Ethnic Studies 101
Introduction to Ethnic Studies
MW 10:00-11:20AM
101 LLCS

Instructor Irmary Reyes-Santos
Office Hours: W 11:30AM-1:00PM, and by appointment
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Course Description

ES 101 provides an introduction to the basic concepts and questions of the field, and an overview of issues regarding race, ethnicity, labor, migration, imperialism, and culture in the United States. We will be reading a variety of academic and cultural texts which illustrate the interdisciplinarity of the work undertaken in Ethnic Studies. The course integrates historical, scientific, and theoretical texts, as well as newspaper articles, online postings, film viewings, a short story, music, and cultural analysis. During the quarter, you must strive to learn how to think critically, ask pertinent questions, engage in productive conversations with your peers, read academic and cultural texts, define and apply concepts, and examine U.S. history and your everyday life through the framework provided by Ethnic Studies.

Required Texts

- Reserve readings – You can access these readings through the library’s electronic course reserves (E-reserves). If you have any difficulties obtaining the readings (for financial or technological reasons) please speak with the instructor and the necessary arrangements will be made.
- Blackboard readings

You must bring a hard or electronic copy of the assigned readings for every lecture and discussion section. Read the assigned texts before lecture, and all the readings assigned for the whole week before discussion section.

Course Policies

Creating a safe learning environment:
The student is responsible for attending every lecture and discussion section, keeping up with all assigned readings, and participating actively in conversations in the classroom. The readings and lecture are only a small part of the learning experience. You must confront the challenge of the course by engaging with your teachers and classmates. Listen carefully and support your comments through references to the readings, sections, and lecture. In your comments and body language, you MUST show RESPECT for your instructor, Graduate Teaching Fellows, and peers. When someone is speaking, everyone listens. I reserve the right to ask you to leave the
room, and/or drop the course, if you have disrupted classroom dynamics or disrespected your teachers and/or classmates. I must ensure that the classroom is a safe space for all. For this reason, you will have a strictly professional relationship with the instructor and the GTFs. See campus policy on these matters at http://aaeo.uoregon.edu and http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html
For campus regulations regarding academic dishonesty, classroom disruption, alcohol and drug violations, theft, physical assault, and sexual misconduct, see the Office of Student Judicial Affairs website: http://studentlife.edu/programs/student_judi_affairs/index.htm.
Also see attached campus policy on affirmative action and equal opportunity.

The Lecture:
You should approach the lectures as models for understanding the texts. You should be prepared to articulate the analytical frameworks presented in lecture in your assignments. Discussion sections are crucial to develop in-depth analysis of the themes addressed by the texts and my lecture. If you prefer to use your laptop, you must sit in the first row of the class. If you miss a lecture, or section, it is your responsibility to get notes from classmates and know the material. You can also come to see any of us during office hours to discuss material you have missed. Lecture or section notes will not be available by email or e-reserves.

Office hours:
The classroom and office hours are the spaces and time-slots allocated to meet your intellectual needs. We are all open to schedule appointments, if necessary. I encourage you to come to our offices at least once in the quarter to talk about the readings, the lecture, discussion sections or assignments. When an assignment is due or an exam approaching, we may decide to set strict time-slots for individual students during our office hours. Therefore, if you have any questions, concerns, or just need to discuss anything at length with us, you should plan to meet before high demand periods.

Email policy:
Email is not the primary medium to contact us. Neither the instructor nor the GTFs should be expected to respond to email immediately. Since not all of you have internet access all the time, it would be an unfair advantage for those who do to rely on email for communication. Moreover, the instructor and the GTFs have other responsibilities (preparing class, grading, writing), which are also part of their responsibilities and occupy their time outside the classroom and the office. You can email to set appointments, ask specific questions about the reading or lecture, or send the instructor or GTFs information about any health-related or personal situation affecting your academic performance.

Email Etiquette:
Please remember that correspondence by email is another way that you participate in the class. Therefore, it is important to ensure that your email interactions with us are professional and courteous. Please include a subject line. Do not send papers to our email addresses. Do not email us questions which are already answered by the syllabus.
**Evaluation:**
Section grade 30 %
  - (Attendance and Participation 20 %)
  - (Group Presentation 5%) (Reading Questions due every Wednesday 5%)
Mid-term Exam 30 %
Final Exam 35 %
Surprise Quizzes (5) 5 %

You will be evaluated on the skills mentioned in the course description (first page).

**Attendance and Participation**
Your grade for attendance and participation requires active participation and doing the homework assigned by your GTF for section. If you do not speak for the whole quarter in section nor go to office hours, do expect to receive a 0 in participation. If you show up to section 20 minutes late, it will be counted as an absence. If you arrive late to lecture or section, just seat yourself quietly and wait until the class is over to ask what you missed.

**Late papers**
Late assignments will be marked down one-half letter grade for every day, unless you have a special arrangement with your GTF, which would only be possible under very extenuating circumstances. There are no make-up quizzes or examinations. You will be asked to produce a doctor’s note if an exception is allowed.

**Plagiarism/Academic Dishonesty**
I will not tolerate any kind of academic dishonesty. Familiarize yourself with campus policy with regards to academic dishonesty: [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)

Punishment could include an F for the assignment, an F or withdrawal from the course, and suspension or expulsion from the university. We actively investigate any sign of academic dishonesty in our grading.

**Health Conditions/Disability Services**
If you have a documented health, physical or emotional condition which impede your full participation in the course, please make arrangements to meet me soon. You may be asked to bring a notification letter from Disability Services or your health care provider outlining your approved accomodations.
Calendar:
Part I: Introduction to Main Concepts and Questions in Ethnic Studies

Week 1: Introduction: Why Ethnic Studies at the University of Oregon?
Key Terms: Ethnic Studies, Race

Monday March 28th
- Syllabus
- Introduction to the course: What is Ethnic Studies?
- Race, the Power of an Illusion, Part 1

Wednesday March 30th
- “A Slave Girl Tells of Her Life” [Blackboard]
- Quaker Oats pamphlet (Blackboard)
- Martha Calhoon, “A History of Eugene’s Race Politics” (May 18, 2006)[Blackboard]

Week 2: Isn’t Race Genetic? Whiteness, the Norm? What is Privilege?
Key Terms: Social Construction, Racialization, Representation, Discourse, Whiteness, Privilege

Monday April 4th
- George Lipsitz, “The Possessive Investment in Whiteness” (Blackboard)
- Derrick Bell, “The Space Traders”(Blackboard)
- Video: "The Space Traders" (In-class)
- Race, the Power of an Illusion, part III

Wednesday April 6th
- Continue discussion

Week 3: Intersectionality
Key Terms: Intersectionality, Class, Heteronormativity, Gender, Sexuality, Ageism, Ableism, feminism

Monday April 11th
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” (Blackboard)
- “Rights vs. Rights: An Improbable Collision Course” (Blackboard)
- "Ask, And Tell! An Open Letter To Lt. Dan Choi And Other LGBT/Queer Military Personnel!" (Mortada) (Blackboard)

Wednesday April 13th
- Erika Lee, "The Chinese Exclusion Example" (Blackboard)
- You Tube video, Incident at UCLA (Blackboard)
Part 2: Race in the U. S.: A Historical Overview and Case-Studies

Week 4: Contemporary Racial Legacies
Labor, Housing, Color-blind, Model Minority

Monday April 18th
  o "Ordinary and Extraordinary Trauma: Race, Indigeneity, and Hurricane Katrina in Tunica-Biloxi History" (Brian Klopotek, Brenda Lintinger, and John Barbry) (Blackboard)
  o Lecture: Teaching and Identity
  o Trouble the Water

Wednesday April 20th
  o A Place of Rage; Black Nations/Queer Nations; Muslim-American Comics Come of Age

Take-home mid-term due on Monday, April 25th at 10:00AM.

Week 5: Migration, Enslavement, Expansion
Key Terms: Slavery, Manifest Destiny, Imperialism, Displacement, State Violence, Citizenship, Imperialism, Colony, the Culture of Poverty, Sexuality, Eugenics, the State, Representation

Monday April 25th
  o Film “La Operación” (in lecture)
  o Map of U.S. Interventions in the Caribbean and Latin America

Wednesday April 27th
  o "Nanook and His Contemporaries: Imagining Eskimos in American Culture, 1897-1922" (Shari Huhndorf) (Blackboard)

Week 6: The Prison Industrial Complex
Key Terms: The Prison Industrial Complex

Monday May 2nd
  o Clip: The Farm
  o Angela Davis, “The Prison Industrial Complex” (Blackboard)
  o Human Rights Watch and Department of Justice websites (Blackboard)

Wednesday May 4th
Continue discussion
**Week 7: Beyond the U.S.: Cultural Production, Migrations, and the Market**

Key Terms: America, Cultural Exchanges, Resistance, Mainstream

Monday May 9th
- Guest speaker: Film director and scholar Celiany Rivera-Velázquez
- Celiany Rivera-Velázquez, “Brincando bordes, Cuestionando el Poder: Cuban Las Krudas’ Migration Experience and their Rearticulation of Sacred Kinships and Hip Hop Feminism” *(Blackboard)*

Wednesday May 11th
- No class meeting

**Week 8: Histories of Struggle**

Key Terms: Freedom

Monday May 16th
- Michael Hames-García, “The Practice of Freedom: Assata’s Struggle” [Blackboard]
- Democracy Now clip: Yuri Kochiyama on Malcolm X (In-class)
- Film: Black Panthers and Ethnic Studies in SFSU; Oregon

Wednesday May 18th
- Sanchez and Pita, "Thesis on the Latino Bloc" *(Blackboard)*
- Visual Art *(Blackboard)*
- Martin Luther King Speech on Vietnam *(Blackboard)*
- Dateline episode: Abu Ghraib *(Blackboard)*

**Week 9: Histories of Struggle**

Monday May 23rd
- Lorde, "The Uses of Anger"; "The Uses of the Erotic" *(Blackboard)*
- Democracy Now clip: No-fly list *(Blackboard)*

Wednesday May 25th
Continue discussion

**Week 10: What Can We Do Now?**

Monday May 30th
- Memorial Day Weekend

Wednesday June 2nd
- Concluding Remarks
- Preparing for the Final Exam

Final Exam (TBA)