

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA · SANTA CRUZ

DEPARTMENT OF ENGLISH  
 149 KAPLAN HALL  
 BOX 951530  
 LOS ANGELES, CA 90095-1530  
 (310) 825-4173

Contact:  
 Professor Marissa López  
 310.825.4670  
[mklopez@ucla.edu](mailto:mklopez@ucla.edu)

December 10, 2018

Dear GE Governance Committee,

We respectfully submit English 100 for reconsideration to fulfill the “Social Analysis” GE requirement. This course was approved to fulfill the “Literary and Cultural Analysis” but not the “Social Analysis” requirement. In this letter I address the specific ways in which our syllabus meets the stated “Social Analysis” standards. I am also including our syllabus from spring 2018, which was slightly modified from the draft syllabus included with our original submission.

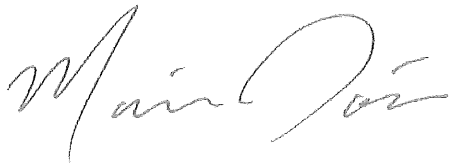
Course content, reads the guidelines, “must introduce students to the ways in which a given topic can be used to address questions regarding how societies are organized and governed, as well as how their different social, political, and economic arrangements are rationalized and legitimized.” The selections from *Keywords for American Cultural Studies* on our syllabus, which students read throughout the quarter and which we dissect in lecture, provides critical frameworks for comprehending social principles like racial formation and class stratification in relation to cultural production. Further, week 2 features lectures on foundational theories of race as an organizing principle of society. Week 3 introduces students to Critical Race Theory, a branch of legal studies that undercuts the ostensible neutrality of law, demonstrating it to be a powerful tool of white supremacy. Week 4 exposes students to whiteness as an object of anthropologic and sociologic analysis built, codified, and maintained through social institutions. In week 5 students learn about Critical Ethnic Studies, a branch of sociology that looks to constructions of race and ethnicity to undermine, in various institutional contexts, social inequities.

About assignments, the guidelines stipulate, “A course carrying social analysis credit should typically deploy cultural, political, or economic theory and a variety of empirical methodologies to describe and investigate the structure of social relations, their evolution, and how they shape our views of the world.” Our class exposes students to a materially-based cultural analysis, Critical Race Theory, Medical Humanities research, and Marxist and post-Marxist approaches to socio-cultural analysis. Moreover, the “Media Analysis” and “Research Prospectus” assignments (included with this resubmission) require students to deploy the theories covered in class as they investigate a phenomenon of their choice and explain its significance for contemporary social

relations. The students also complete weekly writing assignments, designed by their TAs under professor guidance, that challenge them to summarize and evaluate the theories to which they are being exposed. These assignments were developed collaboratively, are not unique to any one instructor, and are intended to be used in all iterations of the class.

English 100 meets the guidelines for a course carrying "Social Analysis" credit. We hope that this added information adequately explains why the class should qualify. We look forward to your response.

Sincerely,



Marissa López, Associate Professor of English and Chicana/o Studies, UCLA

- ◇ Vice President, Latina/o Studies Association
- ◇ Committee Chair, MLA Prize in United States Latina/o and Chicana/o Literary and Cultural Studies



Uri McMillan, Associate Professor of English and African American Studies, UCLA



Rafael Pérez-Torres, Professor of English and Gender Studies



King-Kok Chung, Professor of English and Asian American Studies



Is this an <i>existing</i> course that has been modified for inclusion in the new GE?		Yes	x	No	
If yes, provide a brief explanation of what has changed.					
<p><i>The first iteration of this course, which Professors López, McMillan, Cheung, and Perez Torres developed collaboratively, was organized thematically and included short essays from Keywords for American Cultural Studies, which summarized relevant scholarship in the social sciences. To amplify the instruction in methods of social analysis we will, for the GE version of the course, we will teach some of those foundational works in addition to the Keywords essays and ensure students know how to read, understand, and apply social theory for themselves. To clarify disciplinary divisions, we have split the GE version of the course into two sections, Paradigms and Methods. To broaden the range of cultural material, and so that this course can also expose students to more faculty in our department, we plan to invite guest lectures at instructor’s discretion</i></p>					
Present Number of Units:	5		Proposed Number of Units:	5	

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

*Students receive a solid introduction to contemporary scholarship on race and ethnicity in cultural studies and the social sciences and are exposed to some of the most influential artists of the 20<sup>th</sup> and 21<sup>st</sup> centuries working in, on, and around Los Angeles.*

Integrative Learning

*One of the central questions of this course is how different disciplines “read” race. In one lecture, for example, we think about how Trayvon Martin resonates differently for a sociologist than for a scholar of visual culture. In another we compare sociological theories of structural versus agentic action to the way cultural studies appreciate the “juxtapolitical,” using Latinx youth subcultures in Los Angeles, as depicted in contemporary memoirs, as our object of analysis.*

Ethical Implications

*An overarching question this class asks students is how **THEY** will read race; to answer they must consider a range of ethical issues such as their own socio-cultural location, how they are situated as subjects and objects of diversity discourse, and how their own coursework participates in racialized regimes of knowledge. In sum, the course forces them – through discussion and writing prompts – to think about what it means to be a “global citizen” and what kind of citizen of the world they want to be.*

Cultural Diversity

*This course has already been approved to fulfill the new, college-wide diversity requirement.*

Critical Thinking

*The students complete short, weekly writing assignments in which they respond to and evaluate course readings. Their short midterm paper (assignment description included with this packet), moreover, asks them to use their critical thinking skills in the service of making a larger argument about variations in media sources when covering matters of race and ethnicity.*

- Rhetorical Effectiveness

*The students write throughout the quarter and receive targeted, individualized feedback on their writing.*

- Problem-solving

*The group research project (assignment description included with this packet) asks students to articulate a research question, assemble sources that might address it, determine what other kinds of sources they might need, and sketch an action plan of where to find those sources.*

- Library & Information Literacy

*The students have to complete a group research project using a range of library sources (assignment description included with this packet). This is a quarter-long project, due at the end of term. We have a librarian visit the class at the start of term to go over how to use the library and she is available for them to contact directly throughout the quarter.*

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>2.5</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

**(A) TOTAL Student Contact Per Week** 3.5 **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>3</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>1.5</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

**(B) TOTAL Out-of-class time per week** 11.5 **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** 15 **(HOURS)**

**Please note - this is a draft syllabus; See CCLE for complete list of readings**

## English 100: Ways of Reading Race

Professors [Marissa López](#) and [Uri McMillan](#)

[mklopez@ucla.edu](mailto:mklopez@ucla.edu), OH by appt. @ <https://calendly.com/mklopez>

[umcmillan@ucla.edu](mailto:umcmillan@ucla.edu), OH by appt. @ <https://calendly.com/umcmillan>

### Overview:

English 100 is an interdisciplinary course that will prepare you to perceive and analyze how race and ethnicity shape our lives. The course has the following objectives:

- To demonstrate how verbal, visual, and performing arts shape our worldviews
- To help you feel comfortable and confident speaking about race and ethnicity
- To develop concrete skills (in collaboration, public speaking, research, and writing) that will translate into other academic and future professional contexts

This course unfolds in two parts. The first is an overview of the main intellectual **PARADIGMS** that have structured the academic study of race and ethnicity in the United States since World War II. The second will introduce you to the **METHODS** used by key disciplines in which we see the insights of critical race and ethnic studies enacted. We pay special attention to literature and the arts in this class, but there are many “Ways of Reading Race,” as the title of this course suggests. English 100 is interdisciplinary by necessity, and begins from the premise that race and ethnicity are multifaceted phenomena that must be approached from a variety of angles. Most of the artistic phenomena that we’ll be interpreting together this quarter have roots in or connections to Los Angeles. This city that we all navigate every day is the most comprehensive, diverse, and effective text for this class, and by the end of the quarter you will have some new tools with which to appreciate it. You will gain proficiency in reading across a range of fields around a common topic and prepare yourself to see, think, and talk about race and ethnicity productively.

### Required Texts (available at Ackerman)

- *Keywords for American Cultural Studies, 2nd edition* (Burgett and Hendler, eds)
- *On Racial Icons* (Fleetwood)
- *We The Animals* (Torres)
- All material not in the above books will be available for download on our course website.

### Assignments:

- 15% - Weekly Writing: Short assignments engaging the week’s readings; more info from your TA
- 20% - Media Analysis (Due week 4): 3-4 page paper applying course ideas to media coverage of a current event; more info from your TA and on CCLE

- 30% - Research Prospectus (Due week 8): A collaborative project in which students will identify a topic and research question related to course material; more info from your TA and on CCLE
- 15% - Final Exam (M 6/11, 3-6 pm)
- 20% - Section

### Your Success In This Class Is Important To Us:

We maintain a strict policy when it comes to assignment deadlines. Failure to submit an assignment ON TIME will result in a 5-point deduction from your final grade on that assignment and another 5-point deduction for every subsequent day that it is late.

That being said, we recognize that we will all need accommodations at some point because we all learn differently and lead complicated lives. If you need an extension on an assignment please request it from your TA in advance of the deadline, according to the assignment guidelines and your TA's section policies.

Further, if there are aspects of this course (or your life) that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. You might find the following resources helpful: The Center for Accessible Education (<http://www.cae.ucla.edu/>); Disabilities and Computing Program (<http://www.dcp.ucla.edu/>); The Undergraduate Writing Center (<http://wp.ucla.edu/wc/>); The Undocumented Student Program (<http://www.usp.ucla.edu/>); and these links to a host of non-academic resources at UCLA including mental health, food security, and the Economic Crisis Response Team (<http://www.brc.ucla.edu/Resources>).

## COURSE SCHEDULE

### Paradigms

- Week 1: Introduction
  - **M 4/2** Professors López and McMillan lecturing
    - Course introduction
  - **W 4/4** Professor López lecturing
    - "Race," "Racialization," "Diversity," and "Ethnicity" in *Keywords*; Barack Obama's "A More Perfect Union" (on CCLE)
- Week 2: Racial Formation
  - **M 4/9** Professor McMillan lecturing
    - Omi and Winant, selections from *Racial Formation in the United States*
  - **W 4/11** Guest: Marisa Mendez-Brady, YRL Librarian for English and History
    - Review "Research Prospectus" and "Media Analysis" assignments on CCLE before class

- Week 3: Critical Race Theory
  - **M 4/16** Professor López lecturing
    - Delgado and Stefancic, *Critical Race Theory: An Introduction* (Chapters I and II, on CCLE); “Law” and “Liberalism” in *Keywords*
  - **W 4/18** Guest: Professor Fred D’Aguiar
    - Reading TBA
  
- Week 4: Critical Whiteness Studies
  - **M 4/23** Professor McMillan lecturing
    - Richard Dyer, *White* (Chapter I, on CCLE)
  - **W 4/25** Guest: Professor Rafael Pérez-Torres
    - Reading TBA
    - “Media Analysis” due in section
  
- Week 5: Critical Ethnic Studies
  - **M 4/30** Professor López lecturing
    - *Critical Ethnic Studies: A Reader* (Introduction); Selections from *This Bridge Called My Back*; Selections from *Borderlands/La Frontera* (all on CCLE); “Neoliberalism,” “Latino,” “Border” and review “Diversity” in *Keywords*
  - **W 5/2** Guest: Professor Jerry Kang, Vice Chancellor for Equity, Diversity, and Inclusion
    - Reading TBA

## Methods

- Week 6: Visual Culture
  - **M 5/7** Guest: Professor Louise Hornby
    - Reading TBA
  - **W 5/9** Professor McMillan lecturing
    - Nicole Fleetwood, *Racial Icons* (Chapter I and IV)
  
- Week 7: Literary Studies
  - **M 5/14** Guest: Professor Richard Yarborough
    - Reading TBA
  - **W 5/16** Guest: Professor Justin Torres
    - Finish *We The Animals* before class.
  
- Week 8: Literary Studies, continued
  - **M 5/21** Professor López lecturing
    - *We The Animals*; “Literature” in *Keywords*
  - **W 5/23** Guest: Professor King Kok Cheung
    - Reading TBA
    - “Research Prospectus” due in section
  
- Week 9: Performance Studies



- **M 5/28 MEMORIAL DAY; NO CLASS**
- **W 5/30** Professor McMillan lecturing
  - “Performance” and “Queer” in *Keywords*; Erving Goffman’s *The Presentation of Self in Everyday Life* (Chapter 1 excerpt, on CCLE)
  - Watch “Paris is Burning” (streaming on CCLE)
  
- Week 10: Performance Studies, continued
  - **M 6/4** Professor López lecturing
    - Read: Selections from Alice Bag’s *Violence Girl* (on CCLE); review “Latino, Latina, Latin@” in *Keywords*
    - Listen: Alice Bag: The Chicana Punk Who Rioted Before Riot Grrrl (8 minute segment on 3/25/16 edition of Latino USA podcast; link on CCLE)
    - Watch, “Beyond the Screams” and “Viva Morrissey: The Smiths and LA’s Latino Youth” (streaming on CCLE)
  - **W 6/6** Professor McMillan lecturing
    - Read: Naomi Bragin, “Shot and Captured: Turf Dance, YAK Films, and the Oakland, California R.I.P Project,” (on CCLE)
    - Watch “TURF FEINZ RIP RichD Dancing in the Rain Oakland Street “

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**UCLA Spring 2018**  
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**Media Analysis**

In this paper you will apply some of the ideas we've been discussing and reading about in class to media coverage of a current event. First, pick an event that interests you, then look at how it was depicted in **AT LEAST THREE** different media outlets serving different demographics; one of these **MUST** be an outlet serving a specific racial or ethnic group. Compare and contrast the media coverage in terms of how each did or did not attend to issues of race and ethnicity.

By "current event" we mean a specific thing, not something generalized and ongoing. "Racism in the United States," for instance, is too vague, but "The Charlottesville, VA White Nationalist Rally in August 2017" would work, and [Heather Heyer's death](#) during those protests would be even better. If you were writing about it for this assignment you might compare coverage across [Fox News](#), [The New York Times](#), Charlottesville's own [The Daily Progress](#), and [The Root](#). You would then ask what's similar or different in how each covered the event; and, to write your paper, you'd formulate an argument about those comparisons: why are they important or interesting? What can they tell us?

To begin your research we recommend visiting the [Powell Inquiry Labs](#) we learned about when [Marisa Mendez-Brady](#) from the Young Research Library visited class; you can drop in to Powell 238 (Inquiry Lab 1) or [schedule an appointment](#). There is also [Drop-In Research Help available at YRL](#).

To get started on your own, try the various [Research Guides in Ethnic Studies](#), which all have "Newspapers" tabs; these are a great place to start searching for media coverage.

These other databases will also be helpful:

- AltPress Watch: <http://search.proquest.com/altpresswatch/advanced>
- Ethnic NewsWatch <http://search.proquest.com/ethnicnewswatch>
- Factiva <https://global.factiva.com/sb/default.aspx?lnep=hp>

You don't need to confine yourself to print, or even mainstream cable or network TV. You may write about anything that may be reasonably considered "media" (check with your TA if you're unsure). If you decide to include video be sure to attend to visual and production elements as well (lighting, graphics, sound, and shot composition).

Your paper will have a clear thesis, supported by sufficient evidence, arranged in a logical fashion.

A hard copy of your paper is due in section on **Wednesday April 25**. It will be 3 - 4 pages long, in Times New Roman 12 point font or similar, with 1-inch margins on all sides. Please include copies of all print sources and links to all multimedia. **Failure to submit your paper ON TIME will result in a 5-point deduction from your final grade, another 5-point deduction for every day that it is late.**

In order to receive credit for this assignment you must upload a copy to TurnItIn.

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**Research Prospectus**

This is a collaborative project in which you and your group will identify a topic and research question related to course material.

**Why are you doing this?**

Having completed this assignment you will have a working knowledge of what research looks like in the humanities and humanistic social sciences, how to conduct it, and what it can achieve. You will also gain familiarity with—and we hope a sense of adventure about—the library in its physical and digital forms. Finally, you'll gain invaluable experience working collaboratively.

**What will you turn in?**

- A **roadmap** of the paper addressing the following (in 300-500 words): what is the general topic? What question is being asked about the topic? What possible answers are anticipated? What kinds of evidence might be necessary to support such answers? What other kinds of research would be necessary in order to write this paper?
- An **annotated bibliography** of at least four possible outside sources including (but not limited to; feel free to include more): at least two archival items (one digitized and one physical item that you can examine in Special Collections at UCLA or elsewhere), one scholarly article, and one scholarly book (see below for more info on this).
- A short (500 words), collaboratively authored **close reading** of a primary or secondary text around which the larger paper might be built. This can be an expansion of one of your weekly writing assignments.

**What is an annotated bibliography and how will you find the stuff to put in it?**

An [annotated bibliography](#) contains the full [MLA style citation](#) for each item, a brief description (2-3 sentences) of how you found it (what database or catalog did you use? which search terms? what obstacles did you encounter during your search?), and detailed description about what you learned from finding and taking a look at this resource, including what other kinds of questions it might help you to answer.

In addition:

- For archival materials you should also include - FOR EACH ITEM - a detailed, 4-6 sentence description of the item whether it's a photo, a manuscript, a newspaper article,

or a work of art. Reflect, in writing, on how it's put together and composed, what it looks like, and what biases, attitudes, or opinions it reflects. Describe the questions that arose in your mind as you read / viewed / perused your material and describe other sorts of questions this material might be useful in answering. If possible, include a copy of the item (you can print digital material from the web, but [you might not be able to photocopy items in Special Collections](#), though sometimes you can [photograph stuff](#)).

- How to find archival material:
  - Review YRL librarian [Marisa Mendez-Brady's](#) discussion of “primary” and “archival” sources, then visit the [Primary Sources](#) tab of the UCLA Library's [Research Guide for English and Comparative Literature](#).
  - In addition to the resources listed there, you can also check out the [Digital Public Library of America](#). Archives galore!
  - Once you find something relevant and interesting at UCLA you can [request it from Special Collections](#). Plan ahead! Most of the material is stored offsite, and they say to make your request 5 business days before you plan to visit.
  
- For scholarly articles you should also include
  - A 2-3 paragraph summary of the article's key ideas and arguments; follow the T.Q.P.E. model of summary that we covered in lecture.
  - How to find scholarly articles:
    - First, [what's the difference](#) between scholarly and popular sources?
    - From either the [Research Guide in English and Comparative Literature](#) or one of the several [Research Guides on Ethnic Studies](#), click on the [Articles](#) tab. This will take you to a list of databases, all of which will turn up interesting resources for finding secondary sources and specifically journal articles.
    - Before you get started, identify some terms related to your team's topic and research question. Jot these terms down to help you keep track of which keywords actually yield relevant scholarly articles.
  
- For scholarly books you should also include
  - First, [what's the difference](#) between scholarly and popular sources?
  - A 2-3 paragraph summary of the book's key ideas and arguments; follow the T.Q.P.E. model of summary that we covered in lecture, and focus on the introduction and one or two key chapters.
  - How to find scholarly books:
    - You can find books directly from the [library's home page](#) using some of the same terms and topics you brainstormed for your article. You can also click on the Books tab from either the [Research Guide in English and Comparative Literature](#) or one of the several [Research Guides on Ethnic Studies](#).

**To begin your research we recommend visiting the [Powell Inquiry Labs](#) we learned about when [Marisa Mendez-Brady](#) from the Young Research Library visited class; you can drop in to Powell 238 (Inquiry Lab 1) or [schedule an appointment](#). There is also [Drop-In Research Help](#) available at YRL.**

A hard copy of your prospectus is due in section on **Wednesday May 23**. Please include digital images of all archival material where applicable, a photocopy of the title page of your scholarly book, a copy of your scholarly article, and links to all multimedia. **Failure to submit this ON TIME will result in a 5-point deduction from your final grade, another 5-point deduction for every day that it is late.**

### **How will we grade this?**

As this is a team project, the majority of your grade will be group-based. So, work as a team: brainstorm together, help each other find interesting stuff, discuss your findings, and review each other's written work before submitting your final document.

We will base your group grade on six elements:

1. 20% - Your roadmap: Is your research question substantial enough to support an entire paper and have you articulated it clearly?
2. 20% - The appropriateness of the primary and secondary sources you found. Are your scholarly journal and book items in fact scholarly? In general, do the various sources you gathered and documented as a group seem like they would really help you unpack your research question?
3. 20% - The sophistication of your search methods and the depth of your reflections about the research process. For this assignment, you may not use Wikipedia, Google, or Google Scholar. These are all useful resources but also likely the most familiar to you, and this assignment is meant to develop and refine your research skills. So, we'll be interested in which particular databases you used, the creativity of your search terms, how well you were able to ask questions about the things you found, and how you dealt with any difficulties that arose.
4. 20% - Your close reading: Is it insightful, well argued, and well written?
5. 10% - Style and organization: is your final project neat and well organized? Is your prose clean, clear, and free of spelling and grammatical errors.
6. 10% - The final element of your grade will be individual: Your unique effort and contribution to the group project, based on the assessment of your team members. Each TA will determine their own method of peer evaluation.