A. Course Description

Ethnic Studies 301 is a newly established course designed to introduce students to advanced theoretical perspectives in the field of Ethnic Studies. The course facilitates your development from a student of the field of Ethnic Studies to a scholar of the field, engaging other scholarly work as you prepare to conduct your own original research. For ES majors and minors, the course builds toward the two-course “capstone” sequence (ES 498 and ES 499) typically taken during winter and spring terms of senior year.

The course engages a range of advanced scholarship on theories of race and ethnicity, building on your previous experiences in Ethnic Studies. The texts assigned for this class incorporate an array of theories and methods, and pay particular attention to the way race intersects with other categories of difference, including sexuality, gender, class, indigeneity, and (dis)ability. The readings are organized around a “keywords” approach, drawing on short essays around critical concepts in Ethnic Studies, American Studies and cultural studies (e.g. “race,” “gender,” “colonialism,” “queer”) to organize and frame our inquiries.

ES 301 will also introduce you to the scholarship of the members of the core faculty in Ethnic Studies. We will be reading articles or chapters by each member of the core faculty; many will come to the class to join a discussion of their work. These activities will both familiarize you with the vibrant scholarship taking place in our own community and give you an opportunity to practice the invaluable skill of appraising and engaging with scholars in our field.

B. Required Texts

The following required text is available for purchase at the University Bookstore and is also on reserve at Knight Library.


In addition, most weeks, there will be required additional required readings posted on Blackboard. These readings are posted on the course’s Blackboard website. You must bring copies of the reading to class with you (either as hard copies or already downloaded as PDFs on your laptop). You must also bring your copy of *Keywords* to every class.
C. Assignments and Grading

1. Six Reading Responses. You must submit six, three page (approximately 750 words) responses to the weekly readings as directed. Instructions and a grading rubric for this assignment are posted on Blackboard under the “Assignments” link. Papers are due as hard copies at the beginning of class on Tuesday. One full letter grade will be deducted for each day your response paper is late. Everyone must submit a paper for Week One; five other papers are then due over the next nine weeks at your discretion (10 pts per paper, 60 pts total).

2. Roundtable Discussion. By the end of Week 1, every student will sign up for a 2-3 person group responsible for leading a roundtable discussion on an assigned article written by UO Ethnic Studies faculty. More detailed instructions are posted on Blackboard. (15 pts).

3. Take Home Final. A take-home final exam will be passed out during the last day of class and must be submitted via Blackboard by Thursday December 9 at 5 PM. A portion of the exam will include a review of an academic lecture on campus during the fall term. No late exams accepted. (20 pts).

4. Participation and Attendance. To receive full credit for participation and attendance, you must attend every class, with the readings completed, ready to participate. I can and will call on all students at any point during the class discussion. I will also ask you from time to time to write and turn in brief s during class, or to complete other short assignments to complement the readings. Your grade can be lowered by approximately one-half letter grade for every unexcused absence. (15 pts).

Grading: Based on the above assignments, students can earn between 0 and 100 points. The grading scale is posted on Blackboard. Students must earn a cumulative score of at least 72 points to earn a middle C and receive ES credit.

D. Other Course Policies

1. Classroom Conduct. We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibit personal attacks and discriminatory conduct.

2. Assignments/Grading. All assignments must be brought to class as hard copies, with the exception of the final exam, which will be submitted via Blackboard. No email submissions will be accepted. Assignments and exams turned in late will receive a one letter grade deduction for each day they are submitted past the due date. No incompletes will be given for this course.

3. Reading: This is a reading intensive course. Students must come to class having read all the assigned materials and prepared to engage in active discussion.

4. Attendance. Attendance at every class is required, roll will be taken. You are expected to arrive on time and stay for the entire class. If you cannot attend class due to a University-approved absence or personal emergency, you must notify me in advance by email (dhosang@uoregon.edu) or voicemail (346-4861).

5. Electronic Devices. Wireless devices including Blackberries and cell phones must be turned off prior to class. I strongly prefer that laptops not be used during class. You must see me personally if you would like to be exempted from this rule, and your wireless switch must ALWAYS remain off.

6. Academic Dishonesty and Plagiarism. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. Please review the University’s policies at: http://studentlife.uoregon.edu/judicial/conduct/sai.htm

7. Disability Services. The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu or http://ds.uoregon.edu/DS_home.html.
E. Readings and Assignments Schedule

WK 1: Introductions, Course Map, and Expectations (Sept 28/30)

Readings (Sept 30)

- **Keywords** essay: "Introduction."

Assignment: Return completed student information sheet available on Blackboard and Week 1 Response Paper and sign up for discussion roundtable small groups.

WK 2: Race, Ethnicity, White (Oct 5/7)

Readings

- **Keywords** essays: "Race" (R Ferguson) "Ethnicity" (H Yu) "White" (P Perry)

WK 3: Border, Naturalization, Immigration (Oct 12/14)

Readings

- **Keywords** essays: "Border" (M Brady) "Naturalization" (P Wald) "Immigration" (E Luibheid)
- **Lynn Stephen.** "Walls and Borders: The Shifting U.S.-Mexico Relationship and Transborder Communities" (Bb)

October 14: Roundtable with Professor Lynn Stephen

WK 4: Queer, Community, Body (Oct 19/21)

Readings

- **Keywords** essays: "Queer" (S Somerville), "Community" (M Joseph), "Body" (E Cherniavsky)
- **Judith Halberstam.** "Mackdaddy, Superfly, Rapper: Gender, Race and Masculinity in the Drag King Scene." *Social Text*, 52/53, 1997: 104-131 (Bb)

October 21: Roundtable with Professor Michael Hames-Garcia

WK 5: Community Organizing & Resistance (Oct 26/28)

Readings:

- **Keywords** essays: "Abolition" (R Fanuzzi), "City" (DiLeonardo).
• **Trevor Griffey**, “From Jobs to Power: The United Construction Workers Association and Title VII Community Organizing” In Griffey and Goldberg edited *Black Power at Work: Community Control, Affirmative Action, and the Construction Industry* (Cornell Press, 2010)


**October 26**: Roundtable and discussion with Trevor Griffey, PhD Candidate, University of Washington

**October 28**: Joint screening of the film “Qallunaat! Why White People are Funny” (Beachwaker Films, 2006) with students in Professor Shari Huhndorf’s “Contemporary Issues in Native America” (HC 444) class.

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**WK 6: CULTURE & REPRESENTATION (NOV 2/4)**

Readings

- **Keyword essays:** “Culture” (G Yudice), “Disability” (Kochnar-Lindgren)

**November 2**: Joint screening of the documentary “Switched: A Community in Transition” (Boxxo Productions, 2008) with Professor Ernesto Martinez’s “Introduction to Queer Studies” (WGS 201) class. Meet in 16 PAC at normal class time.

**November 4**: Joint discussion of Qallunaat! with students in Professor Huhndorf’s class.

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**WK 7: GENDER, PERFORMANCE, IDENTITY (NOV 9/11)**

Readings

- **Keyword essays:** “Gender,” (Halberstam) “Performance” (S Manning), “Identity” (C Kaplan)
- **Lynn Fujiwara,** “Welfare Reform and the Politics of Citizenship” from *Mothers Without Citizenship: Asian Immigrant Families and the Politics of Welfare Reform*” (Bb)

**November 11**: Roundtable with Professor Lynn Fujiwara.

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**WK 8: CITIZENSHIP, LITERATURE, AMERICA (NOV 16/18)**

Readings

- **Keyword essays:** “Citizenship” (L Berlant), “Literature” (S Gustafson), “America” (K. Gruesz)
- **Irmary Reyes-Santos.** “On Pan-Caribbean Politics: Ramon E. Betances and Gregorio Luperon Speak to the Present.” (Bb)

**November 16**: Roundtable with Professor Irmary Reyes-Santos

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**WK 9: INDIAN, NATION, COLONIAL (NOV 23)**

Readings

- **Keyword essays:** “Indian” (R Warrior) “Nation” (A Weinbaum) “Colonial” (D Kazanjian)
November 23: Roundtable with Professor Brian Klopotek.

WK 10: LOOKING FORWARD (NOV 30/DEC 2)

- **Keywords** essay: “Reform” (S Ryan); “Public” (B Ryan).
- **Charise Cheney** "In Search of the "Revolutionary Generation": (En)gendering the Golden Age of Rap Nationalism." *Journal of African American History.* Vol. 90, No. 3, The History of Hip Hop (Summer, 2005), pp. 278-298. (Bb)
- **Ernesto J Martinez.** "On Butler on Morrison On Language," *Signs: Journal of Women in Culture and Society.* (Summer 2010). (Bb)
- **Daniel Martinez HoSang.** “Introduction” from *Racial Propositions: Ballot Initiatives and the Making of Postwar California* (University of California Press, 2010). (Bb)