This course aims to provide a general introduction to the field of Ethnic Studies and a framework for understanding the historical, philosophical, social, and political contexts and legacies of race and ethnicity in the United States. We will consider a variety of materials (film, poetry, music, and multi-media) to expand on concepts explored in class and to develop the tools and vocabulary to examine major social issues, such as immigration, the prison industrial complex, higher education, and environmental racism.

**Course Requirements:**
In order to pass the course, all students must complete a group presentation and both the midterm and final exams. (In other words, if you do not complete the presentation and both exams, you cannot receive a P, A, B, or C.) In addition, absence from discussion sections will adversely affect your grade (see below). In-class quizzes and response papers will factor into your final grade as well.

**Presentations:**
Each group will be made up of around five students. The group runs the class for 20 minutes, concentrating on a specific reading or key idea from that week (see class schedule). Grading criteria include the following four, equally weighted items: (1) grasp of the course material and ability to identify the most important claims in the reading, (2) ability to relate information in a clear manner, (3) success in being interactive and generating discussion in the class, and (4) creativity and originality in presenting the material. Each group should try to distill what the central, most basic arguments of the reading are without becoming caught up in unnecessary detail or side matters. In other words, you are graded on your ability to synthesize complex material and to present it to others creatively and in your own words. The presentation is worth 20% of your grade and must be completed in order for you to pass the course. Every member of the group receives the same grade. At the end of the term, the group with the highest presentation grade in each section will receive a bonus.

**Exams:**
The midterm and final exams include a combination of short answer questions and longer essay questions. Exams seek to measure your ability to remember the key ideas from the class, to draw conclusions from themes discussed throughout the course, to synthesize multiple reading and video assignments, and to craft persuasive arguments citing direct evidence from assigned readings. The midterm exam is in-class open-book and worth 30% of your grade and the final is a take-home exam worth 30%. Both must be completed in order for you to pass the course.

Be sure to format exams with 1” margins (top, bottom, and sides) in double-spaced Times/Times Roman/Times New Roman 12pt. font. Be sure that the pages are numbered and that your name appears on each page in the header. Your GTF may not accept improperly formatted documents. **Exams Will Not Be Accepted Late Under Any Circumstances.** Quotations of text and citation of sources are required and must be in compliance with the style sheet provided on Blackboard.
**QUIZZES AND IN-CLASS ASSIGNMENTS**
Quizzes are 10-minute, in-class exercises that attempt to measure your ability to recall key concepts and ideas from the various reading assignments and lectures and to explain them in your own words. They will be graded partly on your ability to present your ideas in an organized and articulate manner. The quiz scores will be added together, and the total, along with in-class assignments (see below) makes up 10% of your grade.

**PARTICIPATION AND ATTENDANCE:**
Although attendance is not required for this course, in-class assignments done during lecture count toward your participation grade. These include written responses to the discussion questions listed in the syllabus each week. If you miss class, these cannot be made up; however, more such assignments will be given than will be figured into the final grade (in other words, not all will count). Therefore, missing a couple in-class assignments need not necessarily affect your grade adversely. You will, however, be responsible for material from in-class videos and lectures on the exams and quizzes, so it is in your interest to avail yourself of such material to the best of your ability should you have to miss class.

**FINAL GRADE:**
Contingent on the above attendance criteria and completion of all required work, the final grade for the course will be determined as follows:

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<th>Component</th>
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<tr>
<td>Midterm</td>
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<td>Final</td>
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<td>Presentation</td>
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<td>Quizzes, etc.</td>
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Please note that if you do not complete the presentation, midterm, or final, you will not pass the course, regardless of your other grades.

**STUDENTS WITH DISABILITIES**
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the professor and/or GTF as soon as possible. Please also request that the counselor for students with disabilities send a letter to me.

**INCOMPLETE POLICY**
See Blackboard for the University’s incomplete policy.

**E-MAIL**
As a rule, your relationships to instructors are professional. Use complete sentences and be polite. Please note that I might not check e-mail more than once per day, and **I do not check email on weekends or in the evening**, and may not have time to reply immediately. Please have patience and do not hesitate to follow up with a second e-mail or in person during office hours or before, during, or after class if I have not replied to e-mail.

**PLAGIARISM AND ACADEMIC HONESTY**
See LCC for policies related to plagiarism and cheating.

**CITATION OF SOURCES**
You are free (but not required) to cite from unassigned sources in your assignments (this is called “research”), but you must acknowledge the source you are citing from, using page numbers and a standard citation style (see handout on blackboard). I will check the sources, however, to determine the reputability of the source. If an online source is not a reputable “academic” or “scholarly” site, it might affect your grade. If you have questions, please ask.

**STUDENT CONDUCT**
The topics covered in this course are often emotionally charged and are not always comfortable to discuss openly. You are expected to engage the issues in a mature, reasonable, and respectful manner, and to show respect for other students, and me at all times.
**Schedule of Readings and Assignments**

**Week #1 (Introductions)**

T (1/5) **Lecture:** Introductions

R (1/7): **Lecture:** “What Is Ethnic Studies?”

**Required Reading:**

**Questions to consider:**
What were your expectations about Ethnic Studies before your first day in class? What did you learn in high school, middle school, or primary school about the history and politics of race in your local community? What did you learn outside of school? How were the things you learned different?

**Week #2 (Contexts: Race & Ethnicity, Geography & History)**

T (1/12): **Lecture:** “Race and Oregon”

**Required Reading:**
Peggy Pascoe, “A Mistake to Simmer the Question Down to Black and White’: The History of Oregon’s Miscegenation Law”

R (1/14): **In-Class Video:** *Race: The Power of an Illusion*, Episode 1 (“The Difference between Us”)

**Required Reading:**
Joseph Graves, Jr., “How Biology Refutes Our Racial Myths”
Eduardo Bonilla-Silva, “Racialized Social System Approach to Racism”

**Further Reading:**
Online Transcript for “The Difference between Us”:
http://www.newsreel.org/transcripts/race1.htm

**TO DO:**
Assign Presentation Groups

**Questions to consider:**
What were the key claims of the video? What things that you had learned before this class were challenged by the video? According to Pascoe, what was really at stake in Oregon’s miscegenation laws? Do you believe that miscegenation laws are widely known among your peers? (Why or why not?) What about the kinds of scientific claims made in the video?

**Week #3 (Whiteness, Wealth, Property)**

T (1/19): **In-Class Video:** *Race: The Power of an Illusion*, Episode 3 (“The House We Live In”)

R (1/21): **Required Reading:**
Bill Dedman, “The Color of Money”:
http://PowerReporting.com/color/1a.html
Barbara Ehrenreich and Dedrick Muhammad, “The Recession’s Racial Divide”:
Michael Powell and Janet Roberts, “Minorities Affected Most as New York Foreclosures Rise”:
http://www.nytimes.com/2009/05/16/nyregion/16foreclose.html

**Further Reading:**
Online Transcript for “The House We Live In”:
http://www.newsreel.org/transcripts/race3.htm

**Additional articles from “The Color of Money”:**
http://PowerReporting.com/color/34.html
Questions to consider:

What were the key claims of the video? What did you find most interesting about the newspaper articles assigned for Monday? What kind of connections can you make between Lipsitz’s ideas and the newspaper articles? With regard to contemporary issues of housing, property, and wealth (as opposed to income), in what ways is the history of race and racism significant? According to authors like Lipsitz, why would histories of racism be relevant to contemporary society?

**WEEK #4 (RACIAL FORMATION, RACISM, AND ANTI-RACISM)**

**T (1/26):** Lecture: “The Social Construction of Race”

In-Class Video: TBA

Required Reading:
Michael Omi and Howard Winant, “Racial Formation”
George Lipsitz, “The Possessive Investment in Whiteness”

**R (1/28):** Lecture: “Racism and Antiracism from Reconstruction to Reagan”

Required Reading:
James Loewen, “‘Gone with the Wind’: The Invisibility of Racism in American History Textbooks”

**Presentations from Group 1**

Questions to consider:

What does it mean for race to be “socially constructed”? How would you define whiteness as a social construction (rather than just as European descent or skin color)? What are Omi and Winant’s most important claims? What is Loewen’s sociological argument (as opposed to his historical one)? Do you see any limitations to or problems with Loewen’s chapter?

**WEEK #5 (INTERSECTIONALITY AND PRIVILEGE)**

**T (2/2):** Lecture: “Intersectionality, Privilege, and Multiplicity”

Required Reading:
Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference”
Peggy McIntosh, “White Privilege”
Bernice Johnson Reagon, “Coalition Politics”

**R (2/4):** Lecture: “Identity, Coalition, Solidarity”

Required Readings:
Cherrie Moraga, “La Güera”
Hisaye Yamamoto, “Wilshire Bus”

**Presentations from Group 2**

Questions to consider:

What connections do you see among the five readings for this week? How would you characterize the difference in how autobiographical and fictional writings portray race and how more historical and sociological works do? What relationships does Moraga describe between race/ethnicity and sexual orientation? How might the ideas of Lorde, Moraga, and/or Yamamoto complicate the work of Omi and Winant or Lipsitz on race? How would you describe the relationship among privilege, coalition, difference, and complicity, as these authors characterize them (implicitly or explicitly)?
**Week #6 (U.S. Expansionism and Interventionism)**

**T (2/9):** **Midterm**


**Required Reading:**
- Haunani-Kay Trask, “‘Lovely Hula Hands’: Corporate Tourism and the Prostitution of Hawaiian Culture”
- Walter Williams, “US Indian Policy and the Debate over Philippine Annexation”

**Presentations from Group 3**

**Questions to consider:**

- What is Trask’s main argument? Did Trask’s chapter change your view of Hawai‘i and, if so, how? Do you see connections between Trask’s work and the ideas of Lorde and/or Moraga? How does Williams’ study of US Indian Policy add to our understandings? What is Williams’ thesis?

**Week #7 (Immigration)**

**T (2/16):** Lecture: “Race, Nativism, Xenophobia”

**Required Reading:**
- “Understanding the Immigrant Experience in Oregon” from the website of the UO Labor Education Resource Center (LERC): http://www.uoregon.edu/~lerc/immreport.html

**R (2/18):** **In-Class Video:** *Lest We Forget*

**Required Reading:**
- Janet Seiko Nishihara, “Japanese Americans in Eastern Oregon: The Wartime Roots of an Unexpected Community” *(Seeing Color 44-60)*

**Presentations from Group 4**

**Midterms Returned**

**Questions to consider:**

- What connections do you see between this week’s readings and the readings for last week? How might earlier readings, like the one by Omi and Winant, relate to this week’s readings? What information about immigration and immigrant communities did you learn from the readings and/or video this week that you did not know before? What are nativism and xenophobia, and what do they have to do with Ethnic Studies? In what ways can immigration be different for immigrants to the United States who are racialized as nonwhite than for those who are white?

**Week #8 (Prisons)**

**T (2/23):** **Lecture:** “Prisons and Race in the United States”

**In-Class Video:** *Lockdown, USA*

**Required Reading:**
- David J. Leonard and Jessica Hulst, “‘Made on the Inside,’ Destruction on the Outside: Race, Oregon and the Prison Industrial Complex”
- Stormy Ogden, “The Prison-Industrial Complex in Indigenous California”

**R (2/25):** **Lecture:** “Prisons and Race in the United States”

**Required Reading:**
- Angela Y. Davis, “Slavery, Civil Rights, and Abolitionist Perspectives toward Prison”

**Presentations from Group 5**

**Questions to consider:**

- What are Davis’s main arguments, and what are the historical relationships between prison and slavery? What is prison abolition? What did you find most interesting about the
readings for this week? What connections do you see between the video for this week and the readings? What relationships can you see between prisons and the topics discussed earlier in the term?

**Week #9 (Environmental Racism and Environmental Justice)**

**T (3/2):** In-Class Video: *TBA*

Required Reading:
- La Duke, “Nuclear Waste: Dumping on Indians”
- Downey and Hawkins (2008), “Race, Income, and Environmental Inequality in the US”

Review Websites:
- “25 Stories from the Central Valley”: http://twentyfive.ucdavis.edu/
- Environmental Justice Resource Center: http://www.ejrc.ca.edu/
- Center on Race, Poverty, and the Environment: http://www.crpe-ej.org/

**R (3/4):** Van Jones, “Bridging the Green: Van Jones on Jobs, Jails and Environmental Justice”

**Presentations from Group 6**

Questions to consider:
- What is the relation between privilege and inequality? How are environmental injustices tied to race/class/gender/identity/racism/ or power? Be specific. What are the material or real-life impacts of environmental racism or injustice? What are the roots of environmental inequality?

**Week #10 (Community Formation and Recovery)**

**T (3/9):** Required Reading:
- Lynn Stephen, “Mixtec Farmworkers in Oregon: Linking Labor and Ethnicity through Farmworker Unions”
- Stephanie Farquhar et al., “Occupational Conditions and Well-Being of Indigenous Farmworkers”

**R (3/11):** Lecture: Where do we go from here?

**Final Review**

Questions to consider:
- How can culture be used to resist racism and oppression? What connections do you see between the video for last week and the readings for this week? In what ways does Latino immigration differ from Asian immigration? What roles can oral history and ethnography play in community survival and cultural revitalization? How are prisons and environmental issues linked?

**Week #11**

Final Due by 10:00 am Tuesday, March 16th