Course Description
This course will introduce you to the academic field of Ethnic Studies, raising questions about the ways that race and racism shape our experiences and world across a range of time and places: When and how did the concept of race arise? How does race connect with other forms of difference such as class, gender and sexuality? How do our personal experiences with racial identity and racism relate to the structure of our society? What does it mean to claim racial “colorblindness”? How have Ethnic Studies scholars explored areas such as immigration, popular culture, education, sports, and labor? How have concerns for social justice and equity shaped the field of Ethnic Studies?

We will explore these issues through readings, discussions, lectures, films, and several guest speakers. No introductory course can comprehensively examine all of these topics, or claim to represent all prevailing perspectives. Instead, ES 101 surveys a variety of issues, topics and debates to introduce you to this field and encourage future research and inquiry during your college career and beyond.

Requirements Satisfied by ES 101:
ES 101 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 on Blackboard.

Course Requirements:
Assignments:
Paper Assignment (25% of Final Grade):
Students have two paper options. Choose One:

1. A 3-5 page paper that examines how race and racism manifest in contemporary American society. Choose one of the following three assignments: 1) An immersion project. This assignment provides white students with an opportunity to experience being a racial minority; 2) A one-on-one interview. This assignment requires the student-writer to interview someone of a different race about their racial experiences; or 3) A critical analysis of an article (not included in the course packet). This assignment requires the student-writer to use course materials to analyze an article that has been published in a reputable newspaper or journal in the past three months. The article should be relevant to ES 101 course content. No late papers will be accepted.

2. Race in Eugene: A team-written and researched paper on a Eugene-based site or source. See attachment.
EXAMS (75% OF FINAL GRADE):
There will be three exams, due each Friday. Take-home exams will be available each Thursday after class and are due at the beginning of class on Friday. In-class exams will each include a combination of multiple choice, fill in the blank, matching and short answer questions. Exams seek to measure your ability to remember the key ideas from the class, to draw conclusions from themes discussed throughout the course, to synthesize multiple reading and video assignments, and to craft persuasive arguments citing direct evidence from assigned readings.

STUDENTS WITH DISABILITIES
The University of Oregon seeks to provide equal access to its programs, services, and activities for people with disabilities. The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services @ http://ds.uoregon.edu/. The Center will work with you and I will gladly make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

E-MAIL ETIQUETTE
As a rule, you should understand your relationships to professors as professional relationships. When corresponding by e-mail, always include a salutation (e.g. “Dear Prof. Cheney”) and a closing that identifies who you are (“Sincerely, María Rodríguez”). Please also note that we 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 with a second e-mail or in person during office hours or before, during, or after class if we have not replied to e-mail.

ELECTRONIC DEVICES
Wireless and handheld devices and cell phones must be turned off prior to class. Please do not text in class.

ACADEMIC HONESTY 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. 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

STUDENT CONDUCT
Two standards of expectations regulate student responsibility in ES 101—these standards are non-negotiable. 1) Respect yourself and others: a diversity of views should be expected and protected. The topics covered in this course are often emotionally charged and are not always comfortable to discuss openly. You are expected to engage the issues in a mature, reasonable, and respectful manner, and to show respect for other students and the professor at all times. 2) Bring your brains: Ethnic Studies is an academic discipline. This course is an intellectual, not an experiential, endeavor. Therefore an informed discussion of the problems and issues addressed in this course is required.

SCHEDULE OF READINGS AND ASSIGNMENTS
Note: Readings, films, and lecture topics may be subject to minor modifications, which will be announced in class and posted on Blackboard. Make sure your email is linked to the course Blackboard site.

SECTION #1 (KEY CONCEPTS/CONTEXTS: RACE & ETHNICITY)
T (8/20): Lecture: “What is Race?”
- Required Readings:
  - Michael Omi and Howard Winant, “Racial Formation”
  - Mary C. Waters, “Optional Ethnicities: For Whites Only?”
- Discussion Questions:
  - What were your ideas about “race” and “ethnicity” before this week? Did the lecture/readings challenge your preconceived ideas about race? What did you learn in high school, middle school, or primary school about the history and politics of race in your local community? How do Omi and Winant build the argument that the essence of race is "historical" versus "natural"? How does the success of “Jersey Shore” speak to Waters’ argument about white ethnicity?

SECTION #2 (KEY CONCEPTS/CONTEXTS: RACE & RACISM)
TR (8/22): Lecture: “Race and the Body”
- In-Class Video: Race: The Power of an Illusion, Episode 1 (“The Difference between Us”)
- Required Reading:
  - Joseph Graves, Jr., “How Biology Refutes Our Racial Myths”
  - Erin Aubry, “the butt: its politics, its profanity, its power”
- Discussion Questions:
  - How have your perceptions of phenotype as race changed since the beginning of this course? How are phenotypical differences given meaning through racial ideologies? Do racial perceptions change over time and space (geography)? What things that you had learned before this class were challenged by the video Race: The Power of an Illusion? What about the kinds of scientific claims made in the video? How does Aubry’s article demonstrate the ways that people of color internalize white supremacy?

FRIDAY 8/23: EXAM

SECTION #3 (WHITENESS)
M (8/26): Lecture: “Whiteness and White Privilege”
- In-Class Video: Eye of the Storm
- Required Reading:
  - Peggy McIntosh, “White Privilege”
- Discussion Questions:
  - Is white privilege an issue that you were aware of prior to this week’s lecture, film and readings? How would you define whiteness as a social construction (rather than just as European descent or skin color)? How did Jane Elliot expose racial privilege in Eye of the Storm? Are Robert T. Carter’s stages of white racial identity development a useful tool in understanding race privilege?

SECTION #4 (WHITENESS, WEALTH, PROPERTY)
T (8/27): In-Class Video: Race: The Power of an Illusion, Episode 3 (“The House We Live In”)
- Required Reading:
  - George Lipsitz, “The Possessive Investment in Whiteness”
- Discussion Questions:
  - Last week, we discussed whiteness as it relates to individuals. How does this week’s lectures, readings and films address white privilege on an institutional level? What kind of connections can you make between the video, Lipsitz’s ideas and the newspaper articles? With regard to contemporary issues of housing, property, and wealth (as opposed to income), in what ways is the
history of race and racism significant? According to authors like Lipsitz, why would histories of 
racism be relevant to contemporary society?

SECTION #5 (IMMIGRATION)
W (8/28) Lecture: “Race, Nativism, Xenophobia: Policing the Boundaries of Whiteness”
Required Reading:
“Open Arms or Arms Length: A Historical Perspective on Immigration in Oregon,” Chapter 2 in
Understanding the Immigrant Experience in Oregon from the UO Labor Education Resource Center 
(LERC): http://www.uoregon.edu/~lerc/immreport.html

Discussion Questions:
This week’s lecture and readings address how white supremacy was encoded in law. In what ways 
can immigration be different for immigrants to the United States who are racialized as nonwhite 
than for those who are white? What did you learn from the readings and/or video this week that you 
did not know about immigration and immigrant communities? What connections do you see 
between this week’s readings and previous readings (e.g. Omi & Winant or Lipsitz?) for last week? 
Why are issues of nativism and xenophobia relevant to Ethnic Studies?

SECTION #6 (RACIAL IDEOLOGIES)
TR (8/29): Lecture: “Stereotypes, Representations and Images”
In-Class Video: Slaying the Dragon
Required Reading:
Charles Fruehling Springwood and C. Richard King, "Race, Power and Representation in 
Contemporary American Sport"
Ronald Takaki, “The Myth of the Model Minority”

Discussion Questions:
How do racial stereotypes shape interpersonal interactions? How do racial stereotypes inform self-
perception? Prior to this discussion, did you believe positive stereotypes existed? How do 
Springwood and King expose the ironies in the use of “Indians” as team mascots?

FRIDAY 8/30: EXAM

SECTION #7 (INTERSECTIONALITY AND ESSENTIALISM)
T (9/3): Lecture: “Intersectionality, Essentialism, and Multiplicity”
RACE/RACISM PAPER DUE
Required Reading:
Deborah K. King, “Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist 
Ideology”
Lee M. Kochems and Sue-Ellen Jacobs, "Gender Statuses, Gender Features, and Gender/Sex 
Categories: New Perspectives on an Old Paradigm"
Pamela H. “Asian-American Lesbians: An Emerging Voice in the Asian-American Community”

Discussion Questions:
How do women’s experiences with race challenge traditional Ethnic Studies models? How might 
the ideas of King and Moraga complicate the work of Omi and Winant or Lipsitz on race? What 
relationships does Moraga describe between race/ethnicity and sexual orientation? What are some 
of the limitations of conceptualizing “Latino” as a race in the United States? How does the film 
Americanos illustrate the concept of intersectionality?
SECTION #8 (NATIONALISM AND/OR IDENTITY POLITICS)
W (9/4)  The Black Power Movement
          **RACE IN EUGENE PAPER DUE**
TR (9/5)  Film:  *Chicanos!*
          **Required Reading:**
          The Black Panther Party’s Ten Point Platform and Program
          The Young Lord’s Party Thirteen Point Program and Platform
          Joanne Nagel, “Red Power: Reforging Identity and Culture”
          **Discussion Questions:**
          How is nationalism empowering to people of color? In what ways does identity politics reinforce notions of essentialism?

**EXAM: FRIDAY, SEPTEMBER 6**