NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Ethnic Studies 101.400
Violence, Race, and Settler Colonialism

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Professor Chris Finley  
GTA: Peter Banuelos  
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Email: banuelop@onid.oregonstate.edu  
Office: Waldo Hall 258  
Office hours: By appointment

This course is primarily a reading, writing, and critical thinking course. You will have to participate in this course almost every week to pass. There will be no midterm or final, but quizzes and journals are due every week. In other words, you must stay on top of this class throughout the term.

Outcomes of a Cultural Diversity Course at Oregon State University
“Students in Cultural Diversity courses shall:

1. Identify and analyze characteristics of a cultural tradition outside of European/American culture.
2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.”

Purpose Of This Course
This course will use films, essays, poems, and articles to discuss the legacy of white supremacy in the United States. Ethnic studies does not stop at the borders of the United States because the U.S.’s idea of “manifest destiny” through colonial and imperial ventures has unfortunately reached many different places in the world. This has changed the racial composition of the United States. (We will learn that U.S. imperial ventures like war, colonial occupation, resource extraction, and labor exploitation in “Third World” countries leads to emigration to the United States.) Importantly, this class will focus on the struggles of people of color against white
supremacy and settler colonialism to show the importance of the political organizing work towards the liberation and freedom for everyone.

We will look at oppression and struggle through the idea of relatedness: All of us, no matter what your position in the heteropatriarchal and white supremacist framework, suffer from hierarchal thinking and actions. Obviously, some of us suffer more. It is up to all of us to challenge these ways of thinking, legal systems, and governments that tolerate violence and inequalities of those that do not fit the universal subject formation of a middle to upper class white heterosexual man. Together gender, sexualities, class, race and settler colonialism work together to hide or justify violence towards “others” that exist outside of the universal subject. In this class, most of the readings and films look at women, queers, working class people, “terrorists,” Native peoples, war refuges, prisoners, and/or “illegal” immigrants to get at how oppression works and to support my argument that EVERYONE needs to be free of the threat of violence directed at their bodies, minds, and souls.

There are many triggering readings, images, films, ideas, and lectures in this course. I don’t give specific trigger alerts because lots of things are triggering for people of color and Indigenous peoples that are not considered triggering events to most people. This course uses violence as an analytic of white supremacy and we will be confronting this violence and looking it in the eye.

All texts for this course are available on Canvas. You may need to purchase movies to view. The movies for each week are texts for the course and are not optional.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the ES 101 course information in the Ecampus schedule of classes for course textbook information and ordering.

**Grading**
Weekly Quizzes (10) 50
Discussion participation (3) 10
Journal Entries (8) 40

**Grading Scale***
Your grade is based on a 100-point system, so your total points will be your grade. Please note there are two extra credit points.

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<td>A</td>
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<td>A-</td>
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*Please have a valid reason and a legitimate argument about your grading issue. Remember, your GTA or I can lower your grade as well as increase your grade if you decide to dispute your grade.
**Film Screenings**
You will be expected to watch a film on your own time and dime. They are not optional and you will be quizzed on them each week.

**Quizzes**
There will not be a midterm or final, but you will have a quiz every week worth 5 points each. This quiz will be over the film, lecture, video clips, and readings for the week. You must take the quiz before Friday at 12pm PST. You will also take it on Canvas without notes, articles, colleagues, and without any other outside help.

**Discussion boards**
There will be a question(s) you must attempt to answer to get full credit. Provide a title for your initial posts. You will need to participate in three discussions (one post and a response to a colleagues post). Your post is due on Wednesdays at 7pm PST and your response is due Thursday at 7pm PST. We will be having discussions weeks 1, 3, and 7. Your first post for week 1 is worth 4 points and discussion 3 and 7 are each worth 3 points.

**Journal Entries**
You are expected to complete the reading, film screening, and look at lecture slides and then complete a journal entry for that week. You must do eight journal entries. Please make sure your entries have a title with well-written prose with no grammar and spelling errors. They will be graded by the GTA or me and will not be put into the public sphere. Journals are due Thursday at 4pm PST of the assigned week. *I will only grade the first 8 entries submitted. Extra posts do not count as extra credit and will not be graded.*

**Late Work**
*Some* late work will be accepted with a 25% loss to your grade each day it is late. You must email me and have me approve your late work.

**Contacting me**
I will respond to your emails and questions on the Discussion boards within 48 hours. Please do not wait to the last minute to contact me. I check my email by 10am most days. Include your section number with your email, which is section 400. Saturday is my day off. Please only contact Peter Banuelos if you have a question about the grading he has done.

**Students With Disabilities**
Accommodations are collaborative efforts between students, faculty and [Disability and Access Services (DAS)](mailto:). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.
**Academic Misconduct**
This is cut and pasted from the Oregon State University website: “Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.” And here is the link: [http://oregonstate.edu/studentconduct/academic-misconduct](http://oregonstate.edu/studentconduct/academic-misconduct)

**Week 1: Ethnic Studies**
Watch part of Precious Knowledge
[https://www.youtube.com/watch?v=34oz5pslPjE](https://www.youtube.com/watch?v=34oz5pslPjE)


**Week 2: Conquest, Settler Colonialism, and Indigenous Resistance**
Watch Iciar Bollian’s *Even the Rain* (2010)


**Week 3: Slavery, Anti-Black Racism, and Black Resistance**

Robin D.G. Kelley’s “Looking to Get Paid: How Some Black Youth Put Culture to Work,” in *Yo’ Mama’s Disfunktional! Fighting the Culture Wars in Urban America*


**Week 4: Immigration/Borders**
Watch Cary Fukunaga’s *Sin Nombre* (2009)

Erika Lee’s “The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924”
Week 5: Investment in Whiteness/White As Universal

Cheryl Harris' "Whiteness As Property" in the Harvard Law Review

Week 6: War and Empire


Amal Amireh’s “Palestinian Women’s Disappearing Act: The Suicide Bomber Through Western Feminist Eyes” in Arab & Arab American Feminisms: Gender, Violence, & Belonging

Week 7: The Prison Industrial Complex (P.I.C.)
Watch film clips on Canvas discussing the P.I.C.


Excerpt from Assata Shakur's Assata (1987).

Week 8: Sports and Race
Watch Spike Lee’s When the Levees Broke: Acts I and II (2006)


Week 9: Civil Rights Movement/Black Power Movement

Martin Luther King Jr.'s “Letter from Birmingham Jail”

Week 10: Celebrating the Losers and Failures: Working for causes that are bound to fail but important to do anyways
Watch Peter Lord's *Chicken Run* (2000).


**Student Evaluation of Teaching**
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.