



# Rhetorics of Race

**WR 475/575**  
**4 credits**

**TR 2-3:20**  
**Location TBD**

**Instructor:** Dr. Ana Milena Ribero  
**Office:** 318 Moreland Hall  
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**Office hours:** M 1-3 pm and by appointment

**Required Texts:** Selected readings available through Canvas

## Course Description:

By exploring the interrelated concepts of race, racialization, and racism, *Rhetorics of Race* problematizes race as a taken-for-granted phenomenon. Through reading, writing, and discussion, we study racial formations as historically specific and analyze contemporary forms of racism in the US. As rhetoricians, we pay close attention to how rhetoric and discourse have the power to reproduce *and* challenge white supremacy and race-based oppressions. Emphasizing the intersectionality of oppression—that racism necessarily takes place at intersections with other forms of subordination including sexism, homophobia, ableism, etc.—*Rhetorics of Race* draws from Queer Black Feminism, Chican@ Feminism, and Critical Race Theory.

## Graduate Student Learning Outcomes and Assessment:

In addition to the undergraduate SLOs listed below, after taking this class, graduate students will be able to:

Outcome	Assessment
Synthesize course readings to better understand the connections among texts	Assessed through participation, as well as through the seminar paper, critical reflection, and discussion leader assignments
Develop a line of inquiry that incorporates critical theories of race, racialization, and racism into relevant concerns in the discipline of rhetoric and composition	Assessed through the seminar paper and seminar paper presentation

## Undergraduate Student Learning Outcomes:

After taking this class, undergraduate students will be able to:

Outcome	Assessment
Analyze race as situated sociohistorically	Assessed through participation, as well as through current event, critical reflections, public argument, and public argument presentation assignments
Demonstrate their understanding of critical theories of race, racialization, and racism	Assessed through participation, as well as through critical reflections, public argument, and public argument presentation assignments

Relate critical theories of race, racialization, and racism to racial formations of the contemporary moment	Assessed through current event assignment
Apply critical theories of race, racialization, and racism to a written argument	Assessed through public argument assignment
Describe how rhetoric and discourse have the power to both reproduce <i>and</i> challenge white supremacy and race-based oppressions	Assessed through class participation and critical reflections

**Assignments and Grades:**

Assignments:

Detailed instructions for each assignment will be posted on Canvas. All assignments will be submitted through Canvas unless otherwise noted.

*Seminar Paper (graduate students only):* Graduate students will write a seminar paper on a topic of their choosing. The paper must engage with rhetorics of race/racialization and explore some of the discussions we've had in the class. Ideally, a seminar paper reflects the writer's development in the course and fits into the writer's scholarly trajectory. I encourage you allow this paper to generate ideas and skills that will help you throughout your academic career.

*Public Argument (undergraduate students only):* Undergraduate students will create a public argument on a topic of their choosing. The text must engage with rhetorics of race/racialization and connect theories of race, racism, and racialization to racial formations of the contemporary moment.

*Seminar Paper/Public Argument Presentation (all students):* You will present your seminar paper/public argument to the class in a 10-minute presentation. The presentation is not only meant to allow you to share your work with your peers, but also will help you develop the writing and presentation skills need in an academic conference presentation.

*Critical Reflections (all students):* Throughout the term, you will choose five readings and write a Critical Reflection on each of them. You may choose any five readings from our course schedule. Be advised, however, that you are expected to read *all* the course's readings closely and be ready to contribute to the class discussion during every class meeting. 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 Leader (graduate students only):* You are each expected to facilitate class discussion for one reading during the term. Sign up will be on 28 September. You are encouraged 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 your chosen reading. You will turn in a typed list of your discussion questions on the day of your facilitation.

*Current Event (undergraduate students only):* Undergraduate students will find a current event that connects with the ideas we've discussed in class. Students will present the event to the class and submit a 1-page write-up that explains the connection between the event and our class conversations. Sign up for a presentation date will be on 28 September.

*Participation (all students):* You are expected to participate in class discussions, peer review activities, informal writing assignments, and all other in-class activities.

**Graduate Students**

Assignment	Due Date	Percentage of grade
Seminar Paper	12/7	50%
Seminar Paper Presentation	11/28 and 11/30	10%
Critical Reflections (5)	Student's choice	25%
Discussion Leader	Student's choice	5%
Participation	Throughout the term	10%

**Undergraduate Students**

Assignment	Due Date	Percentage of grade
Public Argument	12/7	50%
Public Argument Presentation	11/28 and 11/30	10%
Critical Reflections (5)	Student's choice	25%
Current Event	Student's choice	5%
Participation	Throughout the term	10%

Grading criteria:

Papers are graded according to the OSU English Department broad scoring guide, using four criteria: 1) Quality of thinking, 2) Organization and coherence, 3) Style and technique, and 4) Use of conventions.

A= 94-100%      A-= 90-93%  
 B+= 87-89%      B= 84-86%      B-= 80-83%  
 C+= 78-80%      C=74-77%      C-=70-73%  
 D+= 67-69%      D= 64-66%      D-= 60-63%  
 F=59% or less

Expected time investment (over ten weeks)

Class time: 27 hours  
 Assigned reading: 30 hours  
 Reading Responses & short assignments: 10 hours  
 Major assignment: 53 hours

Total = 120 hours (30 hours per credit hour)

**Course Policies:**

Participation and Attendance

You are responsible for all materials, schedule changes, and information presented in class. You are expected to attend class regularly, arrive to class on time, and participate frequently in discussion of readings and issues. This means you should volunteer ideas, ask and answer questions, and respond to your classmates' ideas and comments. Doing the assigned reading before class will aid lively discussions. You will review each other's work, so be prepared to share formal and informal writing in class. Bring solid drafts to share, and give classmates' work serious attention. I communicate frequently via email so you need to check your ONID email and Canvas regularly.

You are allowed to miss two class meetings, whether excused or unexcused. Your final grade in this class will be lowered by 0.5% for every absence after the first two, meaning that if your final score is an 80% but you have missed five classes, your final grade will be 78.5%. If you need to miss a class, you should contact a classmate for notes and

missed material. If you have a special circumstance that will keep you from attending class regularly, it is best if you tell me about it as soon as possible so we can arrange how to proceed.

### Due Dates

Work is due at the beginning of class on the day noted. Late work will not be accepted without penalty unless students make arrangements for an extension before the due date. Major assignments that are turned in late will incur a 5% penalty per 24-hour period. **All major assignments** must be submitted in order to pass. All assignments are submitted through Canvas, unless otherwise specified. You cannot pass by writing only some of the assigned essays, even if they are A papers.

### Conventions

All work (except for certain informal, in-class exercises) must be typed, double-spaced with one-inch margins, using MLA page format, and proofread.

### Academic Honesty

Cheating, in any form, is not tolerated at Oregon State University. Any plagiarism—that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving credit to the original source (and this includes accidental copy-paste)—has serious consequences, up to F for the class and/or a written report to Student Conduct for further disciplinary action. Proper use of MLA documentation to attribute quotes, facts, dates, statistics, ideas, phrases, words, and themes, etc. is essential. It is **your responsibility** to make sure that everything is properly documented. If you are uncertain about whether or how to cite something, please ask before turning in the paper.

### Student Conduct and Community Standards

Students must adhere to the OSU Student Conduct Code as outline on the Office of Student Life website: [http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code\\_of\\_student\\_conduct.pdf](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf)

### Course Content

If any of the course materials, subject matter, or requirements in this course are offensive to you, I recommend you speak to me about it. Usually, the resolution will be to drop the course promptly.

### Statement Regarding Students with Disabilities

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or [athttp://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

### Office Hours

I’m always interested in listening to your ideas and discussing your understanding of course content. Schedule an appointment or stop by during my office hours. Other resources include the Writing Center 123 Waldo or the Writing Desk at Valley Library.

## **Class Schedule**

### **Week 1**

9/21                    Introductions  
                              Film – *Race: The Power of an Illusion* – Part 2.1

**Week 2**

9/26

Sara Ahmed “Recognizing Strangers”  
Omi and Winant – “Racial Formations”  
Film – *Race: The Power of an Illusion* – Part 2.2

9/28

Eduardo Bonilla-Silva – “The Central Frames of Colorblind Racism”  
Aja Martinez – “‘The American Way’: Resisting the Empire of Force and Color-Blind Racism”

**Week 3**

10/3

Victor Villanueva – “On the Rhetoric and Precedents of Racism”  
Ta-Nehisi Coates – “The Case for Reparations”  
Alicia Garza – “A Herstory of the #BlackLives Matter Movement”  
(<http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>)  
Film – *13<sup>th</sup>* – Part 1

10/5

Angela Davis – “Prison Reform or Prison Abolition”  
ACLU – “In Their Own Words: Enduring Abuse in Arizona Immigration Detention Centers”  
Film – *13<sup>th</sup>* – Part 2

**Week 4**

10/10

Jay Dolmage – “Disabled Upon Arrival: The Rhetorical Construction of Disability and Race at Ellis Island”  
Mae M Ngai – “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924”

10/12

Josue Cisneros – “Beyond Borders? Citizenship and Contemporary Latina/o and Immigrant Social Movements”  
Arizona’s Senate Bill 1070

**Week 5**

10/17

Gilberto Rosas – “The Managed Violences of the Borderlands: Treacherous Geographies, Policeability, and the Politics of Race”  
Roberto G Gonzales – “‘Awakening to a Nightmare’: Abjectivity and Illegality in the Lives of Undocumented 1.5-Generation Latino Immigrants in the United States”  
Steve Pavey and Marco Saavedra – *Shadows Then Light*

10/19

Lisa Marie Cacho – “‘You Just Don’t Know How Much He Meant’: Deviancy, Death, and Devaluation”  
Abraham Acosta – “Hinging on Exclusion and Exception: Bare Life, the US/Mexico Border, and *Los Que Nunca Llegarán*”

**Week 6**

10/24

Mehdi Semati – “Islamophobia, Culture and Race in the Age of Empire”  
Donald J Trump – “Executive Order: Protecting the Nation from Foreign Terrorist Entry into the United States” (<https://www.whitehouse.gov/the-press-office/2017/01/27/executive-order-protecting-nation-foreign-terrorist-entry-united-states>)

10/26

Shelina Kassam – “Marketing an Imagined Muslim Woman: *Muslim Girl* Magazine and the Politics of Race, Gender and Representation”  
Lugo Lugo and Bloodsworth Lugo – “‘Anchor /Terror Babies’ and Latina Bodies: Immigration Rhetoric in the 21<sup>st</sup> Century and the Feminization of Terrorism”

**Week 7**

- 10/31 Kimberly Crenshaw – “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics”  
Carly Hayden Foster – “The Welfare Queen: Race, Gender, Class, and Public Opinion”
- 11/2 Audre Lorde – “Uses of Anger”  
bell hooks – “Killing Rage”  
Ersula Ore – “Pushback: A Pedagogy of Care”

**Week 8**

- 11/7 Celine Shimizu – “The Bind of Representation”  
Hyun Yi Kang – “Cinematic Projections”  
Film – Mila Zuo – *Carnal Orient*
- 11/9 Karma Chávez – “Coming Out as Coalitional Gesture?”  
Queer Undocumented Immigrant Project - “UndocuQueer Manifesto”  
(<https://www.youtube.com/watch?v=ANIKTdTWp4s>)

**Week 9**

- 11/14 Gloria Anzaldúa – “*Movimientos de Rebeldía y las Culturas Que Traicionan*” and “*La Conciencia de la Mestiza / Towards a New Consciousness*”  
Michelle Téllez – “Community of Struggle: Gender, Violence and Resistance on the US/Mexico Border”
- 11/16 John Sanchez and Mary E Stuckey – “The Rhetoric of American Indian Activism in the 1960s and 1970s”  
Winona LaDuke – “What Would Sitting Bull Do?” (<https://www.laprogressive.com/prottesting-dakota-access-pipeline/>)  
Ladonna Bravebull Allard – “Why the Founder of Standing Rock Sioux Camp Can’t Forget the Whitestone Massacre” (<http://www.yesmagazine.org/people-power/why-the-founder-of-standing-rock-sioux-camp-cant-forget-the-whitestone-massacre-20160903>)

**Week 10**

- 11/21 Dwanna L Robertson – “Invisibility in the Color-Blind Era: Examining Legitimized Racism Against Indigenous Peoples”  
Film – *Reel Injun*
- 11/23 Thanksgiving Holiday

**Week 11**

- 11/28 **Seminar paper/Public argument presentations**
- 11/30 **Seminar paper/Public argument presentations**

**Final’s week**

- Seminar paper/Public argument due 12/7