

English 362

Comparative Rhetorics: A Focus on Race*

Fall 2008 / T/Th / 8:00 – 9:15 / EDUC 333

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Office Hours: Tuesday, 1:30 – 3:00; Wednesday, 9:00 – 10:00; and by appointment.

Course Description

While this course will focus on raced rhetorics and rhetorics of race, students will also explore rhetorics that have grown out of the politics of class, ethnicity, gender, and sexuality in contemporary contexts. Students will study the relationship between discourse, the production of knowledge, and practices of representation from diverse locations. In considering the production of knowledge as a raced, gendered, and contested process, students will (re)consider who the holders and creators of knowledge are across multiple contexts.

Students will use a course textbook on rhetorical criticism, online essays, films, music, and photographs in order to most fully explore the practices and historical implications of (mis)representations over time. Readings will reveal the marginalizing as well as the transformative and emancipatory potentials of contrasting rhetorical practices and performances. Assignments will be designed to engage students in the theories, practices, and implications of alternative and comparative rhetorics.

Course Materials

Stoner, Mark and Sally Perkins. Making Sense of Messages: A Critical Apprenticeship in Rhetorical Criticism. Boston: Houghton Mifflin Company, 2005.

*Derricotte, Toi, The Black Notebooks: An Interior Journey. New York: W.W. Norton & Company, 1999.

* This text has been ordered for our course and will be available through Antigone's Books, 411 N 4th Avenue. (520) 792.3715.

Online materials available through - D2L

Course Requirements

- Practicing Rhetorical Criticism / Critical Commentaries – 50 Units of Credit Each (Total 150 Units of Credit)

* Please note this syllabus is subject to change. Any and all changes will be announced in class and posted on our D2L course website.

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Comparative Rhetorics: A Focus on Race

- You will write 3 “Practicing Rhetorical Criticism / Critical Commentaries” [PRC] throughout the semester due as indicated on the syllabus. Each PRC will be a 3 – 4 page analysis. You will be asked to apply a specific critical theory from your textbook to analyze essays we have read for class. Your writing should demonstrate meaningful connections between the text, course content, and class discussions. **PRC #1 is due on 25 September, PRC #2 is due on 30 October, and PRC #3 is due on 8 November.**
- Rhetorical Analysis of Current Events – 50 Units of Credit Each (Total 100 Units of Credit) OR Rhetorical Analysis of Current Events / Creating a Zine (100 Units of Credit)

OPTION ONE: You will write 2 “Rhetorical Analyses of a Current Event” [RACE] These papers require careful description, analysis, and interpretation of the events you choose to consider. You should track news events that emerge in the semester in the news. These events can be ones that occur on this or another campus, in Tucson, or elsewhere in the U.S. They should be events that someone terms “racist” and/or “sexist,” and/or “heterosexist.” In your papers you should offer an in-depth analysis of the representations surrounding the event. The purpose of these papers is to demonstrate that you have developed the necessary skills and understanding to critically engage rhetorical messages, artifacts, and events in order to offer a cogent critique as well as to construct and deliver your own argument. You will choose one of the sociopolitical approaches from our course text to assist you in your analysis. A copy of the article(s) reflecting the current event you are responding to must accompany your papers. **RACE #1 is due on 9 October, and RACE #2 is due on 2 December**

OR

OPTION TWO: Rhetorical Analyses of Current Events / Creating a Zine
See me if you would like to see some samples of zines *before* deciding if this assignment is right for you. Zines are often self-published magazines that often can offer informed rants against social injustice. The feminist and activist zines I have read and studied offer insightful and informed critiques of practices and systems of inequality. While the format for this assignment will be non-traditional and relatively more creative, the expectation will be for you to write an extended and informed rhetorical critique of our readings and outside events in zine format. You will be asked to apply a specific critical theory from your textbook to analyze essays we have read for class and issues that your zine confronts. Additionally, your zine should be visually persuasive and your cover design should be consistent with the critical messages you are proposing

in your writing. **1 page progress report due 9 October. Zines are due on 15 November.**

- Interactive Class work and Keywords – 100 Units of Credit

This includes discussions arising from your commentaries, readings, outside events, and “in-class applications.” In-class applications are your opportunity to practice your developing skills in rhetorical criticism orally and in group contexts. You are also encouraged to make connections with the world outside our classroom and to share those connections in class discussions.

- Keyword Entries – Keywords are words you need to become familiar with and understand in order to get the most from the course content. Throughout the semester, we will consider how race has worked to divide humans. Can race be both a myth and a material reality? We will explore the notion of racism to consider how such a belief system continues to inform daily practice even at a time when many consider it a thing of the past. We will consider a range of social locations (race, class, gender, and sexuality among them) that are implicated in who we understand others and ourselves to be. Our goal is to consider the language that affects and is affected by how society has divided humans and how those divisions are sustained and/or subverted. 75 units of credit.

Keywords: RHETORIC; RACE; GENDER; CLASS; SEXUALITY.

You are expected to define and briefly discuss these keywords (including what you think the relationship between them might be) in writing 3 times over the course of the semester. Each set of definitions and discussion will be 1 – 2 pages in length. Keywords will be turned in using an envelope provided in class. Be sure to put your name on it. You are responsible for keeping these envelopes and turning them in with your final set of keywords at the end of the semester. You will only receive full credit for this assignment if you turn in all three sets of definitions at the end of the semester. After your first definitions, each subsequent definition should build on previous definitions as well as include a demonstration and discussion of how meanings are shifting and/or expanding for you as you read, discuss, and apply course content. **Keyword definitions are due 26 August, 18 September, and 4 December.**

In addition to your written engagement with course content, you should be prepared to discuss the work(s) indicated in the syllabus on the day they are listed. Class discussions will routinely revolve around these readings; and because the critical analysis of rhetorical artifacts is the subject of the course, I will assume preliminary efforts, on your part, to analyze the

materials *before* class discussion. We will often begin the class with your responses to the day's reading, so come to class prepared with questions or comments that you have developed ahead of time. Please notice that your attendance, including preparation for and participation in class discussion and your involvement in various group activities will effect your final grade and will account for 25 units of credit.

- **REQUIRED (& ENJOYABLE) EXTRACURRICULAR / PLEASE NOTE:** You must choose one of two opportunities to visit our private viewing of photographs at the Center for Creative Photography: Exhibit for ENGL 362 (take notes and bring to class following your viewing: Consider how the photographs compliment and/or contradict our readings and discussions thus far).

The Center for Creative Photography is located in the Fine Arts complex in the northwest corner of the University of Arizona campus, between the Architecture and Harvill buildings.

VIEWING OPTIONS:

TUESDAY 7 OCTOBER FROM 9 – 10AM

FRIDAY 10 OCTOBER FROM 3 – 4PM

Course Policies

- ***On late assignments:*** Given the size of this class, I do not accept late assignments.
- ***On incompletes:*** I offer incompletes under emergency circumstances.
- ***On accommodations:*** If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and that you notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Course Calendar

WEEK ONE – Introductions & Re-Viewed Persepctive(s)

- 26 August
DUE: Keywords / Definitions (#1)
Introductions
Begin Definitions / Keyword Entries (race; rhetoric; class; gender; sexuality)
Consider Rhetoric/Rhetorical Criticism
- 28 August
Chap 1 & 2

How to Mark a Text/ Critical Reading – - D2L
In-class: ZOOM video stream
Balcony Perspective Exercise

WEEK TWO – Re-considering How Words Have Worked in the World

- 2 September
Chap 3
AAA Statement on Race - D2L (take reading notes and keep)
Aaron Freeman on “The River of Denial” – D2L

In-class film: EPISODE 2 “RACE THE POWER OF AN ILLUSION”
(take reading notes and keep)

- 4 September
Chap 4 & 5
Practice distinguishing between description and analysis using the *AAA statement* as your guide

WEEK THREE – E/Raced Immigrants & E/Raced Histories

- 09 September
Chap 7 & 8
Be prepared to discuss and distinguish between interpretation and evaluation using the *AAA statement* as your guide
- 11 September
Leyva on Reclaimed Histories – D2L
Purdy on Handy but Shunned Laborers - D2L
NPR n the Bath Riots - D2L
Steinberg on Domestics – D2I

In-class film: “Seen But Not Heard: Immigrants and 9/11”

WEEK FOUR – Race: Myth *or* Reality? / Myth *and* Reality? 11 September

- 16 September
Omi & Winant on Racial Formations - D2L
Tatum on defining racism - D2L
- 18 September
DUE: Keywords / Definitions (#2)
Rhetorical Glossary (pp. 1 – 4) – under “course materials” – D2L
Ch 9 on Classical Rhetoric

Suggestion: Begin reading online materials for next week

WEEK FIVE – Raced Realities: Re-Considering Historical Practices

- 23 September

Frederick Douglass - D2L
W.E.B. DuBois Black Codes - D2L
Soujourner Truth – D2L
Act Prohibiting Slaves to Read - D2L
Act governing Negro Slaves - D2L

In-class applications: Groups 1-2 on ETHOS / Groups 3-4 on PATHOS /
Groups 5-6 LOGOS / Groups 7-8 audience/context

▪ 25 September

DUE: PRC #1

Kozol - D2L

Plessy vs. Ferguson - D2L

Brown vs. Board of Ed - D2L

Orfield & Yun - D2L

Listen (30 min) to Barack Obama on “A More Perfect Union” – D2L

In-class applications: Groups 1-2 on ETHOS / Groups 3-4 on PATHOS /
Groups 5-6 LOGOS / Groups 7-8 audience/context

WEEK SIX – Power & the Media: The Implications of (Mis)representations

▪ 30 September

Chapter 14

In-class film: Amy Goodman on War & Peace

▪ 2 October

Snyder on Self-fulfilling Stereotypes - D2L

UA Researcher on TV & Minorities – D2L

In-class applications: Groups 1-2 on Goodman / Groups 3-4 on Davis /
Groups 5-6 Demos et al. / Groups 7-8 on Snyder

WEEK SEVEN – Re-Visioning What We See: Visual Communication, the Center
for Creative Photography & (Y)our Views

▪ 07 October

Chapter 17

Choose one of the following websites to analyze for class:

- Are We So Different? - web link on D2L
- Equal Rights Amendment - web link on D2L
- Center for Media Literacy – D2L

See also Analyzing Visual Rhetoric under Class Resources – D2L

PLEASE NOTE: You must choose one of two times to visit our private
viewing of photographs at the Center for Creative Photography: Exhibit for

ENGL 362 (take notes and bring to class following your viewing: Consider how the photographs compliment and/or contradict our readings and discussions thus far).

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FRIDAY 10 OCTOBER FROM 3 – 4PM

- 09 October

In-class film: Episode 1: “The Difference Between Us (Race and [Bad] Science)”

Duster on Race in Science - D2L

Korematsu v. United States – D2L

DUE: RACE #1

1 Page Progress Report on Zine Project

WEEK EIGHT – Power: Systems, Structures, and Constructions: Feminist Approaches to Rhetorical Criticism

- 14 October
Chapter 15
Demos et al on Systems of Oppression - D2L
- 16 October
Lorber on The Construction of Gender - D2L
Hubbard on The Construction of Sexuality - D2L
Fausto-Sterling on 2 Sexes Not Enough – D2L

Suggestion: Begin reading for next Thursday

WEEK NINE – Feminist Approaches to Rhetorical Criticism (Continued)

- 21 October

In-class film: I was a Teenage Feminist
- 23 October
Martin on Romancing the Egg & Sperm - D2L
Gould on Baby X

WEEK TEN – Racism, (Hetero)Sexism, Classism: Are We in an Era of Posts?

- 28 October
Ferber on Post-Fem - D2L
Declaration of Sentiments – D2L
Declaration of Sentiments – D2L

In-class film: Tough Guise
*Handout Assignment on Films & Readings
- 30 October
Class discussion
[Turn in writing on 2 films / readings]
DUE: PRC (#2) on any 2 class readings – Use Chapter 15

WEEK ELEVEN – Lived Experiences: (Un)Becoming Racialized

- 04 November
Chapter 11
Marmon Silko - D2L
Indian Tribes/U.S. Commission on Human Rights - D2L
Anzaldúa on Borderlands – D2L
- 06 November
Brodkin - D2L
Mpho 'M'atsepo Nthunya - D2L
DUE: PRC (#3) on any 2 class readings – Use a theoretical frame of your choice

WEEK TWELVE – Colorblind Racism & White Privilege

- 11 November
McIntosh on White / Male Privilege - D2L
Hurtado on the Color of Privilege - D2L
DiTomaso et al on White Views of Civil Rights - D2L
- 13 November
Bonilla Silva on ColorBlind Racism - D2L
Sethi on Smells of Racism - D2L
Ayvazian on The Role of Allies - D2L
Blumenfeld on Homophobia Hurts Everyone - D2L

WEEK THIRTEEN – Economies of Race

- 18 November
Gardner Roux on Measures of Poverty - D2L

In-class film: Episode 3: “The House We Live In or The Economies of Race”

- 20 November
DUE: Zines
Be prepared to discuss Toi Dericotte’s Black Notebooks

WEEK FOURTEEN – Economies of Race (Continued)

- 25 November
Davis on Race & Criminalization - D2L
Gans on Deconstructing the Underclass - D2L
Dedman on Mortgage (Dis)Advantage - D2L
Johnston on “SES... and Health” – D2L
DUE: Keywords / Definitions (#3)

- 27 November

WEEK FIFTEEN – Latinas/os Then & Now: A New Mestiza Consciousness

- 02 December
Ortiz Cofer on “The Myth of the Latin Woman”
DUE: RACE #2

In-class film: Salt of the Earth

- 04 December
Anzaldua on Mestiza Consciousness - D2L

DUE: KEYWORDS / DEFINITIONS (#3)

WEEK SIXTEEN – FINAL

- 09 December

NOTE ON COURSE EXTRA CREDIT: 10 POINTS

Write a formal thank you to Cass Fey, Curator of Education at the Center for Creative Photography. In your own words, your letter should include comments about the value of the center on our campus especially as an opportunity for students to use it as a learning resource. Turn in a copy and send the original to:

Cass Fey, Curator of Education
Center for Creative Photography
The University of Arizona
1030 North Olive Road
P.O. Box 210103

Tucson, AZ 85721-0103

For helpful suggestions you might visit the Career Services@ Virginia Tech website: <http://www.career.vt.edu/jobsearc/thankyou.htm>