

Game Theory in Social Science

Theater 117AC 2018

Three (3) semester credits

Course Description

Californians often think of our home state as a kind of “post-racial” space, one free of racial preference, discrimination, and prejudice, but to what extent is this true? This course explores two dynamics: (1) the racial structures of California historically and in the contemporary moment, and (2) how cultural systems of performance help shape social systems of race. We will consider the role a range of performance forms – theater, film, pageants, political protests – have played in shaping California’s unique cultural and racial topography. From the theatricalization of Chinatown in Rodgers’ and Hammerstein’s *Flower Drum Song* to that of urban riots in *Twilight*, from the staging of farmworker’s rights to the rendering of California’s indigenous peoples as tourist spectacle, performance strategies have been used by a variety of agents towards a wide range of social and political goals. We will use the histories of play productions and para-theatrical performances to interrogate conceptions of California as a “post-racial” state.

Given this course’s central focus on the histories and processes of racial formation in California, it has been approved to fulfill the American Cultures requirement at UC Berkeley.

Prerequisites

There are no prerequisites for this course.

Course Objectives

After successfully completing this course, you will be able to

1. Articulate California’s historical and contemporary racial dynamics.
2. Analyze plays, films, and para-theatrical performances for how they contribute to those racial structures
3. Identify key themes of those performances

4. Understand the interplay between different forms of performance – theater, tourism, public protest – in the process of racial formation
5. Observe and analyze contemporary racial dynamics in California

Instructor Information, Contact, Office Hours, & Communication

Course Instructor

Professor Shannon Steen

Email: steen21@berkeley.edu (please mail directly to this address, do not send messages through the bcourses messaging system)

Graduate Student Instructors (GSIs)

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

- JT Tamayo

Office Hours

Professor Steen and the GSIs will be available via Zoom for one regularly-scheduled hour each week. To sign up for a 15-20 minute slot reach out to your GSI.

If you cannot make the regularly-schedule timeslots, please email your instructor to request a separate meeting – please offer 3-4 times that would work for you.

- Professor Steen: Thursdays 3-4pm PDT
- JT Tamayo: Tuesdays 2-3pm PDT

Additionally, the GSIs will hold a weekly, one-hour “chat time” during which students may ask any question they like about assignments, exams, lectures, readings, or any other topics pertaining to the course. Weekly chats will provide students the opportunity to engage in

dialogue with the instructors and other students in “real time.” These chats will take place in bCourses “Chat” at the following times:

- JT Tamayo: Tuesdays 3-4pm PDT

Communications

The GSIs and I will do our best to return all emails within 24 hours during the teaching week (any emails sent after 4pm on Friday will be returned by 5pm Monday), barring illness or professional travel. Please note that we only use email to handle logistical questions (e.g. “when are office hours?”)—any substantive questions dealing with ideas from class or assignments must be handled during office hours. Having said that, please attend office hours! It’s what we’re there for!

As for whether to direct questions to the overall course instructor or GSIs:

GSIs:

- logistical questions
- questions specific to your discussion section (e.g. content that emerges in the context of your discussion groups)
- clarification questions regarding content (e.g. “what does Professor Steen mean by “racial project?””)
- frustrations or compliments you have with discussion section activities

Course Instructor:

- Any clarification questions regarding content (e.g. “what do Omi and Winant mean by “racial project?” “Why did California legislators in the 1870s respond so keenly to anti-Chinese immigration sentiments?””)
- Any larger conceptual or historical questions that the course raises for you
- Any frustrations or compliments you have about the course overall
- Any frustrations that emerge in interactions with your GSI that you cannot (or are afraid to) resolve with them directly.

Q&A Forum

If you have additional questions about any general aspect of the course – logistical, intellectual, etc — please post it to the Q&A Forum. These posts will not be graded, but allow you a space to ask general questions for clarification on concepts, materials, assignments, etc. The GSIs and I will monitor this forum and respond to queries. You can find the link to the Q/A Forum in Module One of the online classroom.

Course Materials and Technical Requirements

Required Materials

- Articles
 - Available within the online course
- Books (See announcement from Professor Steen):
 - David Henry Hwang, *Flower Drum Song*
 - Cherrie Moraga, *Heroes and Saints*
 - Anna Deavere Smith, *Twilight, Los Angeles, 1992*
- Philip Gotanda, *After the War Blues*

Please Note: In all cases, reading should be completed by the beginning of the module specified. With the exception of the books, all material is available within the online course.

Additional Requirements

All students must have access to a computer with Internet connectivity, which will allow them to access course announcements, readings, and instructor-posted materials through the bCourses site. Students should also be able to watch short videos (via YouTube or other sites) and interact with (or simply observe) social media platforms on their computers. Students must also compose their exams on a computer and submit their completed exams electronically on bCourses -- handwritten exams will not be accepted. For the final examination, which must be taken in-person (and cannot be completed online), students can bring a laptop computer to the testing location and write their exam in Microsoft Word or another word processing program, and submit their completed exams online, OR they can complete the exam by hand, using pen and exam books (which will be provided), in the presence of the exam proctor.

Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet the computer specifications, listed in bcourses, to participate within this online platform.

Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support.

Extensions and late submissions will not be accepted due to "technical difficulties."

Learning Activities

VERY IMPORTANT

You won't be able to access your course material until you read and make your pledge to Academic Integrity. You will have access to the Academic Integrity within the Orientation Module, you will gain access to the Orientation Module the week before your course begins.

Final Exam: Thursday, August 9, 10am-1pm (location TBD)

Assignments

Please note: every week, your GSI will be checking the discussion/blog pages to see that you've done three things: responded to at least one of the discussion questions, responded to one other student's answer to these, and responded to at least one of the blog posts. Additionally, they will check every week to ensure that the individuals who signed up to post a blog entry for that week have done so. Please keep these weekly assignments in mind, as we will not issue reminders to do them past the first week of the course.

Blog Posts, 10% of grade

Every student in the class will sign up for one module during the summer term when they will write a blog post in the designated course discussion forum. **Students must message their GSI no later than Friday, June 22nd to sign up for their spot.**

For your post, you will search online for a recent event (i.e. from the past 12 months) that ties into the topic of your chosen module in some fairly direct way. This can be a piece of music/ video, a clip from a film or piece of television, a segment from a podcast, a quote from a politician or other public figure, etc. (video or audio clips/segments should not be longer than 3 minutes – if the clip is longer than this, please direct us to which 3 minutes we should focus on, with a time code where possible). This artifact should in some way illuminate, expand upon, or otherwise resonate with (or even function in tension with!) the ideas or social dynamics contained in the reading material for your chosen module, and should in some way directly refer to the operations of race in California. Please provide a direct link to this artifact in some way.

You will then write two or more paragraphs explaining how your chosen artifact exemplifies or helps us to understand some of the ideas/terms/concepts in the reading(s) for that module. You must directly refer to the reading(s). You are encouraged to quote them directly, and if so, make sure to provide attribution (state the author's name and page number). Your post should NOT be a summary of the reading but an explication of how your artifact connects to, confirms, and/or challenges concepts in the reading.

Blog Post Response

You are also required to read all of the blog posts for the module and respond to one, except for the week when you are one of the

“bloggers” and thus exempt from the response requirement. As with the discussion responses, your blog post responses should be substantive (at least 6 sentences) and respectful in tone.

Discussion Forums, 10% of grade

Each module contains a group discussion in which we ask you to write reflectively and critically about the discussion topic. Your posts and responses are considered your class participation and represent a unique opportunity for you to exchange views with your group-mates, share experiences and resources, and ensure your understanding of the course material.

There are two modes of required discussion participation: answering discussion questions, and responding to fellow student answers to these questions. In each module, you will be required to answer one out of the two to three discussion questions posted for that module. Your answers must be substantive, i.e., at least six sentences long.

Additionally, you must also respond to at least one other student’s answers to the posted questions for each module — for each module, please alternate between an answer you agree with and one you disagree with. These responses can take whatever form you choose, however, responses must be respectful in tone; in other words, where you disagree you must do so respectfully. This means no insulting or demeaning language, and no personal/ad hominem attacks (e.g. “you’re obviously an X”). Perhaps the best way to respond to a post you disagree with is to ask a question about the basis for that person’s post.

Discussion groups have been pre-assigned and include other members of your GSI section. When you navigate to a discussion forum, you will automatically be taken to your group's instance of that discussion and to your group's space within the course. When finished with the discussion, you will need to navigate from your group space back to the main course space in order to continue participating in other aspects of the course.

Midterm Exam, 35% of grade

You will complete a one-hour (60 minute) midterm exam at the end of Module 4. The exam covers the content in Modules 1-4, and contains short ID questions and an essay question. You can find an example of the structure of the midterm in the “files” section of the bCourses

website in the folder labeled "Exams." The exam has a one-hour time limit, and you must take it within the prescribed 24-hour window. See the Calendar for the date. This exam should be completed "closed book" – i.e. with no use of notes, video lectures, or the required texts. The learning management system keeps detailed records of logins and submissions. Please review the ethics guideline for online courses provided at the beginning of this class and the UC Berkeley code of conduct.

Once you open/begin the exam you must complete it within an hour, you will not be permitted to save your work or log off and then log on again.

Final Exam, 45% of grade

You will take a three-hour, closed-book final exam on paper. Part I of the exam will cover the content of Modules 5-8, and will mimic the midterm exam (i.e. 60 minutes in duration, and containing short ID questions and a short essay). Part II will involve a slightly longer essay question that will ask you to synthesize materials and concepts from across the course as a whole.

There will be no make-up exam. Students must take the final examination in person or possibly arrange to have the examination proctored if you cannot come to campus. Review the Proctor Info on the left navigation menu. Off-site proctor applications must be submitted prior to [Dates here].

This year's final exam will be held on Thursday August 9, 10am-1pm, location TBA. If you miss taking the final or try to take it in a manner for which you have not received permission, you will fail this class automatically. The deadline to submit a proctor application to take the exam off-site is July 13, 2018. This must be done within the online classroom, there you will find a link on the left navigation tab for Proctor Information.

Reminder: Your Course End Date

Your course will end on Friday, August 10th 2018 at 11:59 pm (PDT). As you work through the course, please keep the end date in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

Grading and Course Policies

Your final course grade will be calculated as follows:

Table 1: Final Grade Percentages

Category	Percentage of Grade
Blog post and responses	10%
Discussion Forum posts and responses	10%
Midterm Exam	35%
Proctored Final Exam	45%

You must pass the final exam to pass the course.

It is important to note that not all components are graded online and included in the online course grade book. Because of this, the online course grade book will not display your overall course grade at any given time or your final grade. It should simply be used to assess your performance on the components that are included within it: the discussions, written assignments and midterm exam. Your final letter grade will be mailed to you by the registrar's office.

Table 2: Final grades are assigned according to the following percentages:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	100-95	94-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-60	<60

Late Work Policy

Please note that late submission is not allowed in this course.

Course Policies

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the online exam are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Cheating

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. The expectation is that you will be honest in the taking of exams.

Plagiarism and Academic Dishonesty

Any test, paper or report submitted by you and that bears your name is assumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

In order to be fair to your classmates, if you cheat on an exam or plagiarize an assignment, you will be reported to the Office of Student Conduct, receive a zero for the assignment, and possibly fail the class. The risks simply aren't worth it.

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, explore the resources in the orientation module for more information.

Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

Students with Disabilities

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program \(DSP\)](#). They will review all requests on an individual basis.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email.
- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.

- Your Online Learning Support Specialist is Tracie Allen and her email is summer_online_support@berkeley.edu

End of Course Evaluation

Before your course end date, please take a few minutes to participate in the Course Evaluation to share your opinions about the course.

The evaluation does not request any personal information, and your responses will remain strictly confidential. A link to the evaluation will be made available via bCourses on July 24th, 2018 and will be available until August 8th, 2018. You will also be emailed a link to the course evaluation.

To access the course evaluation via bCourses:

1. Enter the course in bCourses
2. Choose Course Evaluation from the left-hand navigation menu.
3. Complete evaluation and submit.

Course Schedule

Sequencing

Please note the "Please Read and View" lists in every module – these lay out the order in which you should complete the readings and lectures, which have been carefully created for you to explore in the order listed there.

Module One: Racial Formation and Performance June 18-22

- Michael Omi and Howard Winant, "Racial Formation"
- Lecture One: Racial Formation, Part I
- BBC Magazine, "Why don't they make shoes for black ballet dancers?"
- Lecture Two: Racial Formation, Part II

Module Two: Indigenous California June 23-29

- Background Essay: Helen Hunt Jackson, Ramona, and Romantic Racialization
- Dydia DeLyser, Introduction to Ramona Memories

- Lecture One: Ramona Tourism
- Background Essay: Theatrical Antecedents for The Ramona Pageant
- Garnet Holme, The Ramona Outdoor Pageant Play (R)
- Lecture Two: The Ramona Pageant

Module Three: Chinese Immigration and “The Stage Chinaman” June 30-July 6

- Lecture 3.1 Chinese Immigration
- Bret Harte, “Plain Language from Truthful James”
- Lecture 3.2 “The Heathen Chinee”
- Background Essay #1: Racial Impersonation
- Background Essay #2: Synopsis, Ah Sin
- Mark Twain and Bret Harte, Ah Sin
- Lecture 3.3. Ah Sin

Module Four: Chinatown Tourism July 7 - 13

- Ivan Light, “ From Vice District to Tourist Attraction”
- Lecture 4.1 “Chinatown Tourism and the Chop Suey Circuit”
- View film adaptation of Rodgers and Hammerstein, A Flower Drum Song (1961)
- Background Essay #1: Strategies of Immigration Integration
- Lecture 4.2 “Rodgers and Hammerstein’s Flower Drum Song”
- David Henry Hwang, Flower Drum Song (2002)
- Lecture 4.3 “David Henry Hwang’s Flower Drum Song”
- [Optional for Discussion Question #2: Lyrics for the song “Chop Suey”]

Midterm Exam: Friday, July 13th

Module Five: Performing Agricultural Labor July 14 - July 20

- Background Essay: The Bracero Program, Chicano Labor, and Theatricality
- Video Documentary The Land is Rich (1966)
- Video: interviews with Luis Valdez
- Jorge Huerta, “The Workers’ Struggle”
- Luis Valdez, Las Dos Caras
- Lecture 5.1 “Las Dos Caras del Patroncito”

- Luis Valdez, Los Vendidos
- Video: performance of Los Vendidos by El Teatro Campesino
- Lecture 5.2 "Los Vendidos"

Module Six: Magic Realism and the Decolonial Imaginary July 21 - 27

- Video: Interviews with Cherrie Moraga
- Background Essay #1: Agricultural Labor and Pesticide Poisoning
- Cherrie Moraga, Heroes and Saints
- Background Essay #2: Magic Realism and Liberation Theology
- Lecture 6.1 "Intersectionality in Heroes and Saints"
- Lecture 6.2 "The Decolonial Imaginary"

Module Seven: Urban Riot July 28-August 3

- Background Essay #1: Race Riots and News Coverage
- David Palumbo-Liu, "Disintegrations and Reconsolidations" from Asian/American (R)
- Mike Davis, "Fortress LA" from City of Quartz (R)
- Timeline of the 1992 Riots, LA Times
- <http://timelines.latimes.com/los-angeles-riots/>
- Background Essay #2: Documentary Theater
- Anna Deavere Smith, "Introduction" to Fires in the Mirror (R)
- Anna Deavere Smith, Twilight: Los Angeles, 1992
- Lecture 7.1 "Racial Casting in Twilight: Los Angeles, 1992"

Module Eight: Post-War Urban Development August 3-10

- Background Essay #1: The Great Migration
- Marcus Gardley, This World in a Woman's Hands
- Lecture 8.1 "Deindustrialization and This World in a Woman's Hands"
- Background Essay #2: The Fillmore District, Japanese Internment, and Jazz
- Philip Kan Gotanda, After the War Blues
- Lecture 8.2 "Artist Interview with Philip Gotanda for After the War Blues"
- Lecture 8.3 "Course Conclusion"

Proctored Final Exam, Thursday August 9th, 10am-1pm