

Sample Course Syllabus

CRS 1301 - Introduction to Critical Race Studies

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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

Delgado, Richard, and Jean Stefancic. *Critical Race Theory: The Cutting Edge*. Third edition, Temple University Press. 2013. Print.

Crenshaw, Kimberlé. *Critical Race Theory: The Key Writings That Formed the Movement*. New York: New Press, 1995. Print.

Delgado, Richard, *Critical Race Theory: An Introduction*, Second Edition. New York: New York University Press, 2012. Print.

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 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 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.

Educational Learning Objectives

In CRS 1301, successful students will demonstrate the ability to do the following.

1. Students will be able to identify the development and major tenets of critical race theory in various fields of study.
2. Students will be able to analyze historical and contemporary perspectives on race, ethnicity, gender, class, sexuality and disability.
3. Students will be able to compare and contrast various social and cultural movements.
4. Students will be able to formulate and defend their written and oral arguments on critical race studies.
5. Students will be able to design and implement a collaborative research project.
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>). 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 <i>Essay</i> (200 points)	20%
Case Study Evaluation (200 points) <i>A+CE Signature Assignment</i>	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) < 60%=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 absence 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 a case supplied by the instructor to demonstrate their intersectional understand of critical race theories in order to illuminate 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 ten (10) 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 with the approval of the instructor. Please see the instructor for details.

Social Justice Project = 200 points

Tentative Schedule and Due Dates

August 22 nd	Introduction to the course and the reading of the syllabus.
August 24 th	Critical Race Theory: An Introduction (<i>Introduction</i>)
September 5 th	CRT: Chapter II—Hallmark CRT Themes
September 7 th	CRT: Chapter IV—Looking Inward
September 12 th	CRT: Chapter IV—Power and the Shape of Knowledge
September 14 th	CRT: Chapter VI—Critiques and Responses to Criticism
September 19 th	CRT: Chapter VII— Critical Race Theory Today Case Study Draft Review
September 21 st	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 26 th	Key Writings: Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law/ Kimberle Williams Crenshaw 103 Case Study Draft Due
September 28 th	Key Writings: The Id, the Ego, and Equal Protection: Reckoning With Unconscious

Racism / Charles R. Lawrence III 235

- October 3rd **Key Writings:** Whiteness as Property / Cheryl I. Harris
- October 5th **Key Writings:** A Critique Of "Our Constitution Is Color-Blind" / Neil Gotanda 257
- October 10th **Key Writings:** Navigating the Topology of Race / Jayne Chong- Soon Lee 441
Midterm Examination Review
- October 12th **Midterm Examination**
- October 17th *Critical Race Theory: The Cutting-Edge Part 1*
After We're Gone: Prudent Speculations on America in a Postracial Epoch –
Derrick A. Bell, Jr.
A Critique of "Our Constitution Is Color-Blind" – Neil Gotanda
- October 19th *Critical Race Theory: The Cutting-Edge Part 2*
Property Rights in Whiteness: Their Legal Legacy, Their Economic Costs –
Derrick A. Bell, Jr.
- October 24th *Critical Race Theory: The Cutting-Edge Part 3*
The "Caucasian Cloak": Mexican Americans and the Politics of Whiteness in the
Twentieth-Century Southwest – Ariela J. Gross
- October 26th **Critical Analysis Draft Due**
In-class Peer Review Workshop
- October 31st *Critical Race Theory: The Cutting-Edge Part 4*
Law as Microaggression – Peggy C. Davis
- November 2nd *Critical Race Theory: The Cutting Edge: Part 6*
Race and the U.S.-Mexican Border: Tracing the Trajectories of Conquest – Juan F.
Perea
Critical Analysis Due
- November 7th *Critical Race Theory: The Cutting Edge: Part 9*
Gendered Inequality – Elvia R. Arriola
- November 9th *Critical Race Theory: The Cutting-Edge Parts 12/13*
Rethinking Alliances: Agency, Responsibility, and Interracial Justice – Eric K.
Yamamoto

November 14 th	In-class Peer Review of Multimedia Presentations <i>Sexual Politics and Social Change – Darren Lenard Hutchinson</i>
November 16 th	Multimedia Presentations
November 21 st	Multimedia Presentations
November 23 rd – 26 th	Have a Wonderful and Relaxing Thanksgiving Break
November 28 th	Social Justice Project Design
November 30 th	Social Justice Project Review
December 5 th	Social Justice Project Review
December 5 th - 6 th	University Study Days
December 7 th – 14 th	Social Justice Project Due