ES 351 Ethnic Minorities in Oregon
This class meets twice a week for one hour and fifty minutes each meeting. No prerequisites or co-requisites

Course Content
Course Description:
Exploration of the cultures and contributions of major ethnic groups in the state of Oregon. With timelines, oral histories, and audiovisual aids, the course will allow students to learn the ethnic and regional diversity in Oregon history.

This course combines approximately 120 hours of instruction, activities, and assignments for 4 credits.

Learning Resources (required):

Films Viewed in Class (required):
1. First Oregonians
2. Echo of Water against Rocks: Remembering Celilo Falls
3. Local Color: Story of Portland's Black Population
4. The Oregon Story: Agricultural Workers
5. A Family Gathering

Reference Resources (optional):
- Erasmo Gamboa and Carolyn Buan, Nosotros: The Hispanic People of Oregon, Essays and Recollections (The Oregon Council for the Humanities, 1995)

Course Schedule
Week 1  Course introduction // Library session with archival staff
Readings: Taylor v-vi
Xing, 1-13

Week 2  Browning of Oregon
Film: First Oregonians
“Oregon Natives” (Guest: Sky McBean)
Readings: Thompson, q7-23
Dash, 201-224

**Week 3** Natve Spaces
“Cellilo Falls” (Guest: Ed Edmo)
Film: *Echo of Water Against Rocks: Remembering Celilo Falls*
Readings: Roberts/Edmo, 173-184

**Week 4** Black Oregon
Film: *Local Color: Story of Portland’s Black Population*
Readings: Kesler, q53-172

**Week 5** Cultures of Oregon
Readings: McLagan, 78-92
Pascoe, 27-43

**Week 6** Asian Americans in Oregon
Film: *A Family Gathering*
“Toledo Incident” (Guest: Ted Cox)
Readings: Cox, iii-132
Nishihara, 44-49

**Week 7** Latinos and Migrant Labor
Film: *The Oregon Story: Agricultural Workers*
Readings: Sakurai, 117-135

**Week 8** Moving Forward in Oregon Communities of Color
Readings: Stephen, 136-150

**Week 9** New Immigrants of Oregon
Readings: Abraham, 185-198
Leonard/Hulst, 225-237

**Week 10** Student presentations

This course fulfills the requirements for Difference, Power, and Discrimination. For more on the “Bacc Core”: [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core).

Difference, Power, and Discrimination Courses (Baccalaureate Core Requirement):
ES 351 Ethnic Minorities in Oregon fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The
unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

**DPD Student Learning Outcomes**

Students successfully completing this course will be able to:

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

**Course Specific Measurable Student Learning Outcomes**

Students successfully completing this course will be able to:

1. Outline the histories and cultures of the major racialized ethnic minority and tribal communities of Oregon.
2. Explain an array of research methods including quantitative, qualitative, and comparative in addressing issues of race, ethnicity, gender, and class.
3. Outline how contemporary artistic productions and narrative texts can serve as valuable cultural, historical, and political documents in conveying historic experiences.
4. Moderate discussions on ethnic histories in Oregon.

**Evaluation of Student Performance:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Class Facilitations (4)</td>
<td>40 (10 each)</td>
<td></td>
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<tr>
<td>Critical-reflective essay</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>A: 93.1-100</strong></td>
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</tbody>
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ATTENDANCE. Student attendance grades are reduced according to absences accrued. After the first absence, student attendance grades will decrease by 1 point for each missed class (for 5 absences). After 6 absences, the attendance grade is automatically calculated at zero points.

READING ASSIGNMENTS. Students should complete all readings prior to attending class. This way you will be able to follow and engage with my lectures, and fully participate in the vital conversations that are the backbone of this course. As noted above, students must bring assigned readings to respective class meetings. Unprepared students will be graded down.
DISCUSSION FACILITATIONS. Students will be assigned to facilitate discussion during at least four course meetings. Facilitation includes preparing a coherent outline of your points of discussion. Facilitation outlines must be typed and printed, with hard copies provided for every class member. Facilitations will be graded by completed outline (20%), effectiveness of contribution (30%), coverage of all readings in discussion/outline (30%), and basic formatting, editing, and proofreading (20%). All students will contribute each the following facilitation skill sets, across a pre-assigned set of weekly readings:

- Paraphrase the major argument(s)
- Offer personal examples of implication OR personal examples of responsibility
- Suggest useful and concrete, additional examples not found in text OR bring attention to a key passage that requires further discussion
- Compare this reading to other texts (especially from previous weeks)

ESSAY ASSIGNMENTS. Undergraduate students will complete a final reflective essay (1250-1500 words), to be submitted and presented during finals week. The essay will be graded by efforts at biographical application (10%), thoroughness (20%), accuracy of comprehension (20%), persuasiveness (10%), evidence (20%), structure and flow (10%), and mechanics (10%).

FORMATTING. All written assignments must be typed, double-spaced, using 1” margins all around, 12-point Times New Roman font, proper paginations, proper heading, and stapled. The critical essays and the final project must include the final word count in the heading. Papers must include citations and a complete and appropriately formatted list of references (course readings used) starting immediately after the final lines of the text (not on a separate page). Papers that do not follow this format will not be accepted.

DISABILITY ACCESS
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). 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 accommodation but have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

NOTE ON ACADEMIC INTEGRITY
Students are responsible for understanding the university's academic integrity policies and maintaining compliance. Please familiarize yourself with the OSU Student Conduct Code: http://oregonstate.edu/studentconduct/offenses.

Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student’s immediate failure and referral to the Student Conduct and Community Standards office for further investigation and assessment. Students who cheat or plagiarize can be suspended or even expelled from the University. If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.