

Caitlyn Young

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| **General**Course: Seminar in Critical Race TheoryInstructor: Caitlyn YoungEmail: caitlyn.d.young@tcu.eduPhone: 123-456-7890Office Hours: Mondays 9-11 am or by appointment | **Suggested Social Media Follows**Kimberlé Crenshaw (Instagram kimberlecrenshaw)National Bail Out (Instagram nationalbailout)TCU CRES (Instagram tcu\_cres) |
| **Tools for Writing Help**<https://site-205673-2269-8658.mystrikingly.com/writing-resources>[www.Grammarly.com](http://www.Grammarly.com) TCU Center for Writing <https://wrt.tcu.edu/>  | **Important Class Meeting Dates**Every Monday at 6 p.m. – 8:40 p.m.  |

**Communicating with Professor**

The best way to reach me is by emailing me at **caitlyn.d.young@tcu.edu**. You can also email me at caitlyndyoung@hotmail.com. Please indicate in the subject line your name and section of my course you are in so that I am able to easily identify who I am communicating with.

**Course Overview**

Over the next 15 weeks, we will explore the social construction of race, the role of whiteness and white supremacy in the oppression of other races and intersectionality as a framework to understand multiple oppressions based on intersecting identities of class, gender, sexuality, religion and nationality. Furthermore, we will take a look at some common areas of society and use critical race theory as a way to analyze the role of race in each area.

The course will be foundationally supported by the article “Whose culture has capital? A critical race theory discussion of community cultural wealth” by Tara J. Yosso which explicates the five tenets of critical race theory. The rest of the course will then build on applying these tenets to various areas of academia and society to gain a better understanding of the theory. The course will conclude with student’s presentations on a proposed project that is related to critical race theory, resistance to this theory, its application to academia and/or popular culture or any other reasonable prompt suggested by the student.

**Required Course Material**

Required readings will be available for download through TCU Online. Please download a hard copy of each of the readings for the week and bring the copies with you to class. All other videos will be accessible via YouTube. If you ever have issue accessing class materials, please reach out to me directly via email.

**Student Learning Outcomes / Course Objectives**

Establish a foundational and working understanding of critical race theory and the different ways it can be used to analyze race and race relations in society

Be able to thoughtfully engage with critical race theory to understand how race and race relations impact daily lived experiences

Be able to identify and discuss important topics of conversation regarding critical race theory in the 21st century

Be able to use the gained knowledge and understanding to discuss and write about race, racism and antiracism in the United States

Be able to discuss and write about how intersectionality works in tandem with critical race theory

**My Teaching Philosophy**

I believe in creating courses that are relevant to students lived experiences. I want what we learn in the classroom to be applicable to students’ lives the second they leave the classroom (or log off of Zoom, if that’s the case). Academia should just be one place of knowledge production, and I want students to take what they have learned and expand on it in all other areas of their lives.

This course is not intended to cover all of race studies, but it should serve as a foundation and introduction to the discussion of race in the United States. I hope it allows you to take ahold of how you learn, both in and out of the classroom, to gain a better understanding of race in the U.S.

**Professionalism and Classroom Etiquette**

The Department of Comparative Race and Ethnic Studies encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable.

*Although professionalism/participation is not an official part of your grade, I have the authority to adjust your facilitation grade based on how you interact with your classmates and myself throughout this semester.*

On the first day of class, we will discuss expectations and guidelines for class engagement and this syllabus will be edited and reuploaded accordingly.

**Netiquette**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the following link concerning "netiquette": <http://www.albion.com/netiquette/>

**Attendance**

* Following university policy, that regular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause, students are expected to be at every class meeting. The exception is an official university absence for students representing TCU at an athletic or academic event. If students miss class due to medical or a death in the family, then please make me aware.
* **Students are allowed two “free” absences**. After those two absences, your facilitation grade will begin to be affected. A student can be dropped from the course if they exceed four absences.
* As with everything else, please let me know as soon as possible when you will be missing class so we can coordinate making up the information you will miss.

**Access & Inclusion**

I aim to make this class as accessible as possible to students with physical and mental disabilities, chronic illnesses, and learning disabilities. If the classroom space, course materials, discussions, or assignments are not compatible with your learning needs, please notify Student Disabilities Services in the Center for Academic Services and I will make any necessary accommodations. Student Disabilities Services aims to increase the retention of those with learning disabilities, mobility limitations, vision and hearing impairments, and other disabilities, via individualized support services. For more information, contact Student Disabilities Services at: http://acs.tcu.edu/disability\_services.asp or by phone at: (817) 257-6567.

**On Diversity and Belonging**

You belong in this space.

Your ideas, contributions, and life experiences make you uniquely qualified to offer substantive insight

into our course material. The act of learning is communal, and you are each recognized as a valuable

source of knowledge and expertise. As such, we will need to make sure that we foster a community

where we recognize each other’s differences and respect each other’s contributions.

**Department Statement**

We respectfully acknowledge all Native American peoples who have lived on this land since time

immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon

whose historical homeland our university is located.

**Academic Integrity**

Plagiarism and other forms of academic dishonesty, including cheating, falsifying documents, and unauthorized collaboration, are strictly forbidden. Students caught in violation of the university’s standards of academic integrity are subject to disciplinary actions, including failure of the course and suspension or expulsion from the university. For more information on what constitutes academic dishonesty and integrity please see TCU’s academic misconduct policy: [https://tcu.codes/code/index/3-prohibited-conduct/3-4- academic-misconduct/](https://tcu.codes/code/index/3-prohibited-conduct/3-4-%20academic-misconduct/)

**TCU Center for Writing**

The William L. Adams Center for Writing is an instructional service available to all TCU students. Writing consultants are available for one-on-one consultations to offer support in the following areas: style, organization, clarity, grammar, and research documentation styles. Please do not hesitate to make use of this service if you are having difficulty with writing development.

**Emergency Preparedness**

Please be sure to review the university’s public safety and emergency preparedness website at: https://publicsafety.tcu.edu/prepare-for-emergencies/. Additionally, all TCU students should be enrolled in the TCU Alert System.

**Final Grade Rubric**

| **Percent / Point Value** | **Item** |
| --- | --- |
| 20% | Reflection Essays |
| 20% | Class Facilitation |
| 20% | Current Events Paper |
| 40% | Final Project (Paper and Presentation) |
| 100% |  |

**Final Numerical/Letter Grade Calculation (+/-):**

| **Grade** | **Score** |
| --- | --- |
| A  | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| F | 0-69 |

**Reflection Essays** (20% of final grade)

Five weeks out of this semester, you will be asked to produce a reflection essay based on that week’s required readings. I will provide prompts related to that week’s discussion topic for you to produce a reflection on. The first three reflection essays will be required, as they serve as the foundational pieces to this course. You may choose what other two essays you complete to get a total of five for the semester. You may complete up to seven essays, and I will drop the lowest two scores. These essays should be no more than two pages double spaced and must include a header with your last name and page number on every page. You must submit your reflection essays on TCU Online, no later than 6 p.m. every Monday.

**Class Facilitation** (20% of final grade)

In the second half of the semester, there will be seven student-led facilitations on critical race theory and topics both in academia and popular culture. Each group will consist of 2-4 students and each of you will be responsible for facilitating the conversation for the entirety of the class based on that week’s required readings. Each group is encouraged to be creative and engaging in their facilitation…it’s not a presentation! Make sure discussion is a focal point. Your group will meet with me a week prior to the facilitation where you will be provided more details on expectations.

**Current Events Paper** (20% of final grade)

Around the mid-point of the semester, you will be asked to produce a paper that takes a current event and analyzes it through the tenets of critical race theory, course readings and other outside sources. A more detailed rubric for this paper will be provided later on in the semester.

**Final Project (Paper and Presentation)** (40% of final grade)

The final project will include intensive writing, analysis and research inquiry. You will be asked to produce a 15-20 page paper and 20-25 minute presentation that identifies a problem and examines it through the use of critical race theory. You may complete this project by yourself or in a group of two or three people. Your project should include an analysis and critique of important historical and contemporary manifestations related to critical race theory and you should implement different modes of research including, but not limited to, a literature review and empirical research. Potential topics of research will be introduced and further discussed later on in the semester. There are benchmarks set for this project to help keep you on track throughout the semester. Please adhere to these deadlines, as they will allow you plenty of time to produce quality work, and they will be factored into your final grade.

**Listed below are the project benchmarks with corresponding due dates to help guide your completion of a successful final project.**

* **Project Proposal** (individual or group – no more than 3 students) (1 pg.) **due February 8th**
* **Annotated Bibliography** (three in class sources and two outside sources) (2-4 pgs) with detailed analysis of how each source ties to project **due March 8th**
* **Final paper and presentation due April 26th**

**Course Calendar**

*Important Dates*

| Week  | Date | Topic | Materials | Assignment / Class Activity |
| --- | --- | --- | --- | --- |
| 1  | 1/19 | **Course Introductions*** Professor
* Students
* Syllabus
* Reflection Essays
* Class Expectations

What is Critical Race Theory? In what ways have you heard it inside and outside of academia? | Notes: Expectations for reflection essays (first 3 required, 5 overall required) | Class activity:When did you first realize you had a race/were racialized? Was it a positive or negative experience?  |
| 2  | 1/25 | **First Section: Foundation of CRT and Related Theories**Racial Formation* What is race?
* Social Construction of Race/Racism
 | Article and Lecture: [Racial Formation in the United States](https://www.routledge.com/Racial-Formation-in-the-United-States/Omi-Winant/p/book/9780415520317) (Introduction Only) by Michael Omi & Howard Winant Article and Lecture: [The Social Construction of Race, Inequality, and the Invisible Role of the State](https://link.springer.com/chapter/10.1057/9781137286987_7) (Chapter 6) by Courtney Jensen | Reflection Essay 1 Due \*required |
| 3 | 2/1 | 5 Tenets of CRT | Article and Lecture: [Whose culture has capital? A critical race theory discussion of community cultural wealth](https://www.iirp.edu/images/pdf/AvNtDE_EDUC_701_-_Yossos_Community_Cultural_Wealth_Model.pdf) by Tara J. Yosso | Reflection Essay 2 Due \*required |
| 4  | 2/8 | Whiteness and White Supremacy | Article and Lecture: [White Fragility](https://www.google.com/url?q=http://libjournal.uncg.edu/ijcp/article/download/249/116&sa=D&source=editors&ust=1620256060811000&usg=AOvVaw1txP3Ow5f4_eNFHxFZcot_) by Robin DiAngelo (p. 54-70)Watch Brittney Cooper TED Talk: [The Racial Politics of Time](https://www.ted.com/talks/brittney_cooper_the_racial_politics_of_time/transcript?language=en) | Reflection Essay 3 Due \*required**Project Proposal Due** |
| 5 | 2/15 | Intersectionality | Article and Lecture: [Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color](https://www.jstor.org/stable/1229039?seq=1#metadata_info_tab_contents) by Kimberlé CrenshawWatch Kimberlé Crenshaw TED Talk: [The Urgency of Intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/details?referrer=playlist-10_great_talks_to_celebrate_bl) | Optional Reflection Essay Due (5 in total needed) |
| 6 | 2/22 | **Spring break** | **No readings** | **N/A** |
| 7 | 3/1 | **Second Section: CRT and Miscellaneous Topics**CRT & Microaggressions * Group facilitation: (members of group)
 | Facilitation readings* [Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The experiences of African American College Students](https://www.jstor.org/stable/2696265?seq=1#metadata_info_tab_contents) by Daniel Solórzano
* [Working While Black: Winning Against Microaggressions on the Job](https://www.blackenterprise.com/working-while-black-winning-against-microaggression-on-the-job/) by Mindy Harts and Sandra Simms-Williams
* [The Burnout Faced by Black Students](http://www.sjuhawknews.com/the-burnout-faced-by-black-students/) by Sehar Macan-Markar
 | Optional Reflection Essay Due (5 in total needed)**Current Events Paper Due 3/5** |
| 8 | 3/8 | CRT & Appropriation* Group facilitation: (members of group)
 | Facilitation readings* [What is (the wrong of) cultural appropriation?](https://journals.sagepub.com/doi/full/10.1177/1468796819866498) by Patti Tamara Lenard
* Watch some of the music videos by the following artists: Eminem, Doja Cat, Ariana Grande, Lil Pump
 | Optional Reflection Essay Due (5 in total needed)**Annotated Bibliography Due** |
| 9 | 3/15 | CRT & Education* Group facilitation: (members of group)
 | Facilitation readings* [Does Cultural Capital Really Affect Academic Achievement? New Evidence from Combined Sibling and Panel Data](https://journals.sagepub.com/doi/10.1177/0038040711417010) by Mads Meier Jaeger
* [Toward a Critical Race Theory of Education](https://www.researchgate.net/publication/279676094_Toward_a_Critical_Race_Theory_of_Education) by Gloria Ladson-Billings & William F. Tate IV
 | Optional Reflection Essay Due (5 in total needed) |
| 10 | 3/22 | CRT & Mass Incarceration* Group facilitation: (members of group)
 | Facilitation readings* Book: The New Jim Crow by Michelle Alexander

 - Intro and Chapter 1 | Optional Reflection Essay Due (5 in total needed) |
| 11 | 3/29 | CRT & Music/Pop Culture* Group facilitation: (members of group)
 | Facilitation readings* [How Critical Race Theory Has Poisoned Music Theory](https://thefederalist.com/2020/10/14/how-critical-race-theory-has-poisoned-music-theory/)
* [This link provides a summary of popular pieces about Lemonade](https://www.buzzfeednews.com/article/hannahgiorgis/i-aint-sorry), pick one and read it in its entirety
* [Singing our own song: Navigating identity politics through activism in music](https://journals.sagepub.com/doi/10.1177/1321103X18773094) by Juliet Hess
 | Optional Reflection Essay Due (5 in total needed) |
| 12 | 4/5 | CRT & Sports* Group facilitation: (members of group)
 | Facilitation readings* Race and Sport: Critical Race Theory by Kevin Hylton

 - Chapters 1 & 5 | Optional Reflection Essay Due (5 in total needed) |
| 13 | 4/12 | CRT as Resistance* Group facilitation: (members of group)
 | Facilitation readings* [School Leader As Negotiator: Critical Race Theory, Praxis, and the Creation of Productive Space](https://files.eric.ed.gov/fulltext/EJ781916.pdf) by David Stovall
* [The Master’s Tools Will Never Dismantle the Master’s House](https://theanarchistlibrary.org/library/audre-lorde-the-master-s-tools-will-never-dismantle-the-master-s-house.a4.pdf) by Audre Lorde
 | Optional Reflection Essay Due (5 in total needed) |
| 14 | 4/19 | Future of CRT | Article and Lecture:* [Is There a Future for Critical Race Theory?](https://jle.aals.org/cgi/viewcontent.cgi?article=1364&context=home) by Adrien K. Wing
 | N/AWork on final project |
| 15 | 4/26 | **Final Presentations Due** |  | Present 25-30 Minute Presentations |
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**Student Perception of Teaching (SPOT)**

**Towards the end of the term, you will receive an email asking to complete your SPOT for this course.** I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.