

ETHN 185: Discourse, Power, and Inequality
UCSD | Winter 2018
MWF 2-2:50pm | Warren Lecture Hall 2114
Instructor: Melissa Hidalgo, PhD

**Course Syllabus, Part 1:
Information and Policies**

Email: mhidalgo@ucsd.edu

Office Hours: MW 12:45-1:45pm (please email in advance for appointment)

Campus Location: The Loft (Price Center)

What is discourse? How does discourse serve to distribute relative privilege, power, advantage and disadvantage in US society and internationally? This course explores the role of institutional discourses (e.g. schools, the state, the media), and other social discourses (race, gender, nationality, sexuality) in shaping common ideas about nations, social movements, social groups, and identities. We will engage a variety of texts to study the ways in which discourse is mediated through anything from images and film to public policy and social media. We will also engage multiple approaches to and applications of discourse analysis relevant to the fields of ethnic and cultural studies toward understanding how institutions and talk work together to produce knowledges about race, gender, sexuality and citizenship. The goal of this course is for students to develop the analytical skills to critically “read” discourses and analyze how they operate and how they are resisted, applying this knowledge to their own political and intellectual projects.

Required Texts

BOOK: Michel Foucault, *Discipline and Punish* (1975; any edition).

FILMS: 1) *13th*, dir. Ava DuVernay (2016). You will have to have access to **Netflix** to view this film by Week 6. 2) *Southwest of Salem: The Story of the San Antonio Four*, dir. Deborah S. Esquenazi (2016). Available to stream for **Amazon Prime Video** customers or for purchase on YouTube for \$3.99. Please make your arrangements now to view these films before the assigned dates on the Course Schedule.

PRINT: Selected PDFs and other electronic files for reading and marking in class, marked with a (P) in the Course Schedule. All other required readings, films, and additional material will be available as PDFs or links on TritonEd (“Content” folder) and/or via e-book online through UCSD library. See Course Schedule for details.

Course Assignments and Grade Distribution

Annotated Reading & Discourse Analysis	15 points
Midterm Exam	20 points
Final Assignment	30 points
In-class assignments, homework	15 points
Attendance	10 points
Response Papers (x2)	10 points

	100 points

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

Annotated Reading & Discourse Analysis. Students will annotate and write a 3-page discourse analysis of any critical reading from the course. This assignment is due no later than Week 10.

Midterm Exam. Take-home exam at the end of Week 6 will cover Weeks 2-6 material.

Final Assignment. Students will complete a take-home final assignment in lieu of an in-class exam.

In-class assignments and homework. These are informal, impromptu assignments such as group work, timed writing, and other exercises done during and outside of class time. Assignments vary and will be counted cumulatively at the end of the quarter.

Response Paper. Students will write two 2-page critical responses/reflections on their choice of readings/course material. (5 points each.)

Attendance. Our class time together is limited. I expect everyone to attend all class meetings regularly, on time, and prepared for the day's work. Everyone gets one 'freebie' absence and one excused absence, for a total of two "unexcused" absences that do not count against you. After **two absences**, I will deduct points from your final grade for every day you miss.

Please be on time and plan to stay for the entire 50 minutes! Arriving more than 5 minutes late, or leaving more than 5 minutes before class ends at the designated time, will also impact your attendance grade.

If something comes up during the quarter that affects your ability to attend class and be on time, please let me know sooner rather than later.

Late Work Policy

All graded assignments must be submitted in order 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 be graded down at the instructor's discretion.*

Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. 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. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

My Email Policy

I welcome your emails with questions about the course material, assignments, office hours, and related issues. When you email me, please include the course number, your name, and a clear subject in the subject line. Practice **good email etiquette** by including an appropriate address (for example, "Dear Profe Hidalgo," or "Hello, Professor") and a clearly conveyed message. If you begin your email with "hey" or write to me like ur texting ur bff (wtf!) or #postingsomething, I will not reply to u. Otherwise, I will respond within the next 24-36 hours (excluding weekends).

Office Hours

Starting Week 2, my **office hours** are Monday and Wednesday, 4-5pm at The Loft (Price Center). Please **email me at least 24 hours ahead of time to schedule an appointment**. While 'drop-ins' are welcome in office hours, students who have confirmed an appointment with me will be prioritized. If you have a schedule conflict and cannot make my regular OH (and also because I don't live locally and I'm only on campus on the days I teach), please email me and we will discuss alternatives.

Miscellaneous Policies

Note-taking. Please take notes using a notebook and a pen/pencil. Studies show that students retain more information when they are required to listen and/pay attention to lectures and discussion and write down pertinent information. If you have a documented disability or other condition that requires special accommodations, please see me immediately. Otherwise, please take notes the old-fashioned way: by listening and writing it down in a paper notebook.

Electronics. Many of your readings should be printed on paper for class. However, hand-held devices, including smartphones and tablets are permissible for reading, viewing, and listening to non-print class material. Our classrooms are small, and I can see (and hear) everything! Please refrain from texting, surfing the web, tapping on keyboards, checking/responding to emails, and other non-course-related uses of electronic devices.

Conduct. ETHN 185 is a course that occasionally may engage issues that could be uncomfortable and/or controversial. We ask that everyone be respectful of one another's viewpoints and that everyone adhere to the university's expectations for student conduct. Ethnic slurs, anti-immigrant, classist, racist, sexist and homophobic remarks, and religious diatribes/hate speech, written or spoken, will not be acceptable commentary for this course and appropriate action will be taken if these things occur. Students will be held to the university-wide policies established for Student Conduct.

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 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 our Ethnic Studies Undergraduate Coordinator at 858-534-3277 or ethnicstudies@ucsd.edu.

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Course Syllabus, Part 2:
Schedule of Readings and Assignments
 (Subject to change; notification will be given)

All work must be completed before the day it is listed.



Unless otherwise indicated, all required reading and other material can be found in the corresponding week's folder under the "Content" tab in TritonEd. **(P)** next to a reading means you must **PRINT** a copy and bring it to class.

Week	Monday	Wednesday	Friday
1/Jan. 8, 10, 12 Course Introduction: "What are words for?" Defining key terms and contexts	Day 1: First class meeting. Introductions. Defining "discourse," "power," and "inequality." <i>Oxford English Dictionary</i> ; "Discourse, Power and Society" (eds. Power, et al, 2016)	Continue Monday's discussion: unpacking "discourse," "power," "inequality," and "ideology" of presidential tweets and Oprah's GG18 speech.	"Fake News" Friday: Read: <i>Washington Post</i> , "CDC gets list of forbidden words: Fetus, transgender, diversity" (Dec. 15, 2017). Look up the 7 banned words at the CDC (Center for Disease Control). Come prepared to share and debate definitions in class on Wed.
2/Jan. 15, 17, 19 Fake News, Free Speech, Alternative Facts, Real Tweets: Live with Discourse, Power, and Ideology	<i>Dr. MLK, Jr. Holiday</i> <i>No class</i>	Watch: "CDC Bars Words Like 'Transgender' and 'Science-Based' as 'Ideology Is Being Elevated Above Evidence,'" with J. Jack Halberstam on <i>Democracy Now!</i> (Dec. 19, 2017. 15 mins.)	Read: 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); 2) Uri Friedman, "The Real-World Consequences of Fake News," <i>The Atlantic</i> (Dec. 23,

		<p>Read: Kai Green, “‘Race and gender are not the same!’ is not a Good Response to the ‘Transracial’/Transgender Question,” <i>Feminist Wire</i> (June 14, 2015)</p>	<p>2017); and 3) “White House Backs ‘Alternative Facts,’” <i>Washington Post</i> (Jan. 22, 2017).</p> <p>Listen to: <i>Press Play with Madeleine Brand</i>, “Identifying real news v. fake news: it’s complicated” (KCRW, Dec. 14, 2016)</p>
<p>3/Jan. 22, 24, 26</p> <p>Framing Discourse</p> <p>(also, index cards and working groups assigned)</p>	<p>Read: “Framing the Issues: UC Berkeley professor George Lakoff tells how conservatives use language to dominate politics,” <i>UC Berkeley NewsCenter</i> (Oct. 27, 2003)</p> <p>Revisit: Friday’s readings (bring with you)</p>	<p>Read: George Lakoff, <i>Whose Freedom? The Battle Over America’s Most Important Idea</i> (2006), p. 1-27 (P)</p>	<p>Read: Angela Davis, “The Meaning of Freedom” (2008) (P)</p> <p><u>Response paper 1 due.</u></p>
<p>4/Jan. 29, 31, <u>2/2</u></p>	<p>Read: Lisa Lowe, “Work, Immigration, Gender: New Subjects of Cultural Politics” (1998), pp. 354-74. (P)</p>	<p>Continue: Lowe, “Work, Immigration, Gender”</p> <p>Key terms: “immigration,” “race,” “gender,” “capitalism”</p>	<p>Read: George Monbiot, “Neoliberalism—the ideology at the root of all our problems,” <i>The Guardian</i> (Apr. 15, 2016) and Elizabeth Martínez and Arnoldo García, “What is Neoliberalism? A Brief Definition for Activists” (1996)</p>
<p>5/Feb. 5, 7, 9</p> <p>Stuart Hall: Representation</p> <p>Get your copy of Foucault and start reading if you haven’t already. It’ll take some time!</p>	<p>Introduction to Stuart Hall</p> <p>Begin film in class: <i>Stuart Hall: Representation and the Media</i> (dir. Sut Jhally, 2002. 55 mins.)</p> <p>Finish watching the film on your own before class on Wed.</p>	<p>Read: Selections from Stuart Hall, <i>Representation: Cultural Representations and Signifying Practices</i> (London: The Open University, 1997), pp. 15-30. (P)</p> <p>Continue discussion of Stuart Hall film.</p> <p>Key terms: “representation,” “discourse,” “language,” “meaning,” “culture”</p>	<p>Introducing Michel Foucault (short video) and reading strategies for <i>Discipline and Punish</i> (1975)</p>

6/Feb. 12, 14, 16 Foucault: Discipline and Punish in US Prisons	Read: Michel Foucault, <i>Discipline and Punish</i> : Pt. 1, Ch. 1, "The body of the condemned" (p. 3-16) (focus on the first half of the chapter)	Read: Continue/finish Foucault, <i>D&P</i> , Pt.1/Ch.1, "The body of the condemned" (p. 16-31)	<u>Take-home midterm</u> Due by 5pm on TritonEd
7/Feb. 19, 21, 23	<i>Presidents Day Holiday</i> <i>No class</i> Keep reading Foucault and watch <i>13th</i> on Netflix.	Read: Foucault, <i>D&P</i> , Pt.3/Ch.2, "Docile bodies" (photos) (pp. 169-177) Pt.3/Ch.3, "Panopticism" (pp. 195-217) (first half of that chapter) Discuss film: <i>13th</i> (dir. Ava DuVernay, 2016)	Read: Foucault, remainder of "Panopticon" chapter (pp. 217-228) Cont: <i>13th</i> , DuVernay
8/Feb. 26, 28, <u>3/2</u>	Read: Foucault, <i>D&P</i> , Pt.4/Ch.3, "The carceral" (p. 293-308) Conclude: DuVernay, <i>13th</i> film	Selections from A. Davis, et al, <i>Policing the National Body: Race, Gender, and Criminalization in the United States</i> (2002)	Who are the San Antonio 4? Race, queerness readings TBA <u>Response paper due</u>
9/Mar. 5, 7, 9 Lesbian witch hunts: The San Antonio 4	Discuss film: <i>Southwest of Salem: The Story of the San Antonio 4</i> (2016)	Continue: <i>Southwest of Salem</i> Readings TBA	Conclude: <i>Southwest of Salem</i>
10/Mar. 12, <u>14</u> , 16 Course Retrospective	Course review. Discuss final assignments.	<u>Annotated reading & discourse analysis due</u> Last day to submit (hard copy required)	
Finals week/ Mar. 19-23		<u>Take-home final assignment due today: upload to TritonEd by 5pm.</u>	Happy Spring Break!

Notes: