Ethnic Studies 101
Introduction to Ethnic Studies
MW 10:00AM-1120AM

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For office hours, section times, and additional information, see the GE 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
- Canvas readings
- Racial Formations in the Twenty-First Century
- Our Caribbean Kin
- 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 Rodriguez”) and a closing that identifies who you are (“Sincerely, Maria Jackson”). Please also note that we might not check our email 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
  Attendance 10%
  Participation 10%
Surprise Quizzes 10%
First Assessment Exercise 30%
Second Assessment Exercise 40%
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**
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/](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 accommodotions.
Calendar:

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

**Week 1: Introduction: Why Ethnic Studies?**
Monday:
- Syllabus
- Lecture: What is Ethnic Studies?

Wednesday:
- Video: TedEx Talk: To Build Intercultural Communities
  https://www.youtube.com/watch?v=GeomTrwz-9k
- Video: Microaggressions and Unconscious Bias
- Oregon Exclusion Timeline

**Week 2: Whiteness, the Norm? What is Privilege?**
Monday:
- Omi and Winant, “Racial Formations”
- 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

Wednesday:
- George Lipsitz, “The Possessive Investment in Whiteness”

**Week 3: Intersectionality and Multiplicity**
Monday:
- Film: Race, the Power of an Illusion, Part III
- "Wells Fargo . . ." (Blackboard)
- Derrick Bell, “The Space Traders”

Wednesday:
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference”
- Peggy Macintosh, "White Privilege"
- The Cisgender Privilege Checklist

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

**Week 4: Intersectionality Part 2**
Monday:
- “Gendering Racial Formation” from Racial Formations (PAGES 32-43)
Wednesday
   MidTerm Review

**Week 5:**
Monday:
   - Chapter 4 and Coda: from *Our Caribbean Kin*
   - Film: *Lest We Forget* (In-class)

**FIRST ASSESSMENT DUE ON CANVAS ON TUESDAY, AT 11PM.**

Wednesday

Prepare a take-home quiz. Pick a concept we have defined in this class and discuss its relevance considering local neo-nazi and white supremacist activities. Tell us how it helps us explain Oregon racial histories citing at least THREE of the examples below.

**Neo-Nazis At U of Oregon**


**Oregon Jewish Museum-Education-Oral Stories (Hear 3 oral stories)**

   **Immigration**

   **Refugees**

**Columbia River Inter-Tribal Comission**
http://www.critfc.org/salmon-culture/we-are-all-salmon-people/

**APANO News**
Mixed-Race Families: The Dolezal Case


Week 6: Indigenous Nations and the Prison Industrial Complex

Monday
- Watch: http://www.opb.org/artsandlife/series/brokentreaties/
- "Ordinary and Extraordinary Trauma: Race, Indigeneity, and Hurricane Katrina in Tunica-Biloxi History" (Brian Klopotek, Brenda Lintinger, and John Barbry) (Canvas)
- Angela Davis, “The Prison Industrial Complex” (Canvas)

Wednesday
- Watch film The Farm https://www.youtube.com/watch?v=odx9NEHc17M
- Bring to lecture on Wednesday a take-home quiz discussing how The Farm serves to illustrate Angela Davis’ concept of a Prison Industrial Complex and her critique of the U.S. criminal justice system.

Week 7: U.S. Expansion and Militarization in the Caribbean, the Pacific and Asia

Monday
- Lynn Fujiwara, "Refugees Betrayed" (Canvas)

Wednesday
- Lani Teves, "Bloodline is All I Need': Defiant Indigeneity and Hawaiian Hip-Hop" (Canvas)
- Hip Hop Video (In-class)
- Vieques, Puerto Rico: http://www.huffingtonpost.com/2012/10/05/vieques-clean-up-bomb-site_n_1942107.html

Part III: Racial Mixture, Resistance, and Social Movements

Week 8: Resistance

Monday
- “Theses on the Latino Bloc”, Rosaura Sanchez and Beatrice Pita (Canvas)

Wednesday
- “Race, Racialization and Latino populations in the U.S.” from Racial Formations (PAGES 143-160)
- Dominicans, Puerto Ricans and Mexicans in New York City Video (In-class)
- Lara, "Halfie" (Canvas)
**Week 9: Culture and Resistance**

**Monday**
- Chapter: “The ‘War on Terror’ as Racial Crisis”: from *Racial Formations* (PAGES 246-262)
- “Surveillance Under the Patriot Act”
  - [https://www.aclu.org/infographic/surveillance-under-patriot-act](https://www.aclu.org/infographic/surveillance-under-patriot-act)
  - “Guantanamo”

**Wednesday**
- Stand Up: Muslim-American Comics Come of Age (In-class)
  - [http://www.pbs.org/weta/crossroads/about/show_standup.html](http://www.pbs.org/weta/crossroads/about/show_standup.html)

**Week 10: Final Assessment Review and Self-Evaluation**

**Monday**
- Film “La Operación” [https://www.youtube.com/watch?v=qQNI87Ifm8I](https://www.youtube.com/watch?v=qQNI87Ifm8I)
- “A Letter to White Feminists from Muslim Feminists”

**Wednesday**
- Review for Second Assessment