

**Geography 445/545**  
**"Culture, Ethnicity and Nationalism"**  
CRN 36459; 36509  
Spring 2020

Instructor: Professor Pulido  
lpulido@uoregon.edu  
Office Hours: T TH 10--11:20 pm

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Office Hours: W 12:00-2:00 pm

*"The covering conceit of a racial regime is a makeshift patchwork masquerading as memory and the immutable. Nevertheless, racial regimes do possess history, that is, discernable origins and mechanisms of assembly. But racial regimes are unrelentingly hostile to their exhibition" (Cedric Robinson, Forgeries of Memory & Meaning, p. xii).*

Course Overview

This course will explore culture, ethnicity and nationalism by focusing on cultural memory, settler colonization and white supremacy in Oregon. Specifically, we will work on a collective research project that examines how a set of Oregon's historic sites, the Dept. of Oregon Transportation's Beaver Boards, engage with white supremacy. Our primary focus will be on the white supremacy inherent in the creation of the state and individual sites, as well as how such processes are (un)represented. We will investigate how Oregon narrates its racial and settler colonial past through cultural memory, landscape, and place. The end product of our research will be a dataset of historic sites and individual projects focused on specific sites.

In order to accomplish these objectives, we will divide our research into a series of discrete and manageable tasks. First, we will spend some time reading on key concepts, including cultural memory, landscape, settler colonization and white supremacy, and Oregon history. Second, we will quantify and analyze state historical markers. Third, students will choose individual sites for in-depth research. We will build the dataset collectively, but students will be responsible for individual projects based on the sites.

### Learning Outcomes

By the end of the class students will have gained both a set of research skills and theoretical knowledge. Research skills including building a dataset, collecting and analyzing data, and analyzing cultural representations. Theoretical knowledge includes understanding the power dynamics associated with cultural memory; what states choose to commemorate and why; the kinds of historic and geographic narratives produced by hegemonic commemorative practices and their political implications.

### Required Books

There are no required books for this class. All readings will be posted on Canvas.

### Coursework During Coronavirus

I have done my best to create what I think will be a rich and robust learning experience. However, I realize that we are in a time of great uncertainty and rapid change. Accordingly, I will do my best to be flexible given students' particular needs. This may mean reducing some expectations in terms of readings, assignments, grading, etc. While the syllabus may change, there will never be an increase in the overall workload – only a decrease and/or additional time.

You should also be aware that the University has modified its grading policy for this term. Students can decide AFTER they receive their final grade if they would like to take the course P/NP. Regardless, I am required to calculate and maintain letter grades for all students in case they are needed for graduate school applications, scholarships and fellowships, etc.

### Undergraduate Course Requirements

Course evaluation will be based on ten small assignments, two projects, and participation. There are no tests. The first project can be either group or individual and the second one is individual. As a remote-learning class, participation means engaging in a meaningful, thoughtful, and respectful way with one's peers and instructors on discussion boards, chats, group activities, and office hours. In order to do well in the course students must keep up with all readings, complete assignments by the required due dates (unless you notify the instructor otherwise), submit careful, coherent, well-written assignments.

#### **1) Small Assignments – 50%**

There will be ten smaller assignments in the first part of the course worth a total of 150 points. These will largely consist of activities focused on the readings.

## 2) **Data Collection and Quantitative Analysis** - 20%

With close guidance from the instructor, students will collect data, build a spreadsheet, and produce descriptive statistics for a subset of Oregon Beaver Boards. Worth a total of 50 points.

## 3) **Individual Site Analysis** – 20%

Students will be required to select one site from the list of Beaver Board places, produce an in-depth analysis and critique of how the site is represented that draws on relevant course readings and lecture. Students will share drafts of their project with the class and can choose their medium, including a written paper; a powerpoint slideshow; a video, etc. Worth a total of 50 points.

FINAL PROJECT DUE DATE: Wednesday, June 10, 2020 10:00 am

## 4) **Participation** – 10%

Participation will be evaluated based on the quality and quantity of interaction with peers and instructors through assignments, discussion boards, peer reviews, and the like.

A word on *anxiety* - this course may make some people anxious. HOW we will go about collecting the data will not be entirely clear until we actually engage in the process. While I will do my best explain it in advance, I know from experience that one needs to actually “do it” to get it. This can be frustrating for some. Moreover, there will be numerous instances when our data present us with challenges that we will have to resolve together and may shift some of our earlier beliefs and even our readings. This is the nature of research. Researchers must be flexible and open to our findings. I ask you to trust that I will guide you carefully along the way and will not treat you unfairly, but I understand that such uncertainty is not for everybody.

## Graduate Course Requirements

Course evaluation will be based on ten small assignments, two projects, participation, and a substantive research paper. The first project can be either group or individual and the second one is individual. The paper is individual. As a remote-learning class, participation means engaging in a meaningful, thoughtful, and respectful way with one’s peers and instructors on discussion boards, chats, group activities, and office hours. In order to do well in the course students must keep up with all readings, complete assignments by the required due dates (unless you notify the instructor otherwise), submit careful, coherent, well-written assignments.

**1) Assignments – 30%**

There will be ten smaller assignments in the first part of the course worth a total of 150 points. These will largely consist of activities focused on the readings.

**2) Data Collection and Quantitative Analysis - 20%**

With close guidance from the instructor, students will collect data, build a spreadsheet, and produce descriptive statistics for a subset of Oregon Beaver Boards.

**3) Individual Site Analysis – 20%**

Students will be required to select one site from the list of Beaver Board places, produce an in-depth analysis and critique of how the site is represented that draws on relevant course readings and lecture. Students will share drafts of their project with the class and can choose their medium, including a written paper; a powerpoint slideshow; a video, etc. Worth a total of 50 points.

FINAL PROJECT DUE DATE: Wednesday, June 10, 2020 10:00 am

**4) Final Paper – 20%**

Students will be required to write a substantive paper (15-20 pages) exploring a topic of their choice related to white supremacy or settler colonization and cultural memory. Students should submit a brief proposal (one paragraph) by week 5. Students may use this assignment as an opportunity to prepare for comprehensive exams or a proposal – as long as the topic fits within the parameters of the class.

DUE DATE: Wednesday, June 10, 2020 10:00 am

**5) Participation – 10%**

**COURSE POLICIES**

Written work – All formal written work should use standard-English, grammatically correct, and free from spelling errors. must be double-spaced, with a 12 point font in black ink. Margins should be one inch all around.

Communicating with Instructors

Professor Pulido's email address: [lpulido@uoregon.edu](mailto:lpulido@uoregon.edu)

Carla Osorio-Veliz's email address: [cosoriov@uoregon.edu](mailto:cosoriov@uoregon.edu)

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forward to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Please note that I respond to email between 9 a.m.– 5 p.m. M-F, and please assume a 24 hour response time. Email has become a space of casual conversation. Please email the instructors utilizing the respect and formality that you would use in a conversation with your professor and grader.

I will host “live” office hours through Canvas Conferences each week [T and TH 10-11:30] . Carla Osorio-Veliz's weekly office hours are W 12-2:00 pm.

In addition, we will have a running discussion forum on Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me. I am working on connecting my office phone to my cell in order to give you another option ( 541-346-0918). Will keep you posted.

### Accommodations

The University of Oregon seeks to provide equal access to its programs, services, and activities for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The Accessible Education Center works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. If you will need accommodations in the class, please contact the Accessible Education Center at [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) as soon as possible. The Center will work with us to ensure that all students have the appropriate accommodations.

### Academic Integrity for Remote Learning

The University of Oregon's Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. As it turns out, there are portions of this class in which collaboration will be encouraged. I will be very clear in stating when that is the case - otherwise - assume it is your own work.

Plagiarism - knowingly or not - is my primary concern for this class. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor or teaching assistant before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

### Harassment, Discrimination, and Sexual Misconduct

The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive, and inclusive learning environment. Any form of sexual harassment, sexual assault, relationship violence, and gender-based stalking and bullying is contrary to the community values of the institution. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, and so on. For more information about policies and resources or confidential reporting options, see the Office of Affirmative Action and Equal Opportunity: <http://aaeo.uoregon.edu/> or the Office of the Dean of Students' page on Student Conduct and Community Standards: <http://dos.uoregon.edu/conduct>

### Course Climate Statement

It is my belief that we must create a climate in this course where everyone can speak about difficult topics openly. We don't have to agree with each other or "convert" others to our way of thinking. We do, however, have to respect that others may have opinions and experiences that are significantly different from our own and which may even trouble us deeply. To promote a positive learning environment, we must engage in respectful communication practices, where it is perfectly okay to disagree, but must not attack each other in the process of challenging our ideas. Non-verbal communication is still a form of communication, behavior such as rolling eyes, interrupting, belittling gestures, mocking, or any form of bullying will be taken seriously and will be treated according to the Student Code of Conduct and Community Standards. <https://dos.uoregon.edu/conduct>

## **COURSE SCHEDULE AND READINGS**

Note: Course topics and readings are tentative and subject to revision!

### **MODULE 1 – Week 1**

### **GETTING STARTED**

Introduction to each other, the syllabus, and the course

*Assignment 1: Introduce Yourself*

*DUE DATE: 11:59 pm Thursday, April 2*

*Assignment 2: What is your understanding of white supremacy?*

*DUE DATE: 11:59 pm Sunday, April 5*

## **MODULE 2 (weeks 2 & 3) CULTURAL MEMORY AND LANDSCAPE**

What is Cultural Memory? What's its connection to landscape and place?

Readings: Marita Sturken (1997) "Introduction," in *Tangled Memories: The Vietnam War, The AIDS Epidemic, and the Politics of Remembering*. University of California Press, pp. 1-17.

Matthew Dennis and Samuel Reis-Dennis (2019) "What's in a Name?: The University of Oregon, De-Naming Controversies, and the Ethics of Public Memory" *Oregon Historical Quarterly* 120 (2): 176-205.

*Assignment 3 - Discussion board post* – According to the article, "What's in a Name?," central to the ethics of memory is the affirmation of values. Given this argument, do you agree or disagree with President Schill's decision not to rename Deady Hall? Explain your position. Comment at least two posts.

*Assignment 4: U.S. National Cultural Memory.* Pick one form of U.S. national cultural memory that speaks to you and share it with the class. We need to see and/or hear it. Explain WHY you chose it, what is included, what is forgotten, and its ideological purpose. Comment on at least two posts.

Pierce Lewis (1979) "Axiomes for Reading the Landscape: Some Guides to the American Scenes"

Don Mitchell, "New Axiomes for Reading the Landscape: Paying Attention to Political Economy and Social Justice" in *Political Economies of Landscape Change*, ed. by J.L. Wescoat and D.M. Johnston. Springer, 2008, pp. 29-50.

NOTE: IF YOU HAVE NO BACKGROUND STUDYING PLACE/LANDSCAPE, READ:

Price, Patricia (2013) "Place" in *The Wiley-Blackwell Companion to Cultural Geography*, eds. N. Johnson, R. Schein, and J. Winders. Wiley-Blackwell, pp.118-129.

*Assignment 5 – Landscape Worksheet.* Select an image of a landscape for close analysis and complete the posted worksheet. You can select a landscape from outside your window/door, or you can chose one from another source. Answer the worksheet and submit it with a photo. Comment on at least two posts.

*Assignment 6 – Landscape Analysis.* Using the same landscape that you used in Assignment 5, compare how Lewis and Mitchell would each analyze it.

Graduate Readings: Sturken, Marita "Chapter One" "Chapter Two" (pp. 1-84) in *Tangled Memories: The Vietnam War, The AIDS Epidemic, and the Politics of Remembering*. University of California Press, 1997.

Said, Edward (2000) "Invention, Memory and Place" in *The People, Place, and Space Reader*, eds. By J. Giesecking, W. Mangold, C. Katz, S. Low, and S. Saegert. New York: Routledge, pp. 361-365.

Suggested: Laura Pulido, Laura Barraclough and Wendy Cheng (2012) "Introduction" in *A People's Guide to Los Angeles*. Berkeley: University of California Press, pp. 1-13.

### **MODULE 3 SETTLER COLONIZATION, WHITE SUPREMACY & NATIONALISM** (Week 4 & 5)

NOTE: IF YOU HAVE NO BACKGROUND STUDYING RACE, READ:

Kobayashi, Audrey (2013) "Critical 'Race' Approaches," in *The Wiley-Blackwell Companion to Cultural Geography*, eds. N. Johnson, R. Schein, and J. Winders. Wiley-Blackwell, pp. 57-72.

Thobani, Sunera (2007) "Introduction: Of Exaltation" and "Law" in *Exalted Subjects* Toronto: University of Toronto, pp. 3-29.

Anderson, Benedict (1983) "Introduction" *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso. pp. 1-7.

Barber, Katrine (2019) "We are at our Journey's End: Settler Sovereignty Formation in Oregon" *Oregon Historical Quarterly* 120 (4): 382-413.



Inwood, Joshua (2019) "White Supremacy, White Counter-Revolutionary Politics, and the Rise of Donald Trump" *Environment and Planning C: Politics and Space* 37 (4): 579-596.

Graduate Readings:

Thobani, Sunera (2007) "Founding a Lawful Nation" and "Nationals, Citizens and Others" in *Exalted Subjects* Toronto: University of Toronto, pp. 33-102.

*Assignment 7: To Be Determined*

*Assignment 8: To Be Determined*

Suggested

Tuck, Eve and K. Wayne Yang (2012) "Decolonization is not a metaphor" *Decolonization: Indigeneity, Education & Society* 1 (1): 1-40.

Huntington, Samuel (2004) *Who Are We? The Challenges to America's National Identity*. New York: Simon & Schuster.

Nakano Glenn, Evelyn (2015) "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation" *Sociology of Race and Ethnicity* pp. 52-72.

Southern Poverty Law Center, "Whose Heritage? Public Symbols of the Confederacy" <https://www.splcenter.org/20190201/whose-heritage-public-symbols-confederacy#executive-summary>

Pulido, Laura (2015) "White Supremacy vs White Privilege in Environmental Racism Research" *Progress in Human Geography* 39 (6): 1-9.

**MODULE 4 (weeks 6 & 7)      CREATING A DATABASE**

Oregon Beaver Boards: Introduction to our Data

Students, working either individually or in groups, will collectively build a dataset and analyze the data in Excel. We will create a division of labor for the entire class.

DUE DATE: May 17, 11:59 pm

<https://oregontic.com/oregon-historical-markers/historical-marker-map/>

Readings: Roper, Roger (2009) "Oregon's Historic Sites Database: A Tool for Tapping the Research Potential of the Built Environment" *Oregon Historical Quarterly* 110 (3): 462-469.

Alderman, Derek (2012) "'History by the Spoonful' in North Carolina: The Textual Politics of State Highway Historical Markers" *Southeastern Geographer* 52 (4): 355-373.

## **MODULE 5** (weeks 8, 9 & 10) **OREGON HISTORY**

David Lewis and Thomas Connolly (2019) "White American Violence on Tribal Peoples on the Oregon Coast" *Oregon Historical Quarterly* 120 (4): 368-381.

Thoennes, Philip and Jack Landau (2019) "Constitutionalizing Racism: George H. William's Appeal for a White Utopia" *Oregon Historical Quarterly* 120 (4): 468-487

Coleman, Kenneth (2019) "'We'll All Start Even': White Egalitarianism and the Oregon Donation Land Claim Act" *Oregon Historical Quarterly* 120 (4): 414-437.

*Assignment 9: Against Oregon Slavery.* Identify at least four reasons why slavery is not in Oregon's best interest according to Williams in the article "Constitutionalizing Racism." What are the implications for Oregon and white supremacy?

*Assignment 10: Film Analysis.* Choose one of the following films to watch, answer discussion questions and post them.

"Meek's Cutoff" (directed by Kelly Reichardt, 2010). Available on Hulu (Hulu is offering a 30 days free subscription during this time) 104 minutes

"Lewis & Clark: The Journey of the Corps of Discovery" episode 2 (directed by Ken Burns, 1997) Available from UO's PBS video collection (<http://researchguides.uoregon.edu/pbs>) 3 hours long

## **MODULE 6** (weeks 9 & 10) **INDIVIDUAL PROJECTS AND PEER REVIEW**

Each student will select one site from the database; research its history; critically analyze its representation of settler colonization and white supremacy using course

readings and lecture. Students will present drafts of their findings to the class and we will all provide constructive feedback for the final project due finals week.

Readings: Adam Barker (2018) "Deathscapes of Settler Colonialism: The Necro Settlement of Stoney Creek, Ontario, Canada" *Annals of Association of American Geographer* 108 (4): 1134-1149.

Modlin, Arnold Jr. (2011) "Representing Slavery at Plantation-House Museums in the US South: A Dynamic Spatial Process" *Historical Geography* 39: 147-173.

Kendi, Ibram X (2016) "Racism is Not a Teaching Tool" *The Chronicle Review*, June 10, p. B13.