to real-world issues, and your understanding of discourse. Honors Thesis students will have the option of submitting part of their literature review on discourse in lieu of taking the exam.	10%*
6) Personal Vision Statement – You will write a 3-5 page statement describing your personal plan after graduation, the context for the plan, the strategic thinking behind the plan, and how it will impact the structure of society. This statement will include a self-evaluation of your performance in the course.	10%
<i>* You must pass this exam in order to pass the class.</i>	

Schedule of topics, readings, and assignments

1st Week. January 8. Definitions of Discourse

2nd Week: January 15. No Class: Martin Luther King Jr. Day

3rd Week: January 22. Discourse and institutions

Read

- Film: •Padilha, José (Director). (2002). *Bus 174*. [DVD]. Rio, Brazil: Zazen Produções.
- Book: •Foucault, Michel. (1995). *Discipline and punish: The birth of the prison*. New York: Vintage Books.
- E-reserves: •Bakhtin, Mikhail. (1981). "Discourse and the novel" in *The Dialogic Imagination*. Ed. Michael Holquist. Trans. Caryl Emerson and Michael Holquist. Austin: U of Texas Press.
- Jaworski, Adam, & Coupland, Nikolas. (2006). "Introduction" in *The discourse reader*. New York : Routledge, pp. 1-3.

Due

1. 250 Word Bio
2. Annotated Bibliography – 1 paragraph abstract for each reading and film

4th Week. Jan 29. Discourse and the body

Read

- Entire •Danticat, Edwidge. (1998). *Breath, Eyes, Memory*. Vintage Books.
- Book:
- E-reserves: •Ortner, Sherry. (1996). "Toward a Feminist, Minority, postcolonial, Subaltern, etc., Theory of Practice," in *Making gender: The politics and erotics of culture*. Boston, MA: Beacon. pp.1-20.

Due

1. Annotated Bibliography – 1 paragraph abstract for each reading.

5th Week. Feb 5. Hegemony and counterhegemony

Read:

- E-reserves: •Gramsci, Antonio. (2004). "Intellectuals and Hegemony" in C. Lemert (Ed.), *Social theory : The multicultural and classic readings*. Boulder, Colo.: Westview Press.
- Gramsci, Antonio (1988). "The art and science of politics," pp.222-230 in D. Forgacs (ed), *A Gramsci reader : selected writings, 1916-1935*. London : Lawrence and Wishart.
- Kozol, Jonathan (1978). *Children of the revolution : a Yankee teacher in the Cuban schools*. New York: Delacorte Press. Chapter 1,2,and 6, pp.3-27, pp.72-95

DUE:

1. Spoken word piece.
2. Background audio – MP3 or CD
3. Annotated Bibliography – 1 paragraph abstract for each reading.

6th Week. February 12. Discourse, policy and politics

Read

- E-reserves:
- Haney-López, Ian. “White lines,” pp.1-12 in *White by law*.
 - Takagi, Dana Y. (1992). “Affirmative action and its discontents: Asian victims and black villains” (ch.5, pp.109-139), in *The retreat from race : Asian-American admissions and racial politics*. New Brunswick Rutgers University Press.
 - Lakoff, George (2004). : Preface & Chapter 1 “Framing 101: How to take back public discourse,” pp. xv-xvi, pp.3-34. In *Don't think of an elephant! : know your values and frame the debate : the essential guide for progressives*. White River Junction, Vt. : Chelsea Green.

Due

1. Recording of spoken word piece – MP3
2. Background audio – MP3 or CD
3. Annotated Bibliography – 1 paragraph abstract for each reading.

7th Week. February 19. Holiday – No class

8th Week. February 26. Textual Production

No Readings

Class meets in AP&M B432 Math Mac Lab

Due

1. *****Mid-term Qualifying Exams*****
2. Digital Images – Electronic files for digital short film.
3. Recording of spoken word piece – MP3
4. Background audio – MP3 or CD

9th Week. March 5. Textual Production: New Media

Read

- E-reserves:
- Morrell, E., & Duncan-Andrade, J. (2002). “What youth do learn in school: using hip-hop as a bridge to canonical poetry.” In J. Mahiri (Ed.), *What they don't learn in school: literacy in the lives of urban youth*. New York: Peter Lang.
 - Prashad, Vijay (2001). “Kung fusion: Organize the ‘hood under I-Ching banners,” pp.126-149. In *Everybody was Kung Fu fighting : Afro-Asian connections and the myth of cultural purity*. Boston : Beacon Press, c2001

Due

1. Digital Images – Electronic files
2. Annotated Bibliography – 1 paragraph abstract for each reading.

10th Week. March 12. Live Discourse: Pedagogy and performance

Read

- E-reserves:
- Freire, Paulo. (2000). *Pedagogy of the oppressed*. New York: Continuum. Chapter 1 and Chapter 2

DUE

1. Discourse Analysis Project

Finals Week. March 19. Final Presentations

- DUE:**
1. Personal Vision Statement,
 2. Annotated Bibliography

