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Graduate Teaching Fellows (GTFs)
Melissa Baird
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Course Description
ES 101 is the first part of a two-part introductory sequence in Ethnic Studies. It 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

- **White Privilege** (WP)
- **Reserve readings** – You can access these readings through the library’s electronic course reserves (E-reserves). To access the library website use fall06 as username and damp as password. 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.

You must bring a hard 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](http://aaeo.uoregon.edu) and [http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/OAR_571_004.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/OAR_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](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. I request that you avoid using your personal computers in lecture and section, unless it is necessary. They tend to be a distraction to you as well as your classmates. 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** (based on Melissa Baird’s syllabus):
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 20 %
- (Attendance and Participation 15 %)
- (Group Presentation 5%)
Two Writing Assignments 20 %
Mid-term Exam 20 %
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**
If you have a documented health condition or experience any physical or emotional difficulties 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 outlining your approved accommodations.
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*

Tuesday Sept. 26:
- Syllabus
- Introduction to the course

Thursday Sept. 28:
- NAACP, “Surviving Survivor: The ‘Reality’ of Race”
- Kera Abraham, “Up Against a Wall” (Eugene Weekly Aug. 3, 2006)

**Week 2: Isn’t Race Genetic?: Examining Social Constructions**

*Key Terms: Race, Ethnicity, Social Construction, Racialization, Representation, Discourse*

Tuesday Oct. 3:
- The Quaker Oats Company, “Dick Tracy’s Secret Detective Methods”

Thursday Oct. 5:
- James R. Barret and David Roediger, “How White People Became White People” (WP)
- Eric Florip, “Census Bureau: Nonwhite Population in Oregon Rising” (Daily Emerald)

**Week 3: Whiteness, the Norm? What is Privilege?**

*Key Terms: Whiteness, Normativity, Privilege*

Tuesday Oct. 10:
- George Lipsitz, “The Possessive Investment in Whiteness” (WP)
- Derrick Bell, “The Space Traders”

Thursday Oct. 12:
- Continue discussion of Lipsitz and Bell

Recommended reading (optional): George Lipsitz, “Introduction: Bill Moore’s Body”

*Assignment due on Monday, Oct. 16 by noon (Ethnic Studies Office).*
Week 4: Intersectionality
Key Terms: Intersectionality, Class, Heteronormativity, Gender, Sexuality, Ageism, Ableism

Tuesday Oct. 17:
- Kimbélé Williams Crenshaw, “The Intersection of Race and Gender”
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference”

Thursday Oct. 19: Guest lecture
- Gloria Anzaldúa, “La conciencia de la mestiza: Towards a New Consciousness”

Part 2: Race in the U. S.: A Historical Overview and Case-Studies

Week 5: The Making of the United States I: Race, the State, and Science
Key Terms: Citizenship, Scientific Racialism, Identity, the Nation-State

Tuesday Oct. 24:
- Omi and Winant, “The Racial State”

Thursday Oct. 26:
- Continue discussion

Take-home mid-term due on Monday Oct. 30 at noon (Ethnic Studies Office).

Week 6: The Making of the United States II: Enslavement and Expansion
Key Terms: Slavery, Manifest Destiny, Imperialism, Displacement, State Violence

Tuesday Oct. 31:
- Reginald Horsman, “Race, Expansion, and the Mexican War”
- Shari M. Huhndorf, “Imagining America: Race, Nation, and Imperialism at the Turn of the Century”
- Tony Horwitz, “Immigration—and the Curse of the Black Legend”

Thursday Nov. 2:
- Continue discussion

Week 7: What Do Immigrations Tell Us about Race, Citizenship, the State, and Labor?
Key Terms: Race, Labor, Migration, Color-blind, Model Minority

Tuesday Nov. 7:

Thursday Nov. 9:
- Vijay Prashad, “Second-Hand Dreams”
Writing Assignment due on Monday, Nov. 12 at noon (Ethnic Studies).

Week 8: U. S. Imperialism?: Overseas Territories, Migration, and Metropolitan Encounters  
Key Terms: Imperialism, Colony, the Culture of Poverty, Sexuality, Eugenics, the State

Tuesday Nov. 14:  
- Map of U.S. Interventions in the Caribbean and Latin America  
- Film “La Operación” (in lecture)

Thursday Nov. 16:  
- Laura Briggs, “‘I Like to be in America’: Postwar Puerto Rican Migration, the Culture of Poverty, and the Moynihan Report”

Week 9: Beyond the U.S.:: Cultural Production, Migrations, and the Market  
Key Terms: America, Cultural Exchanges, Resistance, Mainstream

Tuesday Nov. 21:  
- Jon Caramanica, “The Conquest of America (North and South)”  
- Raquel Z. Rivera, “Enter the New York Ricans”


Week 10: What Can We Do Now?  

Tuesday Nov. 28:  
- Speakers (TBA)

Thursday Nov. 30:  
- Concluding Remarks  
- Preparing for the Final Exam

Final Exam (TBA)