

***ANTH 696c: Race and Everyday Practice***  
Professor Jennifer Roth-Gordon  
University of Arizona  
Fall, 2016

**Course Information:**

Class Time/Location:       Wednesdays, 11:00-1:30  
                                      Haury 310

My Contact Information:     Email: jenrothg@email.arizona.edu  
                                      Office: Haury 301  
                                      Phone: 626-0696 (email preferred)

**Course Description:**

How is it that bodies come to be “raced”? How do mundane practices such as brushing one’s teeth or eating white bread generate (and become infused with) ideas of racial difference that come to justify institutionalized racism, racial hierarchy, and white supremacy? This advanced graduate seminar investigates the construction of racial meaning through a focus on bodily practices, embodiment, and the reading of physical bodies. In particular, we seek to better understand how the well-known phenotypical markers most commonly attributed to race (such as skin color, eye shape, nose shape, lip shape, hair color and hair texture) cannot be interpreted without careful attention to bodily practices. In this class, we will bring quotidian examples from various historical contexts to bear on current events and popular culture. For instance, Ann Stoler suggests that when European children raised in the colonies acquired a tendency to rest on their haunches (instead of sitting on chairs), Europeans in the metropole actively worried about racial degeneration and their loss of whiteness. This simple act (a body at rest) threatened their racial status. Over a century later, after the recent Trayvon Martin killing, protestors carried Skittles and Ice Tea (signs of Trayvon’s innocence) and covered their heads with hoodies – a racial marker that dangerously signified blackness, violence, and criminality. Here it can be argued that a deceptively simple article of clothing played a role in the death of an innocent teenage boy. How and where, then, do we locate race, when it cannot be determined by ancestry nor skin color alone? How do we learn to “read” race off of bodies, bodies that are never without these racial markers?

Drawing from the fields of cultural anthropology, medical anthropology, linguistic anthropology, colonial studies, and history, this course investigates how social, political, economic, and historical factors shape both the physical body and the way that it is racially interpreted. This examination of race through the lens of the body allows us to address broader questions of citizenship, globalization, neoliberalism, consumption, and modernity. Readings are drawn from across the globe (including the U.S., the Americas, Asia, Australia, and Africa), and there is a particularly strong emphasis on whiteness studies. Students should have some previous familiarity with the study of race, and they

are encouraged to develop course papers from their own personal interests and research agendas (past, present, and future).

## **Course Requirements:**

### **① Attendance and Participation:**

In an upper-level seminar, it goes without saying that your active and informed participation is expected. As a courtesy, please let me know ahead of time if you will be late or unable to attend a session of class. Also, if, for whatever reason, you find it difficult to participate in class as often as you would like, please make efforts to contribute to the class in alternate ways, such as by contributing more frequently to the online discussion board. All students are asked to take an active role in working towards the success of this class. Auditing will only be permitted in exceptional cases. Frequent absences (over 2) will negatively impact a student's grade and may constitute grounds for dismissal from the class.

### **② Online Discussion:**

In order to make the most of our class time together, all students will be required to participate in an online discussion of the readings. **Please try to skip no more than 2 weeks over the course of the semester.** Each post should be at least two long paragraphs in length and should pertain to the readings for the week. You have several choices for the topic of your post: 1) draw on your own research experience 2) provide a contemporary example from the media (with links, if possible) 3) offer critical commentary or questions. Feel free to build on previous posts by your classmates! This is an especially good forum for students who have trouble speaking up in class and who prefer to more carefully craft their comments. Please allow enough time for thoughtful reflection of the readings! Posts may be submitted no later than **Tuesday at 8 pm**. All students will need to read the week's posts prior to class.

To access the discussion board: <http://d2l.arizona.edu>

To get help with the discussion board: <http://help.d2l.arizona.edu/forstudents.html>

### **③ Mid-term Paper:**

For your first paper, you will explore one of the main topics we have covered in a short paper of 8-10 pages. **Drawing on your current research agenda is highly encouraged!** You may also choose to present a more theoretical discussion of the readings. *Please cite generously from class readings and feel free to consult with me before the paper deadline.* Please submit an abstract for your mid-term paper (by email – no hard copies please) by **September 21<sup>st</sup>**. **Your mid-term paper is due via email by October 21<sup>25</sup>.**

### **④ Final Paper(s):**

A final paper of around 20 pages should address a different course theme than previously addressed in your mid-term. . Please submit an abstract for your final paper no later than **November 18<sup>th</sup>**. **Your final paper is due via email by December 9<sup>th</sup>**. **No incompletes, please!** *All students are advised to meet with me at least once during the semester to discuss your progress in the class.*

### **Grading:**

Attendance, Participation, Online Posts:	25%
Mid-term Paper:	25%
Final Paper:	50%

### **Course Readings:**

All readings will be made available at the d2l class website. If you have trouble accessing the site for any reason, please email me. We will be reading several chapters from different texts used in the course. While I have made all of these chapters available on d2l, you are encouraged to purchase any books that would be especially useful for your research. (My favorites are noted with a \*.)

### **Class Schedule:**

*Week One: Introductions*

**August 24**

*Week Two: Rethinking Whiteness*

**August 31**

Roth-Gordon, Jennifer. 2017. *Race and the Brazilian Body: Blackness, Whiteness, and Everyday Language in Rio de Janeiro*. Oakland: University of California Press.

Good Appearances: Race, Language, and Citizenship (chapter 2).

Investing in Whiteness: Middle-Class Practices of Linguistic Discipline (chapter 3).

Avoiding Blackness: The Flip Side of Boa Aparência (chapter 5).

“Seeing” Race (conclusion).

*Week Three: White Things*

**September 7**

\*Heneghan, Bridget T. 2003. *Whitewashing America: Material Culture and Race in The Antebellum Imagination*. Jackson: University Press of Mississippi.

Introduction, xi-xxvii.

Living on White Bread: Class Considerations and the Refinement of Whiteness (chapter 2), 44-85.

See Spot Run: White Things in the Rhetoric of Racial, Moral, and Hygienic Purity (chapter 4 and epilogue), 129-170.

Bobrow-Strain, Aaron. 2013. *White Bread: A Social History of the Store-Bought Loaf*. Boston: Beacon Press.

Introduction: Bread and Power and Untouched by Human Hands: Dreams of Purity and Contagion (introduction and chapter 1), 1-50.

The Invention of Sliced Bread: Dreams of Control and Abundance (chapter 2), 51-72.

*Week Four: Making Bodies Modern*

**September 14**

\*Bashkow, Ira. 2006. *The Meaning of Whitemen: Race & Modernity in the Orokaiva Cultural World*. Chicago: The University of Chicago Press.

Introduction: The Cultural Construction of Whitemen (chapter 1), 1-25.

The Lightness of Whitemen (chapter 3), 64-94.

Conclusion: Whitemen Beyond (chapter 6), 209-259.

Weismantel, Mary. 2001. White Men (chapter 6) in *Cholas and Pishtacos: Stories of Race and Sex in the Andes*. Chicago: The University of Chicago Press. 179-218.

Orlove, Benjamin S. 1998. Down to Earth: Race and Substance in the Andes. *Bulletin of Latin American Research* 17(2):207-222.

*Week Five: Consuming Race*

**September 21**

\*Burke, Timothy. 1996. *Lifebuoy Men, Lux Women: Commodification, Consumption, and Cleanliness in Modern Zimbabwe*. Durham, NC: Duke University Press.

Cleanliness and “Civilization”: Hygiene and Colonialism in Southern Africa (chapter 1), 17-34.

Manufacturing, the “African Market,” and the Postwar Boom (excerpt from chapter 4), 99-104.

The New Mission: Advertising and Market Research in Zimbabwe, 1945-1979 (excerpt from chapter 5), 149-165.

Bodies and Things: Toiletries and Commodity Culture in Postwar Zimbabwe (excerpt from chapter 6), 166-192.

Seigel, Micol. 2009. Producing Consumption: Coffee and Consumer Citizenship (chapter 1) in *Uneven Encounters: Making Race and Nation in Brazil and the United States*. Durham, NC: Duke University Press. 13-44 [excerpt].

**→Mid-term Paper Abstracts due – please send via email.**

*Week Six: The Cultural Politics of “Nature” and Racial Difference*  
**September 28**

Anderson, Warwick. 2003. *The Cultivation of Whiteness: Science, Health, and Racial Destiny in Australia*. New York: Basic Books.

Introduction, 1-7.

No Place for a White Man (chapter 3), 73-94.

Conclusion: Biology and Nation, 253-258.

Kosek, Jake. 2006. *Understories: The Political Life of Forests in Northern New Mexico*. Durham, NC: Duke University Press.

Racial Degradation and Environmental Anxieties (chapter 4), 142-227.

Smokey Bear is a White Racist Pig (chapter 5), 184-227.

Van Leeuwen, Lizzy. 2011. Climate Control, Class and the Nation (chapter 5), in *Lost in Mall: An Ethnography of Middle-Class Jakarta in the 1990s*. Leiden: KITLV Press. 197–230.

*Week Seven: “Bourgeois Bodies and Racial Selves”*  
**October 5**

Stoler, Ann Laura. 1995. Cultivating Bourgeois Bodies and Racial Selves (chapter 4), in *Race and the Education of Desire: Foucault’s History of Sexuality and the Colonial Order of Things*. Durham, NC: Duke University Press. 95-136.

\*Stoler, Ann Laura. 2002. A Colonial Reading of Foucault: Bourgeois Bodies and Racial Selves (chapter 6), in *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press. 140-161.

Dawdy, Shannon Lee. 2006. Proper Caresses and Prudent Distance: A How-To Manual from Colonial Louisiana, in *Haunted by Empire: Geographies of Intimacy in North American History*, ed. by Ann Laura Stoler. Durham, NC: Duke University Press. 140-162.

McElhinny, Bonnie. 2005. "Kissing a Baby is Not at all Good for Him": Infant Mortality, Medicine, and Colonial Modernity in the U.S.-Occupied Philippines. *American Anthropologist* 107: 2: 183-194.

Brown, Kathleen. 2006. Body Work in the Antebellum United States, *Haunted by Empire: Geographies of Intimacy in North American History*, ed. by Ann Laura Stoler. Durham, NC: Duke University Press. 213-223 [excerpt].

*Week Eight: Groomed to be Useful*

**October 12**

Stoler, Ann Laura. 1995. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press.

Sexual Affronts and Racial Frontiers: Cultural Competence and the Dangers of Métissage (chapter 4), 79-111.

A Sentimental Education: Children on the Imperial Divide (chapter 5), 112-139.

Jacobs, Margaret D. 2009. *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*. Lincoln: University of Nebraska Press.

The Great White Mother (chapter 3, excerpt), 111-148.

Groomed to Be Useful (chapter 6, excerpt), 229-251.

Maternalism in the Institutions (chapter 7, excerpt), 302-317.

Irving, Katrina. 2000. Sentimental Ambitions: Americanization and the "Isolated and Alien" Mother (chapter 4), in *Immigrant Mothers: Narratives of Race and Modernity, 1890-1925*. Chicago: University of Illinois Press. 70-90.

*Week Nine: Connections*

**October 19**

**→Mid-term Papers due via email by the end of the week.**

*Week Ten: Contamination and the Body Politic*

**October 26**

Anderson, Warwick. 2006. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Durham, NC: Duke University Press.

Introduction, 1-12.

“Only Man Is Vile” (chapter 3), 74-103.

Excremental Colonialism (chapter 4), 104-129.

Craddock, Susan. 1995. Sewers and Scapegoats: Spatial Metaphors of Smallpox in Nineteenth Century San Francisco. *Social Science & Medicine* 41: 7: 957-968.

Stern, Alexandra Minna. 2005. Quarantine and Eugenic Gatekeeping on the U.S.-Mexican Border (chapter 2) in *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. Berkeley: University of California Press. 57–81.

Edwards, Stassa. 2014. From Miasma to Ebola: The History of Racist Moral Panic over Disease. <http://jezebel.com/from-miasma-to-ebola-the-history-of-racist-moral-panic-1645711030>

*Week Eleven: Health, Hygiene, and Hygienic Racism*  
**November 2**

Briggs, Charles L. 2003. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare*. Berkeley, CA: University of California Press.

Preparing for a Bacterial Invasion: Cholera and Inequality in Venezuela (chapter 1), 19-47.

Turning Chaos into Control: Initial Responses by Regional Institutions (chapter 5, excerpt), 112-119.

Colloredo-Mansfeld, Rudi. 1998. ‘Dirty Indians’, Radical Indigenas, and the Political Economy of Social Difference in Modern Ecuador. *Bulletin of Latin American Research* 17: 2: 185-205.

Boddy, Janice. 2005. “Purity and Conquest in the Anglo-Egyptian Sudan,” in *Dirt, Undress, and Difference: Critical Perspectives on the Body’s Surface*, ed. by Adeline Masquelier. Bloomington: Indiana University Press. 168-89.

Brown, Kathleen. 2009. *Foul Bodies: Cleanliness in Early America* (introduction). New Haven: Yale University Press. 1-11.

*Week Twelve: “Soft” Eugenics and Better Breeding*  
**November 9**

- Cogdell, Christina. 2006. Smooth Flow: Biological Efficiency and Streamline Design, in *Popular Eugenics: National Efficiency and American Mass Culture in the 1930s*, ed. by Susan Currell and Christina Cogdell. Athens: Ohio University Press. 217–248.
- Cogdell, Christina. 2004. Race Hygiene, Product Hygiene: Curing Disease Through Sterilization (chapter 5) in *Eugenic Design: Streamlining America in the 1930s*. Philadelphia: University of Pennsylvania Press. 157–189.
- Hartigan, John. 2005. Blood will Tell: The Nationalization of White Trash (chapter 2) in *Odd Tribes: Towards a Cultural Analysis of White People*. Durham, NC: Duke University Press. 59–107.
- Fender, Stephen. 2006. Poor Whites and the Federal Writers' Project: The Rhetoric of Eugenics in the Southern Life Histories. In *Popular Eugenics: National Efficiency and American Mass Culture in the 1930s*, ed. by Susan Currell and Christina Cogdell. Athens: Ohio University Press. 140–163.
- Rafter, Nicole. 2006. Apes, Men, and Teeth: Earnest A. Hooton and Eugenic Decay. In *Popular Eugenics: National Efficiency and American Mass Culture in the 1930s*, ed. by Susan Currell and Christina Cogdell. Athens: Ohio University Press. 249–268.

*Week Thirteen: Racial Bodies and Daily Discipline*

**November 16**

- Dávila, Jerry. 2003. Introduction, in *Diploma of Whiteness: Race and Social Policy in Brazil, 1917-1945*. Durham, NC: Duke University Press. 1-19.
- González Stephan, Beatriz. 2001. The Teaching Machine for the Wild Citizen, in *The Latin American Subaltern Studies Reader*, ed. by Ileana Rodríguez. Durham, NC: Duke University Press. 313-340.
- Hale, Charles R. 2006. Exorcising the Insurrectionary Indian: Maya Ascendancy and the Ladino Political Imaginary (chapter 5) in *Más Que un Indio: Racial Ambivalence and Neoliberal Multiculturalism in Guatemala*. Santa Fe, NM: School of American Research Press. 137-165.
- Roth-Gordon, Jennifer. 2013. Racial Malleability and the Sensory Regime of Politically Conscious Brazilian Hip Hop. *The Journal of Latin American and Caribbean Anthropology* 18(2):294–313.
- Bank, Leslie. 2015. Frontiers of Freedom: Race, Landscape, and Nationalism in the Coastal Cultures of South Africa. *Anthropology Southern Africa* 38: (3–4): 248–68.

**→Final Paper Abstracts due – please send via email by the end of the week.**

*Thanksgiving: No class*

**November 23**



*Week Fourteen: Racial Malleability*  
**November 30**

Martinez, Domingo. 2012. The Mimis (chapter 10) in *The Boy Kings of Texas: A Memoir*. Guilford, TX: Lyons Press. 85-98.

Edmonds, Alexander. 2009. Learning to Love Yourself: Esthetics, Health, and Therapeutics in Brazilian Plastic Surgery. *Ethnos* 74: 4: 465-489.

Davis, Kathy. 2003. Surgical Passing: Or Why Michael Jackson's Nose Makes 'Us' Uneasy. *Feminist Theory* 4: 1: 73-92.

Paris, Leslie. 2008. Tans, Tepees, and Minstrel Shows: Race, Primitivism, and Camp Community (chapter 6) in *Children's Nature: The Rise of the American Summer Camp*. New York: New York University Press. 189-225.

Dreisinger, Baz. 2008. White Panic and White Passing: Slavery and Reconstruction (chapter 1) in *Near Black: White-to-Black Passing in American Culture*. Amherst: University of Massachusetts Press. 15-40.

Roth-Gordon, Jennifer. 2011. Discipline and Disorder in the Whiteness of Mock Spanish. *Journal of Linguistic Anthropology* 21(2):210-228.

*Week Fifteen: Concluding Thoughts*  
**December 7**

**→Final papers due via email by the end of the week.**

Have a nice winter break!