

Ethnic Studies 101
Introduction to Ethnic Studies
MW 830AM-950AM

Prof. Alai Reyes-Santos

Office Hours: M 10:30AM-12:30PM, and by appointment

Email: alai@uoregon.edu Office phone: 346-0928

Office: 217 Alder

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, imperialism, war, and labor? How have concerns for social justice and equity shaped the field of Ethnic Studies?

We will be reading a variety of academic and cultural texts which illustrate the interdisciplinarity of the work undertaken in Ethnic Studies. We will explore these issues through readings, discussions, lectures, films, short stories, and music. 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.

Learning Objectives

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.*

REQUIREMENTS SATISFIED BY ES 101:

ES 101 is required for Ethnic Studies majors and minors. This course satisfies a social science group requirement. 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.

Time Commitment

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, including 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

Required Texts

- **Blackboard readings**
- 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 or electronic 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> and http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html

For campus regulations regarding academic dishonesty, classroom disruption, alcohol and drug violations, theft, physical assault, and sexual misconduct, see:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx>

Also see 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. 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.

Electronic Devices:

All wireless and handheld electronic devices must be turned off during the class. Do not text in class. You will lose points off participation grade every time. Also, sit in the first row if you must use a laptop in class. Use of laptop in class for other purposes is also a reason to lose participation points.

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. Do not email us questions which are already answered by the syllabus.

Email Etiquette:

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. When corresponding by e-mail, always include a salutation (e.g. “Dear Prof. Reyes-Santos” or “Dear GTF Rodríguez”) and a closing that identifies who you are (“Sincerely, María Jackson”). 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.

Evaluation:

Section grade 20 %

(Attendance and Participation)

Surprise Quizzes 5 %

First Assessment Exercise 20% (on Blackboard, due Wednesday, October, Week 4)

Second Assessment Exercise 25 % (on Blackboard, due Wednesday, November, Week 6)

Third Assessment Exercise 30 % (on Blackboard, due Wednesday, December, Week 10)

You will be evaluated on the objectives 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.

Grading

You start this class with a zero and you gain points through each assignment, attendance and participation. We do not negotiate grades. Feel free to discuss our evaluation of your work without the expectation that we will change the grade it has been assigned.

Assessment Exercises

These exercises will be completed over a period of forty-eight hours on Blackboard. To complete, the exercises will regularly require between two and four hours. These will include multiple choice, fill-in-the-blank, matching, true/false, and short answer questions.

Assessment Exercises 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.

Late assignments

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/> 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/Disability Services

If you have a documented health, physical or emotional condition 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 or your health care provider outlining your approved accommodations.

Calendar:

Part I: Introduction to Main Concepts and Questions in Ethnic Studies

Week 1: Introduction: Why Ethnic Studies? (Sept. 28th-October 4th)

Monday:

- Syllabus
- Lecture: What is Ethnic Studies?
- Video: TedEx Talk: To Build Intercultural Communities (In-class)
<https://www.youtube.com/watch?v=GeomTrwz-9k>

Wednesday:

- Lecture: Race is a Social Construction, not a Biological Fact
- Omi and Winant, “Racial Formations”
- Anthropological Association Statement on Race
<http://www.understandingrace.org/about/statement.html>
- Race, the Power of an Illusion, Part I (in-class)
http://www.pbs.org/race/000_About/002_04-about-01.htm
- Quaker Oats pamphlet

Discussion Questions: What is race? Why is it important to understand it as a social construction, not a biological fact? What is Ethnic Studies?

Week 2: Whiteness, the Norm? What is Privilege? (October 5th-October 11th)

Monday:

- Lecture: White Privilege
- George Lipsitz, “The Possessive Investment in Whiteness”
- Chapter 2: “Open Arms or Arms Length: A Historical Perspective on Immigration in Oregon,” <http://lerc.uoregon.edu/wp-content/uploads/2013/04/immigrationenglish.pdf>

Wednesday:

- Film: Race, the Power of an Illusion, Part III
- Eugene Weekly, “History of Eugene’s Racial Politics”

Discussion Questions: 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 3: Intersectionality and Multiplicity (October 12th-18th)

Monday:

- Lecture: Intersectionality, Multiplicity; Case Study: Teaching and Identity
- Derrick Bell, “The Space Traders”
- Video: The Space Traders (Blackboard)

Wednesday:

- Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference"
- Kimberlé Crenshaw, "Mapping the Margins"
- Peggy Macintosh, "White Privilege"
- The Cisgender Privilege Checklist

Discussion Questions: How do women's experiences with race challenge traditional Ethnic Studies models? How might the ideas of Lorde, Crenshaw, and Macintosh complicate the work of Omi and Winant, and Lipsitz on race? What relationships does Lorde describe between race/ethnicity and sexual orientation? How does the short story *The Space Traders* illustrate the concept of intersectionality and multiplicity?

Part 2: Race in the U. S.: Case-Studies

Week 4: Colorblindness and Model Minorities (October 19th-25th)

Monday

- Lecture: Neoliberalism, Colorblindness, Model Minorities
- Lynn Fujiwara: "Refugees Betrayed"

Wednesday

- First Assessment Due on Blackboard, No class meeting

Discussion Questions: What does it mean to claim racial colorblindness? How does Fujiwara complicate the idea that we live in a colorblind society? How can we interrogate the model minority myth by reading Fujiwara's chapter?

Week 5: Indigenous Nations and the Prison Industrial Complex (Oct. 26th-Nov. 1st)

Monday

- Lecture: Colonialism and Racism
- "Ordinary and Extraordinary Trauma: Race, Indigeneity, and Hurricane Katrina in Tunica-Biloxi History" (Brian Klopotek, Brenda Lintinger, and John Barbry)
- Video: Jon Stewart Show: Race/Off (in-class)
<http://thedailyshow.cc.com/videos/ufqeuз/race-off>

Wednesday

- Lecture: Racial Profiling and Prisons in Oregon and the United States
- Angela Davis, "The Prison Industrial Complex"
- Video: The Farm (Blackboard)

Discussion Questions:

Why is it important to understand Native Americans as both racial minorities and indigenous nations, according to Klopotek, et al? How do Klopotek and Davis illustrate the concept of institutionalized racism? What is the Prison Industrial Complex, according to Davis? What is racial profiling?

Week 6: Race and National Security (Nov. 2nd-Nov. 8th)

Monday

- Lecture: Social Movements, COINTELPRO, 9/11, and the Homeland Security Act
- Michael Hames-García, “The Practice of Freedom: Assata’s Struggle”
- Democracy Now clip: No-fly list (Blackboard)
- Dateline episode/film: Abu Ghraib (Blackboard)
- Stand Up: Muslim-American Comics Come of Age Trailer (In-class)
http://www.pbs.org/weta/crossroads/about/show_standup.html

Wednesday

Second Assessment Due, No class meeting

Discussion Questions: According to the reading and videos, how have people color experienced racial profiling in the context of COINTELPRO and the War on Terror? How have national security policies been used to curtail anti-racist efforts by political activists? How have Arab and Muslim populations experienced racial profiling in the context of the War on Terror since 9/11?

Week 7: U. S. Expansion and Militarization in the Caribbean and the Pacific (Nov. 9th-Nov. 15th)

Monday

- Film “La Operación”
- Vieques, Puerto Rico: http://www.huffingtonpost.com/2012/10/05/vieques-cleanup-bomb-site_n_1942107.html

Wednesday

- Lecture: Manifest Destiny, 1898, and U.S. Expansion in the Caribbean and the Pacific
- 1898 Cartoons
- Map of U.S. Interventions in the Caribbean and Latin America
- Teresia K. Teaiwa, “bikinis and other s/pacific n/oceans”

Discussion Questions: How did racial ideas about Pacific Islanders inform U.S. nuclear testing in the Pacific, according to Teaiwa? How were eugenics applied to reproductive policies that affected women in Puerto Rico, according to the film? How do intersectionality and multiplicity help us understand the experiences of U.S. expansionism/imperialism documented by the article and the film?

Part III: Resistance and Social Movements

Week 8: Resistance and Coalitions (Nov. 16th-22th)

Monday

- Democracy Now clip: Yuri Kochiyama on Malcolm X (Blackboard)
http://www.democracynow.org/2008/2/20/civil_rights_activist_yuri_kochiyama_remembers

- "Not Just 'A Black Thing'|:
<http://www.npr.org/blogs/codeswitch/2013/08/19/209258986/the-japanese-american-internee-who-met-malcolm-x>
- Film: Lest We Forget (In-class)

Wednesday

- Lecture: Resistance, Coalitions, and Alliances
- Michael Hames-García, "Who are our own people?"
- Sánchez and Pita, "Thesis on the Latino Bloc"
- Lara, "Halfie"

Discussion Questions: What kinds of resistance to racism do these readings and films document? How do they describe anti-racist coalitions and alliances amongst people? What is necessary to build them, according to Hames-García and Sánchez and Pita? What are the challenges faced by those coalitions and alliances? Why are coalitions and alliances important for the Latino, Asian American, and African American communities discussed in this week's course materials?

Week 9: Culture and Resistance (Nov. 23rd-Nov. 29th)

Monday

- Lecture: Hip Hop in the U.S. and Abroad
- Lani Teves, "'Bloodline is All I Need': Defiant Indigeneity and Hawaiian Hip-Hop"
- Celianny Rivera Velázquez, "Brincando bordes, cuestionando el poder"(in English)
- Video: La Gorda (in-class)

Wednesday

- Video: Muslim American Comics Come of Age (in-class)

Discussion Questions: According to the readings and the film, Why is popular culture an important site of resistance? How do Las Krudas, as a Cuban hip hop group, see themselves as black feminists? What does it mean for them? Who do they see as their allies? How do the reading and the videos illustrate the significance of intersectionality and multiplicity for the study of race?

Week 10: Review and Evaluation (Nov. 30th-Dec. 6th)

Monday

- **Review and Evaluation of the Course**

Wednesday

- Third Assessment Due, No class meeting