This course offers an introduction to Critical Race Theory (CRT). In addition to
surveying CRT’s origins as a movement among legal scholars in the early 1980s, we’ll
examine its current influence within the fields of American Studies, History, Literature,
Ethnic Studies, Whiteness Studies, Gender and Sexuality Studies, and African American
Studies. In addition to participating in weekly discussions of key texts, you will
produce a final research project (in consultation with me) that relies on some dimension
of CRT to supplement, shape, or otherwise develop your particular intellectual interests.

**Texts (available at Von's)**
-- *Critical Race Theory: An Introduction*; eds. Delgado and Stefancic; New York: New
-- *Critical Race Theory: The Key Writings That Formed the Movement*; foreword, Cornel
-- *Critical Race Theory: The Cutting Edge*; second edition; eds. Delgado and Stefancic;
-- *A Hideous Monster of the Mind: American Race Theory in the Early Republic*; Bruce
-- *How Race Is Made: Slavery, Segregation, and the Senses*; Mark M. Smith; University
-- *Becoming Black: Creating Identity in the African Diaspora*; Michelle M. Wright; Duke
-- *The Wages of Whiteness: Race and the Making of the American Working Class
-- *How the Irish Became White*; Noel Ignatiev; Routledge, 1995.
-- *Are Italians White?: How Race Is Made In America*; eds. Guglielmo and Salerno;
  Afterword by David R. Roediger; Routledge, 2003.
-- “Race,” *Writing, and Difference*; ed. Henry Louis Gates, Jr.; University of Chicago

**Requirements**
1) Attendance and class participation (30%)
2) Weekly Responses (30%)
3) Final Research Project (40%)
Attendance and Class Participation
If you miss a class, you receive zero points for the day. Showing up but not contributing to discussion will earn you one point. Showing up AND contributing earns you two points. Contributing something that demonstrates you’ve actually read the material AND thought about it will guarantee you at least three points. Anything beyond that merits four points. I assign points after every discussion and determine a weekly participation grade using the following scale: 0 points=F, 1 point=D, 2 point=C, 3 points=B, 4 points=A. Please note: If you make a habit of showing up late to class, I’ll make a habit of subtracting three points from your participation grade. If you know in advance that you are going to be absent, email me. You don’t need to tell me why—just let me know so I can fill you in on any announcements or alterations to the reading schedule.

Weekly Responses
You are required to prepare written responses to each week's readings and bring them with you to class; they are meant to serve as the basis for your contribution to discussion. You are allowed to skip one week during the semester. Responses are eligible to receive the maximum credit only if they are at least four full pages. They do not have to be highly developed or polished, but they should be coherent and they should cite specific lines and passages. Please avoid overly general or superficial observations. Also, avoid describing or summarizing the texts: these are not book reports. Use the following prompts to help organize and focus your response to each week’s reading:

1) What is the main argument? (i.e. describe the thesis)
2) What evidence does the author use to support her/his key points?
3) What are the strengths and weaknesses of the author’s overall approach or methodology? (i.e. what works for you, what doesn’t, and explain why).
4) Cite at least two passages from the body of the text (not the introduction, not the conclusion) that you think are particularly insightful or helpful and explain why. If you find nothing in the text to be particularly insightful/helpful, cite at least two passages that you think are especially vague/unhelpful and explain why.
5) Identify any other aspects of the text that you’d like to address during discussion.

I will collect the responses at mid-semester; I won't give them a formal grade at that time, but if I see any problems, you and I will arrange a meeting to discuss them. Otherwise, I'll hand them back and collect them again at the end of the semester. If you turn in all the required responses (minus the one you decide to skip), you likely will receive an A for this requirement. Alternately, if you do not submit all the required entries and/or one or more of your entries is less than four full pages, you are likely to receive an F. Only in rare instances would some other grade be appropriate for this assignment.

Final Research Project: Due the final day of class (April 25)
The content and form of the final research project will be determined in consultation with me. On the Wednesday prior to Spring Break, you’ll give an informal 10-15 minute talk that describes your project and the research process you’re undertaking. On the final day of class, you’ll give an informal, 10-15 minute talk summarizing the results of your work.
Schedule:
Week 1: Jan. 10
  • *The Souls of Black Folk*, W.E.B. Du Bois. (Read “Forethought” and Chaps. 1-4)

Week 2: January 17
    o Foreward
    o Introduction
    o Derrick A. Bell, Jr., “Serving Two Masters” and “Brown v. Board of Education”
    o Mari Matsuda, “Looking to the Bottom”
    o Gary Peller, “Race-Consciousness”
    o Gerald Torres and Kathryn Milun, “Translating ‘Yonnondio’ by Precendent and Evidence”

Week 3: January 24
    o Cheryl I. Harris, “Whiteness as Property”
    o Kimberle Williams Crenshaw, “Mapping the Margins”
    o Regina Austin, “Sapphire Bound!”
    o Jayne Chong-Soon Lee, “Navigating the Topology of Race”

Week 4: January 31
    o Introduction
    o Part 7: Race, Sex, Class, and Their Intersections
    o Part 9: Gay-Lesbian Queer Issues
    o Part 10: Beyond the Black-White Paradigm

Week 5: February 7
    o Part 12: Intergroup Relations
    o Part 14: Critical Race Feminism
    o Part 16: Critical White Studies
Week 6: February 14
• *The Alchemy of Race and Rights*; Patricia J. Williams; Harvard Univ. Press, 1991

Week 7: February 21

Week 8: February 28

Week 9: March 7 --- *Informal talks on individual research projects*

Week 10: March 14 --- *Spring Break*

Week 11: March 21
• *Becoming Black: Creating Identity in the African Diaspora*; Michelle M. Wright; Duke University Press, 2004

Week 12: March 28

Week 13: April 4
• *How the Irish Became White*; Noel Ignatiev; Routledge, 1995.

Week 14: April 11
• *Are Italians White?: How Race Is Made In America*; eds. Guglielmo and Salerno; Afterword by David R. Roediger; Routledge, 2003
  o Introduction and Afterword
  o Section 1: Learning the U.S. Color Line
  o Section 2: Radicalism and Race
  o Section 4: Toward a Black Italian Imaginary

Week 15: April 18
  o Introduction
  o Mary Louise Pratt, “Scratches on the Face of the Country”
  o Patrick Brantlinger, “Victorians and Africans: The Genealogy of the Myth of the Dark Continent”
  o Sander L. Gilman, “Black Bodies, White Bodies
  o Hazel Carby, “On the Threshold of Woman’s Era”

Week 16: April 25--- *Informal talks on final results of individual research projects.*
--- *Submit final projects.*