

DEPARTMENT OF POLITICAL SCIENCE
BELLARMINE COLLEGE OF LIBERAL ARTS
LOYOLA MARYMOUNT UNIVERSITY

CRITICAL RACE THEORY

Political Science (POLS) 392-02
Spring 2014, 4 Units, CRN: 75066

Instructor: **Prof. Andrew Dilts**
Office: University Hall 4134
Office Hours: T/R, 10:00am – 12:00pm
 <http://dilts.org/officehours>

Class Meetings:
T/R, 1:35-2:50p
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COURSE INFORMATION

DESCRIPTION: This course takes up the question of race and politics through the lens of critical theory, legal theory, and political philosophies of race and difference. To that end, it is an extended study of what the philosopher Charles Mills describes as “white supremacy as a political system” as it is exercised through the law, social norms, and ways of thinking and knowing. It will primarily focus on the specific academic and political movement of Critical Race Theory (CRT), an offshoot of the Critical Legal Studies tradition that developed in the last quarter of the 20th century and which has taken on renewed importance in the 21st century and its repeated yet unsubstantiated claims of being a “post-racial” social and political order. The course will pay special attention to intersections of race with, sexuality, gender, and disability.

STUDENT LEARNING OUTCOMES:

- 1) Students will develop a grounding in the major concepts and arguments of Critical Race Theory.
- 2) Students will develop an appreciation for how theory informs the discipline of political science, and in particular the study of the law from the point of view of difference.
- 3) Students will develop an understanding of what race is (and is not) and how it functions in the modern and contemporary periods of United States political life.
- 4) Students will improve their skills of deliberation and logical argumentation.
- 5) Students will improve their critical, argumentative, and interpretive writing skills.
- 6) Most importantly, students will develop their critical thinking skills and apply them to their political and social lives, allowing them to grow as persons and as critical citizens.

PREREQUISITES/RECOMMENDED BACKGROUND: This is an upper division course in political theory, and as such, students should have completed POLS 220 and have completed 100-level philosophy and theological studies core requirements. Preference will be given to students who have taken some combination of POLS 323, 324, 325, and 326 and who have already completed their Ethics and Justice core requirements.

COURSE REQUIREMENTS

This course is a 4-unit, upper-division course. This means that this course has **intensive reading requirements** and you will be held accountable for that reading with frequent writing assignments; it will require **multi-draft writing** throughout the semester; it will substantively focus attention on **methodological training** in political theory (by applying theoretical frameworks to empirical practices); it includes **a significant individual mentoring component**. To reflect these ends, the course has the following requirements:

- (1) You will write **two short-essays of 3-4 pages each**. Specific instructions for these short essays will be

provided in a handout. These essays will be due Feb. 10 and 28.

- (2) You will submit **write a substantial research paper** during the semester. This paper must be formatted and submitted properly to receive full credit, as documented in the course paper requirements on the course website. This paper will be due during Finals Week.
- (3) You will submit a **research paper prospectus**, including a clear statement of your thesis, an abstract, and an outline of proposed paper. This will be due March 28.
- (4) You will submit a rough draft of the research paper to the instructor and to your peers that will be used in a formal **peer-review** session, editing and commenting on two of your colleagues' paper drafts.
- (5) You will prepare an **annotated bibliography** supporting your research paper. A preliminary version will be due March 28 and the complete version will be submitted with your research paper.
- (6) You will be held accountable to each other for the substantial course reading by **submitting a written reading question twenty-four hours before** each class meeting. Your reading questions must demonstrate (a) completion of the reading assignment and (b) thought and reflection on the reading assignment. The grading criteria for these questions are discussed in detail below. You should make it a practice read each others questions before the class meets
- (7) You must **attend class** and be an **active participant** in discussion. Because this is a text-driven course, you **must always bring a hard-copy of the day's reading to class and you must be prepared to publicly present your reading question in class**. If you are more than 5 minutes late to class, you will be marked as absent. If you do not bring your copy of the reading with you to class, you will be marked as absent.

GRADE BREAKDOWN:

Short Essay 1:	15%
Short Essay 2:	15%
Paper Prospectus:	5%
Annotated Bibliography:	10%
Research Paper:	30%
Peer Review:	5%
Reading Questions:	10%
Attendance:	5%
Participation:	5%

GRADING SCALE:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

****Any student who receives a failing grade for attendance and participation will receive a failing grade for the class. Any student who has not turned in all writing assignments will receive a failing grade for the class.****

READING QUESTIONS:

A good reading question is one that directly and explicitly engages with the text. Your question should **cite** a specific passage, term, or concept that you are puzzled about, and it should offer your interpretation of the passage at hand. It should be focused on something that genuinely puzzles you in the reading, and which you can probably assume that others find puzzling or confusing as well.

You will submit one question per class meeting. Questions must be **submitted twenty-four (24) hours before** class meets. Late questions will be accepted for partial credit. Questions posted after class meets will receive no credit. Questions will be graded on a three point scale: Excellent = 2, Satisfactory (or late) = 1, Unacceptable (or not submitted) = 0.

In the unlikely event that students are not keeping up with the reading, the instructor reserves the right to add short reading quizzes without notice.

COURSE POLICIES

ATTENDANCE: Timely, prepared, and engaged attendance is required. Absences will only be excused in the case of illness or emergency. If there is a conflict between course participation and religious observance, please contact me in advance. It is not necessary to obtain prior approval from the instructor when missing a meeting is unavoidable, but note that students bear the *entire responsibility* for the decision to miss class and for whatever effect that may have on their course grade and their learning experience. Repeated absences and lateness will directly affect the discussion and attendance portion of a student's grade, as detailed in the course requirements section. Participation in class discussions will be evaluated on quality, quantity, and appropriateness of student questions and comments. Please note: it is just as possible to talk *too much* as it is to talk too little in class. Likewise, there is such a thing as active listening, and yes, your professors are capable of distinguishing this from passive listening. If you are worried about your the level and/or quality of your participation, the best thing to do is to come to office hours, where the professor can give you direct feedback throughout the semester, rather than at the end (when it is too late to change your behavior!).

RESPECT FOR OTHERS: Given the sensitive nature of the topics explored, a spirit of toleration and civility is crucial for classroom discourse. Students should respectfully listen to others' critiques and articulate responses in a thoughtful manner.

LATE PENALTIES: Assignments are accepted when they are due. Assignments must be turned in at the designated time and place. Failure to turn in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only in exceptional circumstances). Except in documented cases of illness or emergency, a penalty of **up to a full letter grade** may be assessed for each day (24hrs) the assignment is late. When assignments are submitted electronically, this includes weekend days.

PLAGIARISM & ACADEMIC HONESTY: Academic dishonesty will be treated as an extremely serious matter. Proven plagiarism of any kind may result in automatic failure of the course, and will be referred to the University for further disciplinary action without exception. I reserve the right to submit your electronic document to plagiarism detection websites if necessary. It is **never** permissible to turn in any work that has been copied from another student or copied from a source (including the Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process" which appears in the LMU Bulletin 2013-2014. It is not permissible to turn in work for a class that has been previously submitted in part, or in whole, for credit in another course. Any doubts of questions related to this policy should be brought to your instructor as soon as they arise and before you turn in the work. You should also refer to the additional statement on academic honesty in the writing requirements posted on the course website.

GENDER NEUTRAL & GENDER SPECIFIC LANGUAGE, NAMES & ACCENTS: Academics no longer use the pronoun "he" to apply universally to all persons, nor do we use the term "man," when we are referring to humanity or people in general. In our writing, when we are making generalizations we should use gender neutral pronouns, that is, sie and hir, s/he, him or her, they/their, etc. When referring to a specific person or group of people, we should use the language and pronouns *that they prefer* if we know them. Further, we should be attentive to the spelling and accents of author's names. Finally, all authors must be referred to by their entire names, or only their last names, *not by their first names*, orally and in writing.

Where this is not possible (either because the claim you are making is gendered, or because you are relying on a text that uses gender-exclusive pronouns), you must explain why this is the case. Usually, this requires no more than a footnote (e.g. Rawls uses "he" or "mankind" as universals. Add a footnote at your first usage of his language, directly quoted or not, and say that you are following Rawls' usage here, and do not mean to endorse his usage). You aren't necessarily required to solve these problems, but you are required to make note these problems and signal your awareness of them.

EMAIL COMMUNICATION: At times I will communicate with the entire class using campus email systems, so

it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address. I encourage you to contact me via email with questions about the course, the material we cover in class, and assignments.

You are expected to be professional in all communication with the instructor. All email communication should be in complete sentences with a proper salutation and conclusion. Treat the email more as a letter and less like a text message. Include a comprehensible subject heading (e.g. "POLS 327 paper question"), address and sign the email, making sure to identify what class you are in (usually instructors are teaching more than one class) and explain clearly what it is that you are inquiring about. Failure to do these will guarantee that you will not get a response. Also, unless I've explicitly stated otherwise, I generally check my faculty email only during normal business hours (more or less from 7am to 6pm).

Finally, here is a short list of things to which **I will not respond**:

- Questions that can be answered by checking the course syllabus or looking online.
- A request to know **if** you missed anything during an absence. (The answer is yes.)
- A request to know **what** you missed during an absence. (Instead of asking this through email, take the appropriate next steps to catch up: ask a classmate for notes, meet with me in my office hours, etc.)

TECHNOLOGY USE DURING CLASS: You are welcome to bring a computer or tablet to class provided that it enables you to engage *more* in the class discussion. You may also use a computer or tablet to help you take notes. Email, Twitter, Facebook, or anything at all that is not directly related to the *conversation* we are having will not be tolerated. Using a computer in this way during a seminar is rude and disrespectful to your classmates. **If you need to use a computer in class, you will be expected to post copies of your class notes on the class website immediately following the class session to share with others.** If you are not willing to do this, do not bring a computer with you.

Please note that E-Reserve texts should be *printed* and brought to class. Electronic/digital editions of the texts are not acceptable for this course.

There is no reason to use your phone. It should be **turned off and put away**. If your phone rings during class, be prepared for me to answer it for you, and you will be marked absent for the session.

OFFICE HOURS: I look forward to meeting with you all during regularly scheduled office hours, or by appointment when meeting during office hours is not possible. Students who would like to discuss issues raised in the course further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours. Students are strongly encouraged to schedule office hour appointments in advance and to keep those appointments promptly.

ACCOMMODATION: Loyola Marymount University is committed to equality in educational opportunity. Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

TENTATIVE NATURE OF THE SYLLABUS: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on MYLMU Connect

REQUIRED TEXTS

These texts will all be available for purchase from the bookstore. You are welcome to purchase them wherever you please or borrow them from the library, but *please use these editions of the texts* so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via electronic reserve in PDF format. You must **print** hard copies of these readings, i.e. do not bring your computer or e-reader in order to refer to the texts.

- W.E.B. DuBois, *The Souls of Black Folks* (Dover), ISBN: 0486280411.
- Joel Olson, *Abolition of White Democracy* (Minnesota, 2004), ISBN: 0816642788.
- Ian Haney Lopez, *White by Law, 10th Anniversary Edition* (NYU, 2006), ISBN: 0814736947.
- Charles Mills, *The Racial Contract* (Cornell, 1999), ISBN: 0801484634.

Recommended:

- Michael Harvey, *Nuts and Bolts of College Writing* (Hackett, 2003), ISBN: 9780872205734.
- Stanley Chodorow, *Writing a Successful Research Paper* (Hackett, 2011), ISBN: 9781603844406.

TENTATIVE COURSE SCHEDULE

I. What is it like to be a “problem?”

Week 1:

T Jan 14: Course Introduction and Overview

R Jan 16: What is it like to be a “problem?”

- Audre Lorde, “The Transformation of Silence into Language and Action” *
- Barack Obama, “A More Perfect Union” *
- Kiese Laymon, “How to Slowly Kill Yourself and Others in America.” *
- George Yancy, “Walking While Black in the ‘White Gaze’” *
- Mia McKenzie, “On Defending Beyoncé: Black Feminists, White Feminists, and the Line In the Sand,” *Black Girl Dangerous*, Dec. 16, 2013. <http://www.blackgirldangerous.org/2013/12/defending-beyonce-black-feminists-white-feminists-line-sand/>

II. 18th and 19th Century Accounts of Race

Week 2:

T Jan. 21:

- Immanuel Kant, “Of the Different Human Races” in *The Idea of Race*, 8-22. [14] *
- Johann Gottfried von Herder, “Ideas on the Philosophy of the History of Humankind,” in *The Idea of Race*, 23-26. [3] *
- G.W.F. Hegel, “Anthropology” in *The Idea of Race*, 35-44. [10] *

R Jan. 23:

- Thomas Jefferson, 1781, “Notes on the State of Virginia,” selections. *
- Alexis de Tocqueville, “The Three Races of the United States,” in *Democracy in America*. *
- Frederick Hoffman, 1896, “Race Traits and Tendencies of the American Negro.” [20] *

Week 3:

T Jan. 28: Du Bois, *The Souls of Black Folk*, Forethought and Chapters 1-3.

R Jan. 30: Du Bois, *Souls*, Chapters, 4-6.

Week 4:

T Feb. 4: Du Bois, *Souls*, Chapters 7-10.

R Feb. 6: Du Bois, *Souls*, Chapters, 11-14.

III. Race as a Political Concept

Week 5:

M Feb. 10: First Short Essay Due

T Feb. 11: Joel Olson, *The Abolition of White Democracy*, Introduction and Chapters 1 & 2.

R Feb. 13:

- Michael Omi and Howard Winant, "Racial Formation in the United States," in *The Idea of Race*, pp. 181-212. [32]*
- Charles Mills, "The Racial Polity" in *Blackness Visible*, 119-137. [19]*

Week 6:

T Feb. 18: Charles Mills, *The Racial Contract*, Introduction and Overview.

R Feb. 20: Charles Mills, *The Racial Contract*, Chapter 2 (Details) & Chapter 3 (Naturalized Merits)

Week 7:

T Feb. 25: Robert Gooding-Williams, "Race, Multiculturalism, and Democracy." *

R Feb. 27: Falguni Sheth, "The Technology of Race and the Logics of Exclusion" in *Toward a Political Philosophy of Race*, 21-39. [19] *

F Feb. 28: **Second Short Essay Due**

Week 8: SPRING BREAK – NO CLASSES

IV. The Legal Construction of Race

Week 9:

T Mar. 11:

- Derrick Bell, "Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation," in *Critical Race Theory*, 5-20. *
- Derrick Bell, "Brown v. Board of Education and the Interest Convergence Dilemma" in *Critical Race Theory*, 20-29. *
- *Brown v. Board of Education*, 347 U.S. 483 (1954) *

R Mar. 13:

- Kimberlé Williams Crenshaw, "Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law" in *Critical Race Theory*, 103-122. *

Week 10:

T Mar. 18:

- Neil Gotanda, "A Critique of 'Our Constitution is Color-Blind'" in *Critical Race Theory*, 257-275. *
- Cheryl Harris, "Whiteness as Property" in *Critical Race Theory*, 276-291. *

R Mar. 20:

- Nicholas De Genova (2004), "The Legal Production of Mexican/Migrant 'Illegality'" [26]
- Lopez, Ian F. Haney, 1998, "Race and Erasure: The Salience of Race to Latinos/as." In *Critical Race Theory: The Cutting Edge*, 369-378. [10]

Week 11:

T Mar. 25: Ian Haney Lopez, *White by Law*, Chapters 1-4.

R Mar. 27: Ian Haney Lopez, *White by Law*, Chapters 5-8.

F Mar. 28: **Paper Prospectus and first draft of Annotated Bibliography Due**

V. Intersections

Week 12:

T Apr. 1: *Introducing Intersectionality*

- Kimberlè Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," in *Critical Race Theory*, 357-384. [28]*
- Devon Carbado, Kimberlé Williams Crenshaw, Vickie Mays, and Barbara Tomlinson, "Intersectionality: Mapping the Movements of a Theory" *Du Bois Review* 10:2, 303-312. [10]*

R Apr. 3: *Gender*

- Dorothy Roberts, "Punishing Drug Addicts Who Have Babies: Women of Color, Equality, and the Right of Privacy" in *Critical Race Theory*, 384-426. [43]*
- Patricia Hill Collins, "Black Feminist Epistemology" in *Black Feminist Thought*, 251-271. [21]*

Week 13:

T Apr. 8: *Gender (2)*

- Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy." *
- Audre Lorde, "The Uses of Anger" *

R Apr. 10: *Sexuality*

- Cathy Cohen, 1997, "Punks, Bulldaggers and Welfare Queens," *GLQ*, Vol. 3, 437-465. [29]*
- Ladelle McWhorter, 2004, "Sex, Race, and Biopower: A Foucauldian Genealogy," *Hypatia*, 19:3, 38-62 [25]*

Week 14:

T Apr. 15: *Disability*

- Michele Goodwin, "Gender, Race, and Mental Illness: The Case of Wanda Jean Allen" in *Critical Race Feminisms*, 228-237. [10]*
- Dorothy Roberts and Sujatha Jesudason, 2013, "Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies," *Du Bois Review* 10:2, 313-328. [16]*
- OPTIONAL: Andrew Dilts, 2012, "Incurable Blackness: Criminal Disenfranchisement, Mental Disability, and the White Citizen," *Disability Studies Quarterly*, 32:3.

R Apr. 17: NO CLASSES – EASTER/PASSOVER HOLIDAY

VI. Whiteness and Abolition

Week 15:

T Apr. 22:

- W.E.B. Du Bois, "The Souls of White Folk" *
- James Baldwin, "On Being White... And Other Lies," *Essence* (April 1984): 90-92. [3]*
- Suzahn Ebrahimian, "To White Folks: The Collective Lament of Trayvon Martin is Not Your Anti-Racist Political Platform," *Tidal*, July 17, 2013. <http://tidalmag.org/blog/to-white-folks-the-collective-lament-of-trayvon-martin-is-not-your-anti-racist-political-platform/>

R Apr. 24:

- Joel Olson, *Abolition of White Democracy*, Chapters 3-4.

Week 16:

M Apr. 21: **Draft of research Paper Due to Peer Editors**

T Apr. 29:

- Joel Olson, *Abolition of White Democracy*, Chapter 5.

- Noel Ignatiev, “The Point Is Not To Interpret Whiteness But To Abolish It” *
- Noel Ignatiev, “Treason to Whiteness Is Loyalty to Humanity” *
- Joel Olson, “Whiteness and the 99%” *

R May 1: In-class Peer Review Day.