

**Professor:** K. Wayne Yang  
**Office:** Social Sciences Building 222  
**Department:** Ethnic Studies, SSB 201  
**Phone:** (858) 822-2824

**Office Hours:** Wednesdays & Thursdays by appointment

**Fax:** (858) 534-8194

**E-mail:** kwayne@ucsd.edu

## **Popular Culture and Pedagogy**

**ETHN 289: Special Topics/Ethnic Studies Research**

**Fall 2009**

**Thursdays 4:30 -7:20 p.m., Social Sciences Building 103**

Are you interested in thinking about speech acts, art, music, media, social movement making, state repression, (and schooling), as pedagogical acts? Are you interested in taking a critical look at pedagogy as disciplinary yet potentially transformative? This course examines popular culture as a site of domination and resistance, and pedagogy broadly as (always political) educational projects in a variety of social contexts. Lectures will focus on the popular culture and U.S. urban public schools, but class participants will be asked to translate these frameworks to other contexts and social phenomenon. We hope to maintain a critical, yet hopeful perspective on human agency in the realm of the popular, and students will be required to produce texts across a range of media, and across a range of academic/interventionist genres.

### **Requirements**

#### **Weekly writing assignments**

1. Always bring the readings for the current week to class.
2. Response papers: You will always have 2 short papers to write each week, responding to the readings. I will give you the prompt for those papers in class.

**Analysis of a pedagogical text (1 to 3 pages written, and 5-8 min group presentation). Due week 3.**

**Analysis of a hegemonic moment (6-8 page paper). Due week 6.**

**Film or other cultural production (Due week 10)** Students will produce an artistic 'text' broadly defined, as an intervention for a specific audience that is concerned about an issue, moment, place. This text can be musical, literary, visual, performance, etc. Collectively, we will discuss specifically the narrative video medium, and students will be required to have a video element unless they request to opt out in order to work on another medium with greater intensity.

#### **A note about workload**

This course has an extremely heavy workload because in conjunction with readings, students will be writing each week, and creating their own pedagogical texts.

#### **A note about attendance**

I expect perfect attendance. Although I have no strict mathematical 'scoring' rules for the grading attendance, more than 1 absence will likely result in not passing.

## Readings

All readings will be provided electronically on E-reserves or on WebCT, with the exception of those listed below. I recommend that you download/print ALL the readings in the first week of the quarter.

- Battle of Algiers – See the uploaded videos on Youtube by RuleBrittania  
<http://www.youtube.com/watch?v=OWC6SstptmE>

## Calendar

### Week 1: Connecting Popular Culture and Pedagogy – A few big ideas

#### Reading due week 2

Battle of Algiers. View on youtube.com parts 4 to 11 (out of 13)

Morrell, Ernest. Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning. Norwood, Mass: Christopher-Gordon Publishers, 2004. [WebCT]

- Chapter 1. Introduction. excerpt, pp.3-13
- Chapter 2. What is popular culture? pp.25-36.

Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum, 2000. [WebCT]

- Chapter 1. pp.43-69

Kelley, Robin D. G. Yo' Mama's Disfunktional!: Fighting the Culture Wars in Urban America. Boston: Beacon Press, 1997. [WebCT]

- Chapter 1. Looking for the “Real” Nigga: Social Scientists Construct the Ghetto. pp.15-42

### Week 2: Critical Pedagogy

#### Reading due week 3

Rose, Tricia. Black Noise: Rap Music and Black Culture in Contemporary America. Music/culture. Hanover, NH: University Press of New England, 1994. [e-reserves, e-book]

- Chapter 4. Prophets of rage: rap music and the politics of black cultural expression, pp.99-145

Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum, 2000. [WebCT]

- Chapter 2. pp.71-86

Morrell, E., & Duncan-Andrade, J. (2004) 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, 247-268. [WebCT]

### Week 3: Pedagogical Texts

#### **Readings due week 4**

Antonio Gramsci. 2000. "The art and the science of politics" and introduction by Forgacs. In David Forgacs (ed.) *A Gramsci reader: Selected writings 1916-1935*, pp.222-230. [WebCT]

Ya Basta. [e-reserves]

- Pp.25-49. Vodovnik. The Struggle Continues
- Pp.53-62. There will be a storm.

Oropeza, Lorena.....Razi Si! Guerra No! [e-reserves, e-book]

- pp80-112. Branches of the same tree: Aztlan and Vietnam

**Analysis of a pedagogical text due**

### Week 4: Hegemony & Counterhegemony

#### **Readings due week 5**

Antonio Gramsci. 2000. "Intellectuals and hegemony." In Charles Lemert (ed.) *Social theory: The multicultural and classic readings*, pp.259-261. [WebCT]

Adams, Frank, with Myles Horton (1975). *Unearthing Seeds of Fire: The Idea of Highlander*. Winston-Salem: JohnF. Blair.

- pp. 1-10 (chapter 1)
- pp.72-88 (ch 5 "a singing army")

Yang, K. Wayne. Introduction to the Small Schools Movement. From Taking Over: Complicity and Self-Determination in Urban School Reform [WebCT]

### Week 5: Intellectuals & Popular Culture

#### **No readings due week 6**

**Analysis of a hegemonic moment (6-8 page paper) due**

## Week 6: Literacy

### Readings due week 7

Felicidad Lim, “The Politics of Horror: The Aswang in Film”, *Asian Cinema* 9.1 (Fall 1997): 81-98. [WebCT]

Menez, Herminia “The viscera sucker and the politics of gender”. [WebCT]

Augusto Boal (1985) *Theater of the Oppressed*. [e-reserves]

- pp ix –xxi. Forward, Introduction.
- Pp.120-166. Chapter 4: Poetics of the Oppressed.

## Week 7: Body, Myth, Text

### Readings due week 8

Baqueda-López, Patricia. 1997. Creating social identities through doctrina narratives. *Issues in Applied Linguistics* 8(1), 27-45. [Reprinted in A. Duranti (Ed.). 2001]. *Linguistic anthropology: A reader*. (pp.343-358). Malden, MA: Blackwell.] [WebCT]

Critical race theory. Delgado & Stefancic [e-reserves]

- Evans, Monica. Stealing Away. Pp.500-513. Stealing Away.

Handbook of social justice in education. Ayers, Quinn, Stovall [e-reserves]

- Chan, Pp.554-564 The alternative globalization movement.

## Week 8: Narratives and Counternarratives

### Readings due week 9

Don DeLillo, “Videotape” (1984), in *Sudden Fiction (continued)*, ed. Robert Shapard and James Thomas (NY: Norton, 1996), p. 90–96. [WebCT]

Simon Leung. 2007. The Look of Law. *Art Journal* 66 (3), 35-45. [WebCT]

## Week 9: Art and Ideology

### Due week 10 – final films

**Week 10: Exhibition @** the Cross Cultural Center, Comunidad Room. Invite friends.

### Due finals week – reflection on research