

Professor: K. Wayne Yang

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Office Hours:

Mon 4:30-6 p.m. @ Cross Cultural Center

Wed 11:30-1 p.m. @ SSB 222 (weeks 1-7)

Wed 1:30-3 p.m. @ SSB 222 (weeks 8-10)

Discourse, Power, Inequality

Ethnic Studies 185, Winter 2009

Wednesdays 5:00-7:50 p.m., Social Sciences Building 102

Final Exam: Monday, March 16, 7 – 10 p.m., Cross Cultural Center

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

- All readings will be provided electronically on WebCT, with the exception of films, which will be on reserve at the library.
- I recommend that you download/print ALL the readings in the first week of the quarter.
- Always bring the readings for the current week *and* **the next week** to class.

Other course materials

1. **Audio recorder** – capable of at least 10 minutes of recording
2. **Film editing software** – recreational, not professional level, e.g. i-Movie
3. **iPhoto** – Required for the storybook group project
4. **CD/DVD burner & Blank CDs/DVDs** – Some assignments must be submitted on CD
5. **External hard-drive** – Optional, if you choose to edit your movie in the MacLab
6. **Digital camera or camcorder** – Optional

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.

1st Week – Discourses of Institutions: The Panopticon & the Gaze

2nd Week – Discourses of Institutions: Epistemology & Power-Knowledge

Assignments due

1. Writing prompt
2. Professional bio due

Reading

Michel Foucault. 1995. Excerpts from *Discipline and punish: The birth of the prison*. New York: Vintage Books.

- “The Body of the Condemned.” Pp. 3-8.
- “Panopticism.” Pp. 195-228.
- “The Carceral.” Pp.

José Padilha (Director). 2002. Chapters 5 to 18, in *Bus 174*. [DVD]. Rio, Brazil: Zazen Produções. Ch 5: “A street kid” starts 17:59, Ch 18: “Boa Vista” ends 1:38:26, Total time: 1 hour 11 minutes

3rd Week – Orientalism and Narratives of the Other

Assignments due

3. Writing Prompt
4. Spoken word performance (group assignment)

Reading

Edward Said. 2002/1978, excerpt from *Orientalism*. In Charles Harrison (Editor), Paul J. Wood (Editor), *Art in Theory 1900 - 2000: An Anthology of Changing Ideas 2nd edition*, pp.1005-1009. Wiley-Blackwell.

Anne McClintock. 2001/1995. “Soap and commodity spectacle” pp.280-2 in S. Hall (ed). *Representations*. Also included in this reading are: Stuart Hall. *Representations*. pp.234-241 plus references on pp.277-9.

Ferdinand de Saussure. 1966. “Nature of the linguistic sign.” Pp. 63-70 in *Course in general linguistics*, edited by Charles Bally, Albert Riedlinger, Wade Baskin and Albert Sechehaye. New York: McGraw-Hill.

4th Week – Media, Myths, and Dominant Narratives

Assignments due

5. Writing Prompt
6. Children’s book analysis
7. Television subversion (group assignment)

Reading

Stuart Hall. 2001/1997. Excerpts from *Representation: Cultural representations and signifying practices*. Saussure’s legacy 30-39.

Roland Barthes. Exerpts from “Myth Today” From Roland Barthes (1957) *Mythologies* translated from French by Annette Lavers, published (1972) by Hill and Wang.

Dwight Conquergood. (1992). On reppin’ and rhetoric: Gang representations (*CUAPR Working Papers No. 92-19*). Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research.

5th Week – Counter-narratives

Assignments due
8. Writing Prompt
9. Counter-narratives assignment
Reading
Patricia Baquedano-López. 1997. Creating social identities through doctrina narratives. <i>Issues in Applied Linguistics</i> 8(1), 27-45. [Reprinted in A. Duranti (Ed.). 2001). <i>Linguistic anthropology: A reader</i> . (pp.343-358). Malden, MA: Blackwell.]
Margaret E. Montoya. 1997. “Academic Mestizaje: Re/Producing Clinical Teaching and Re/Framing Wills as Latina Praxis”. <i>Harvard Latino Law Review</i> . Harvard 2 (1997): 349.

6th Week – Discourses of the family

Assignments due
10. Writing Prompt
11. <i>Draft of Storybook</i> (group assignment)
12. <i>Concept for Final Film & Final Research Statement</i>
Reading
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
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.

7th Week – Subaltern Discourses: War of Position, War of Maneuver

Assignments due
13. Writing prompt
14. THE MONTAGE: Draft 1 of Final Film
Reading
Antonio Gramsci. 1988. "The art and science of politics." Pp. 222-230 in <i>A Gramsci reader : selected writings, 1916-1935</i> , edited by D. Forgacs. London: Lawrence and Wishart.
K. Wayne Yang. 2007. “Organizing MySpace: Youth walkouts, pleasure, politics, and new media.” <i>Educational Foundations</i> 21(1-2), 9-28.

8th Week – Subaltern Discourses: Intellectuals and Hegemony

Assignments due
15. Writing prompt
16. <i>Draft of Research Statement</i>
17. Storybook (group assignment)
Reading
Antonio Gramsci. 1999. "Intellectuals and hegemony." Pp. 259-261 in <i>Social theory: The multicultural and classic readings</i> , edited by C.C. Lemert. Boulder, Colo.: Westview Press.

9th Week – Subaltern Discourses: Organic Intellectuals

Assignments due

- 18. Writing prompt
- 19. THE ROUGH CUT: Draft 2 of Final Film
- 20. Draft DVD Compilation (group assignment)

Reading

Antonio Gramsci. 1988. "The philosophy of praxis and 'intellectual and moral reformation'." Pp. 350-353 in *A Gramsci reader : selected writings, 1916-1935*, edited by D. Forgacs. London: Lawrence and Wishart.

10th Week – Additional topics

Assignments due

- 21. **Final Research Statement due!**

Readings – TBD

Final exam

Assignments due

- 22. **Final Films – DVD Compilation Due!**

Film screening

Assignments and grading

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.

Attendance & Participation – (up to negative 100%)

Attendance – This course demands perfect attendance! I take attendance by checking the assignments submitted at the beginning of class. Therefore, you should always submit something, even if it is a note.

Participation – In class discussion, I expect democratic participation that involves careful listening as well as speaking thoughtfully. Because everyone participates differently, it is fine if some people speak often, and others speak infrequently. However it is possible to over-participate, dominating the discussion without listening. It is also possible to be risk-averse, and not speak enough out of a sense of insecurity. Both of these will result in a lower participation grade.

My basic system is to give you a 0 or up to -5% each class.

0 = Student actively listens, and seeks to contribute to class discussion or group work.

-1% = Student often does not listen to others, or is often passive when opportunities arise to participate in class discussion and group work.

-2% = Student is late

-5% = Student is absent

+/- = In special circumstances, I may add or subtract additional percentage points.

Weekly writing – 40%

Each week, there are 1-2 analytical writing assignments due at the beginning of class based on the reading. These include ***Weekly Writing Prompts***, as well as ***the Professional Bio, Children's Book Analysis, and Counter-narratives Assignment***. You may drop your 2 lowest grades on the ***writing prompts*** only. I also use these assignments to track attendance.

Group assignments – 10%

Theses include the ***Spoken Word Performance, Storybook, Television Subversion Assignment, and DVD compilation***. Group assignments are graded on your ability to appear as a polished, unified team. Keep all intra-group conflict behind the scenes.

Final Research Statement – 25%

The genre of the final paper will be a personal statement for a graduate school application – specifically for a mythical UC Oakland School of Subaltern Studies. [However, you will have the option of choosing a ‘real’ graduate school to apply to from a select list.] Your research statement, must be heavily informed by key frameworks developed in this class.

Final Film – Counternarratives – 25%

The film is graded on basic editing technique, and your ability to interweave different discourses to make a compelling argument to a target population, and a 2-page critique of your film.