I
NTRODUCTION TO E
THNIC STUDIES

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OR BY APPT.

GRADUATE TEACHING FELLOWS (GTFs):
Marnie Atkins (matkins@uoregon.edu), Martha Camargo (mcamargo@uoregon.edu) and MeCherri Tarver (mecherri@uoregon.edu). For office hours, section times, and additional information, see the GTF in charge of your section individually.

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:
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, papers, reviewing course materials, and writing your exams.

PAPER ASSIGNMENT (30% OF FINAL GRADE):
In this 3-5 page paper, students will examine 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. Paper due date to be determined by your GTF. No late papers will be accepted.

**EXAMS (60% OF FINAL GRADE):**
You have two choices for your midterm and final exams: 1) an in-class exam taken during discussion section that combines multiple choice, fill-in-the-blank, matching, true/false and short answer questions; 2) a take-home exams that will each include a combination of short answer questions and longer essay 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. The midterm exam is worth 30% of your grade and the final is worth 30%. Both 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. Your GTF may not accept improperly formatted documents. **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.

**PARTICIPATION AND ATTENDANCE (10% OF FINAL GRADE):**
Attendance is required in your discussion section. Absences will count against your participation and attendance grade. You are expected to attend all lectures, and in-class assignments done during lecture sections count toward your participation grade. Furthermore, you will be responsible for material from in-class videos and lectures on the exams and quizzes.

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**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/](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.

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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 (e.g. “Dear Prof. HoSang” or “Dear Ms. Abelson”) 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.

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

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**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, the GTFs, 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.

### WEEK #1 (KEY CONCEPTS/CONTEXTS: RACE & ETHNICITY)

**T (10/1):** Lecture: “What Is Ethnic Studies?”

**R (10/3):** Lecture: “What Is Race?”

**Required Readings:**
- Michael Omi and Howard Winant, “Racial Formation”
- Howard Zinn, “Drawing the Color Line”
- Mary C. Waters, “Optional Ethnicities: For Whites Only?”

**Section:** 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, Winant and Zinn’s 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?

### WEEK #2 (KEY CONCEPTS/CONTEXTS: RACE & RACISM)

**T (10/8):** Lecture: “The Social Construction of Race”

**R (10/10):** 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”
- Clara E. Rodriguez & Hector Cordero-Guzman, “Placing Race in Context” [Rethinking]
- Erin Aubry, “the butt: its politics, its profanity, its power”

**Section:** 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?

### WEEK #3 (RACISM AND ANTI-RACISM)

**T (10/15):** Lecture: “Whiteness and White Privilege”

**R (10/17):** In-Class Video: Eye of the Storm

**Required Reading:**
Peggy McIntosh, “White Privilege”
Noel Ignatiev, “A Treason to Whiteness Is Loyalty to Humanity”

Section: 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?
How is Ignatiev’s article a testament to the legacy of Martin Luther King, Jr. and the Modern Civil Rights Movement?

WEEK #4 (WHITENESS, WEALTH, PROPERTY)
T (10/22): Guest Lecture: “Property and the Construction of Whiteness” by Prof. Daniel Martinez HoSang
R (10/24): In-Class Video: Race: The Power of an Illusion, Episode 3 (“The House We Live In”)
Required Reading:
Daniel HoSang, “Race and the Mythology of California’s Lost Paradise”
George Lipsitz, “The Possessive Investment in Whiteness”

Section: 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?

WEEK #5 (IMMIGRATION)
T (10/29): 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

Section: 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 before 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?

R (10/31): MIDTERM EXAM

WEEK #6 (RACIAL IDEOLOGIES)
T (11/5): Lecture: “Stereotypes, Representations and Images”
R (11/7): 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”

Section: 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?
WEEK #7 (INTERSECTIONALITY AND ESSENTIALISM)
T (11/12): Lecture: “Intersectionality, Essentialism, and Multiplicity”
R (11/14): Film: Americanos
Required Reading:
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”
Section: Midterms Returned
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?

WEEK #8 (PRISONS)
T (11/19): Lecture: "Prisons and Race in the United States"
R (11/21): In-Class Video: Lockdown, USA
Required Reading:
David J. Leonard and Jessica Hulst, “‘Made on the Inside,’ Destruction on the Outside: Race, Oregon and the Prison Industrial Complex”
Stormy Ogden, “The Prison-Industrial Complex in Indigenous California”
Angela Y. Davis, “Slavery, Civil Rights, and Abolitionist Perspectives toward Prison”
Section: Discussion Questions:
What are Davis’s main arguments, and what are the historical relationships between prison and slavery? What is prison abolition? What did you find most interesting about the readings for this week? What connections do you see between the video for this week and the readings? What relationships can you see between prisons and the topics discussed earlier in the term?

WEEK #9 (NATIONALISM AND/OR IDENTITY POLITICS)
T (11/26) The Black Power Movement
T (12/3) In-Class Video: Chicano!
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?

WEEK #10 (CULTURAL PRODUCTION)
R (12/5) Lecture: “Hip-Hop as a Form of Social Protest”
In-Class Video: “Gangsta, Gangsta”
Required Reading: Robin D. G. Kelley, “Kickin’ Reality, Kickin’ Ballistics: ‘Gangsta Rap’ and Post-Industrial Los Angeles”
Section: Take-Home Final Available
Review
Discussion Questions:
How did hip-hop evolve in response to racial discrimination? How can culture be used to resist racism and oppression?

FINAL/TAKE-HOME FINALS DUE
Monday, December 9 at 8 a.m.