

**INTRODUCTION TO ETHNIC STUDIES
ETHNIC STUDIES 101 (CRN 36343)
SPRING 2009
MON/WED 2:00-3:20
4.0 CREDITS**

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GRADUATE TEACHING FELLOWS (GTFs):

M. Baird (mbaird@uoregon.edu), E. Garay (egaray@uoregon.edu), and S Cribbs (scribbs@uoregon.edu). For office hours, section times, and additional information, see the GTF in charge of your section individually.

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 AT THE UNIVERSITY BOOKSTORE:

1. Jun Xing, and others, ed., *Seeing Color: Indigenous Peoples and Racialized Ethnic Minorities in Oregon*
 2. Additional Readings are located on E-Reserve or through a reader available at the Bookstore.
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COURSE REQUIREMENTS:

In order to **pass** the course, all students must complete a group presentation and both the midterm and final exams. (In other words, if you do not complete the presentation and both exams, you cannot receive a P, A, B, or C.) In addition, absence from discussion sections will adversely affect your grade (see below). In-class quizzes and response papers will factor into your final grade as well.

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, response papers, preparation for group presentations, reviewing course materials, and writing your exams.

PRESENTATIONS:

Group presentations take on the role of review during section meetings. Each group will be made up of no more than five students in the same discussion section. The group essentially has the responsibility of running the discussion section for 20 minutes, concentrating on a specific reading or key idea from that week (see class schedule). Presentations will be graded by the GTF, with input from other students in the class via review sheets. Grading criteria include the following four, equally weighted items: (1) grasp of the course material and ability to identify the most important claims in the reading, (2) ability to relate information in a clear manner, (3) success in being interactive and generating discussion in the class, and (4) creativity and originality in presenting the material. Each group should try to distill what the central, most basic arguments of the reading are without becoming caught up in unnecessary detail or side matters. In other words, the group presentation measures your ability to synthesize complex material and

to present it to others creatively and in your own words. The presentation is worth 15% of your grade and must be completed in order for you to pass the course. Every member of the group receives the same grade. At the end of the term, the group with the highest presentation grade in each section will receive a bonus.

EXAMS:

The midterm and final exams are 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 35%. 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.

QUIZZES

Quizzes are 10-15 minute, in-class exercises that attempt to measure your ability to recall key concepts and ideas from the various reading assignments and lectures and to explain them in your own words. They will be graded partly on your ability to present your ideas in an organized and articulate manner. The quiz scores will be added together, and the total makes up 10% of your grade.

PARTICIPATION AND ATTENDANCE:

Attendance is required in your discussion section. Absences will count against your participation grade. You are expected to attend all lectures, and in-class assignments done during lecture sections count toward your participation grade. These include written responses to the discussion questions listed in the syllabus each week. If you miss class, these cannot be made up. Furthermore, you will be responsible for material from in-class videos and lectures on the exams and quizzes.

FINAL GRADE:

Contingent on the above attendance criteria and completion of all required work, the final grade for the course will be determined as follows:

Section Presentation	15%
Midterm	30%
Participation	10%
Quizzes	10%
Final	35%

Please note that if you do not complete the presentation, midterm, or final, you will not pass the course, regardless of your other grades.

STUDENTS WITH DISABILITIES

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the professor and/or GTF as soon as possible. Please request that the counselor for students with disabilities send a letter verifying your disability.

INCOMPLETE POLICY

See Blackboard for the University's incomplete policy.

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 ("Dear Prof. HoSang," "Dear Ms. Baird," "Dear Mr. Garay," "Dear Ms. Cribbs") 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.

PLAGIARISM AND ACADEMIC HONESTY

See Blackboard for policies related to plagiarism and cheating.

CITATION OF SOURCES

You are free (but not required) to cite from unassigned sources in your assignments, but you must acknowledge the source you are citing from, using page numbers and a standard citation style (see handout on blackboard). We will check the sources, however, to determine the reputability of the source. If an on-line source is not a reputable "academic" or "scholarly" site, it might affect your grade. If you have questions, please ask.

STUDENT CONDUCT

The topics covered in this course are often emotionally charged and are not always easy 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.

SCHEDULE OF READINGS AND ASSIGNMENTS**WEEK #1 (INTRODUCTIONS)**

M (3/31): Lecture: "What Is Ethnic Studies?"

Further Reading:

Jun Xing, "Introduction: From the Legacy of Ing 'Doc' Hay to Reading Ethnicity in Oregon History" (*Seeing Color* 1-13)

W (4/1): Lecture: "Race and Oregon History"

Required Reading:

Peggy Pascoe, "'A Mistake to Simmer the Question Down to Black and White': The History of Oregon's Miscegenation Law" (*Seeing Color* 27-43)

Robert C. Dash, "Political History, Political Science, and Oregon Politics: Race and Ethnicity" (*Seeing Color* 201-24)

Further Reading:

Robert D. Thompson, Jr., "Racialized Minority Demographics of Oregon" (*Seeing Color* 17-23)

Section: Introduction Activity: Lifeboats

Discussion Questions:

What were your expectations about Ethnic Studies before your first day in class? What did you learn in high school, middle school, or primary school about the history and politics of race in your local community? What did you learn outside of school? How were the things you learned different?

WEEK #2 (WHAT IS RACE? WHAT IS RACE NOT?)

M (4/6): 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” (E-Reserve)

Further Reading:

Online Transcript for “The Difference between Us”:

<http://www.newsreel.org/transcripts/race1.htm>

Last day to drop classes w/o “W”

W (4/8): Lecture: “The Social Construction of Race”

Required Reading:

Michael Omi and Howard Winant, “Racial Formation” from E-Reserve

Michael Omi and Howard Winant, “The Racial State” from E-Reserve

Last day to add classes

Section: *Assign Presentation Groups and Dates*

Discussion Questions:

What were the key claims of the video? What things that you had learned before this class were challenged by the video? What does it mean for race to be “socially constructed”?

What are Omi and Winant’s most important claims? How would you think about Omi and Winant’s ideas in relation to the video?

WEEK #3 (WHITENESS)

M (4/13): Lecture: “Property and the Construction of Whiteness”

Required Reading:

George Lipsitz, “The Possessive Investment in Whiteness” (E-Reserve)

W (4/15): In-Class Video: *Race: The Power of an Illusion*, Episode 3 (“The House We Live In”)

Required Reading:

Derrick Bell, “The Space Traders” (E-Reserve)

Three articles from “The Color of Money,” Bill Dedman’s Pulitzer Prize-winning investigative news series in *The Atlanta Journal-Constitution*:

<http://PowerReporting.com/color/1a.html>

<http://PowerReporting.com/color/34.html>

<http://PowerReporting.com/color/53.html>

Further Reading:

Online Transcript for “The House We Live In”:

<http://www.newsreel.org/transcripts/race3.htm>

Additional articles from “The Color of Money”:

<http://PowerReporting.com/color/1b.html>

<http://PowerReporting.com/color/1c.html>

<http://PowerReporting.com/color/37.html>

Section: Presentations from Group 1

Discussion Questions:

What were the key claims of the video? How do Lipsitz’s essay and Bell’s essay relate to one another? What did you find most interesting about Dedman’s news articles? What kind of connections can you make between Omi and Winant’s ideas and the readings for this week? How would you define whiteness as a social construction (rather than just as European descent or skin color)?

WEEK #4 (PRIVILEGE AND INTERSECTIONALITY)

M (4/20): Lecture: “Intersectionality and Multiplicity”

In-Class Video: *True Colors*

Required Reading:

Peggy McIntosh, "White Privilege" (E-Reserve)

Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" (E-Reserve)

W (4/22): Lecture: "Complicity and Solidarity"Required Readings:

Cherríe Moraga, "La Güera" (E-Reserve)

Hisaye Yamamoto, "Wilshire Bus" (E-Reserve)

Section: Presentations from Group 2

Discussion Questions:

What connections do you see between this week's video and the readings for this week?

What connections do you see among the four readings for this week? How would you characterize the difference in how autobiographical and fictional writings portray race and how more historical and sociological works do? What are Moraga's and Lorde's most important claims? How might the ideas of Lorde, Moraga, and/or Yamamoto complicate the work of Omi and Winant or Lipsitz on race?

WEEK #5 (RACE AND EDUCATION)M (4/27): Lecture: "Race, Class, and Education"Required Reading:

Claude M. Steele, "Thin Ice: 'Stereotype Threat' and Black College Students" (E-Reserve)

bell hooks, "Keeping Close to Home: Class and Education" from E-Reserve

Further Reading:Website on Stereotype Threat: <http://www.reducingstereotypethreat.org/>W (4/29): Lecture: "Racism and Antiracism from Reconstruction to Reagan"Required Reading:

James Loewen, "'Gone with the Wind': The Invisibility of Racism in American History Textbooks" (E-Reserve)

Further Reading:Elizabeth McLagan, "A Very Prejudiced State: Discrimination in Oregon from 1900-1940" (*Seeing Color* 78-92)**Take-Home Midterm, Due on Monday, May 4 at 5:00 pm**

Section: Presentations from Group 3

Discussion Questions:

What is stereotype threat, and what stereotypes might negatively affect you and under what conditions? What is Loewen's sociological argument (as opposed to his historical one)?

What does hooks have to say about class and education? What connections do you see between Loewen, on the one hand, and the work of Steele and/or hooks, on the other? Do you see any limitations to or problems with Loewen's chapter?

WEEK #6 (U.S. EXPANSIONISM AND INTERVENTIONISM)M (5/4): In-Class Video: *La Operación*Further Reading:Transcript for *La Operación* on Blackboard**Midterm Due by 5:00 PM**W (4/6): Lecture: "Understanding U.S. Imperialism"Required Reading:

Haunani-Kay Trask, "'Lovely Hula Hands': Corporate Tourism and the Prostitution of Hawaiian Culture" (E-Reserve)

Further Reading:Lani Roberts and Ed Edmo, "Celilo Falls: Parallel Lives along N'Che Wana" (*Seeing Color* 173-84)

Section: Presentations from Group 4

Discussion Questions:

What reading this term most related to this week's film, and why? What is Trask's main argument? What connections do you see between the film and Trask's chapter? Did Trask's chapter change your view of Hawai'i and, if so, how? Do you see connections between Trask's work and the ideas of Lorde and/or Moraga?

WEEK #7 (IMMIGRATION)

M (5/11): Lecture: "Race, Nativism, Xenophobia"

Required Reading:

Erika Lee, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924" (E-Reserve)

Lynn Stephen, "Mixtec Farmworkers in Oregon: Linking Labor and Ethnicity through Farmworker Unions, Hometown Associations and Pan-Indigenous Organizing" (*Seeing Color* 136-50)

Further Reading:

"Understanding the Immigrant Experience in Oregon" from the website of the UO Labor Education Resource Center (LERC): <http://www.uoregon.edu/~lerc/immreport.html>

Patti Sakurai, "Lumber, Railroads, Factories, and Silicon: Asian and Pacific Islander Americans and Work in Oregon" (*Seeing Color* 117-35)

W (5/13): In-Class Presentation: Haunani-Kay Trask

Required Reading:

Janet Seiko Nishihara, "Japanese Americans in Eastern Oregon: The Wartime Roots of an Unexpected Community" (*Seeing Color* 44-60)

Further Reading:

Kera Abraham, "Defying Definition: Portraits of Arab Oregonians" (*Seeing Color* 185-200)

Further Viewing:

Unfinished Business (on reserve at Knight Library)

Section: Presentations from Group 5

Midterms Returned

Discussion Questions:

What connections do you see between this week's readings and the readings for last week? How might earlier readings, like the one by Omi and Winant, relate to this week's readings? What information about immigration and immigrant communities did you learn from the readings and/or video this week that you did not know before? What are nativism and xenophobia, and what do they have to do with Ethnic Studies? In what ways can immigration be different for immigrants to the United States who are racialized as nonwhite than for those who are white?

WEEK #8 (PRISONS)

S (5/17): *Last day to withdraw from classes*

M (5/18): Lecture: "Prisons and Race in the United States"

Required Reading:

David J. Leonard and Jessica Hulst, "'Made on the Inside,' Destruction on the Outside: Race, Oregon and the Prison Industrial Complex" (*Seeing Color* 225-38)

Stormy Ogden, "The Prison-Industrial Complex in Indigenous California" (E-Reserve)

W (5/20): In-Class Video: *The Farm*

Required Reading:

Angela Y. Davis, "Slavery, Civil Rights, and Abolitionist Perspectives toward Prison" (E-Reserve)

Section: Presentations from Group 6

Discussion Questions:

What are Davis's main arguments, and what are the historical relationships between prison and slavery? What is prison abolition? What did you find most interesting about the readings for this week? What connections do you see between the video for this week and the readings? What relationships can you see between prisons and the topics discussed earlier in the term?

WEEK #9 (SOCIAL MOVEMENTS & RESISTANCE)

M (5/25): NO CLASS—MEMORIAL DAY

W (5/27): Lecture: "Identity, Coalition, Solidarity"

Required Reading:

Bernice Johnson Reagon, "Coalition Politics" (E-Reserve)

Douglas C. Baynton, "Disability and the Justification of Inequality in American History" (E-Reserve)

Erlinda Gonzales-Berry with Dwaine Plaza, "'We are tired of cookies and old clothes': From Poverty Programs to Community Empowerment among Oregon's *mexicano* Population, 1957-1975" (*Seeing Color* 93-116)

Section: Discussion Questions:

What seems to be the main argument of Gonzales-Berry and Plaza? What are Reagon's most important claims about coalition? What struck you as the most interesting claim in Baynton's essay? What connections do you see between the work of Reagon and Baynton, on the one hand, and Moraga and Lorde, on the other?

WEEK #10

M (6/1): In-Class Video: *Stand Up*

Required Reading:

Linc Kesler, "Oral Narratives of the Klamath Termination: Using Video to Record Memory" from (*Seeing Color* 151-72)

Further Reading:

Sarah M. Griffith, "Ethnicity, Solidarity, and Tradition: A Study into the Dynamics and Complexities of the Chinese Immigrant Community in John Day" (*Seeing Color* 61-77)

W (6/3): Concluding Remarks & Final Preparation

Take-Home Final, Due Date TBA

Section: Review