A. COURSE DESCRIPTION

This course is the first part of a two-course “capstone” sequence for senior Ethnic Studies majors. It has two main objectives. The first is to engage students with 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 axes 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 and cultural studies (e.g. “race,” “gender,” “colonialism,” “queer”) to organize and frame our inquiries.

The second objective of the course is to prepare each student for the research and writing necessary to complete the required Senior Thesis. While the bulk of this work will take place in ES 499 during the spring term, students will leave this class with a well developed prospectus and research plan for their thesis project.

ES 498 is one of the most demanding classes offered in the Ethnic Studies Department. Students should be prepared to spend the full 12 hours per week (including the class meeting time) engaged with course material (reading, writing, research) as recommended by the University of Oregon Committee on Courses for a 4-credit course.

IMPORTANT NOTE: In order to receive Departmental credit for this course and progress towards ES 499 and graduation as an ES major, students must pass this class with a grade of C (not C-) or better, or a final, cumulative score of at least 72. See grading information sheet on Blackboard for more information on grade calculation.

B. REQUIRED TEXTS

The following required texts are available for purchase at the University Bookstore. The first two books are also held on reserve at Knight Library:


In addition, for most classes, there will be required additional required readings posted on the course’s Blackboard website. These readings may be downloaded each week, and are also available for purchase beginning Jan 4 at The Copy Shop at 539 E 13th Ave, west of Patterson Ave (phone 485-6253).
C. ASSIGNMENTS

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. 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 (50% of final grade).

2. THESIS PROSPECTUS. You will submit a thesis prospectus in two parts. The first part, due Week 6, will focus on research questions, relevant keywords, and a brief list of sources. The second part, due by Friday, March 19 and will include a revision of the first part of the prospectus, in addition to a work plan, a methods section, and a detailed list of sources. The two parts will be graded separately. Further instructions and a grading rubric are posted on Blackboard (25% of final grade).

3. IN CLASS MIDTERM QUIZ. During Week 5, there will be a 30-45 minute in class open book quiz to assess comprehension of course concepts to date. (10% of final grade).

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 summaries of the assigned readings during class, or to complete other short assignments to complement the readings. For all absences, you must submit a written make-up assignment in order to receive credit for attendance. You can expect your grade to be lowered by approximately one-half letter grade for every unexcused absence as well as any absence where a make-up assignment was not submitted. (15% of final grade).

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 prospectus, 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.

6. ACADEMIC DISHONESTY AND PLAGARISM. 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 (Bb=Blackboard)

WK 1: Introductions, Course Map, and Expectations.

Readings
- Robin Kelley. “People In Me” *ColorLines*, Winter 1999. (Bb)

Assignment: Return completed student information sheet available on Blackboard and Week 1 Response Paper.
- Last 50 minutes of class devoted to research session with ES reference librarian Miriam Rigby

WK 2: Race, Ethnicity, White

Readings
- *Keywords* essays: “Introduction.” “Race” (R Ferguson) “Ethnicity” (H Yu) “White” (P Perry)

Meet in Collaboration Center at Knight Library at 9 AM for session on utilizing archival materials.

WK 3: Racial Formation Theory & Posing Research Questions

Readings
- Booth et al. *The Craft of Research. Prologue and “Thinking in Print” (pgs 1-16) and “Asking Questions Finding Answers” (pgs 29-101)

Panel of recent ES graduates on thesis conceptualization, research, and writing.

WK 4: Queer, Community, Body

Readings
- *Keywords* essays: “Queer” (S Somerville), “Community” (M Joseph), “Body” (E Cherniavsky)

WK 5: Representation I

Readings
• In class midterm quiz

WK 6: REPRESENTATION II

Readings
• Hall. *Representations*. “The Spectacle of the ‘Other.’” (pgs 225-277)
• Keywords essay: “Indian” (R. Warrior)

• First draft of thesis prospectus due at beginning of class.

WK 7: DISABILITY, PERFORMANCE, IDENTITY

Readings
• Keywords essays: “Disability” (K Kochhar-Lindgren), “Performance” (S Manning), “Identity” (C Kaplan

WK 8: GENDER, CLASS, CITIZENSHIP

Readings
• Keywords essays: “Gender” (J Halberstam”), Class (E Lott), “Citizenship” (L Berlant)
• Susan A. Mann. “Slavery, Sharecropping, and Sexual Inequality.” *Signs*, 14, 4, 1989: 774-798. (Bb)

WK 9: IMMIGRATION, NATION, COLONIALISM

Readings
• Keywords essays: “Immigration” (E Luibheid) “Nation” (A Weinbaum) “Colonial” (D Kazanjian)

WK 10: CONCLUSION & COURSE REVIEW.


Final Thesis Prospectus due via Blackboard by **Friday, March 19 at 5 PM**. No late submissions will be accepted.