

ETHN: 185 DISCOURSE, POWER, & INEQUALITY
UCSD/FALL 2018
Tuesdays and Thursdays, 3:30-4:50 pm | Warren Lecture Hall 2206
PROFESSOR: Heather Ponchetti Daly

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Office Hours: Tuesday 5:30-6:30 pm; Thursday 1:30-2:30 pm.

Course Description:

What is discourse? What is the power of discourse in the distribution of privileges, disadvantages, as well as punishments in society? How does discourse serve to distribute relative privilege, power, advantage and disadvantage in U.S. society and internationally. This course explores the roles that race, culture, gender, nationality, sexuality plays in medical discourse, education discourse, prison discourse, and political discourse. We will examine the construction of institutions (e.g. medicine, schools, prisons, communities...to name a few) in shaping common ideas about nations, social movements and groups and identities. 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 in this class with a historical perspective.

Required Texts:

Deirdre Cooper Owens, *Medical Bondage Race, Gender, and the Origins of American Gynecology*. (2018, University of Georgia Press. Athens).

Michel Foucault, *Discipline and Punishment The Birth of the Prison* (1977, any edition)

J. Kehaulani Kauanui, Editor, *Speaking Indigenous Politics Conversations with Activists, Scholars, and Tribal Leaders*. (2018, University of Minnesota Press, Minneapolis).

Films: (1) *The Immortal Life of Henrietta Lacks* (2017). Available to stream on Amazon Prime Video or Rent for \$3.99. Please plan now to view the films before the assigned dates on the Course Assignment Schedule.

(2) *A Film about Julyamsh Pow Wow 2017*. Available on YouTube

https://www.youtube.com/watch?v=KsjaF_vGvKw

Other course materials/readings will be available as PDFs or links on TritonEd ("Content" Folder) and/or via e-book online through the UCSD library. See course schedule for details. **Print the PDFs for class.**

Handouts containing specific assignment descriptions, requirements, and other information will be posted on TritonEd. Due dates are listed on the Course Schedule. All assignments, due dates, and other course material are subject to change.

Course Assignments and Grade Distribution

Attendance and Participation	20 points
Critical Reading Response and Discourse Analysis	15 points
Midterm	20 points
Proposal for Final Project	5 points
Final Project and Presentation	<u>40 points</u>
	100 points

- ❖ Attendance and Participation: I expect you to attend all class meetings regularly, on time, and to actively participate in class discussions and be prepared for the day's work. More than two (2) unexcused absences will seriously affect your grade.

Participation means constructively engaging in class discussions. Participation includes being considerate of both your classmates and instructor. This means arriving on time and staying for the duration of the class. It requires you to be respectful when someone else is speaking. Please avoid interrupting or ignoring others who are speaking, and please treat people whose opinions differ from yours with the same respect that you would like them to accord you. ETHN 185 is a course that could be uncomfortable and/or controversial. We will be discussing sensitive and emotionally charged topics, such as race, class, gender, colonization, religion, and poverty. We aim to foster an atmosphere in which we all feel free to express our ideas without fear of being judged, and we can discuss the issues in an open arena. Therefore, personal attacks, ethnic slurs, anti-immigrant, classist, racist, sexist, homophobic remarks, and offensive language, written or spoken **WILL NOT BE TOLERATED**. Students will be held to the university-wide policies established in the UC San Diego Student Conduct Code.

- ❖ Critical Reading Response and Discourse Analysis: Students will submit a 4-page critical reading and discourse analysis from any reading from the course. This is due by the end of Week 9. **(Due Nov. 27/29, 2018)**
- ❖ Midterm: The mid-quarter assessment assignment will cover Weeks 1-6 material. **(Nov. 8, 2018-IN CLASS) BRING A BLUEBOOK!**
- ❖ Proposal for Final Project: Proposed plan (1-3 pp.) for their Final Projects. **(Due Oct. 23, 2018)**

- ❖ **Final Project:** Students may choose Option A--Create a presentation of your choice of media with an accompanying write-up of the project description, analysis, and rationale (5 to 7 pages) or Option B--Write a 12 to 15 page analytical essay on a topic of your choice for the Final Project. **Due Final Exam Date.**

Late Work Policy:

All graded assignments must be submitted to pass the class. Late submission of assignments will be accepted only in verifiable emergencies and only by arrangement with me prior to the due date.

Assignments turned in late without prior approval will lose one grade for each day late. For example, an “A” paper submitted one day late will receive an “A-“ while the same paper submitted two days late will receive a “B+” etc.

Academic Dishonesty:

Scholastic dishonesty is an act by a student that misrepresents the student’s own academic work or that compromises the academic work of others. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work and plagiarizing. Plagiarism is presenting someone else’s work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. **SERIOUSLY, CITE YOUR SOURCES!** See the UC San Diego Student Conduct Code.

Email and Classroom Conduct

Please turn off smart phones, tablets and other electronic devices prior to section. Surfing the internet while in class is prohibited and you will be asked to leave class!

Make sure your email is correct so that I may contact you by email. I welcome your emails with questions about our course and related issues. When you email me, please be clear and concise with your questions about assignments, readings, and lectures. I will respond within a reasonable time, typically 24 hours, excluding weekends. Course assignments will not be accepted via email.

Majoring or Minor in Ethnic Studies at UC San Diego

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 not 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 Mónica Rodríguez de Cabaza at 858-534-3277 or ethnicstudies@ucsd.edu.

Readings and Assignment Due Date Schedule:

Note: Readings and Assignments are subject to change.

Course Introduction: Defining the Terms and Contexts for Studying Discourse, Power, and Inequality

Week 0: INTRODUCTION

Sept. 27: Introduction to the course. Defining “Discourse,” “Power,” “Inequality”

The Female Anatomy and The Body Politic

Week 1: Readings: Cooper Owens *Medical Bondage*
Watch: *The Immortal Life of Henrietta Lacks* (2017, Dir. George C. Wolfe)

Oct. 2: Introduction—Chapter 2. Start watching *Immortal Life*.

Oct 4: Chapter 3—Afterward

Stuart Hall Representations

Week 2: Readings: Selections from Stuart Hall, *Representation: Cultural Representations and Signifying Practices* (London: The Open University, 1997), pp. 15-30.

Oct. 9: Film: *Stuart Hall: Representation and the Media* (Dir. St Jhally. 55 min.)

Oct. 11: Discussion of Film and Reading

Key Terms: “Representation,” “Discourse,” “Language,” “Meaning,” “Culture”

Education and Children’s Literature

Week 3: Readings: Francis W. Kaye, “Little Squatter on the Osage Diminished Reserve Reading Laura Ingalls Wilder’s Kansas Indians.” *Great Plains Quarterly* (Spring 2000. Pp. 123-140)
Brynn F. Welch, “The Pervasive Whiteness of Children’s Literature: Collective Harms & Consumer Obligations.” *Social Theory & Practice* (Vol. 42, No. 2. 2016. pp. 367-388)

Oct. 16: Class Activity: How would you change a favorite children’s book? Discuss Final Project.

Oct. 18: NO CLASS. Research for Final Project.

Native Americans in American Society “Kill the Indian, Save the Man”

Week 4: Readings: Andrea Smith, “Boarding School Abuses, Human Rights, and Reparations.” (2004, *Social Justice*. Vol. 31, No. 4. pp. 89-102)
K. Tsianina Lomawaima, “domesticity in the federal Indian schools: the power of authority over mind and body.” (May 1993, *American Ethnologist*. Vol. 20. No. 2)
Clifford E. Trafzer, et al., *The Indian School on Magnolia Avenue*. (2012, OSU Press, Corvallis.) Excerpts...
“From Perris Indian School to Sherman Institute,” Selling Patriot Indians at Sherman Institute,” “A Curriculum for Social Change: The Special Navajo Five Year Program 1946-1961,” “Unforgettable Live and Symbolic Voices: The Sherman School Cemetery,” and “Images of Sherman Institute.”

Oct. 23: Boarding Schools and the focus Federal Indian Policy on Education
PROPOSAL FOR FINAL PROJECT DUE

Oct. 25: Film: 6 Generations

Native Americans in American Society: Politics

Week 5: Readings: Kauanui, *Speaking of Indigenous Politics*
Ponchetti Daly, “Fractured Relations at Home: The 1953 Termination Act’s Effect on Tribal Relations throughout Southern California Indian Country.” (Fall, 2009. *American Indian Quarterly*. Vol. 33, No. 4)
Excerpts from Cutcha Risling Baldy *we are dancing for you Native Feminisms & the Revitalization of Women’s Coming-Of-Age Ceremonies*. (2018. University of Washington Press, Seattle.)
Patricia B. Lerch & Susan Bullers, “Powwows as Identity Markers” Traditional or Pan Indian?” (Winter 1996) *Human Organization*. Vol 55. No.4.)
Watch: *A Film about Julyamsh Pow Wow 2017*

Oct. 30: The Politics of being American Indian...Native American
...Diegueño...Kumeyaay...Ipai

Nov. 1: Native American Culture, Dances, and Powwows

Foucault: Discipline and Punishment

Week 6: Readings: TBD

Nov. 6: Introducing Michel Foucault (short video) and reading strategies for *Discipline and Punishment*

Nov. 8: **MIDTERM EXAM...Remember to bring a Bluebook**

Discipline and Punishment in Theory and in Practice

Week 7: Readings: Michel Foucault, *Discipline & Punishment*
“The body of the condemned” pp. 3-31
“Docile Bodies” pp. 135-169
“Panopticism” pp. 195-228
Kelly Lytle Hernandez, *City of Inmates Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*. (2017, UNC Press, Chapel Hill).
(Book Excerpts TBD)

Nov. 13: Discussing Foucault

Nov. 15: Finish with Foucault and start *City of Inmates*

Human Caging in Los Angeles

Week 8: Readings: Hernandez *City of Inmates*

Nov. 20: Finish Discussion of *City of Inmates*.

Nov. 22: **Thanksgiving Holiday**

LGBTQ Politics

Week 9: Readings: Naoko Shibusawa “The Lavender Scare and Empire” Rethinking Cold War Antigay Politics”. *Diplomatic History*, Vol. 36. No. 4)

Nov. 27: Discuss Anti-LGBTQ Politics

Nov. 29: Film: *Southwest of Salam: The Story of the San Antonio 4* (2016)
CRITICAL READING RESPONSE AND DISCOURSE ANALYSIS DUE

Course Retrospective

Week 10: Cookies and Conversation

Dec. 4: Course Review. Discuss Final Project

Dec. 6: **Start Final Project Presentations**

FINALS WEEK

MONDAY: 3:00-6:00 PM

ROOM: TBD

Dec. 10: **FINAL PROJECT PRESENTATIONS and FINAL PAPERS DUE!**