INTRODUCTION TO ETHNIC STUDIES
ETHNIC STUDIES 101 (CRN 22244)
WINTER 2010
MON/WED 4:00-5:20
4.0 CREDITS
110 FENTON HALL

PROF. CHARISE CHENEY
E-MAIL: CCHENEY@UOREGON.EDU
TELEPHONE: 346-6149
OFFICE: 309 MCKENZIE
OFFICE HOURS: 11:30-12:30 MW; 4-5 T
OR BY APPT.

GRADUATE TEACHING FELLOWS (GTFs):
N. Frener, E. Garay and K. Rodgers. For office hours, section times, and additional information, see the GTF in charge of your section individually.

REQUIREMENTS SATISFIED BY ES 101:
ES 101 is required for Ethnic Studies majors and minors. As a multidisciplinary course that draws primarily from the social sciences, this course satisfies a social science group requirement (>2). In addition, this course considers race and ethnicity in the United States from historical and comparative perspectives across many different demographic groups, thereby satisfying an American Cultures multicultural study requirement (AC). As a 100-level course, this course is intended primarily for first- and second-year students.

TEXTS REQUIRED FOR ALL STUDENTS, AVAILABLE AT THE UNIVERSITY BOOKSTORE:
2. Additional Readings are located on E-Reserve

COURSE REQUIREMENTS:
In order to pass the course, all students must complete 1) a group presentation 2) the midterm exam and 3) the final exam. Attendance at discussion sections is required and absences will adversely effect your grade (see below). In-class quizzes and response papers also factor into your final grade.

The University of Oregon Committee on Courses recommends that a 4-credit course should engage students in an average of 12 hours of activities per week. This class meets for 3.5 hours each week, between lecture and section. That leaves an average of 8.5 hours per week that the University expects you to devote to the assigned readings, response papers, preparation for group presentations, reviewing course materials, and writing your exams.

PRESENTATIONS:
Group presentations take on the role of review during section meetings. Each group will be made up of no more than five students in the same discussion section. The group essentially has the responsibility of running the discussion section for 20 minutes, concentrating on a specific reading or key idea from that week (see class schedule). Presentations will be graded by the GTF, with input from other students in the class via review sheets. 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, the group presentation measures 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 are take-home exams that will each 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 worth 35% of your grade and the final is worth 35%. 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**
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 sections 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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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>35%</td>
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<tr>
<td>Final</td>
<td>35%</td>
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<tr>
<td>Presentation</td>
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<td>Quizzes, etc.</td>
<td>10%</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 Prof. Hames-García verifying your disability.

**Incomplete Policy**
See Blackboard for the University’s incomplete policy.

**Plagiarism and Academic Honesty**
See Blackboard 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). We will check the sources, however, to determine the reputability of the source. If an on-line 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, the GTFs, and the professor at all times.

### Schedule of Readings and Assignments

#### Week #1 (Introductions)

**M (1/4):** Lecture: “What Is Ethnic Studies?”

Further Reading:
- Jun Xing, “Introduction: From the Legacy of Ing ‘Doc’ Hay to Reading Ethnicity in Oregon History” (*Seeing Color* 1-13)

**W (1/6):** **(Contexts: Race & Ethnicity, Geography & History)**

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” (*Seeing Color* 27-43) [**ALSO ON E-RESERVE**]

Further Reading:
- Robert D. Thompson, Jr., “Racialized Minority Demographics of Oregon” (*Seeing Color* 17-23)
- Robert C. Dash, “Political History, Political Science, and Oregon Politics: Race and Ethnicity” (*Seeing Color* 201-24)

**Section:** Discussion Questions:
- 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? According to Pascoe, what was really at stake in Oregon’s miscegenation laws? Do you believe that the history of things like miscegenation laws are widely known among your peers? (Why or why not?)

#### Week #2 (Racial Formation, Racism, and Antiracism)

**M (1/11):** Lecture: “The Social Construction of Race”

**Required Reading:**
- Michael Omi and Howard Winant, “Racial Formation” from E-Reserve

**W (1/13):** **Lecture: “The Social Construction of Race” (continued)**

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” (E-Reserve)

Further Reading:

**Section:** Assign Presentation Groups

**Discussion Questions:**
- 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 were the key claims of the video? What things that you had learned before this class were challenged by the video? What about the kinds of scientific claims made in the video?

#### Week #3 (Race and Phenotype)

**W (1/20):** Lecture: “E/Racing the Body”

**Required Reading:**
- Richard Rodriguez, “Complexion” (E-Reserve)

Further Reading:
- Erin Aubry, “the butt: its politics, its profanity, its power” (E-Reserve)
Section: Presentations from Group 1

Discussion Questions:
How have your perceptions of phenotype as race changed since the beginning of this course? How are phenotypical differences given meaning through racial ideologies? Do racial perceptions change over time and space (geography)?

WEEK #4 (WHITENESS, WEALTH, PROPERTY)
M (1/25): **In-Class Video: Race: The Power of an Illusion, Episode 3 (“The House We Live In”)**

**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

W (1/27): **Guest Lecture:** “Property and the Construction of Whiteness” by Prof. Daniel Martínez HoSang

**Required Reading:**
George Lipsitz, “The Possessive Investment in Whiteness” (E-Reserve)

Section: Presentations from Group 2

Discussion Questions:
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 #5 (RACIAL IDEOLOGIES)
M (2/1): **Lecture:** “Stereotypes, Representations and Images”

**Required Reading:**
Charles Fruehling Springwood and C. Richard King, "Race, Power and Representation in Contemporary American Sport" (E-Reserve)

**Further Reading:**
Ronald Takaki, “The Myth of the Model Minority” (E-Reserve)

**Take-Home Midterm, Due on Monday, February 8 at 4:00 pm**

W (2/3): **In-Class Video: Slaying the Dragon**

Section: Presentations from Group 3

Discussion Questions: How do racial stereotypes shape interpersonal interactions? How do racial stereotypes inform self-perception? Prior to this discussion, did you believe positive stereotypes existed? How do Springwood and King illustrate the ironies in the use of “Indians” as team mascots?

WEEK #6 (INTERSECTIONALITY AND PRIVILEGE)
M (2/8): **Lecture:** “Intersectionality, Privilege, and Multiplicity”

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

**Midterm Due by 4:00 PM**
W (2/10):  Lecture: “Identity, Coalition, Solidarity”

Required Readings:
Cherrie Moraga, “La Güera” (E-Reserve)
Hisaye Yamamoto, “Wilshire Bus” (E-Reserve)

Section: Presentations from Group 4

Discussion Questions:
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 #7 (U.S. EXPANSIONISM AND INTERVENTIONISM)

M (2/15): In-Class Video: *La Operación*

Further Reading:
Transcript for *La Operación* on Blackboard


Required Reading:
Lani Roberts and Ed Edmo, “Celilo Falls: Parallel Lives along N’Che Wana” (*Seeing Color* 173-84)
Haunani-Kay Trask, “‘Lovely Hula Hands’: Corporate Tourism and the Prostitution of Hawaiian Culture” (E-Reserve)

Section: Presentations from Group 5

Midterms Returned

Discussion Questions:
What reading this term most related to this week’s film, and why? What is Trask’s main argument? What connections do you see among the film and this week’s readings? 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?

WEEK #8 (IMMIGRATION)

M (2/22): Lecture: “Race, Nativism, Xenophobia”

Required Reading:

Further 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

W (2/24): 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)

Section: Presentations from Group 6

Discussion Questions:
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 #9 (Prisons)

         Required Reading:
         David J. Leonard and Jessica Hulst, “‘Made on the Inside,’ Destruction on the Outside: Race, Oregon and the Prison Industrial Complex” (*Seeing Color* 225-38)
         Stormy Ogden, “The Prison-Industrial Complex in Indigenous California” (E-Reserve)

W (3/3):  In-Class Video: *Lockdown, USA*
         Required Reading:
         Angela Y. Davis, “Slavery, Civil Rights, and Abolitionist Perspectives toward Prison” (E-Reserve)

Section: Presentations from Group 7

Discussion Questions:
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 #10 (Cultural Production)

         Required Reading: Robin D. G. Kelley, “Kickin’ Reality, Kickin’ Ballistics: ‘Gangsta Rap’ and Post-Industrial Los Angeles”

W (3/10) Lecture: “Hip-Hop as a Form of Social Protest” continued
         Take-Home Final, Due Date TBA

Section: Review

Discussion Questions:
How did hip-hop evolve in response to racial discrimination? How can culture be used to resist racism and oppression?

F (3/12):  Last day of classes

Week #11

TBA: Final