

Professor: D. Martinez HoSang
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Office Hours: Tues/Thurs 12:00-1:30
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Important Note: This syllabus is subject to change as the course progresses. These periodic changes will be announced in class and a current copy of the syllabus will always be posted on the course Blackboard website. You should make sure your current email is linked to the Blackboard system and check email and Blackboard regularly for these updates.

A. COURSE DESCRIPTION

This course is the first part of a two-course sequence for senior Ethnic Studies majors. It has two main objectives. The first is to familiarize students with a range of advanced scholarship on theories of race and ethnicity, building on your previous experiences in Ethnic Studies. The texts assigned for this class incorporate an array of theories and methods, and pay particular attention to the way race intersects with other axes of difference, including sexuality, gender, class, indigenaity, and (dis)ability. The readings are organized around a “keywords” approach, drawing on short essays around critical concepts in Ethnic Studies and cultural studies (e.g. “race,” “gender,” “colonialism,” “queer”) to organize and frame our inquiries.

The second objective of the course is to prepare each student for the research and writing necessary to complete the required Senior Thesis. While the bulk of this work will take place in ES 499 during the spring term, students will leave this class with a well developed prospectus and research plan for their thesis project.

B. REQUIRED TEXTS

The following required texts are available for purchase at the University Bookstore. The first two books are also held on reserve at Knight Library:

- **Stuart Hall** edited, *Representation: Cultural Representations and Signifying Practices*. Sage/Open University Press, 1997.
- **Wayne C. Booth, Joseph M. Williams, and Gregory G. Colomb** edited *The Craft of Research, 3rd Edition*. University of Chicago Press, 2008.
- **Bruce Burgett and Glenn Hendler** edited, *Keywords for American Cultural Studies*. New York University Press, 2007.

In addition, for most classes, there will be required additional required readings posted on the course’s Blackboard website. These readings may be downloaded each week, or after the second week of class, will also be available for purchase at **The Copy Shop** at 539 E 13th Ave, west of Patterson Ave (phone 485-6253).

C. ASSIGNMENTS

1. FOUR READING RESPONSES. You must submit four, 2-3 page (approximately 500-750 words) responses to the weekly readings. Instructions for this assignment are posted on Blackboard under the “Assignments” link. You must submit your reading response at the beginning of class on Tuesday in order to receive full credit. One full letter grade will be deducted for each day your response paper is late. **(30% of final grade).**

2. ONE SHORT ESSAY. You must complete a 3-5 page essay relevant to your thesis topic which analyzes the scholarly argument or intervention of either (A) an academic lecture or panel on the UO campus that takes place during the term or (B) a scholarly monograph (book) chosen in consultation with and approved by the instructor. This assignment may be submitted anytime before the last day of class. No papers will be accepted after this date. Further instructions are posted on Blackboard. **(15% of final grade)**

3. THESIS PROSPECTUS. You will submit a thesis prospectus in two parts. The first part, due **Week 6**, will focus on research questions, relevant keywords, and a brief list of sources. The second part, due by **Tuesday March 17** at noon (the assigned final exam time) will include a revision of the first part of the prospectus, in addition to a work plan, a methods section, and a detailed list of sources. The two parts will be graded separately. Further instructions are posted on Blackboard **(35% of final grade)**.

4. PARTICIPATION AND ATTENDANCE. To receive full credit for participation and attendance, you must attend every class, with the readings completed, ready to participate. I can and will call on all students at any point during the class discussion. I will also ask you from time to time to write and turn in brief summaries of the assigned readings during class, or to complete other short assignments to complement the readings. You can expect your grade to be lowered by approximately one-half of letter grade for every two unexcused absences. **(20% of final grade)**.

D. OTHER COURSE POLICIES

- 1. CLASSROOM CONDUCT.** We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibit personal attacks and discriminatory conduct.
- 2. ASSIGNMENTS.** All assignments must be turned in as hard copies at the beginning of class on the due date. No email submissions will be accepted. Assignments and exams turned in late will receive a one letter grade deduction for each day they are submitted past the due date. No incompletes will be given for this course.
- 3. READING:** This is a reading intensive course. Students must come to class having read all the assigned materials and prepared to engage in active discussion. *The reading for each week must be completed before Tuesday's class.*
- 4. ATTENDANCE.** Attendance at every class is required, roll will be taken. You are expected to arrive on time and stay for the entire class. If you cannot attend class, you must notify me in advance by email (dhosang@uoregon.edu) or voicemail (346-4861).
- 5. EMAIL CORRESPONDANCE.** Please identify yourself and the name of our course in all correspondence with the instructor. Do not expect an immediate response to your email—it is not appropriate to ask a question about an assignment the night before it is due.
- 6. ELECTRONIC DEVICES.** Wireless devices including Blackberries and cell phones must be turned off prior to class. I strongly prefer that laptops not be used during class. You must see me personally if you would like to be exempted from this rule.
- 7. ACADEMIC DISHONESTY AND PLAGARISM.** 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. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course. Please review the University's policies at: <http://studentlife.uoregon.edu/judicial/conduct/sai.htm>
- 8. DISABILITY SERVICES.** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services outlining your approved accommodations. For information on Disability Services, go to http://ds.uoregon.edu/DS_home.html

E. READINGS AND ASSIGNMENTS SCHEDULE (Bb=Blackboard)

WK 1: INTRODUCTIONS, COURSE MAP, AND EXPECTATIONS.

Readings (for Thurs)

- **Vijay Prashad.** "Ethnic Studies Inside Out." *Journal of Asian American Studies*, June 2006: 157-176. (Bb)
- **Robin Kelley.** "People In Me" *ColorLines*, Winter 1999. (Bb)

Assignment

- Return completed student information sheet
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WK 2: RACE, ETHNICITY, WHITE

Readings

- *Keywords* essays: "Introduction." "Race" (R Ferguson) "Ethnicity" (H Yu) "White" (P Perry)
 - **Susan Koshy.** "Morphing Race into Ethnicity: Asian Americans and Critical Transformations of Whiteness." *boundary 2* 28.1 (2001) (153-194). (Bb)
 - **Roopali Mukherjee.** "The Affirmative Action Film of the 1990s: Hollywood Cinema as Racial Regime." In *The Racial Order of Things: Cultural Imaginaries of the Post-Soul Era*. University of Minnesota Press, 2006. (Bb)
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WK 3 POSING RESEARCH QUESTIONS & RACIAL FORMATION THEORY

Readings

- **Omi and Winant.** *Racial Formation in the United States. 2nd Edition*. Routledge, 1994. (selections) (Bb)
 - **Devon Carbado.** "Racial Naturalization." *American Quarterly*, 2006 Pgs 633-658.
 - **Booth et al.** *The Craft of Research. Prologue and "Thinking in Print"* (pgs 1-16) and "Asking Questions Finding Answers" (pgs 29-101)—(read for THURSDAY)
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WK 4: QUEER, COMMUNITY, BODY

Readings

- *Keywords* essays: "Queer" (S Somerville), "Community" (M Joseph), "Body" (E Cherniavsky)
 - **Judith Halberstam.** "Mackdaddy, Superfly, Rapper: Gender, Race and Masculinity in the Drag King Scene." *Social Text*, 52/53, 1997: 104-131 (Bb)
 - **Daniel HoSang.** "Beyond Policy: Race, Ideology and the Re-imagining of Youth." In S Ginwright, P Noguera and J Cammarota edited *Beyond Resistance! Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America's Youth*. Routledge, 2006. (Bb)
 - Articles about FIERCE (Fabulous Independent Educated Radicals for Community Empowerment). (Bb)
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WK 5: REPRESENTATION I

Readings :

- **Hall.** *Representations.* "The Work of Representation." (pgs 15-62)
- **George Lipsitz.** "Banda: The Hidden History of Greater Mexico." In *Footsteps in the Dark: The Hidden Histories of Popular Music.* University of Minnesota Press, 2007. (Bb)
- **Soo Ah Kwan.** "Autoexoticizing: Asian American Youth and the Import Car Scene." *Journal of Asian American Studies*. Feb 2004. (1-26). (BB)

WK 6: REPRESENTATION II

Readings

- **Hall.** *Representations*. "The Spectacle of the 'Other.'" (pgs 225-277)
- *Keywords* essay: "Indian" (R. Warrior)
- **Philip Deloria.** "Thinking Self and Subject in a Family Way." *Journal of American History*. 89:1, June 2002: 25-29. (Bb)

First draft of thesis prospectus due

WK 7: DISABILITY, PERFORMANCE, IDENTITY

Readings

- *Keywords* essays: "Disability" (K Kochhar-Lindgren), "Performance" (S Manning), "Identity" (C Kaplan)
 - **Robin D.G. Kelley.** "Shiftless of the World Unite!" In *Race Rebels: Culture, Politics and the Black Working Class*. Free Press, 1994. (Bb)
 - **K. Tsianina Lomawaima.** "Domesticity in the Federal Indian Schools: The Power of Authority over Mind and Body." *American Ethnologist*, 20, 2, May, 1993: 227-240. (Bb)
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WK 8: GENDER, CLASS, CITIZENSHIP

Readings

- *Keywords* essays: "Gender" (J Halberstam), "Class" (E Lott), "Citizenship" (L Berlant)
 - **Susan A. Mann.** "Slavery, Sharecropping, and Sexual Inequality." *Signs*, 14, 4, 1989: 774-798. (Bb)
 - **Syd Lindsley.** "Bearing the Blame: Gender, Immigration, Reproduction and the Environment." In V. Labaton and D. L. Mundy edited, *The Fire This Time: Young Activists and the New Feminism*. Anchor Books, 2004. (Bb)
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WK 9: IMMIGRATION, NATION, COLONIALISM

Readings

- *Keywords* essays: "Immigration" (E Luibheid) "Nation" (A Weinbaum) "Colonial" (D Kazanjian)
 - **Anna Sampaio.** "Transnational Feminisms in a New Global Matrix." *International Feminist Journal of Politics*, 6, 2: June 2004. (Bb).
 - **Al-Jen Poo and Eric Tang.** "Domestic Workers Organize in the Global City." In V. Labaton and D. L. Mundy edited, *The Fire This Time: Young Activists and the New Feminism*. Anchor Books, 2004. (Bb)
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WK 10: CONCLUSION & COURSE REVIEW.

- **Booth et al.** *The Craft of Research*. "Prologue: Pulling Together Your Argument," "Making Good Arguments," "Claims" and "Reason and Evidence" (pgs 103-138).

***Final Thesis Prospectus due in Professor Martinez HoSang's mailbox on **Tuesday, March 17 at noon**. No late prospectus will be accepted.