



Race is so deeply embedded in our lives

it appears to be the natural order of things.
We must challenge that notion with all the
power of our science and our society.



— Yolanda Moses, anthropologist and chair,
RACE project advisory board

English 696e

Rhetorics of Difference/Different Rhetorics: Historical Formations & Material Relations*

Fall 2007 / T / 4:00 – 6:30 / ML 402

Instructor: Adela C. Licona, Ph.D.

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Office Hours: Tues., 11:15 – 12:15; Thurs., 1:30 – 3; and by appointment.

Similar to the ways in which the rhetorics of postcoloniality suggest an interrogation of taken-for-granted (mis)representations of non-dominant peoples and their histories, and the rhetorics of queer theory suggest an interrogation of heteronormativity and its implications for practice and representation, the rhetorics of race suggest an interrogation of taken-for-granted racial(ized) formations and imposed hierarchies of difference. In this course, we will pursue an in-depth exploration of raced rhetorics and rhetorics of race/racialization in order to explore how notions of difference and relations of power shape our (mis)understandings of one another. In our explorations we will discuss contemporary forms of racism in and beyond the United States. We will examine race and social identities as historically-specific and contingent formations and relations with material consequences. We will

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

explore the ways in which rhetorical theories and practices in (non)dominant contexts work to interrupt, subvert, contest, or re-entrench the normalized assumptions upon which raced rhetorics and the rhetorics of race depend. We will work to understand how, despite the pervasiveness of a discourse and ideology of colorblindness, racial(ized) inequalities persist in the United States and across the globe. Finally, we will explore the current status and future of racial politics and tease out the (dis)similarities between the concepts and experiences of race, racism, and racialization.

While this course will clearly be focused on race, it will also – must also – include essays that consider the connections between race, gender, sexuality, and class inequalities. You are encouraged to make these connections too. In our discussions and in addition to the primary texts, essays, and films we will use for this class, we may also draw from borderlands', Mestiza, feminist, queer, and disability rhetorics.

Class will be conducted in a seminar format.

COURSE MATERIALS

- **Required Materials:**

Bonilla-Silva, Eduardo. 2006. Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States, 2nd edition. Boulder, CO: Rowman & Littlefield. [R w/o R]

Essed, Philomena and David Theo Goldberg (eds). 2002. Race Critical Theories. [RCT]

Murji, Karim and John Solomos (eds). 2005. Racialization: Studies in Theory and Practice. Oxford University Press. [Z]

Online materials.

Additionally, please sign up for the email updates from the Applied Research Center. We will use rants from the *Race in Focus* action newsletter, as available, in our daily discussions. Go to email updates at: <<http://www.arc.org/>>

Required texts are available at Antigone's Books, 411 N 4th Avenue. (520) 792.3715.

Online materials can be found on our D2L site and are due to be read as indicated on our course syllabus. Be sure to see and suggest relevant news items for the community and campus connections section of our site.

“We [need] new theories rooted in an attempt to understand both the nature of our contemporary predicament and the means by which we might collectively engage in resistance that [will] transform our current reality”

bell hooks, Teaching to Transgress: Education

Teaching Philosophy

For me, teaching and learning are reciprocal practices with radical potentials. I value lived experience as a legitimate and important part of the learning process. While I believe that learning best takes place in a non-threatening environment, I also acknowledge that learning can be difficult, even uncomfortable, while also potentially exhilarating. I work with students to consciously move through the tensions that can arise in learning situations. These tensions can be part of a productive and generative process that leads to (intellectual) growth. I work to co-manage the classroom in ways that move class discussions away from oppositional and dyadic exchanges in an effort to engage all students and to explore the broad potential of perspectives that exist, and may be trans/forming, in our midst.

Understanding that theory grows out of and can guide practice and believing that it comes from the stuff of our everyday, I am interested in the reciprocal relationship that exists between theory and practice. I attempt to ensure that the theories we engage are reflective of and responsive to lived-experience. The power of theory and practice together is in their transformative potential. Theory achieves its purpose for me – is most meaningful – when it invites critical reflection and an engagement in practice.

As part of my belief in, and commitment to the values, principles, and goals of critical/feminist pedagogy and praxis, I work to facilitate an environment in the classroom that encourages students to question taken-for-granted assumptions, to identify unasked questions in the (con)texts we study, and to be active participants in the learning and teaching process. I believe in the process of reflection as one that affords the opportunity to make meaning and to apply that meaning in the classroom and beyond, to our own lives. It also allows me to pursue a responsive pedagogy. I am committed to myriad expressions of knowledge and promote opportunities for creative work and collaborations to express knowledge. I believe the process of education can and should be transformative, and I therefore encourage students to (re)discover their own voices as well as to become familiar with academic discourse(s), and develop their own academic voice.

Finally, I believe in the principles of critical localism and accept the responsibility to learn about the community in which I teach and live. I am committed to learning about the communities from which my students come and to using what I learn as part of my classroom pedagogy in order to make meaningful connections across our multiple contexts. Making every effort to engage the joys, responsibilities, and privileges of calling myself teacher, I am committed to always being present and prepared in the classroom and always being present during my office hours and appointments. I expect this to be a commitment of engaged reciprocity.

Course Requirements

- **Participation 50%**
reading/class preparedness and participation including any peer reviews and attendance
questions and quotes X 13 (10%)
critical writings/reflections X 7 (20%)
discussion facilitation X 1 & 2-page reflection on facilitation X 1 (20%)
- **Major Assignments 50%**
final paper / project X 1
presentation on final work X1
due dates to be discussed and determined in class

- **Details on Assignments**

Reading/Class Preparedness and Participation/Attendance

A seminar serves its fullest potential when all participants are prepared and present. Preparedness, presence, and participation are expected.

Questions and Quotes (Q & Q's)

Due at the beginning of each class period from 28 August – 20 November. Each week you will submit one typed question and two typed quotes from the assigned readings. You should pose open-ended questions that generate conversation and cannot be answered with a “yes” or “no.” Your question can address a specific reading or a theme running through several readings. Quotes may be anything from the readings that resonate with you. Along with the quote, write a paragraph or two explaining why you find the quote significant. Personal reflections that are connected with the readings/discussions are perfectly appropriate for this assignment.

Critical Writings / Reflections

Due 7 times throughout the semester. Critical reflections should be 2 – 3 double-spaced pages in length. They should *not* be summaries, but should critically engage with the argument authors are making. Use this assignment to make meaningful connections and to begin to situate

yourself, your informed ideas, and your own argument about the subject in the context of the ongoing scholarly conversations and debates we are reading and discussing.

Discussion Facilitation of Assigned Reading

You are each expected to facilitate class discussion once in the semester. Sign up will be on 28 August. You will find a detailed assignment sheet at our D2L course website. You should plan to meet with me in my office by the Thursday prior to your scheduled facilitation in order to discuss the approaches you are considering and any questions you may have. By the time of your scheduled facilitation you should have carefully and critically read through the week's readings. You will turn in a typed list of your discussion questions on the day of your facilitation. Finally, you should feel free to suggest up to 20 pages of additional readings for the class in anticipation of your own facilitation.

Facilitation Reflection Paper

A day or two after your facilitation, you will turn in a 2-page reflection paper about your experience. Include a short summary of the discussion, including the ways it did and did not go according to your plan. Again, see the detailed assignment sheet for this assignment on D2L.

Final Project/Paper

As your final requirement for this course you will have two options. You may choose to write a potentially publishable seminar paper *or* present a creative seminar project. The creative project option requires an accompanying paper. Each option further requires that you make efforts to weave references to our readings, films, and class discussions into your presentation. All options require an in-class presentation.

Please submit final project proposals to me in writing for approval **before beginning work and by 9 October.**

The following creative options are meant as suggestions. If you have other ideas, introduce them during class or please see me:

Idea: Create a Zine – print or online

Idea: Critical Photographic Project

Idea: Critical Art Project

Idea: Critical History Project

Idea: Documentary Project

Idea: Critical Performance

See Imagining America at <http://imaginingamerica.syr.edu/>

Course Policies

- **On late assignments:** Given the nature of the assignments in this course and because together we negotiate final project/paper due dates, I do not accept late assignments.
- **On incompletes:** I offer incompletes under emergency circumstances.
- **On accommodations:** I am available to discuss ways to ensure your full participation in the course. 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 Schedule

21 August Introduction to course and course materials

Bonilla-Silva, Introduction
Essed & Goldberg, Introduction
Murji & Solomos, Introduction

In class:

Working Definitions: Rhetoric, Race, Racialization

Race: The Power of An Illusion (Episode 2 – The Story We Tell)

28 August Race Materialized

- Hall, “Race, Articulation, and Societies Structured in Dominance”[RCT]
- Hall, “Reflections on ‘Race, Articulation, and Societies Structured in Dominance’”[RCT]
- Omi & Winant, “Racial Formation” [RCT]
- Omi & Winant, “Reflections on ‘Racial Formations’” [RCT]
- West, “A Genealogy of Modern Racism” [RCT]
- McGary, “Reflections on ‘A Genealogy of Modern Racism’”[RCT]
- van Dijk, “Denying Racism: Elite Discourse and Racism” [RCT]
- van Dijk, “Reflections on ‘Denying Racism: Elite Discourse and Racism’” [RCT]
- Condit, “Crafting Virtue: The Rhetorical Construction of Public Morality” [ONLINE]

Suggested:

Dyson, excerpt from “Come Hell or High Water” [ONLINE]

Kozol, “Still Separate, Still Unequal” [ONLINE]

4 Sept Race in Everyday Contexts

- Davis, “Education and Liberation: Black Women’s Perspectives”[RCT]
- Davis, “Reflections on ‘Education and Liberation: Black Women’s Perspectives’ ”[RCT]

- Hill Collins, “Defining Black Feminist Thought” [RCT]
- Hill Collins, “Reflections on ‘Defining Black Feminist Thought’” [RCT]
- Essed, “Everyday Racism: A New Approach to the Study of Racism” [RCT]
- Essed, “Reflections on ‘Everyday Racism: A New Approach to the Study of Racism’” [RCT]
- Mohanty, “Cartographies of Struggle: Third World Women and The Politics of Feminism” [RCT]
- Mohanty, “Reflections on ‘Cartographies of Struggle: Third World Women and The Politics of Feminism’” [RCT]
- Torres, “Anguished Past, Troubled Present” [ONLINE]

Suggested:

Leyva on Reclaiming Histories [ONLINE]

Gomez , “Loss of UC Diversity Means Lost Opportunity for Law Students” @ www.chicanas.com/ucdiversity.html

11 Sept **E/Raced Immigrants & (Forgetting) Color**

- Bonilla-Silva, Ch. 1 – 3 & 8 [R w/o R]
- Maldonado, “Racial Triangulation” [ONLINE]
- Sen, Rinku, “Are immigrants people of color?” <<http://colorlines.com>>
- <<http://www.facingrace.org>> go to Perspectives on Race then go to Immigration and Race
- Villanueva, “*Memoria* is a Friend of Ours: On the Discourse of Color” [ONLINE]
- Villanueva, “Rhetorics and Precedents of Racism” [ONLINE]

In class: *Seen But Not Heard*

Suggested: NPR on Bath Riots [ONLINE]

18 Sept **Matters of Color**

- Bonilla-Silva, Ch. 4 – 7 [R w/o R]
- Morrison, “Black Matters” [RCT]
- Spencer, “Reflections on ‘Black Matters’” [RCT]
- Marable, “Affirmative Action and the Politics of Race” [RCT]
- Fernandez, “Reflections on ‘Affirmative Action and the Politics of Race’” [RCT]

In class: *Race: The Power of An Illusion (Episode 3 – The House We Live In)*

Suggested: Delgado “Multiracial Formations: New Instruments for Social Change” [ONLINE]



The increasing visibility of 'mixed race' and
multiracial individuals challenges popularly
held notions of race, racial classification and
racial identity, and renders them suspect.



— Michael Omi, sociologist

25 Sept From Taxonomy to Biology and Beyond: Science as A Racialized Enterprise?

- Duster, “Buried Alive” [ONLINE]
- Macmanus, “First Order' Wisdom Meets 'Second Order' World”
<http://www.nih.gov/news/NIH-Record/06_12_2001/story03.htm>
Gould, [ONLINE]
“Science: 1830s – 1890s”
- <http://www.understandingrace.org/history/science/race_science_exhibit.html>
- Harding, “The Racial Economy of Science” [ONLINE]
- Fausto-Sterling [ONLINE]
- Haraway, “Refashioning Race: DNA & the Politics of Healthcare” [ONLINE]
- *Bamboo Girl* [ONLINE]
- Pratt [ONLINE]
- Johnston, “SES, Race/Ethnicity, and Health” [ONLINE]
- Rydell on Consuming Difference at the World's *Fare* [ONLINE]

Suggested:

On Human Variation

<<http://www.understandingrace.org/humvar/index.html>>

In class **Double Feature**: *Race: The Power of An Illusion (Episode 1 – The Difference Between Us)*; *and The Life and Times of Sara Bartmaan: The Hottentot Venus (www.frif.com/new99/hottento.ht)*

02 October Racial(ized) Representations & The Other

Class to meet on campus at the Center for Creative Photography
Post-viewing Coffee Talk / Midterm Evaluations

- **Sweet on Ghost Dance? Photography, Agency, and Authenticity in *Lame Deer, Seeker of Visions*** [ONLINE]

- www.uiowa.edu/~commstud/resources/visual.html
- www.historyillustrated.com/texts/expos/wfe_africanamericans.html
- Williams, "PHOTOGRAPHIC PORTRAITURE OF ABORIGINAL WOMEN ON CANADA'S NORTHWEST COAST CIRCA 1862-1880" @ <http://cc.joensuu.fi/sights/carol.htm>
- Durlington, Racial (Co)Option: Visualizing Whiteness in Suburban Space @<http://astro.ocis.temple.edu/%7Eruby/aaa/matt.html>
- Machuca, Faces of Madness: Seeing abnormality through photography @astro.ocis.temple.edu/%7Eruby/aaa/milt.
- Hagan, The Joy of Victory, the Agony of Defeat: Stereotypes in Newspaper Sports Feature Photographs @<http://home.earthlink.net/%7Edhagaman/Sports.html>

DUE: Proposals for final project

09 October Race, Rights, and Truth: (Confronting) A New Racism?

- Bonilla-Silva, Conclusion, Querries, & Postscript [R w/o R]
- Stoler, "Racial Histories and Their Regimes of Truth" [RCT]
- Stoler, "Reflections on 'Racial Histories and Their Regimes of Truth'" [RCT]
- Root, "A Bill of Rights for Racially Mixed People" [RCT]
- Root, "Reflections on 'A Bill of Rights for Racially Mixed People'" [RCT]
- Villanueva "Blind: Talking About the New Racism" [ONLINE]
- Markus, "Cultural Pluralism and the Subversion of the Taken-for-Granted World" [RCT]
- Markus, "Reflections on 'Cultural Pluralism and the Subversion of the Taken-for-Granted World'" [RCT]
- Anzaldúa on Mestiza Consciousness [ONLINE]
- Anzaldúa, "Borderlands/La Frontera" [ONLINE]

Suggested:

Davis, "Race and Criminalization" [ONLINE]

Excerpt from *Bamboo Girl* [ONLINE]

Race_Post9/11 [ONLINE]

Race_and_Public_Policy [ONLINE]

See also Crenshaw, Delgado, and/or Lopez, H.



Historically, the concept of race was
imported into biology from social practice.



— Richard Lewontin, evolutionary biologist

16 October Racial(ized) Space / Spatialized Race

- Olson & Worsham on Race, Rhetoric, & Postcoloniality [ONLINE]
- Said, “Imaginative Geography and Its Representations: *Orientalizing the Oriental*” [RCT]
- Said, “Reflections on ‘Imaginative Geography and Its Representations: *Orientalizing the Oriental*” [RCT]
- Sandata [ONLINE]
- Bhabha, “Of Mimicry and Man: The Ambivalence of Colonial Discourse” [RCT]
- Bhabha, “Reflections on ‘Of Mimicry and Man: The Ambivalence of Colonial Discourse’” [RCT]
- Guha, “Preface to *Dominance Without Hegemony: History and Power in Colonial India*” [RCT]
- Guha, “Reflections on ‘Preface to *Dominance Without Hegemony: History and Power in Colonial India*’” [RCT]
- Balibar, “The Nation Form: History and Ideology” [RCT]
- Balibar, “Reflections on ‘The Nation Form: History and Ideology’” [RCT]

Suggested:

Squires & Kubrin on Privileged Places [ONLINE]



How can it be that so many well-meaning white people have never thought about race when so few blacks pass a single day without being reminded of it?



— Patricia J. Williams, columnist and legal scholar

23 October Color-less

- Hage, “White Self-racialization as Identity Fetishism: Capitalism and the Experience of Colonial Whiteness” [Z]
- Kushner, “Racialization and ‘White European’ Immigration to Britain” [Z]
- Wodak, “Turning the Tables: Antisemitic Discourse in Post-war Austria” [RCT]
- Wodak, “Reflections on ‘Turning the Tables: Antisemitic Discourse in Post-war Austria’” [RCT]
- Nayak, “White Lives” [Z]
- Roediger, “Whiteness and Ethnicity in the History of ‘White Ethnics’ in the United States” [RCT]

- Roediger, “Reflections on ‘Whiteness and Ethnicity in the History of “White Ethnics” in the United States” [RCT]

Suggested:

Martin Alcoff, “What Should White People Do?” [ONLINE]

Bailey, “Locating Traitorous Identities: Toward a View of Privilege-Cognizant White Character” [ONLINE]

White Privilege, Institutional Racism, and Public Policy [ONLINE]

30 October From Race to Racism to Racialization

- Banton, “Historical and Contemporary Modes of Racialization” [Z]
- Goldberg, “Racial Americanization” [Z]
- McLaughlin, “Recovering Blackness/Repudiating Whiteness: The *Daily Mail*’s Construction of Five White Suspects Accused of the Racist Murder of Stephen Lawrence” [Z]
- Colorlines on the Jena Six:

http://www.racewire.org/archives/2007/07/a_modernday_lynching.html

<http://www.democracynow.org/article.pl?sid=07/07/10/1413228#transcript>

In class: *The Two Towns of Jasper*

www.pbs.org/pov/pov2002/twotownsofjasper/special_raceinameric a01.html

Suggested:

War and Race [ONLINE]

06 Nov Normalized Heterogeneity: The Reproduction of Sameness

- Essed, “Gendered Preferences in Racialized Spaces: Cloning the Physician” [Z]
- Keith, “Racialization and the Public Spaces of the Multicultural City” [Z]
- Rattansi, “The Uses of Racialization: The Time-spaces and Subject-objects of the Raced Body” [Z]
- Hill Collins, “It’s All in the Family: Intersections of Gender, Race, and Nation” [ONLINE]

Suggested: Bordo, “‘Material Girl’: The Effacements of Postmodern Culture” [ONLINE]

13 Nov The [Changing] Terms of the Debate

- St. Louis, “Racialization in the Zone of Ambiguity” [Z]
- Brah, “Ambivalent Documents/Fugitive Pieces: Author, Text, Subject, and Racializations” [Z]
- Phoenix, “Remembered Racializations: Young People and Positioning in Differential Understandings” [Z]

- Martin Alcoff, excerpt from Visible Identities: Race, Gender, and the Self [ONLINE]

20 Nov Class Interests

- Peer Reviews – details to follow

27 Nov

- Final Presentations – Round 1

04 Dec

- Final Presentations – Round 2
- Course Evaluations

“

Not everything that is faced can be changed, but nothing can be changed until it is faced.

”

— James Baldwin, author

Suggested Online and Local Resources

Applied Research Center: Advancing Racial Justice Through Research, Advocacy, Journalism - < <http://www.arc.org>>

Bamboo Girl - < <http://www.bamboogirl.com>>

Bamboo Girl Zine Blog - <<http://bamboogirlzine.blogspot.com>>

Coalicion de Derechos Humanos - <<http://www.derechoshumanosaz.net>>

Tel: 520.770.1373

Office location:

631 S. 6th Avenue

www.democracynow.org/article.pl?sid=07/07/10/1413228#transcript

www.facingrace.org/

Making Face/Making Soul: A Chicana Feminist Website

www.chicanas.com/

New Racial Studies Project: www.newracialstudies.ucsb.edu

RACE/SCI Links

web.mit.edu/racescience/links/index.html

[<http://www.understandingrace.org/>](http://www.understandingrace.org/)

University of Arizona Social Justice Leadership Center

[<http://www.union.arizona.edu/csil/sjlc/index.php>](http://www.union.arizona.edu/csil/sjlc/index.php)

Contact: Jennifer Hoefle (520) 621.8046

University of Iowa / College of LAS / Communication Studies

Online Communication Studies Resources

[<http://www.uiowa.edu/~commstud/resources/visual.html>](http://www.uiowa.edu/~commstud/resources/visual.html)

Suggestions? Suggestions will be posted as news on our D2L site.