Critical Race Studies 2301: An Introduction to Critical Race Studies (an A+CE Course)
MW 11:30 a.m.—12:45 p.m. (CRN 13885 —Fall ‘17) (B312)
Prerequisites: ENG 1302 or Sophomore standing

Instructor: Dr. Vida A. Robertson
Office: One Main Street Suite 1042-North
The Center for Critical Race Studies
Office Hours: MW 12:00am to 3:00 pm
Office Phone: (713) 222-5369
Email: robertsonv@uhd.edu

There is a strange kind of enigma associated with the problem of racism. No one, or almost no one wishes to see themselves as racist; still, racism persists, real and tenacious. —Albert Memmi

Required Texts

Catalog Description
This course will focus on the foundations writings of Critical Race Theory. It will provide students with an analytical framework for a race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities.

Course Description
This course provides students with the foundation to explore Critical Race Theory as an analytical framework. The course teaches data focused and race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities. Students interrogate the intersection of race and racial difference with gender, sexuality, class, and other social categories. Throughout this course, students will read, analyze, and interpret racial statistics, demographic disparities, foundational essays, literary texts, cultural objects, and social spaces as a means of unveiling the complex intersections of race, gender, class, sexuality, disability, and nationhood. By the conclusion of the class, students will have a deeper understanding and robust knowledge of the intellectual history of Critical Race Theory and its impact on the social, political and intellectual experiences guiding daily life.

“What is an A+CE Course?”
An A+CE course is enhanced with the study of course-relevant community issues. In this course, students will come to a more comprehensive understanding of the systemic and institutional vectors of oppression that disenfranchise marginalized people.
**A+CE Requirements**

- Students will do the assigned readings, view the relevant videos, and participate in discussions about the use and abuse of antibiotics.
- Students will complete a Signature Assignment related to this issue.
- Students will also write a critical reflection after the Signature Assignment. Guidance will be provided for the Signature Assignment and the critical reflection.

**Student Learning Objectives**

In CRS 2301, successful students will demonstrate the ability to do the following.

1. Students will be able to identify the interplay among individuals, groups, institutions, and events within the context of race, gender, class, sexuality, disability and nationhood.
2. Students will be able to analyze or interpret empirically derived information and infer logical based on the major tenets of Critical Race Theory.
3. Students will be able to evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to Critical Race Studies.
4. Students will be able to synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology in a collaborative research project.
5. Students will be able to apply theory or findings from empirical research to a contemporary social problem as a means of achieving social justice.
6. Students will be able to analyze community issues with respect to different perspective, theories, or solutions.

**Course Policy**

This course will utilize a standard scale. The correlating percentage of the total possible points for the course will be the determinate measure of each student’s performance [A= 90+, B=80+, C=70+, D=60+, F=>59].

**Academic Dishonesty**

Any work submitted in this course must be authentic representations of each student’s effort. Academic dishonesty is the act of reproducing someone else’s words or thoughts as your own or having another person plan or create work that you have or will take credit for. Such actions will be directed to the department chair for further action including failing the course and/or dismissal from the university (see [http://www.uhd.edu/about/hr/PS03A19.pdf](http://www.uhd.edu/about/hr/PS03A19.pdf)). The academic standards for plagiarism will be strictly enforced in this course. Please see the following Purdue University website for MLA guidelines [http://owl.english.purdue.edu/owl/resource/557/01/].

**Statement on Reasonable Accommodations**

UHD adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with Disabled Student Services (S-409, 713.226.5227) and contact their teacher in a timely manner to arrange for appropriate accommodations.
Course Requirements
This course will utilize a wide range of assessment tools. Each assignment and its correlating percentage weight and correlating point designation are listed in detail below.

- **Critical Analysis Essay** (200 points) 20%
- **Case Study Evaluation** (200 points) 20%
- **Midterm Exam** (200 points) 20%
- **Social Justice Project** (200 points) 20%
- **Multimedia Presentation** (100 points) 10%
- **Quizzes** (50 points) 5%
- **Class Participation** (50 points) 5%
  - class discussion /daily reading activities
  - in and out of class workshops
  - conferences with the instructor

Grading Scale
Total Points = 1000

- <90% = 900 (A)
- <60% = 600 (D)
- <80% = 800 (B)
- >59% = 599 (F)
- <70% = 700 (C)

Evaluation Process

**Class Participation**: Class participation is mandatory in every class. Each student must: be on time, have read the assignment, have completed the corresponding work for class and be prepared to discuss the reading for each respective day. Failure to participate in an appropriate manner will be noted by the instructor and be reflected in the students’ final grade. Because absences is a corresponding aspect a student’s class participation, any student missing over four (4) classes will be lowered one letter grade per class. If a student misses more than five (5) classes, he/she will be terminated from the course.

**PLEASE NOTE**: Your failure to attend class (face to face or hybrid), engage course material (Online only), or make contact with faculty to adequately explain your absence by the 10th class day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.

**Class Participation = 100 points**

**Quizzes**: The class will participate in several random, unannounced and detailed quizzes. Each quiz will cover the material for the corresponding day or week in which it is administered. Each quiz will be graded on a pass/fail scale. In order to pass a quiz, the student must correctly answer 75% of the questions.

**Quizzes = 100 points**

**Midterm Examination**: Each student will participate in a midterm examination consisting of a mix of objective items (multiple choice, true-false, identification, etc.) and short essay questions.

**Examination = 200 points**
Multimedia Presentation (graphic, visual, and/or oral): Each student is required to construct a multimedia presentation that critiques some aspect of US culture via the lens of critical race studies and intersectionality. The goal of the project is to unveil and unpack the myriad ways in which US institutions participate in the systematic oppression and degradation of marginalized communities.

**Multimedia Presentation = 200 points**

Case Study Evaluation: Case studies are in-depth investigations of a single person, group, event or community. Because of their in-depth, multi-sided approach case studies often shed light on aspects of human thinking and behavior that would be unethical or impractical to study in other ways. Each student is required to evaluate the racial statistics and/or demographic disparities of a case study supplied by the instructor in order to demonstrate their intersectional understand of critical race theories as a means of illuminating how different systems of oppression reinforce and/or contradict one another. Equally, students will be required to demonstrate the manner in which their proposed inventions take into account these interactions.

**Case Study Evaluation = 200 points**

Critical Analysis Essay: Each student is required to write a six (6) to eight (8) page essay that makes a well-supported argument about one of the texts read and discussed during the semester. The due dates for this essay are specified in the tentative schedule portion of this syllabus (this means you may want to plan ahead). Again, the academic standards for plagiarism will be strictly upheld. Late work will be assessed one letter grade per day.

**Critical Comparative Analysis = 200 points**

Develop a Social Justice Project: This class will consider the concept of social justice as a means of disrupting the effects of systematically imposed repressive forces. Each student will develop a social justice project which evaluates statistic disparities of a marginalized community and provides a culturally relevant intervention that meets the needs social, political and/or material needs of that demographic. All social justice projects must be approved by the instructor. Please see the instructor for details.

**Social Justice Project = 200 points**

Tentative Schedule and Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August 21st</td>
<td>Introduction to the course and the reading of the syllabus.</td>
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<tr>
<td>August 23rd</td>
<td><strong>Critical Race Theory: An Introduction</strong> (Introduction)</td>
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<td>August 28th</td>
<td>CRT: Chapter II—Hallmark CRT Themes</td>
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<td>August 30th</td>
<td>CRT: Chapter IV—Looking Inward</td>
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<td>September 4th</td>
<td>LABOR DAY—No Class</td>
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<td>September 6th</td>
<td>CRT: Chapter IV—Power and the Shape of Knowledge</td>
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<td>CRT: Chapter VI—Critiques and Responses to Criticism</td>
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<td>September 11th</td>
<td>CRT: Chapter VII— Critical Race Theory Today</td>
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<td><strong>Case Study Draft Review</strong></td>
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September 13th  **Key Writings**: Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation and Brown v. Board of Education and the Interest Convergence Dilemma / Derrick A. Bell, Jr. 5, 20

September 18th  **Key Writings**: Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law/ Kimberle Williams Crenshaw 103

September 20th  **Case Study Draft Due**

September 25th  **Key Writings**: The Id, the Ego, and Equal Protection: Reckoning With Unconscious Racism / Charles R. Lawrence III 235

September 27th  **Key Writings**: Whiteness as Property / Cheryl I. Harris

September 27th  **Key Writings**: A Critique Of "Our Constitution Is Color-Blind" / Neil Gotanda 257

October 2nd  **Key Writings**: Navigating the Topology of Race / Jayne Chong-Soo Lee 441

October 4th  **Midterm Examination Review**

October 9th  **Critical Race Theory: The Cutting-Edge** Part 1

20. Law as Microaggression – Peggy C. Davis

October 11th  **Critical Race Theory: The Cutting-Edge** Part 2

8. Property Rights in Whiteness: Their Legal Legacy, Their Economic Costs – Derrick A. Bell, Jr.

October 16th  **Critical Race Theory: The Cutting-Edge** Part 3

18. The “Caucasian Cloak”: Mexican Americans and the Politics of Whiteness in the Twentieth-Century Southwest – Ariela J. Gross

October 18th  **Critical Analysis Draft Due**

In-class Peer Review Workshop

October 23th  **Critical Race Theory: The Cutting-Edge** Part 4

23. Working Identity – Devon W. Carbado and Mitu Gulati

October 25th  **Critical Race Theory: The Cutting Edge**: Part 6


**Critical Analysis Due**

October 30th  **Critical Race Theory: The Cutting Edge**: Part 9

42. Gendered Inequality – Elvia R. Arriola

November 1st  **Critical Race Theory: The Cutting-Edge** Parts 12/13


November 6th  **In-class Peer Review of Multimedia Presentations**


November 8th  **In-class Peer Review of Multimedia Presentations**

November 13th  **Multimedia Presentations**

November 15th  **Multimedia Presentations**
November 20th  Social Justice Project Design

November 23rd – 26th
HAVE A WONDERFUL AND RELAXING THANKSGIVING BREAK

November 27th  Social Justice Project Review
November 29th  Social Justice Project Review

December 4th  Social Justice Project Review

December 5th, 6th  University Study Days
December 7th—14th  Social Justice Project
# CRS 2301 Course Learning Outcomes Mapped on to the Critical Race Studies Program Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
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<tbody>
<tr>
<td><strong>Describe historical formations of race and ethnicity in the United States and in other national contexts.</strong></td>
<td>LO 1: Students will be able to identify the interplay among individuals, groups, institutions, and events within the context of race, gender, class, sexuality, disability and nationhood.</td>
<td>X</td>
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<td><strong>Analyze and interpret the ways in which cultural, social, institutional, legal, or governmental subjects or objects of study work to produce and maintain marginalized cultures.</strong></td>
<td>LO 2: Students will be able to analyze or interpret empirically derived information and infer logical based on the major tenets of Critical Race Theory.</td>
<td>X</td>
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<td><strong>Explain how racial and ethnic inequalities matter to the practice of social justice.</strong></td>
<td>LO 3: Students will evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to Critical Race Studies.</td>
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<td>X</td>
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<tr>
<td><strong>Articulate a vision of social change that addresses race, ethnicity, and other categories of identity and culture.</strong></td>
<td>LO 4: Students will be able to synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology in a collaborative research project.</td>
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<td><strong>Perform research in and integrate different disciplinary approaches to critical race studies.</strong></td>
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**CRS 2301 Course Learning Outcomes Mapped on to the Social and Behavioral Sciences Learning Objectives**

<table>
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<tr>
<th>LO 1: Students will be able to identify the interplay among individuals, groups, institutions, and events within the context of race, gender, class, sexuality, disability and nationhood.</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical and Quantitative Skills</th>
<th>Social Responsibility</th>
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<tr>
<td>Think creatively and to innovate. Conduct inquiry and analyze, evaluate, and synthesize information</td>
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**LO 4:** Students will be able to synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology in a collaborative research project.

**LO 5:** Students will be able to apply theory or findings from empirical research to a contemporary social problem as a means of achieving social justice.

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<th>Social Responsibility</th>
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<tr>
<td>Think creatively and to innovate Conduct inquiry and analyze, evaluate, and synthesize information</td>
<td>Effectively develop, express and interpret ideas through oral, visual and written communication</td>
<td>Manipulate and analyze data or observable facts, resulting in an informed conclusion</td>
<td>Demonstrate intercultural competence Articulate knowledge civic responsibility Engage effectively in regional, national, and global communities</td>
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<tr>
<th>Assignment</th>
<th>Critical Thinking</th>
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<tr>
<td>Critical Analysis Essay (200 points) 20%</td>
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<td>ACE Signature Assignment</td>
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<td>Midterm Exam (200 points) 20%</td>
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<td><strong>LO 1:</strong> Students will study the development and major tenets of critical race theory in various fields of study.</td>
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