

HUM 3806: CRITICAL RACE THEORY

Schedule: 1:30-2:45pm

Location: PSY 0111

Semester: Fall 2017

Instructor: Christian Ravela

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Office: Psychology 227

Office Hours: 11:30am-12:30pm

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COURSE DESCRIPTION:

This course provides an introduction to major themes, theories, and historiography from the field of Critical Race Theory. As a term, Critical Race Theory names an intellectual movement and scholarly field within legal studies, this course will instead provide a broader approach that explores it alongside its allied fields of social and cultural theory. To this end, the course is organized around four large units:

- The first unit offers a conceptual foundation for the analysis of race.
- The second unit situates race as a fundamentally modern construct through an exploration of historiography and theorization of race as essential to the emergence of the world-historical formations of modernity: the nation-state, capitalism, and empire.
- The third unit investigates specific racial formations, namely whiteness as a racial formation, Asian and Latin@ racialization, the question of indigeneity and race.
- The final fourth unit explores the question of race in light of its contradiction in the late 20th and 21st century, namely the simultaneous announcement of a post-racial order via discourses of colorblindness and multiculturalism and the persistent connection of race to state violence.

Taken together, the course shows the persistence and transformation of race and the way it has been a political technology of domination and a site for both the development practices of resistance and the expression of radical political values of freedom.

STUDENT LEARNING GOALS

- Understand how critical race theory conceptualizes race distinctly from and in opposition to racial naturalism and racial liberalism
- Understand how social ascriptions of race were historically and structurally bound to the formation of capitalism, the nation-state, and empire
- Understand ineluctable ties between race, class, gender, and sexuality in a racial formation
- Understand the historiography, problematics, and politics of different racial formations
- Analyze a variety of cultural texts from a critical race perspective

REQUIRED TEXTS:

- Howard Winant - *The World is a Ghetto: Race and Democracy since World War II*
- Keeanga-Yamahtta Taylor - *From #BlackLivesMatter to Black Liberation*
- Electronic Essays (Webcourses)
- Joel Schumacher – *Falling Down* (1993) (available on – itunes, youtube, amazon, google play)
- Steven Soderbergh – *Magic Mike* (2012) (available on – itunes, youtube, amazon, google play)

- Michael Man – *Last of the Mohicans* (1992) (available on – itunes, youtube, amazon, google play)
- Tourneur & Brown – *Last of the Mohicans* (1920) (available on – youtube, amazon)
- Raoul Peck – *I Am Not Your Negro* (2017) (available on – itunes, youtube, amazon, google play)
- Christine Herbes-Sommers – *Race: Power of an Illusion* (2003) (watching in class)

REQUIRED WORK & GRADING

University Required Work – (0%)

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.

Participation – (15%)

Participation consists of several factors:

- **Engagement:** At the most basic level, you should be present in class in order to participate. Not being present means that you cannot engage with the texts, lectures, discussions, group activities, free-writes, and workshops. But showing up every day is certainly not enough; you must be contributing to the overall productive dynamic of the classroom. What this means then is:
 - When we have group work days, I will be observing and walking around to see how your general involvement with that activity is while you are working, and what contributions you make in the ensuing discussion or group presentation.
 - When we have class discussions, you actively engage in the ensuing discussion. This means that you bring up topics to discuss, attentively listen to others, and thoughtfully respond to other people's comments.
- **In-class Free-Write Journal:** When we have free-writes, you use the allotted time to thoroughly engage with the writing prompt whether it asks you to jot initial impressions of a text or develop a discussion question for the class. Afterwards, I expect you to share your insights to begin a class discussion. These free-writes will be written in a composition journal where you will write the day and time of each entry. I will collect these journals at the end of the semester to assess your performance.

Student Group Discussion Leadership – (10%)

Students will sign up for a group to lead class. These class periods will mainly focus on prompting and guiding class discussion on both academic scholarship and cultural texts. When the group focuses on scholarship, they will need to: summarize the main argument, identify and explain key concepts, pose clarification questions that point to specific passages, and pose discussion questions that draws connections to either other course readings or contemporary issues of race. When the group focuses on cultural texts, they will need to: identify key passages (if a written text) or key scenes (in a film) and pose discussion questions about the cultural text that connects it to course readings.

Written portion: On the day of the seminar, groups must submit a short summary of the argument on scholarship, list of key concepts and definitions, and a list of both clarification and discussion questions on both scholarship and cultural text. This will ensure preparedness.

Short Informal Essays – (25% total)

After each unit, you will write short summative and/or reflective essays that allows you to consolidate your understanding of each set of readings. These essays will be relatively informal in its writing, requiring you

to focus more on summarizing, synthesizing, and reflecting on ideas in course readings rather than a formal claim driven academic argument and analysis. For more information, you will receive a formal prompt and rubric for each short essay.

Op-Ed/Think Piece – (15%)

For your final writing assignment, you are asked to write an Op-Ed/Think Piece on some sort of contemporary issue of race. Thus, you will be writing for a larger public audience, however, you must draw upon academic scholarship from both the course readings and your own academic research. Besides the op-ed/think piece itself, you will also need to write a cover letter that details the specific ways academic scholarship informs your op-ed/think piece. For more information, you will receive a formal prompt and rubric.

In-Class Midterm Exam – (15%)

This midterm will be held in-class and cover course material from the first half of the class. The midterm will most likely be composed of multiple choice questions, identifications, short answer responses, and longer in-class essays. You will be given a study guide for preparation.

In-Class Cumulative Final Exam – (20%)

This final will be held in-class during our finals schedule and cover course material from the entire semester. Like the midterm, the final will most likely be composed of multiple choice questions, identifications, short answer responses, and longer in-class essays. You will be given a study guide for preparation.

GRADING SCALE

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

* This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

ASSIGNMENT POLICIES

Paper Format:

All submitted papers must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type (e.g. short analysis essay) in the upper right-hand corner of the first page (single spaced, please).

Late Work Policy:

All late assignments will be docked a full letter grade for every day it is late. Furthermore, after the fifth day (including weekends) that an assignment is late, I will no longer accept it. Also, all late assignments will not be given formal written feedback. However, you may come to my office hours for feedback.

Revision Policy:

For this class, you are given the option to revise your short papers (but NOT your Op-Ed/Think Piece). Also, if you submit an essay late or incomplete, you lose the right to revise each paper. These revised papers may be submitted to me at any time until the final day of instruction (11/30). If you do not submit a revised short paper(s) at that point, you forfeit your right to do so. Furthermore, if you submit a revised

paper, you are not guaranteed a higher grade.

In order to submit a revised paper, you will also need to perform two other tasks on top of revisions. First, your revised draft must highlight all parts of the paper that have been changed from the previous one. You will also need to include the unrevised paper as well. Second, and most important, you will also need to draft a letter addressed to me that both identifies the revisions that you have made and explains how these revisions redresses the issues that I raise in my comments to your original paper. Without accomplishing these other tasks, I will not accept any revised submissions.

Academic Integrity:

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct (<http://osc.sdes.ucf.edu>) for further action. See the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu>) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Turnitin:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit www.turnitin.com.

COURSE POLICIES

Communication:

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with your name (e.g. Sincerely, Dr. Ravela). As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly

Email:

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hours or right before or after class.

Being Prepared for Class:

You need to have the assigned readings done before class so that you are prepared to participate in discussions and activities. Also, you need to bring your textbook and other assigned readings to class with you every day.

Punctuality and Attendance:

Even though I do not take attendance, I do believe it is essential to your success in the course, especially in processing the information from each chapter. It may not directly impact your participation grade but it does so indirectly as a necessary prerequisite to both class engagement and completing the in-class Free-Write journal. Along the same lines, punctuality will be equally important to your success. I understand that arriving on time can be difficult with such a large campus and short break in-between each session. Therefore, I provide a 10 minute grace period after the class has begun. However, if you arrive after this grace period, I will politely ask you to leave the class for that day.

Cell Phones and the Use of Other Technologies:

You MUST turn off your cell phone BEFORE you enter the classroom. Failing to turn off your cell phone is a sign of disrespect to your fellow students and myself. Other signs of disrespect include: text-messaging, wearing headphones, or using any type of electronic devices, including laptops, during class time. This policy is enforced at all times unless I instruct otherwise. If you continually text or sleep or talk inappropriately, etc. it will negatively impact your participation in the class.

Classroom Culture:

I want all of you to feel welcomed *and* challenged in this class – by me and by each other. This necessitates that you enter the classroom with an understanding that all of us bring something different to discussion (backgrounds, viewpoints, experiences and identities) and that those “somethings” can potentially rub other people the wrong way. While I encourage academic debate, it can only occur productively in an environment that not only puts respect for all viewpoints first and foremost rather than relying on rudeness or antagonism. We are here to learn from each other. As I have iterated elsewhere in this syllabus, open communication will be an important part of this class and if at any time you feel uncomfortable, I encourage you to speak to me about it so that the issue can be addressed appropriately.

ACCOMMODATIONS, RESOURCES, AND OPPORTUNITIES

Accommodations, Ferrell Commons 185, 407-823-2371

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

University Writing Center, Colbourn Hall 105, 407-823-2197

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197,

or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Student Academic Resource Center, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

CALENDAR

This calendar is subject to revisions, additions, and removal at my discretion, which is based on my assessment of the class throughout the semester.

Date	Reading & Work Due
Tuesday – 08/22	Introductions & Syllabus
Thursday – 08/24	In-Class Watch: Part 1 of <i>Race: Power of an Illusion</i>
Unit 1: Racial Formation – Theory and Analytic of Race	
Tuesday – 08/29	Read and Discuss: <ul style="list-style-type: none">• Michael Omi and Howard Winant – <i>Racial Formation in the United States: From the 1960s to the 1990s Second Edition</i>• Priya Kandaswamy – “Gendering Racial Formation”
Thursday – 08/31	NO Class - Campus Closes at 1:00pm
Tuesday – 09/05	Continue Discussion of <i>Racial Formation</i>
Unit 2: Race and Modernity	
Thursday – 09/07	No Class - Hurricane Irma
Tuesday – 09/12	No Class - Hurricane Irma
Thursday – 09/14	No Class - Hurricane Irma
Tuesday – 09/19	Read and Discuss: Howard Winant’s <i>The World is a Ghetto: Race and Democracy since World War II</i> – Chapter 2 and Chapter 3

Thursday – 09/21	Read and Discuss: Howard Winant’s <i>The World is a Ghetto: Race and Democracy since World War II</i> – Chapter 4 and Chapter 5
Friday – 09/22	Submit: Informal Essay #1
Tuesday – 09/26	Continue Discussion of Howard Winant’s <i>The World is a Ghetto: Race and Democracy since World War II</i>
Thursday – 09/28	Group Discussion #1 <ul style="list-style-type: none"> • Selection from Thomas Jefferson – <i>Notes on the State of Virginia</i> • Select Letter by Christopher Columbus • Selected Writing by Bartolome de las Casas • Reports on Slave Revolts • Petitions Against Slavery • Letter to Thomas Jefferson • Selection from Eduardo Galeano – <i>Memory of Fire</i> • Selection from Richard Wright – <i>12 Million Black Voices</i>
Tuesday – 10/03	In-Class Midterm
Unit 3: Racial Formations	
Thursday – 10/05	3.1 – Whiteness as Racial Formation
	Read and Discuss: <ul style="list-style-type: none"> • George Lipsitz – <i>The Possessive Investment in Whiteness</i> – Chapter 1 • David Roediger – “Whiteness and Ethnicity in the History of “White Ethnic” in the United States” • Richard Dyer – <i>White</i> – Chapter 1
Tuesday – 10/10	Continue Discussion
Thursday – 10/12	Group Discussion #2: <ul style="list-style-type: none"> • Joel Schumacher – <i>Falling Down</i> • Steven Soderbergh – <i>Magic Mike</i>
Friday – 10/13	Submit: Informal Essay #2
Tuesday – 10/17	3.2 – Thinking Beyond Black/White Binary: Asian American and Latinx Racial Formation
	Read and Discuss <ul style="list-style-type: none"> • Juan Perea – “The Black/White Binary Paradigm of Race: The Normal Science of American Racial Thought • Claire Jean Kim – “The Racial Triangulation of Asian Americans” • George A. Martinez – “The Legal Construction of Race: Mexican-Americans and Whiteness”
Thursday – 10/19	Continue Discussion:
Tuesday – 10/24	Group Discussion #3 <ul style="list-style-type: none"> • Americo Parades – “The Gringo” • Americo Parades – “Ichiro Kikuchi” • Hisaye Yamamoto – “Seventeen Syllables” • Hisaye Yamamoto – “Yoneko’s Earthquake”

Thursday – 10/26	3.3 – Race and Indigeneity? Read and Discuss <ul style="list-style-type: none"> Patrick Wolfe – “Settler Colonialism and the Elimination of the Native” Andrea Smith – “Indigeneity, Settler Colonialism, White Supremacy” J. Kehaulani Kauanui – “A Structure. Not an Event”: Settler Colonialism and Enduring Indigeneity”
Tuesday – 10/31	Continue Discussion
Thursday – 11/02	Group Discussion #4: Michael Man – <i>Last of the Mobicans</i> (1992) Tourneur & Brown – <i>Last of the Mobicans</i> (1920)
Unit 4: Racial Formation in the 21st Century	
Tuesday – 11/07	Read and Discuss: <ul style="list-style-type: none"> Keeanga-Yamahtta Taylor - <i>From #BlackLivesMatter to Black Liberation</i> – Introduction and Chapter 1
Thursday – 11/09	NO CLASS – @ a Conference
Tuesday – 11/14	Read and Discuss: <ul style="list-style-type: none"> Keeanga-Yamahtta Taylor - <i>From #BlackLivesMatter to Black Liberation</i> – Chapter 2 and Chapter 3
Thursday – 11/16	Read and Discuss: <ul style="list-style-type: none"> Keeanga-Yamahtta Taylor - <i>From #BlackLivesMatter to Black Liberation</i> – Chapter 4 and Chapter 5
Tuesday – 11/21	NO CLASS
Thursday – 11/23	NO CLASS - THANKSGIVING
Tuesday – 11/28	Read and Discuss: <ul style="list-style-type: none"> Keeanga-Yamahtta Taylor - <i>From #BlackLivesMatter to Black Liberation</i> – Chapter 5 and Chapter 6
Thursday – 11/30	Group Discussion #5: <ul style="list-style-type: none"> Raoul Peck – <i>I Am Not Your Negro</i> (2017) Claudia Rankine – selection from <i>Citizen: An American Lyric</i>
Tuesday – 12/05	Final Exam: 1:00pm—3:50pm
Thursday – 12/07	Submit: Op-Ed/Think Piece