

Ethnic Studies 185
DISCOURSE, POWER & INEQUALITY
Spring 2022 – MWF 5:00 – 5:50 PM
(TM102 Room 1)

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Office hours: 5:50 – 6:50 PM MWF

COURSE DESCRIPTION

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What is discourse? How does discourse serve to distribute relative privilege, power, advantage and disadvantage in US society and internationally? This course addresses these questions by exploring the role of institutional discourses (e.g. schools, the state, the Court, the media), and other social discourses (race, class, gender, sexuality, nationality) in (re)producing the ideologies that maintain social stratification. Through a critical discourse analysis of various mediated texts ranging from everyday speech, images and films to legal jargon and public policy, students learn to use discourse analysis as a valuable technology for evaluating the operations of power in everyday life, and for building a praxis that allows us to intervene in social power structures and work towards dismantling them.

REQUIRED TEXTS

Readings and links will be available on Canvas.

COURSE REQUIREMENTS:

Attendance & Participation	20%
5 Keywords assignments	15%
Group Presentation & Facilitation	10%
Mid-term Analysis project:	10%
Final Project Proposal	10%

Attendance and Participation:

Throughout the course, we will work through themes/concepts, readings, and other materials as a group, therefore, your attendance and participation are key to understanding important issues in Asian American Politics. Participation will involve class discussions and other class activities.

It is recommended that you attend all class meetings, with the exception of four (4) excused absences. You will receive an “F” (Fail) grade in this class if you have more than 7 absences. However, if you have Covid symptoms or a positive Covid test, please contact me via email so that we can discuss how to deal with the situation. I expect every student to come to class with reading-task completed and questions in mind.

Group Presentation & Class Facilitation:

After the first three weeks, students will work in groups of 3 to be in charge of one class facilitation. The groups will be assigned on Canvas. This assignment will allow you to *lead* the class to engage critically in the readings of that day. Each facilitation should not be longer than 30 minutes and will start at the beginning of the class. In your facilitation, you should briefly *summarize* the fundamental points, make critical *analyses*, ask questions, and *facilitate* the class discussion on the assigned reading materials of that day.

You will use PowerPoint or Prezi for your facilitation but feel free (and be creative) to use any other sources of material/visual aids, such as pictures, cultural objects, or a very short video (no more than 5 minutes), to illustrate your points. Facilitators will email me the link to your work via Google Slides or as an attachment 48 hours (2 days) before your facilitation begins. You can either submit to me a hard copy of your presentation that day (including the brief summary, the comments, and the questions) or send it to me via email. Your facilitation will be graded based on both your class performance and the quality of the materials.

Keywords Assignments:

Students are required to submit 5 Keywords assignments throughout the semester. In each assignment, students will submit a list of 5 keywords to define/summarize/contextualize from the

assigned reading for that particular week. Keep your explanations of each keyword between 3-5 sentences long.

Mid-term Analysis project: Choose one of the following projects

- (1) Using an example from your own life history, analyze how a given assumption about the world (belief, attitude, value, or a “common sense” idea) that others do not share came to be a part of your consciousness. What are the social sources of your assumption? What influenced your acceptance of it? What ideas, beliefs, stories or feelings were displaced in this process? Do this project using the language of the course (ideology, discourse, representation, socialization, norms, hegemony, etc.). The deadline for the Mid-term project is Saturday, Week 5 (4/30/2022).
- (2) Watch movie/ a video or read a book/ novel of your choice and discuss what assumptions about the world (belief, attitude, value, or a “common sense” idea) are presented in the movie/ book; what social/ political/ cultural discourse(s) that this movie/ video contributes to create, and how the discourse(s) perpetuate(s) or eradicate(s) social inequality?

Proposal for final project (800 words):

Propose the medium and organization for your final project, as well as the arguments and evidence you will present and the sources you will use. This proposal will also help you with the write-up component of your final project. The deadline for the Mid-term project is Saturday, Week 6 (5/7/2022).

Final project and presentation: A visual media project or written project that analyzes how a dominant discourse promotes inequality and provides a counter-narrative. Short presentations of your final project will be scheduled during week 10, and the project itself is due during our assigned exam time. Collaborative projects are possible with prior approval. If collaborative, you must include a report of task division, and time needs to be 50/50.

Choose One:

- a. Research paper (1500-1700 words): This paper should present one case of a dominant discourse and a counter-narrative against it. Using course concepts and course readings, the paper should argue how this discourse has become dominant and participated in creating unequal

social conditions. It should then analyze at least one counternarrative and explain how it works against the dominant discourse.

b. Visual media project: Media+write up (800 words). Using the medium of your choice, you should create a project that provides a critique of a mainstream discourse that promotes social inequality based on course readings and media, and advances a counter-discourse. Media possibilities: photo essay, short experimental video, culture jamming/creative anti-advertisements, blog including images, short documentary. Other media form may be with my approval. Write-up will use course readings and concepts to explain the argument made by your media project.

Extra Credit: I will assign extra credit depending if there are any relevant events on campus or in San Diego.

CLASS POLICY

Late assignments: Assignments' deadlines are indicated on Canvas. Assignments will be deducted 1/2 of a letter grade for each day they are late.

Technology: NO laptops, tablets, and/or phones are allowed during the duration of the class. If there is a legitimate reason as to why you need use an electronic device to take notes, please let me know as soon as possible.

Class Conduct: By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. However, please keep in mind that we must engage each other in a respectful and considerate debate in the classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www.vcba.ucsd.edu/principles.htm>). Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

Academic Dishonesty: Plagiarism is a serious violation, whether intentional or inadvertent. All work submitted in this course must be your own and original. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. Plagiarism is when you use someone else's words without attribution; it includes using

portions of a previously published work or website in a paper without citing the source, submitting a paper written for another course, submitting a paper written by someone else, and using the ideas of someone else without attribution. If you have questions about the proper citation of sources, please discuss them with your instructors or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago: University of Chicago Press, 2004). Students found guilty of plagiarism will be disciplined to the full extent of university policy and forwarded to the dean of their college. Students found cheating on an exam or quiz will receive a failing grade in the course and be reported to the dean of their college for disciplinary action. Each student is expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

Disabilities: If you have a documented disability needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

TENTATIVE SCHEDULE & ASSIGNED TEXTS

	Texts
Week 1	Introduction to Basic Concepts: Sign, Discourse, Culture
M	Introduction to the course
W	"Discourse" "Power" "Inequality" "Popular" "Culture" Reading: <i>The Power of Discourse</i>
F	Watch before class: Stuart Hall Representation and the Media (55 min) Introduction," p. 1-11 of Stuart Hall, <i>Representation: Cultural Representations and Signifying Practices</i> . London: The Open University, 1997.
Week 2	Power/ Knowledge, Ideology, and Hegemony
M	Michel Foucault. "The Body of the Condemned" (Pg. 3-31) From <i>Discipline and Punish: The Birth of the Prison</i> .
W	Louis Althusser. "Ideology & Ideological State Apparatuses"
F	(1) Thomas R. Bates. <i>Gramsci and the Theory of Hegemony</i> (2) Gramsci, Antonio. (2004). "Intellectuals and Hegemony" in C. Lemert

	(Ed.), <i>Social theory : The multicultural and classic readings</i> . Boulder, Colo.: Westview Press.
Week 3	Semiotics and Ideology
M	<p>(1) Ferdinand de Saussure. "Nature of the linguistic sign."</p> <p>(2) Mieke Bal, "Semiotics for Beginners."</p> <p>(3) Justin, J.L. <i>How To Do Things with Words</i>. Second edition, edited by J. O. Urmson and Marina Sbisa. pp. 1-38</p>
W	Jane Hill. "Language, Race, and White Public Space"
F	Screening: <i>Cultural Criticism and Transformation</i> , featuring and directed by bell hooks. & <i>Culture Jamming</i>
Week 4	Methods and Details
M	<p>Brown, G. & Yule, G. Discourse Analysis. pp. 2-3, and 19-26 (from Chapter 1); Chapter 2, "The Role of Context in Interpretation," pp. 27-67.</p> <p>Religion, Discourse & Power</p>
W	<p>(1) "Framing the Issues: UC Berkeley professor George Lakoff tells how conservatives use language to dominate politics," UC Berkeley NewsCenter (Oct. 27, 2003). The article can be found at https://www.berkeley.edu/news/media/releases/2003/10/27_lakoff.shtml</p> <p>(2) George Lakoff, <i>Whose Freedom? The Battle Over America's Most Important Idea</i> (2006), p. 1-27</p>
F	<p><i>Identifying Fake News</i></p> <p>(1) Meleiza Figueroa and David Palumbo-Liu, "Why Berkeley's Battle Against White Supremacy Is Not About Free Speech," in <i>The Nation</i> (Sept. 8, 2017);</p> <p>(2) Uri Friedman, "The Real-World Consequences of Fake News," <i>The Atlantic</i> (Dec. 23, 2017);</p> <p>(3) "White House Backs 'Alternative Facts,'" <i>Washington Post</i> (Jan. 22, 2017). Listen to: Press Play with Madeleine Brand, "<i>Identifying real news v. fake news: it's complicated</i>" (KCRW, Dec. 14, 2016)</p>
Week 5	Race, Stereotyping and Representational Politics
M	<p>(1) Stuart Hall: "Racializing the Other." Pp. 225-248;</p> <p>(2) "Stereotyping as Signifying Practice." pp. 257-268</p>

W	Fatima El-Tayeb. “‘Gays who cannot properly be gay’: Queer Muslims in the neoliberal European City.” pp. 79-95
F	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,” <i>Aztlan: A Journal of Chicano Studies</i> , v35 n1 p69-101 Spr 2010
Week 6	Education and Empire: Ideologies of US Nationalism and Imperialism
M	<p>(1) Streeby, Shelley. “Empire.” In <i>Keywords for American Cultural Studies</i>, ed. Burgett, Bruce and Glenn Hendler. NYU Press, 2007. (pp. 95-101)</p> <p>(2) Weinbaum, Alys Eve. “Nation.” In <i>KWACS</i>. (pp. 164-70)</p> <p>(3) K. Tsianina Lomawaima, “domesticity in the federal Indian schools: the power of authority over mind and body.” (May 1993, <i>American Ethnologist</i>. Vol. 20. No. 2)</p>
W	Stratton, Clif. <i>Education for Empire: American Schools, Race, and the Paths of Good Citizenship</i> . Berkeley: U California P, 2016. Read “Introduction: Good Citizens” (pp. 1-15) and Chapter 6, “Colonial Citizens, Deportable Citizens” (pp. 173-209).
F	<p>(1) George Monbiot, “Neoliberalism—the ideology at the root of all our problems,” <i>The Guardian</i> (Apr. 15, 2016) and</p> <p>(2) Elizabeth Martínez and Arnoldo García, “What is Neoliberalism? A Brief Definition for Activists” (1996)</p>
Week 7	Race, Gender and Sexuality in Science
M	<p>(1) D’Archangelis, da Costa, Phillip. “Interview with Richard Lewontin.” From <i>Tactical Biopolitics</i>.</p> <p>(2) Carol Stable. “Shooting the Mother: Fetal photography and the politics of disappearance.”</p>
W	<p>(1) Kim Tallbear. “DNA, Blood and Racializing the Tribe.” pp. 81-107.</p> <p>(2) (Multiple Authors). “News Focus: Science and Native Rights.” <i>Science</i>.</p>

	October 8, 2010. pp. 166-172.
F	<p>(1) Jenny Reardon, "Race and Biology: Beyond the Perpetual Return of Crisis." 373-377.</p> <p>(2) Watch: "CDC Bars Words Like 'Transgender' and 'Science-Based' as 'Ideology Is Being Elevated Above Evidence,'" with J. Jack Halberstam on Democracy Now! (Dec. 19, 2017. 15 mins.)</p>
Week 8	<i>Discourses of the family & Legal Discourses</i>
M	Hortense Spillers. 2003. "Mama's baby, papa's maybe: An American grammar book." Chapter 8 in <i>Black, White, and in Color: Essays on American Literature and Culture</i> . University of Chicago Press
W	Marlon M. Bailey. 2005. Ballroom houses, platonic parents and overlapping kinship." Ch. 4 in <i>The Labor of Diaspora: Ballroom Culture and the Making of a Black Queer Community</i> . Ph.D. Dissertation. University of California, Berkeley.
F	Haviland, J. B. (2003). Ideologies of Language: Some Reflections on Language and U.S. Law. In <i>American Anthropologist</i> , 105(4), pp. 764-774.
Week 9	Counter-narratives
M	Freire, Paulo. (2000). <i>Pedagogy of the oppressed</i> . New York: Continuum. Chapter 1 and Chapter 2
W	TBD
F	Film: Southwest of Salem: The Story of the San Antonio 4 (2016)
Week 10	Conclusion & Final Project Presentations
M	Discourse & Sexuality?
W	
F	