INTRODUCTION TO ETHNIC STUDIES
ETHNIC STUDIES 101 (CRN 12759)
WINTER 2017
MW 10-1120
4.0 CREDITS
180 PLC

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OFFICE HOURS: FRIDAYS 8:45-10:45 OR BY APPT.

GRADUATE TEACHING FELLOWS (GTFs):
Lucas Burke (lburke@uoregon.edu), Nicole Francisco (frisco@uoregon.edu), Sam Golter (sgolter@uoregon.edu) and Dana Rognlie (rognlie@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 (25% 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 (15% 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.

STUDENTS WITH DISABILITIES
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 uoaecc@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.

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 Dr. Cheney” 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.

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

ACADEMIC HONESTY AND PLAGIARISM
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
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.

SECTION #1 (KEY CONCEPTS/CONTEXTS: RACE & ETHNICITY)
W (1/11): Lecture: “What is Race?”
   Required Readings:
   Michael Omi and Howard Winant, “Racial Formation”
   Andrea Smith, “Heteropatriarchy and the Three Pillars of White Supremacy”
   Mary C. Waters, “Optional Ethnicities: For Whites Only?”
   Optional Reading:
   http://www.xojane.com/issues/i-was-raised-to-honor-my-african-ness-and-avoid-becoming-black-with-a-capital-b

SECTION #2 (KEY CONCEPTS/CONTEXTS: RACE & RACISM)
M (1/23) 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]
   http://www.understandingrace.org/about/statement.html
   Erin Aubry, “the butt: its politics, its profanity, its power”

SECTION #3 (RACISM AND ANTRACISM)
M (1/30): In-Class Video: Eye of the Storm
   Required Reading:
   Peggy McIntosh, “White Privilege”
   Eduardo Bonilla-Silva, “Racism without Racists”
   Anna Kegler, “The Sugarcoated Language of White Fragility,”
   “Dylann Roof and the Stubborn Myth of the Colorblind Millennial”
   “A Mother’s White Privilege” http://manicpixiedreammama.com/a-mothers-white-privilege/
**SECTION #4 (WHITENESS, WEALTH, PROPERTY)**

W (2/1): “Property and the Construction of Whiteness”
- 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 #5 (IMMIGRATION)**

M (2/6): 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://library.state.or.us/repository/2008/200805231544055/index.pdf](http://library.state.or.us/repository/2008/200805231544055/index.pdf)

**W (2/8) MIDTERM EXAM**

**SECTION #6 (RACIAL IDEOLOGIES)**

M (2/13): Lecture: “Stereotypes, Representations and Images”
- W (2/15): 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 #7 (INTERSECTIONALITY AND ESSENTIALISM)**

M (2/20): Lecture: “Intersectionality, Essentialism, and Multiplicity”
- W (2/22): Film: *Americanos*
- Required Reading:
  - Lee M. Kochens and Sue-Ellen Jacobs, "Gender Statuses, Gender Features, and Gender/Sex Categories: New Perspectives on an Old Paradigm"
  - Michael Hames-Garcia, “Joteria Studies, or the Political is Personal” [http://www.chicano.ucla.edu/files/Aztlan_39.1_Hames-Garcia.pdf](http://www.chicano.ucla.edu/files/Aztlan_39.1_Hames-Garcia.pdf)
  - Pamela H. “Asian-American Lesbians: An Emerging Voice in the Asian-American Community”
- Optional Reading:

**SECTION #8 (RACE AND THE CRIMINAL JUSTICE SYSTEM)**

- W (3/1): In-Class Video: *The 13th*
- Required Reading:
  - Stormy Ogden, “The Prison-Industrial Complex in Indigenous California”
  - Angela Y. Davis, “Slavery, Civil Rights, and Abolitionist Perspectives toward Prison”
  - Zak Cheney-Rice, “The Police Are Killing One Group at a Staggering Rate, and Nobody is Talking about It” [http://mic.com/articles/109894/the-police-are-killing-one-group-at-a-staggering-rate-and-nobody-is-talking-about-it#_QtCLWj3Rn](http://mic.com/articles/109894/the-police-are-killing-one-group-at-a-staggering-rate-and-nobody-is-talking-about-it#_QtCLWj3Rn)
  - “Say Her Name: Families Seek Justice in Overlooked Police Killings of African-American Women” [http://www.democracynow.org/2015/5/20/say_her_name_families_seek_justice](http://www.democracynow.org/2015/5/20/say_her_name_families_seek_justice)

**SECTION #9 (NATIONALISM AND/OR IDENTITY POLITICS)**

M (3/6) The Black Power Movement
W (3/8)  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”

SECTION #10 (CULTURAL PRODUCTION)
W (3/15)  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

FINAL/TAKE-HOME FINALS DUE
Monday, March 20 @ 10:15