**Introduction to Ethnic Studies**  
**Ethnic Studies 102 (CRN 21894)**  
**Winter 2007**  
**Tues/Thurs 2:00-3:20**  
**4.0 Credits**  
**221 Allen Hall**  

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**E-mail: mhamesg@uoregon.edu**  
**Telephone: 346-0905**  
**Office: 201 McKenzie**  
**Office Hours: Tues 3:30-5:00 or by appointment**

**Graduate Teaching Fellows (GTFs): Melissa Baird & Ernesto Garay**  
For office hours, section times, and additional information, see your GTFs individually.

**Course Catalog Description:**  
In this course, multidisciplinary study focuses on Americans of African, Asian, Latino, and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression. Although ES 102 has no prerequisite, ES 101 is strongly recommended.

**Course Goals:**  
Through lectures and discussions, this course aims to provide a general and comparative introduction to the kinds of scholarly questions addressed in the field of Ethnic Studies. It neither provides an introduction to “cultural competence,” nor does it offer an overview of the cultural contributions of each of the major ethnic minority groups in the United States. Rather, it should equip you to think critically and complexly about the legacies of race and ethnicity in the United States, their impact on some contemporary social issues, such as education, and the complexity of cross-ethnic and cross-racial social interaction.

**Requirements Satisfied by ES 102:**  
ES 102 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. James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*
3. Aaron McGruder, *Public Enemy #2: An All-New Boondocks Collection*
**Course Requirements:**
In order to **pass** the course, all students must complete a group presentation and both the midterm and final exams. (In other words, if you do not complete the presentation and both exams, you cannot receive a P, A, B, or C.) In addition, absence from lectures and discussion sections will adversely affect your grade (see below). In-class quizzes and response papers will factor into your final grade as well.

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 four or 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 five, equally weighted items: (1) the strength of the group’s grasp of the course material, (2) its ability to identify the most important claims in the reading, (3) its ability to relate information in a clear manner, (4) its ability to make connections between the complex ideas of the assigned reading and other concepts studied in the course, and (5) creativity in presenting the material. Most important will be the group’s ability 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 re-present it 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 essays that will each include four questions. You will be expected to respond to two questions on the midterm and two questions on the final. Your answers should be organized around a central thesis that demonstrates an engagement with the core ideas of Ethnic Studies. Exams seek to measure your ability to draw conclusions from themes discussed throughout the course, to synthesize multiple reading assignments, and to craft persuasive arguments citing direct evidence from assigned readings. Each answer should be approximately 750 words in length.

Exams will be graded as follows: 30% originality and strength of your thesis (your central claim or argument); 30% cogency and execution (how well you argue your thesis and the strength of your supporting evidence); 20% clarity and organization; 20% technical qualities (punctuation, grammar, etc.). Each exam is worth 30% of your grade (15% for each question) and 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. **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 totaled, and the total is worth 15% of your grade.

**RESPONSE PAPERS**
Response papers are brief, 250 word exercises that try to relate the key idea of an assigned reading to something in your own life or in contemporary social life. They attempt to measure how well you are grasping the general applicability of the reading material. They will be graded partly on your ability accurately identify important concepts in the readings. The response paper scores will be totaled, and the total is worth 5% of your grade.

**ATTENDANCE:**
Attendance and participation are a significant part of this class. Absences (from either section or lecture) are counted after the add deadline (1/17). Your unexcused absences after the add deadline determine the highest possible final grade you can receive for the course. (Absences are normally only “excused” for religious observances or university-related activities, such as athletic or debate competitions or music performances, and these are only excused if you discuss arrangements with the instructor(s) in advance.) Missing class due to illness (with or without a physician’s note), injury, or funeral counts as an unexcused absence. This is why you are allowed some absences. Think of these as “sick days” and save them for emergencies so that unexpected circumstances do not affect your grade. Excessive or frequent tardiness will also count as absence. **Assignments missed due to unexcused absences cannot be made up.**

<table>
<thead>
<tr>
<th>Absences out of 26</th>
<th>Highest course grade possible:</th>
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<tbody>
<tr>
<td>0 (100% attendance)</td>
<td>A+</td>
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<tr>
<td>1 (96%)</td>
<td>A+</td>
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<tr>
<td>2 (92%)</td>
<td>A+</td>
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<td>3 (88%)</td>
<td>B+</td>
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<td>4 (85%)</td>
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<td>5 (81%)</td>
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<td>7 (73%)</td>
<td>C+ (P)</td>
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<td>8 (69%)</td>
<td>D+(N)</td>
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<tr>
<td>9 (65%)</td>
<td>D+</td>
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<tr>
<td>10 (62%)</td>
<td>D+</td>
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<tr>
<td>11 (58%)</td>
<td>F</td>
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**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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>30%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Response Papers</td>
<td>5%</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
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Please note that if you do not complete the presentation, midterm, and final, you will not pass the course, regardless of your other grades.

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**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 request that the counselor for students with disabilities send a letter verifying your disability.

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**Incomplete Policy**
The University policy for incompletes is as follows:

An incomplete may be issued when the quality of work is satisfactory, but some minor yet essential requirement has not been completed, for reasons acceptable to the instructor. Undergraduate students have one calendar year to make up an incomplete mark assigned by a UO faculty member. Earlier deadlines may be set by the instructor, dean, or department head. Failure to make up the Incomplete at the end of one calendar year will result in the mark of “I” automatically changing to a grade of “F” or “N.”

Incompletes for this course will not be given unless a student has extraordinary reasons for being unable to complete all required coursework. (Failure to drop the course by the drop deadline is not a sufficient reason for issuing an incomplete grade.) A request for an incomplete must be made well before the end of the term.

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**E-mail Etiquette**
As a rule, you should understand your relationships to GTFs and professors as professional relationships. When corresponding by e-mail, always include a salutation (“Dear Prof. Hames-Garcia,” “Dear Ms. Baird,” “Dear Mr. Garay”) and a closing that identifies who you are (“Sincerely, Maria Rodriguez”). Use complete sentences and try to be polite, even if you are angry. In return, we will try to do the same. Please also note that we are employees of the University and might not check our e-mail more than once per day, or at all on weekends or in the evening, and we might not have time to reply immediately. Please have patience and do not hesitate to follow up in person during office hours or before, during, or after class if we have not replied to e-mail.
Plagiarism and Academic Honesty
I encourage you to familiarize yourself thoroughly with what plagiarism is and with the University of Oregon’s policies for addressing plagiarism and academic dishonesty. See the following sites for more information:

<http://libweb.uoregon.edu/guides/plagiarism/students/>
<http://studentlife.uoregon.edu/programs/student_judi_affairs/>
<http://studentlife.uoregon.edu/judicial/conduct/code.htm>
<http://academicaffairs.uoregon.edu/handbook/Chapter07.html#R>

Please note the following from the Faculty Handbook:

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the director of Student Judicial Affairs in the Office of Student Life (346-1141). Disciplinary action may be initiated by the university and sanctions imposed against any student found guilty of dishonesty, including academic cheating, academic plagiarism (submission of the work of others for academic credit without indicating the source), or knowingly furnishing false information to faculty.

It is important that the faculty member not act as accuser, judge, and jury in situations where students deny charges of cheating. If a student denies cheating, give the student an opportunity to explain. If the explanation is not sufficient, notify your department head of the incident and contact the coordinator of student conduct. That officer will initiate proceedings to determine the student's guilt or innocence.

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 easy 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. (See also the excerpts from the Student Code of Conduct on the reverse of this page.)
Division 21 Student Code of Conduct
(http://studentlife.uoregon.edu/judicial/conduct/code.htm)

(1) The University of Oregon is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive and responsible persons. It seeks to achieve these goals through a sound educational program and through regulations and policies governing student life that encourage independence, maturity, and respect for the rights and viewpoints of others.

(4) The University shall impose disciplinary sanctions or take other appropriate action against students or student organizations when their conduct materially interferes with the University’s educational responsibility of assuring an opportunity for all members of the University community to attain their educational objectives.

Offenses 571-21-030

Disciplinary action may be initiated by the University and sanctions imposed against any student or student organization found guilty of committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

(1) Dishonesty, including academic cheating, academic plagiarism (submission of the work of others for academic credit without indicating the source), or knowingly furnishing false information to University faculty or staff.

(3) Intentional disruption, obstruction, or interference with the process of instruction, research, administration, student discipline, or any other service or activity provided or sponsored by the University.

(12) Disorderly conduct (including that resulting from drunkenness), unreasonable noise, or behavior that results in unreasonable annoyance.

(14) Failure to comply with the directions of University officials acting in the performance of their duties on University-owned or controlled property when such conduct constitutes a danger to educational or other appropriate institutional activities on such premises.

(19) Harassment on University property because of another person's race, color, gender, national origin, age, religion, marital status, disability, veteran status, or sexual orientation, or for other reasons accomplished by: (a) Intentionally subjecting another person to offensive physical contact other than self-defense; or (b) Specifically insulting another person in his or her immediate presence with abusive words or gestures when a reasonable person would expect that such act would cause emotional distress or provoke a violent response.
SCHEDULE OF READINGS AND ASSIGNMENTS

PART I: RACE, ETHNICITY, AND THE UNIVERSITY
WEEK #1 (KEY WORDS: PREJUDICE; RACISM; STRUCTURAL RACISM)
T (1/9):  Introductions
R (1/11): Ronald Takaki, “Multiculturalism: Battleground or Meeting Ground?”*
         Audre Lorde, “The Uses of Anger”*

WEEK #2 (KEY WORDS: IDEOLOGY; STEREOTYPE)
         Vine Deloria, “Indians Today, the Real and the Unreal”*
R (1/18): Godwin Woodson, “The Seat of the Trouble”*
         Claude M. Steele, “Thin Ice: ‘Stereotype Threat’ and Black College Students”*
         (Rec.: Paulo Freire, Chapter 2 from Pedagogy of the Oppressed*)
S (1/20) University Speaker: Angela Davis (1:00 p.m., 150 Columbia Hall)
         Section: Presentations from Group 1

WEEK #3 (KEY WORDS: HEGEMONY; SYNCRETISM)
T (1/23):  James W. Loewen, Lies My Teacher Told Me, Chapter 4
         (Rec.: Loewen, Lies, Introduction and Chapter 1)
R (1/25):  Loewen, Lies, Chapter 5
         (Rec.: Loewen, Lies, Chapters 2-3)
         Section: Presentations from Group 2

WEEK #4 (KEY WORDS: ANTIRACISM; STRUCTURAL INEQUALITY)
T (1/30):  Loewen, Lies, Chapter 6
         (Rec.: Loewen, Lies, Chapters 11-12)
         (Rec.: Bowen, Kurzweil, and Tobin, Equity, Chapters 1-2)
         Section: Presentations from Group 3

WEEK #5 (KEY WORDS: AFFIRMATIVE ACTION; EQUAL OPPORTUNITY)
T (2/6):  Bowen, Kurzweil, and Tobin, Equity and Excellence, Chapter 6
         (Rec.: Joy James, “Forging Community from Segregation to Transcendence”*)
R (2/8):  Bowen, Kurzweil, and Tobin, Equity and Excellence, Chapter 7 and Chapter 10
         (Rec: bell hooks, “Keeping Close to Home: Class and Education”*)
         Section: Presentations from Group 4

*Readings with asterisks are available on electronic reserve, via the University of Oregon Library’s website. (For instructions on how to use e-reserves, see a reference librarian or the following webpage: <http://libweb.uoregon.edu/reserves/usingeres.html>.)
PART II. COALITION, CULTURE, AND SOCIETY

WEEK #6 (KEY WORDS: RACE; RACIAL FORMATION; WHITENESS)
M (2/12): Midterm Due by 5:00 PM
T (2/13): Guest Speaker: Prof. Fryberg, University of Arizona
Karen Brodkin, “How Jews Became White Folks” from White Privilege
Section: Presentations from Group 5

WEEK #7 (KEY WORDS: ETHNICITY; INSTITUTIONAL OR STRUCTURAL RACISM)
T (2/20): Mia Tuan, “Racialized Ethnics Compared to White Ethnics”*
Neil Foley, “Becoming Hispanic” from White Privilege
(Rec.: Gary Okhiro, “Is Yellow Black or White?”*)
R (2/22): Angela Y. Davis, “Slavery, Civil Rights, and Abolitionist Perspectives toward Prison”*
Stormy Ogden, “The Prison-Industrial Complex in Indigenous California”*
(Rec.: Little Rock Reed, “The American Indian in the White Man’s Prisons”*)
Section: Presentations from Group 6

WEEK #8 (KEY WORDS: INTERSECTIONALITY; PRIVILEGE; WOMEN OF COLOR FEMINISMS)
T (2/27): Peggy McIntosh, “White Privilege” from White Privilege
Marilyn Frye, “On Being White”*
Cherrie Moraga, “La Güera”*
(Rec: Michael Awkward, “A Black Man’s Place in Black Feminist Criticism”*)
Section: Presentations from Group 7

WEEK #9 (KEY WORDS: COALITION; WOMEN OF COLOR FEMINISMS)
T (3/6): Bernice Johnson Reagon, “Coalition Politics”*
Audre Lorde, “I Am Your Sister”*
Yuri Kochiyama, “Interview”*
(Rec. Douglas C. Baynton, “Disability and the Justification of Inequality in American History”*)
Willie Perdomo, “Nigger-Reecan Blues”*
Lorna Dee Cervantes, “Poem for the Young White Man …”*
Section: Presentations from Group 8

WEEK #10 (KEY WORDS: CULTURAL STUDIES; SOCIAL REPRESENTATION)
T (3/13): Aaron McGruder, Public Enemy #2
R (3/15): Concluding Remarks & Final Preparation

WEEK #11
TBA: Final

*Readings with asterisks are available on electronic reserve, via the University of Oregon Library’s website.


Moraga, Cherrie. “La Güera” from *Loving in the War Years: Lo que nunca pasó por sus labios*. Boston: South End Press, 1983. (pp. 50-59)


