We must first acknowledge that we are learning on Native American land. If you are in the U.S. please acknowledge the indigenous people and their land 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
Office Hours: Wednesdays 1-3pm via zoom and by appointment.
Email: fujiwara@uoregon.edu

Course Description
The immediate moment reflects an unprecedented time for race in this country. For the mainstream media and our elected officials to be publicly recognizing ‘systemic racism’ as an underlying and embedded system woven into the fabric of this nation, speaks to the very possibility that we may be seeing a meaningful and structural shift in racial policies.

This course will introduce you to the academic field of Ethnic Studies, raising questions about the ways that race and racism shape our social world. We will start by establishing a conceptual foundation of primary frameworks in the field, and then utilize our newly acquired concepts to help us make sense of the racial politics happening all around us. As we examine particular issues, we will be asking how race connects with other forms of difference such as class, gender and sexuality? By the end of the quarter we will have explored how Ethnic Studies scholars approach issues of indigenous rights and sovereignty, incarceration, policing, and detention, immigration, labor, environmental racism, popular culture, education, and the resurgence of white nationalism. Throughout each topic, we will center the role of resistance and coalitions that have always challenged racially oppressive systems.

We will be reading a variety of academic, digital, and cultural texts, which illustrate the interdisciplinarity of the 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).

**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)

**Canvas Website: canvas.uoregon.edu**
This course will be conducted entirely through the canvas website and will be used to distribute course materials, complete course requirements and communicate. You will use your “uoregon.edu” email account user name (Duck ID) and password to sign in. If you need technical help, the Computing Center Micro Services in 151 McKenzie Hall (346-4412) can assist with browser problems or logins. You may also visit the Knight or Science Library ITC for additional help using Canvas.

- Our homepage is set to Modules. Everything you need is available for you in the modules (except the novel, *Under the Feet of Jesus*).
- You will access the lectures from the lecture pages in each weekly module. Modules have multiple lecture pages based on topics.
- All assignments will be available for you in the modules.

**Course Requirements:**
- **Discussion Boards – 35% of grade.**
  - Students are divided into small discussion groups.
  - Each week you will have a required discussion post.
  - Discussion post prompts will be provided, the goal of this assignment is for you to engage in the course material and utilize concepts and arguments covered in each week.
  - You are also required to respond to a group mate’s post. The highest score you can receive without a response to a group member’s post is 8 out of 10 points possible.

- **Quizzes – 35% of grade.**
  - You will have weekly quizzes covering the material (readings, lectures, and media) for each week.
  - The majority of the questions will be multiple choice.
  - Each quiz will have approximately 15-20 questions.
  - Each quiz is to be completed entirely independently. Any form of cheating or plagiarism will receive an F.
- **Quizzes** are not timed, but you will need to complete your quiz by the deadline to keep your quiz score without a reduction in points.
- Quiz deadlines are by Sunday at 11:00 for each respective week.

  - **A Blueprint for Change – 30% of grade.**
    - Given all of the amazing events happening in our world right now, I want us to think about the racial happenings in the United States as our lab. We are going to create an ES 101 class website. Each of you are required to create a piece drawing from the course materials to contribute to our website.
    - The theme of our website is “A Blueprint for Change.”
      - You’ll need to choose a topic.
      - Lay out the history of the problem.
      - Explain the elements in need of changing.
      - Offer suggestions for making those changes.
    - You will be able to choose a particular format for your presentation.
    - More detailed instructions will be available on 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 communicated with me as soon as possible. Late assignments will be marked down one letter grade for every day it is late, unless you have a special arrangement with Professor Fujiwara.

**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 me or your GE during office hours. Disputes must be submitted to me at least twenty-four hours 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 24-hour 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/](http://aaeo.uoregon.edu/) or the Office of the Dean of Students’ page on Student Conduct and Community Standards: [http://dos.uoregon.edu/conduct](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](https://dos.uoregon.edu/conduct)
Please see the Online Etiquette Guidelines in the Welcome Module on the “Important Online Guidelines” page.

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**Schedule of Readings and Assignments**

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<thead>
<tr>
<th>Week 1</th>
<th>What is Ethnic Studies / Foundations in Ethnic Studies</th>
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<tbody>
<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>- <a href="#">The Racist History of Portland: The Whitest City in America</a> by Alana Semuels.</td>
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<tr>
<td>- “Racism without ‘Racists’” by Eduardo Bonilla Silva (176-179).</td>
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<tr>
<td>- “Getting the History of Intersectionality Straight” from <em>Intersectionality</em> by Patricia Hill Collins and Sirma Bilge, (1-17).</td>
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<tr>
<td>- <a href="#">#Get WokeADA26: Disabled People of Color Speak Out Parts 1&amp;2</a>.</td>
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<tr>
<td><strong>Media: Available in Week 1 Module on Canvas</strong></td>
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<tr>
<td>- Race the Power of an Illusion Part I: The Difference Between Us</td>
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<td>- Additional clips available on lecture page or module.</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td>- Introduction Discussion Board due by Wednesday August 5th by 11:00pm.</td>
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<tr>
<td>- Syllabus Quiz due by Thursday August 6th by 11pm</td>
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<tr>
<td>- Week 1 Discussion Board: “Foundations,” due by Friday August 7th by 11pm.</td>
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<td>- Week 1 Quiz deadline Sunday August 9th by 11:00pm.</td>
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<th>Week 2</th>
<th>Settler Colonialism and Native American Politics</th>
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<td><strong>Readings:</strong></td>
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<tr>
<td>- “Settler Colonialism and the Elimination of the Native” by Patrick Wolfe (387-404).</td>
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<td>- “The Shameful Final Grievance in the Declaration of Independence” by Jeffrey Ostler.</td>
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<td>- <a href="#">To Understand the Dakota Access Pipeline Protests, You Need to Understand Tribal Sovereignty</a> by Victoria Massie.</td>
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<td>- “Knowing Through the Numbers?” by Sarah Deer (pgs. 1-15).</td>
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<td>- “Settlers of Color and “Immigrant” Hegemony: “Locals” in Hawai’i” by Haunani Kay Trask (1-21).</td>
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<td>- “Teaching for Maunakea: Kia’i Perspectives” by Ku‘ualoha Ho‘omanawanui et.al. (271-275).</td>
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<tr>
<td><strong>Media: Available in Week 2 Module on Canvas</strong></td>
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<td>- Broken Treaties, An Oregon Experience</td>
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<td>- Race the Power of an Illusion Part 2</td>
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<tr>
<td>- Sarah Deer on Injustice in Indian Country, Native Women and Violent Crime</td>
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<td>- Additional clips available on lecture page or module.</td>
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<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>- Week 2 Discussion Board: Responding to Settler Colonialism, due Friday August 14th by 11:00pm.</td>
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<td>- Week 2 Quiz Deadline Sunday August 16th by 11:00pm.</td>
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**Week 3** Institutional Racism: Mass Incarceration, #BLM, Intersectional Resistance

**Readings:**
- “The Possessive Investment in Whiteness,” by George Lipsitz (1-23).
- “Explaining White Privilege to a Broke White Person” by Gina Crosley-Corcoran.
- “Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison” by Angela Davis, (22-39).
- “Introduction to The New Jim Crow” by Michelle Alexander, (1-19).
- “A Herstory of the #BlackLivesMatter Movement” by Alicia Garza.
- “How Segregation Shapes Deadly Police Shootings” by Gene Denby, On Canvas

**Media: Available in Week 3 Module on Canvas**
- Race the Power of an Illusion Part 3: The House we Live in
- *Whose Streets?*
- Kimberle Crenshaw, *The Urgency of Intersectionality* Ted Talk

**Assignments:**
- Week 3 Discussion Board: #BLM: An International Movement, due Friday August 21st by 11pm.
- Week 3 Quiz Deadline Sunday August 23rd by 11:00pm.

**Week 4** White Nationalism and the Racialization of Immigration

**Readings:**
- Under the Feet of Jesus, by Helena María Viramontes (entire book).
- “Trumps Immigration Attacks, In Brief” by Mary Romero (34-41).
- Family Separation Under the Trump Administration- A Timeline.
- “Arabs and Muslims in the Media after 9/11” by Evelyn Alsultany (161-169).
- “The Twenty-First Century Problem of Anti-Muslim Racism” by Nadine Naber and Junaid Rana.

**Media: Available in Week 4 Module on Canvas**
- The White Right

**Recommended Media**
- Papers: Stories of Undocumented Youth
- Sentenced Home: The Deportation of Cambodian Americans

**Assignments:**
- Week 4 Discussion Board: Immigration Politics, due Friday August 28th by 11pm.
- Week 4 Final Assignment “A Blueprint for Change” due Saturday August 29th by 11pm
- Week 4 Quiz Deadline Sunday August 30th by 11:00pm