

ETHN 185: Discourse, Power, and Inequality
TTh 11:00AM - 12:20PM, PCYNH 120
Spring 2012

Instructor:	Grace Kim
Office:	Espresso Roma, Price Center
Office hours:	Tuesday and Thursday, 12:30-2PM
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Overview:

“Discourse” is an elusive term that refers to a particular way of talking about and understanding the world which shapes (and is shaped by) how individuals and institutions exist and act in it. Discourse is mediated through anything from an image and a film to public policy and everyday talk. Through a critical discourse analysis of a range of mediated texts, this course explores the relationship between discourse and the unequal distribution of privilege and power in the US and the world. We will engage multiple approaches to and applications of discourse analysis relevant to the field of ethnic studies toward understanding how institutions and talk work together to produce knowledges about race, gender, sexuality and citizenship. Most importantly, this course will arm you with the analytical tools to critically “read” discourses and apply them to your own political and intellectual projects.

Grading and Course Requirements:

Attendance and active class participation	20%
Discourse Analysis Project Proposal (1-2 pages) – DUE WEEK 5	10%
In-class Midterm Exam - WEEK 6	25%
Discourse Analysis Project – First Draft (3-5 pages) – DUE WEEK 7	15%
Discourse Analysis Project – Final Draft (8-10 pages) – DUE WEEK 10	30%

Scale: A	93-100 points	C	73-75
A-	90-92	C-	70-72
B+	86-89	D+	66-69
B	83-85	D	63-65
B-	80-82	D-	60-62
C+	76-79	F	below 60

*Attendance and participation constitute a significant portion of your grade. Arrive to each class session on time and stay for its duration. Tardiness and absences will result in the lowering of your grade.

*Active participation means thoughtful engagement with the readings/lectures, meaningful contributions to class discussions, and respectful collegiality toward your classmates and instructor. Visits to my office hours will also count toward class participation.

*As this is a fairly writing-intensive class, I strongly suggest that you see me during my office hours to discuss your drafts and/or visit the Office of Academic Support & Instructional Services (OASIS) for writing support. You can drop by OASIS on the 3rd floor of Center Hall, M-F 8am-4:30pm, or contact them at 858 534-3760 or oasis@ucsd.edu.

*All written work must be typed in 12 pt Times New Roman font with 1-inch margins. For

proper essay format and citation guidelines, please refer to the MLA stylebook. Proofread, spell-check, paginate and staple all work before handing in.

*You will receive a guide for each writing assignment prior to its due date. Writing guides will be posted on TED.

*The midterm exam will consist of identifications and a long essay, covering readings and lectures covered between weeks 1 and 5.

Policies:

*All course requirements must be completed by the specified due date and time in order to pass the course and receive a grade. Any one missing assignment will result in a course failure. If you are taking the course P/NP, you must complete all assignments and receive at least a 70% on each.

*Ten points will be deducted from your papers for every 24 hours they are late. In order to receive an extension, you must contact me no later than 24 hours **PRIOR** to the due date and time. **NO EXCEPTIONS!** In the case of a medical/personal emergency, you must produce a doctor's note or other documentation in order for an exception to be made.

*Please complete readings by the date they are assigned, and bring the text(s) with which we are currently covering to class.

*Turn off phones and refrain from text messaging during class. While the use of laptops is allowed, do not browse the internet or check Facebook and the like. Updating your status and 'liking' your friends' links can wait until after class, right?

Schedule (subject to change):

Week 1: What is Discourse? How is it Linked to Power and Inequality?

Tues 4/3

- Course Introduction – No Readings

Thurs 4/5

Film: *Cultural Criticism and Transformation*

Week 2: Semiology, Ideology, Mythology

Tues 4/10

- Ferdinand de Saussure, "The Nature of the Linguistic Sign," pp. 65-70 – ***read this first.***
- Gillian Rose, "Semiology: Laying Bare the Prejudices Beneath the Smooth Surface of the Beautiful," From *Visual Methodologies: An Introduction to the Interpretation of Visual Materials* (London: Sage, 2001), pp. 69-99.
- Optional Readings: Roland Barthes, "Myth Today," pp. 1-26; Chela Sandoval, "Semiotics and Languages of Emancipation," From *Methodology of the Oppressed* (Minneapolis: UM Press, 2000), pp. 81-116.

Thurs 4/12

- Arlene Dávila, "Introduction" and "Chapter 3: Images: Producing Culture for the Market," From *Latinos, Inc.: The Marketing and Making of a People* (Berkeley: UC Press, 2001), pp. 1-22 and 88-125.
- Film: *Representation and the Media* (Stuart Hall)

- Optional Reading: Stuart Hall, “The Spectacle of the Other,” From *Representation: Cultural Representations and Signifying Practices* (London: Sage, 1997), pp. 223-290.

Week 3: Consumption and (Counter)Hegemony

Tues 4/17

- Raymond Williams, “Hegemony,” From *Marxism and Literature* (Oxford, 1978), pp. 108-114.
- Arlene Dávila, “Chapter 6: The Focus (or F*ck Us) Group,” From *Latinos, Inc.: The Marketing and Making of a People* (Berkeley: UC Press, 2001), pp. 181-215.
- Optional Readings: Louis Althusser, “Ideology and Ideological State Apparatuses”; Stuart Hall, “Encoding, Decoding”

Thurs 4/19

- Robin D.G. Kelley, “Looking For The ‘Real *****: Social Scientists Construct the Ghetto,” and “Looking to Get Paid,” From *Yo Mama’s DysFunkcional: Fighting the Culture Wars in Urban America* (Boston: Beacon Press, 1997), pp. 16-77.

Week 4: Discourse Analysis I: Power/Knowledge

Tues 4/24

- Gillian Rose, “Text, Intertextuality, Context,” pp. 135-163.
- Optional Reading, Michel Foucault, “Panopticism”

Thurs 4/26

- Ruby Tapia, “Prodigal (Non)Citizens: Teen Pregnancy and Public Health at the Border,” From *American Pietás: Visions of Race, Death and the Maternal* (Minneapolis: UM Press, 2011), pp. 91-108.

Week 5: Discourse Analysis II: Institutional Apparatuses and Technologies

Tues 5/1

- Gillian Rose, “Institutions and Ways of Seeing,” pp. 164-186.

Thurs 5/3

- Catherine Lutz and Jane L. Collins, “Inside the Great Machinery of Desire” and “A World Brightly Different: Photographic Conventions, 1950-1986), From *Reading National Geographic* (Chicago: UC Press, 1993), pp. 47-86.
- **DISCOURSE ANALYSIS PROJECT PROPOSAL DUE IN CLASS**

Week 6: EXAM WEEK

Tues 5/8

- Mieke Bal, “The Talking Museum,” From *Double Exposures: The Practice of Cultural Analysis* (London: Routledge, 1996), pp. 87-134.
- Midterm Exam Review (Review Sheet Posted on TED on Friday, 5/4).

Thurs 5/10

- **IN-CLASS MIDTERM EXAM – BRING BLUEBOOK**

Week 7: Cinema and Discourses of Marriage and Family

Tues 5/15

- Nancy Fox, “A Multimodal Critical Discourse Analysis of *The Kids Are All Right*,” *LORE Journal* (online).
- Film: *The Kids Are All Right* (2010) (start)

Thurs 5/17

- Kathy Miriam, “Accidental Lesbianism: Review of *The Kids Are All Right*,” blog entry.
- Film: *The Kids Are All Right* (2010) (finish)
- **DISCOURSE ANALYSIS PROJECT – FIRST DRAFT DUE IN CLASS**

Week 8: Multimodal Discourse Analysis and Police Brutality

Tues 5/22

- John Fiske, “Los Angeles: A Tale of Three Videos,” From *Media Matters: Race and Gender in US Politics* (Minneapolis: UM Press, 1996), pp. 125-190.

Thurs 5/24

- Otto Santa Ana, Layza Lopez, and Edgar Munguia, “Framing Peace as Violence: Television News Depictions of the 2007 Police Attack on Immigrant Rights Marchers in Los Angeles,” *Aztlán: A Journal of Chicano Studies*, v35 n1 p69-101 Spr 2010

Week 9: Analyzing Legal Discourse: Sex Trafficking and Anti-Immigration Policy

Tues 5/29

- Neil Gotanda, “A Critique of Our Constitution is Color-Blind,” *Stanford Law Review* (Nov 1991), pp. 1-68.

Thurs 5/31

- Julie Hua, “Speaking Subjects, Classifying Consent,” From *Trafficking Women’s Human Rights* (Minneapolis: UM Press, 2011), pp. 27-48.
- Text of Arizona Senate Bill 1070

Week 10: Wrap-Up

Tues 6/5

- Discussion of Student Projects

Thurs 6/7

- Course Wrap-Up
- **DISCOURSE ANALYSIS FINAL PROJECTS DUE IN CLASS**

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

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