Violence, Race, and Settler Colonialism
Ethnic Studies 101
CRN: 12895
110 FEN
TR: 4-5:20pm

Professor Chris Finley
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Office: 818 E. 15th Ave, Alder Building 205
Office hours: Tuesday 2-4 and Wednesday 12-2

Purpose Of This Course
We come to this course at the end of the world. Ethnic studies are now illegal in Arizona and other states are moving towards outlawing this interdisciplinary area of study. What we must remember is that many students, community members, and faculty fought to make a space in the university where people of color could study inequalities and come together to support one another. It does not always work out this way but the fact that Ethnic studies is now a department and not a program at the University of Oregon (like it was when I was an undergraduate student here) shows that positive institutional changes are still occurring because the faculty and students here are still organizing and believe in Ethnic studies as a space of positive political change.

This course will use films, essays, poems, and articles to discuss the legacy of white supremacy in the United States. Ethnic studies does not stop at the borders of the United States because the U.S.’s idea of “manifest destiny” through colonial and imperial ventures has unfortunately reached many different places in the world and then in turn, changes the racial composition of the United States. (We will learn that U.S. imperial ventures like war, colonial occupation, resource extraction, and labor exploitation in “Third World” countries leads to emigration to the United States.) Importantly, this class will focus on the struggle of people of color against white supremacy and the political organizing work towards the liberation and freedom for all humans.

We will look at oppression and struggle through the idea of relatedness: All of us no matter what your position in the heteropatriarchal and white supremacist framework suffers under hierarchal thinking and actions. Obviously, some of us suffer more. It is up to all of us to challenge these ways of thinking, legal systems, and governments that tolerate violence and inequalities of those that do not fit the universal subject formation of a white heterosexual man. Together gender, sexualities, class, race and settler colonialism work together to hide or justify violence towards “others” that exist outside of the universal subject. In this class, most of the readings and films look at women, queers, working class people, “terrorists,” Native peoples, war refugees, prisoners, and/or “illegal” immigrants to get at how oppression works and to support my argument that EVERYONE needs to be free of the threat of violence directed at their bodies, minds, and souls.
All texts for this course are available on Blackboard.

**Grading**

Midterm 25%  
Quizzes/Reading Responses 20%  
Attendance/Participation in Section 25%  
Final 30%

**Grading Scale***

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<th>Percentage</th>
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<td>100%-94%</td>
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<td>90%-93%</td>
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<td>67%-69%</td>
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*If you have an issue with your grade, you should first discuss it with your GTF. Please have a valid reason and a legitimate argument about your grading issue. (Your GTF may have specific policies for dealing with this issue.) If you two cannot resolve the issue, then you may come to me. Remember, your GTF or I can lower your grade as well as increase your grade if you decide to dispute your grade.

**Attendance Policy**

This is a collaborative class that requires student participation and preparation both for the section and lecture portion of class. (You must do the readings for the course on the day they are assigned.) Students should not miss any class. Your GTF will notify you of specific attendance policies for section. If attendance in lecture becomes a problem, I will start giving pop quizzes during lecture.

**Academic Misconduct**

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at libweb.uoregon.edu/guides/plagiarism/students.

**Students With Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me or your GTF within the first two weeks of class. Also please request that the Counselor for Students with Disabilities send a letter outlining your approved accommodations. [Disability Services: disabsrv@uoregon.edu, 346-1155; http://ds.uoregon.edu/].

*Note: Some of the readings may change. I will notify you of these changes through Blackboard.*
Week 1: The End of Ethnic Studies

September 25: Introduction/Syllabus

September 27: Christine E. Sleeter’s “The Academic and Social Value of Ethnic Studies: A Research Review”

Watch Precious Knowledge in lecture

Week 2: Conquest
October 2: Andrea Smith’s “Heteropatriarchy and the Three Pillars of White Supremacy”

October 4: Anne McClintock’s “Lay of the Land: Genealogies of Imperialism” in Imperial Leather: Race, Gender and Sexuality in the Colonial Contest

Week 3: Slavery and the Commodification of Blackness
October 9: Dorothy Roberts’ “Reproduction In Bondage” in Killing the Black Body: Race, Reproduction, and the Meaning of Liberty

October 11: Magdalena Barrera’s “Hottentot 2000: Jennifer Lopez and Her Butt” in Sexualities in History: A Reader

Week 4: Immigration/Borders
October 16: Reading TBA

October 18: Rosa Linda Fregoso’s “The Complexities of ‘Feminicide’ on the Border” in The Color of Violence: The INCITE Anthology

Watch in lecture: Race: The Power of Illusion

Week 5: Investment in Whiteness/White As Universal
October 23: George Lipsitz’s “The Possessive Investment In Whiteness” AND selection from Paris Hilton’s Confession of an Heiress: A Tongue-in-Chic Peek Behind the Pose

October 25: Midterm

Week 6: Prisons
October 30: Selections from Ida B. Well’s The Red Record

**Week 7: War**

November 8: Read Teresia Teaiwa “Bikinis And Other S/Pacific N/Oceans”

**Week 8: Civil Rights Movement/Black Power Movement**

November 15: Malcolm X’s “The Ballot or the Bullet” AND Audre Lorde’s “A Litany for Survival” and “Poetry Is Not A Luxury”


**Week 9: Segregation/Obama and Post-Raciality**

November 22: No class holiday break

**Week 10: Revolution**

November 29: Brian Klopotek, Brenda Lintinger, and John Barbry’s “Ordinary and Extraordinary Trauma: Race, Indigeneity and Hurricane Katrina in Tunica-Biloxi History”

Watch *When the Levees Broke*

**Final December 6 at 1pm.**