

CRITICAL RACE THEORY in HUMANITIES

Semester No 6	Code HU-322	Credit Hours 3- 0
----------------------	--------------------	--------------------------

COURSE OBJECTIVES:

1. CRT explicitly aims to address social inequity.
2. Critical Race Theory is interdisciplinary in nature and embraces multiple research methods and interpretive frameworks from law, the social sciences, and the humanities.
3. What are essential are the core questions that guide research, not the disciplinary frameworks that gave birth to education, history, law, sociology, history, education, social work, etc.
4. Critical Race Theory draws upon paradigms of intersectionality. Recognizing that race and racism work through gender, ethnicity, class, sexuality, language, religion, and/or the nation-state as systems of power, critical race theorists rely on and draw upon these intersections and overlapping frameworks.

COURSE LEARNING OUTCOMES:

At the end of this course, students should be able to:

1. Understand and discuss the legal roots and main ideas of Critical Race Theory and critical race studies that can guide future research and advocacy;
2. Examine the workings of contemporary racism, in particular, colorblind racism in a global context; and investigate the theoretical relationships between race, class, gender, sexuality, and nation.
3. To explore how racial inequities are produced, reproduced, and maintained within social institutions of education.
4. To create affirming spaces for counter discourses that refute ideological constructions of "truth" and "reality."
5. To understand and value the similarities and differences among the experiences of people with different racial backgrounds.

PRESCRIBED TEXT:

1. Delgado, R., & Stefancic, J. (2001). Critical race theory: An introduction. New York: New York University Press.

2. Khalil Gibran Muhammad, *The Condemnation of Blackness, Race, Crime, and the Making of Modern Urban America* (Cambridge: Harvard University Press, 2010).
3. Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape and Resistance—A New History of the Civil Rights Movement From Rosa Parks to the Rise of Black Power* (New York: Vintage, 2011).

REFERENCE MATERIAL:

1. Eduardo Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*, 3rd ed. (Lanham, MD: Rowman & Littlefield, 2009).
2. Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (New York: Routledge, 2008).
3. Philip Deloria, *Playing Indian* (New Haven: Yale University Press, 1999).
4. Gregory Maguire, *Wicked, The Life and Times of the Wicked Witch of the West* (New York: Harper, 2007).

PREREQUISITE:

NIL

COURSE DESCRIPTION:

This course will allow students to explore Critical Race Theory as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities. This course closely examines the place and power of race in America. By tracing the history of how race works in particular American institutions, such as public education, criminal justice, and federal housing, students will gain a deep sense of how social categories and understandings shape material conditions and human welfare. Through the study of policies, court cases, memoirs, documentary films, and freedom struggles, this course will interrogate the many Americas that race has created and their implications for democracy and justice. Not only will this course focus on making race visible, but also the many ways that race intersects with class, gender, and sexuality and how these concepts empower and marginalize at the same time. All the while, students will use Critical Race Theory methods to reach empathy and strengthen social (GS) and historical (GH) literacies.


Discussion, writing, critical reading, and primary source analysis will be integral to this class. Class sessions will include whole- and small-group discussion where active listening and thoughtful participation will be taught and required. Students will be encouraged to explore their own conceptions of race and how those ideas shape knowledge and experience. Ultimately, this is a course that will weave data, theory, and story as we encourage students to move toward empathy through comprehensive understandings of race. This course therefore examines race as both deeply personal and structural. Other intersecting analytical frameworks discussed include TribalCrit Theory, LatCrit Theory, Critical White Studies, AsianCrit, QueerCrit, and Critical Race Feminism. Specifically, we will critique the strengths and limitations of CRT as theoretical framework for addressing educational inequalities.

ASSESSMENT SYSTEM:


Quizzes	10%
Assignments	5-10%
Final Term Project/ Term Paper/	20%
Mid Term	20%
ESE	40%


Weekly breakdown of contents is as follows:


WEEK	TOPICS	QUIZZES	ASSIGNMENTS
1-2	<p>🚦 . Introduction to course, objectives and policies</p> <p>🚦 History and Foundations of CRT</p> <ul style="list-style-type: none"> • Required Readings: (Required in preparation for first class) • Bell, D. A. (1990). After we're gone: Prudent speculations on America in a post-racial epoch. In R. Delgado and J. Stefancic (Eds.). (2000), Critical race theory: The cutting edge, 2nd edition (pp. 2-8). 		01
	<p>Philadelphia: Temple University Press.</p> <p>Delgado, R., & Stefancic, J. (Eds.). (2000). Introduction. Critical race theory: The cutting edge, 2nd edition (pp. xv-xix). Philadelphia: Temple University Press.</p> <p>Delgado, R., & Stefancic, J. (eds.). (2001). Introduction (Chapter 1), Hallmark critical race theory themes (Chapter 2). Critical race theory: An introduction (pp. 1-33). New York: New York University Press.</p> <p>Harris, A. (2001). Foreword. In R. Delgado and J. Stefancic (eds.), Critical race theory: An introduction (pp. xvii-xxi). New York: New York University Press.</p> <p>Olivas, M. A. (1990). The chronicles, my grandfather's stories, and immigration law: the slave traders chronicle as racial history. In R. Delgado and J. Stefancic (Eds.). (2000), Critical race theory: The cutting edge, 2nd edition (pp. 9-17). Philadelphia: Temple University</p>		

3-4	CRT in a “Colorblind” Society Required Readings: Bonilla-Silva, E. (2003). Racism without racists: Color-Blind racism and the persistence of racial inequality in the United States (Chapters 2, 3, 8). Maryland: Rowan & Littlefield Publisher, Inc. Critical Race Theory Gotanda, N. (2000). A critique of “Our Constitution is colorblind”. In R. Delgado & J. Stefancic (Eds.), Critical Race Theory: The cutting edge, 2nd edition (pp. 35-38).		
	Philadelphia, PA: Temple University Pre		
5-6	 History and Foundations of CRT in Education Required Readings: <ul style="list-style-type: none"> Dixson, A. D., & Rousseau, C. K. (2005). And we still are not saved: Critical race theory in education ten years later. Race Ethnicity and Education, 8(1), 7-27. Ladson-Billings, G. (1999). Just what is critical race theory and what’s it doing in a nice field like education? In L. Parker, D. Deyhle, and S. Villenas (Eds.), Race is . . . race isn’t: Critical race theory and qualitative studies in education (pp. 7-27). Boulder: Westview Press. Ladson-Billings, G., & Tate, W. (1995). Toward a critical race theory 	01	01

	<p>of education. Teachers College Record, 97(1), 47-67.</p> <ul style="list-style-type: none"> Lynn, M., & Parker, L. (2006). Critical race studies in education: Examining a decade of research on U.S. Schools. The Urban Review, 38(4), 257-290. <p>Recommended Readings:</p> <ul style="list-style-type: none"> DeCuir, J. T., & Dixson, A. D. (2004). "So when it comes out, they aren't that surprised that it is there": Using Critical Race Theory as a tool of analysis of race and racism in education. Educational Researcher, 26-31. Tate, W. F. (1997). Critical Race Theory and education: History, theory, and implications. In M. W. Apple & D. Cooper (Eds.), Review of Research in Higher Education, 		
	<p>22 (pp.195- 247). Washington: American Educational Research Association</p>		

7- 8	<p data-bbox="352 315 834 427">  The Branches of Critical Race Theory: LatCrit, AsianCrit, and TribalCrit </p> <p data-bbox="309 472 592 506">Required Readings:</p> <ul data-bbox="352 528 911 1765" style="list-style-type: none"> • Brayboy, B. M. J. (2005). Toward a Tribal Critical Race Theory in education. <i>The Urban Review</i>, 37(5), 425-446. • Delgado & Stefancic, pp. 81-86. • Espinoza, L., & Harris, A. (1997). Afterword: Embracing the tarbaby—LatCrit Theory and the sticky mess of race. <i>California Law Review</i>, 85, 1585-1645. • Gonzalez, J. C., & Portillos, E. L. (2007). The undereducation and overcriminalization of U.S. Latinas/os: A post-Los Angeles riots LatCrit analysis. <i>Educational Studies</i>, 42(3), 247-266. • Grande, S. (2004). "Introduction," "Whitestream feminism and the colonialist project: Toward a theory of Indigenista," and "Better Red than dead: toward a NationPeoples and a Peoples Nation" (Intro, Ch, 5, Ch. 6), In <i>Red Pedagogy: Native American social and political thought</i>. Lanham, MD: Rowman & Littlefield Publishers, Inc. • Wing, A. K. (1999). USA 2050: Identity, Critical Race Theory, and the Asian century. <i>Michigan Law Review</i>, 99, 1390-1408. 		01
9	Mid-Term		

10 -12	<p data-bbox="347 280 853 392">  The Branches of Critical Race Theory: Critical Race Feminism and Queer-Crit </p> <p data-bbox="304 436 590 470">Required Readings:</p> <ul data-bbox="351 492 917 1713" style="list-style-type: none"> <li data-bbox="351 492 917 638">• Boris, E. (1994). Gender, race, and rights: Listening to Critical Race Theory. <i>Journal of Women's History</i>, 6(2), 111-124. <li data-bbox="351 660 917 963">• Carbado, D. W. (2002). Straight out of the closet: Race, gender, and sexual orientation. In F. Valdes, J. McCristal Culp, & A. P. Harris (Eds.), <i>Crossroads, directions, and a new critical race theory</i>. (pp. 221-242). Philadelphia, PA: Temple University Press. <li data-bbox="351 985 853 1019">• Delgado & Stefancic, Chapter 4 <li data-bbox="351 1041 917 1377">• Hutchinson, D. L. (1997). Out yet unseen: A racial critique of Gay and Lesbian legal theory and political discourse. In R. Delgado & J, Stefancic (Eds.). (2000). <i>Critical Race Theory: The cutting edge</i>, 2nd ed. (pp. 325-333). Philadelphia, PA: Temple University Press. <li data-bbox="351 1400 917 1579">• Montoya, M. E. (1994). Mascaras, Trenzas, y Grenas: Un/masking the self while un/braiding Latina stories and legal discourse. In R. Delgado & J, Stefancic (Eds.). (2000). <i>Critical</i> <li data-bbox="351 1601 917 1713">• <i>Race Theory: The cutting edge</i>, 2nd ed. (pp. 514-524). Philadelphia, PA: Temple University Press. 		01
--------	---	--	----

	<ul style="list-style-type: none"> • Pinar, W. F. (2003). "I am a man": The queer politics of race. <i>Critical Methodologies</i>, 3(3), 271- 286. • Wing, A. K. (2003). Introduction. In A. K. Wing (Ed.), <i>In Critical race feminism: A reader</i>, 2nd edition (pp.1-19). New York: New York University Press. 		
13- 16	<p> Critical Race Epistemology and Methodology</p> <ul style="list-style-type: none"> • Bernal, D. D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered epistemologies: Recognizing students of color as holders and creators of knowledge. <i>Qualitative Inquiry</i>, 8(1), 105-126. • Delgado & Stefancic, Chapter 3 • Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N.K. Denzin & Y.S. Lincoln (Eds.), <i>Handbook of Qualitative Research</i>, 2nd Edition (pp. 257-277). Thousands Oaks, CA: Sage Publications, Inc. • Lynn, M., Yosso, T. J., Solorzano, D.G., & Parker, L. (2002). Critical Race Theory and education: Qualitative research in the new millennium. <i>Qualitative Inquiry</i>, 8(1), 3-6 	02	01
17	Revisions		
18	END SEMESTER EXAMINATION		