We must first acknowledge that we are learning on Native American land (if you are in the U.S.). Please acknowledge the indigenous people wherever you may be learning.

Our mission is to abolish white supremacy through scholarship and creative expression, fostering community, and providing students with the intellectual tools to help fulfill their potential as historical actors creating a more just world.

-- Mission Statement, Department of Ethnic Studies, University of Oregon

Professor Lynn Fujiwara
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Course Description
Although we didn’t plan to be teaching and learning remotely this quarter, we are providing the regularly taught curriculum and students will receive a full ES 101 educational experience.

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, digital, and cultural texts, which illustrate the interdisciplinarity work undertaken in Ethnic Studies. We will explore these issues through
readings, discussions, lectures, media, and films. 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
- To develop foundational critical analytical skills through the examination of historical and contemporary racial politics.
- To be able to utilize intersectional frameworks in the analysis of complex power systems encompassing race, indigeneity, class, gender, sexuality, citizenship, etc…
- To be able to engage in multiple media forms and critique media representations.
- To articulate fundamental ethnic studies principles and arguments through cogent and clear writing.

University and Department 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).

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

As a 100-level course, this course is intended primarily for first- and second-year students.

Required Texts
YOU MUST DO THE ASSIGNED READINGS TO SUCCEED IN THIS COURSE
- *Under the Feet of Jesus*, by Helena María Viramontes, UO Common Reading, available at the University DuckStore with free shipping. E-book is also available through the UO Library
- All remaining Texts are available on Canvas or through the University of Oregon Library E-Readings (you’ll need to log in with your Duck ID)
- If you have any difficulties obtaining the readings please speak with Professor Fujiwara or your GE as soon as possible.

Course Requirements:
The course home page is set to the modules, and the modules are organized by week. Each module contains everything you need to complete the assignments for the course. Assignments with clear instructions and guidelines are available on Canvas in the weekly modules.

1. Discussion Section Attendance and Participation (15% of grade)
Your ES 101 Discussion Section is required. You must attend your discussion section online through your discussion section Canvas page. Your GE will have discussions and activities for you to complete in your discussion sections. Your grade for attendance and participation requires active and prepared contributions on your Discussion Section Canvas site.

2. **Online Quizzes (30% of grade)**
   You will have weekly quizzes on Canvas. Each quiz is due by Sunday at 11:00pm. Quizzes are based on the reading, media, and lectures. Quizzes are not timed, but you will answer one question at a time, and you cannot go back to previous questions. You can use your course materials for the quiz, but quizzes are to be completed individually, and must be your own work. Possible additional quizzes not listed in the syllabus may also be assigned, you will be notified through Canvas Announcements or email.

3. **Buzzfeed Post (25% of grade)** Due Friday May 1st by 11:00pm on Canvas
   - Using **racial formation theory, intersectionality, or Settler Colonialism** students are required to create a Buzzfeed-like list that should convey information to an uneducated reader. This assignment should reflect your grasp of weeks 1-5 concepts and topics and present them in an accessible format.
     o Pick a topic that can be presented through a racial formation, intersectional, or settler colonial framework. Create a Buzzfeed list like “10 things you should know about X topic” to turn in. For example, if you needed to explain the concept, “Intersectionality” you should draw from and quote the readings to explain it. You can be creative with these topics, but remember they must reflect the readings and course materials. Buzzfeed lists will be evaluated on how well you demonstrate your grasp of the concepts and present a list that conveys and educates the viewers of the concepts. You must draw from the course materials and interpret them into your buzzfeed list, you don't want to draw the contents of your list solely from internet google searches. Your goal is to educate your viewers of an ethnic studies concept.
     o More detailed instructions are located on the assignment in Canvas.

4. **Race in the News Blog Post (30%)** Due Friday June 5 by 11:00pm on Canvas
   - Find a news media piece that reflects key concepts and issues in ethnic studies. Using the relevant course materials to analyze the content of your news media in a 500 minimum - 800 maximum word blog post. Your blog must draw primarily from the assigned readings, to analyze the content of your news media. Your job is to examine the media content using the course concepts and frameworks. For example, what are the racial, intersectional, or settler colonial constructions of your media content? Whose perspectives are presented, and where are these perspectives socially situated? What is the impact of your media piece on the reader?
     o You will post your analytical blog to your discussion section’s discussion post. You must then comment on one of your classmate’s blogposts by specifically addressing what you learned from their post.
     o The goal of this assignment is to examine how news events are constructed through racial, intersectional, or settler colonial meanings. Your news blog must
include the news item, an analysis of the discourse that connects to the course concepts or larger frameworks.

- More detailed instructions are located on the assignment in Canvas.

Late assignments
Assignments and other work are due before or on the dates specified in the syllabus. Extensions or incompletes are only granted in the case of extreme medical and personal emergency, which must be documented. Late assignments will be marked down one letter grade for every day it is late, unless you have a special arrangement with Professor Fujiwara or your GE, which would only be possible under very extenuating circumstances of major illness or a family emergency.

Grading Guidelines
A: A is for work of exceptional quality. Written work presents a clear argument and well-articulated set of claims, supported by persuasive evidence and analysis; it is well-organized and does more than just competently summarize material from the readings or lectures. The students’ overall performance demonstrates that they have thought things through on a deeper level and offers their own perspective on the topics under consideration.

B: B denotes work that is above average in quality. The students’ overall performance demonstrates that the student knows and understands the material covered in class, and that they are capable of synthesizing it into competent writing and exchange. Written work is accurate, detailed, and well organized, with a clear argument and follow-up claims, evidence, analysis, and conclusion.

C: C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but written work lacks detail or effective organization. Research and writing at this level make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or argument.

D: D is given for work that is inadequate. Written work omits important points, contains more than a few inaccuracies, and is badly organized. The students’ overall performance suggests that the student has not been paying much attention to the course or is having problems understanding the material.

F (less than 60%): F is for work that is not acceptable. The student does not demonstrate cursory familiarity with course material, substantial interest or effort in fulfilling course requirements, and has possibly accumulated multiple absences from class.

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Course Policies

- Academic Integrity and Plagiarism
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. 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. 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 researchguides.uoregon.edu/citing-plagiarism.

- **Grade Disputes Policy**
  Students that wish to dispute grades must do so in writing with thorough justification. Written grade disputes must be followed up with Professor Fujiwara or your GE during office hours. Disputes must be submitted to me at least twenty-fours in advance of an appointment. Please note that a dispute does not guarantee a better grade.

- **Email**
  Email is the best way to contact me, but please note that I reserve the right to respond to email between 9 a.m.– 6 p.m. M-F, and please assume a 24hour response time. Email has become a space of casual conversation and conversational safety. Please email me utilizing the respect and formality that you would use in a conversation with me as your professor, and your GE as your discussion section instructor.

- **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, reasonable prior notice needs to be given to the Accessible Education Center at uoaec@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 Accessible Education Center. My office is in Alder 206, but the Alder Building is not ADA compliant, please don’t hesitate to let me know if you would like to meet elsewhere.

- **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

- **Virtual Classroom 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

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**Schedule of Readings and Assignments**

Note: Readings, films, and lecture topics may be subject to minor modifications, which will be announced on Canvas. Make sure you check your email regularly. Other forms of media and text not listed in this schedule may be required and present in the Canvas modules.

**Week 1 March 30 – April 5**

- **What is Ethnic Studies?**


- **How Do We Talk About Race in 2020?**

  Reading:
  - [The Racist History of Portland: The Whitest City in America](#)

  Quiz Due Sunday April 5 by 11:00pm

**Week 2 April 6 – 12**

- **Racial Formation Theory: A Foundational Analytical Tool**

  Readings:

  View: “Race is the Power of an Illusion” Episode I - Link available on Canvas

- **Colorblind Racism: Racial Ideology and Social Structure**

  Readings:

  Quiz Due Monday April 13 by 11:00pm on Canvas (Please note the Monday due date)
**Week 3** April 13 – 19

➢ Intersectionality: Complicating Race

Readings:
- Patricia Hill Collins and Sirma Bilge, “Getting the History of Intersectionality Straight” from *Intersectionality* (1-17).
- #Get_WokeADA26: Disabled People of Color Speak Out Parts 1&2

Quiz Due Sunday April 19 by 11:00pm

**Week 4** April 20 – 26

➢ Settler Colonialism, Native American Sovereignty

Readings:
- Patrick Wolfe “Settler Colonialism and the Elimination of the Native” (387-404).
- To Understand the Dakota Access Pipeline Protests, You Need to Understand Tribal Sovereignty by Victoria Massie.
- Jeffrey Ostler, “The Shameful Final Grievance in the Declaration of Independence”

View: Race the Power of an Illusion Part 2
View: Broken Treaties:

➢ Native American Sexuality and Gender Politics

Readings:
- Sarah Deer “Knowing Through the Numbers?” (pgs. 1-15).

Quiz Due Sunday April 26 by 11:00pm on Canvas

**Week 5** April 27 – May 3

➢ Pacific Islander Indigenous Studies

Readings:
- Haunani Kay Trask “Settlers of Color and “Immigrant” Hegemony: “Locals” in Hawai’i” (1-21).

➢ Racialization of White Privilege

Readings:
- Gina Crosley-Corcoran, “Explaining White Privilege to a Broke White Person”

Watch: Race, the Power of an Illusion, Part III
Buzzfeed Assignment due Friday May 1 by 11:00pm on Canvas
Quiz Due Sunday May 3 by 11:00pm on Canvas

### Week 6 May 4 – 10

- #BlackLivesMatter: Colonial Legacies and Institutionalized Racism

**Readings:**
- Angela Davis, “Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison” (22-39)
- Michelle Alexander, “Introduction to The New Jim Crow” (1-19)

View: Whose Streets

- #BlackLivesMatter: Why Intersectionality Can’t Wait

**Readings:**
- Alicia Garza, A Herstory of the #BlackLivesMatter Movement
- Gene Denby “How Segregation Shapes Deadly Police Shootings”

View: The Urgency of Intersectionality: Kimberlé Crenshaw

**Quiz Due Sunday May 10 by 11:00pm**

### Week 7 May 11 – 17

- Race, Immigration, and Nativism

**Readings:**

War, and Racialized Hysteria: Japanese Incarceration

**Readings:**
- Gwynn Guilford, The Dangerous Economics of Racial Resentment During WWII

**Quiz Due Sunday May 17 by 11:00pm**
**Week 8 May 18 – 24**

- Race, Labor, Immigration and Environmental Justice

**Readings:**
- *Under the Feet of Jesus*, Helena Maria Viramontes

Quiz Due Sunday May 24 *Please Note that this quiz contains extended short answer questions.*

**Week 9 May 26 – May 31**

- White Nationalist Resurgence

**Readings:**
- “Trumps Immigration Attacks, In Brief” by Mary Romero (34-41)
- *Family Separation Under the Trump Administration – A Timeline*
- “White Nationalist” The Southern Poverty Law Center
- Sean McElwee and Jason McDaniel “*Economic Anxiety Didn’t Make People Vote Trump, Racism Did*”

Video: *The White Right: Meeting the Enemy*

- Islamophobia and Anti-Muslim Racism

**Readings:**
- Nadine Naber and Junaid Rana, “*The Twenty-First Century Problem of Anti-Muslim Racism.*”

Quiz Due Sunday May 26 by 11:00pm

**Week 10 June 1 – 7**

- What Does Resistance Look Like Today?
  - Prerna Lal “*How Queer Undocumented Youth Built the Immigrant Rights Movement,*”
  - Michelle Alexander “*Something More is Required of Us Now, What?*”

Videos: Papers: Stories of Undocumented Youth
Video Clip: Naomi Wadler: Parkland High School, March for our Lives

**Race in the News Blog Due Friday June 5 by 11:00pm**
Final Quiz due Tuesday June 9th by 11:00pm, *Extended quiz: twenty questions.*