

TEXAS SOUTHERN UNIVERSITY

PROBLEMS IN U.S. HISTORY:

CRITICAL RACE THEORY 2.0

HIST 630 - 01H SPRING 2025 HYBRID
PAB 307 AND ONLINE

Instructor: [Dr. Roger Hart](#)
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I. COURSE DESCRIPTION

Directed readings on specified topics in U.S. history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

Please note: This syllabus may be revised over the course of the semester. Changes to the syllabus will be announced in class and on Blackboard.

II. PREREQUISITES

Graduate status or permission of the instructor.

III. COURSE OBJECTIVES

One fundamental thesis of Critical Race Theory (CRT) is *differential racialization*: different minority groups are racialized in different ways at different times, depending on different needs and purposes of ruling white elites. A second fundamental thesis of CRT is *interest-convergence*: reforms represented as progressive milestones toward the perfection of enlightened liberal democracy—such as the end of segregated schools with *Brown v. Board of Education*—in fact result from transitory convergences of interests of ruling white elites with those of marginalized racial groups, rather than purely altruistic advances in justice. Together, these two theses suggest the limits of focusing primarily on racisms of yesteryear and demonstrate the urgency of bringing CRT into the twenty-first century—Critical Race Theory 2.0.

Through this course, students will gain a rigorous understanding of twenty-first century CRT 2.0. Topics include unfulfilled aspirations for racial equality, historical reflections as a means of envisioning future progress, the ongoing re-construction of race, racial neoliberalism, the role of education in the perpetuation of white supremacy, white fragility, and the future of intersectionality. Additionally, we will explore emergent racisms of the twenty-first century, including the “new Jim Crow,” surveillance and racialized policing, racialized medicine, automated inequality, algorithmic oppression, the “new Jim Code,” and necropolitics.

IV. STUDENT LEARNING OUTCOMES

Through successful completion of this course, students will achieve the following outcomes:

1. Demonstrate proficiency in summarizing, critically analyzing, and evaluating secondary sources by identifying the thesis, supporting arguments, and historical evidence.
2. Demonstrate a comprehensive and critical understanding of Critical Race Theory in the twenty-first century.

V. REQUIRED AND RECOMMENDED TEXTS

The required and recommended texts for this course are as follows:

Required

The following are required textbooks for this course:

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, revised ed. with new foreword by Cornel West (2010; New York: New Press, 2012). ISBN-10: [1620971933](#). ISBN-13: [978-1620971932](#).

Derrick A. Bell, Jr., *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform* (Oxford: Oxford University Press, 2004). ISBN-10: [0195182472](#). ISBN-13: [978-0195182477](#).

Achille Mbembe, *Necropolitics*, trans. Steve Corcoran (Durham: Duke University Press, 2019). ISBN-10: [147800651X](#). ISBN-13: [978-1478006510](#).

Dorothy E. Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-Crete Race in the Twenty-First Century* (New York: New Press, 2011). ISBN-10: [1595588345](#). ISBN-13: [978-1595588340](#).

Additional Recommended References

The following collections of articles from twentieth-century CRT are also highly recommended:

Kimberlé W. Crenshaw, ed., *Critical Race Theory: The Key Writings that Formed the Movement* (New York: New Press, 1995), 528 pp. ISBN-10: [1565842715](#). ISBN-13: [978-1565842717](#).

Mari J. Matsuda et al., *Words that Wound: Critical Race Theory, Assaultive Speech, and the First Amendment* (Boulder, CO: Westview Press, 1993), 171 pp. ISBN-10: [0813384281](#). ISBN-13: [978-0813384283](#).

Richard Delgado and Jean Stefancic, eds., *Critical Race Theory: The Cutting Edge*, 3rd ed. (1995; Philadelphia, PA: Temple University Press, 2013), 856 pp. ISBN-10: [1439910618](#). ISBN-13: [978-1439910610](#).

VI. COURSE OUTLINE AND CALENDAR

Week 1. Review (Critical Race Theory 1.0)

Richard Delgado and Jean Stefancic, *Critical Race Theory: An Introduction*, 4th ed. (2001; New York: New York University Press, 2023).

Week 2. Unfulfilled Aspirations for Racial Equality

Derrick A. Bell, Jr., *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform* (Oxford: Oxford University Press, 2004).

Week 3. Historical Reflections to Envision Future Progress

Kimberlé W. Crenshaw, "Twenty Years of Critical Race Theory: Looking Back to Move Forward Commentary: Critical Race Theory: A Commemoration: Lead Article," *Connecticut Law Review* 43 (2010-2011): 1253-354.

Week 4. The Ongoing Re-Construction of Race

Dorothy E. Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-Crete Race in the Twenty-First Century* (New York: New Press, 2011).

Week 5. Racial Neoliberalism

David Theo Goldberg, *The Threat of Race: Reflections on Racial Neoliberalism* (Malden, MA: Wiley-Blackwell, 2009).

Week 6. The Role of Education in the Perpetuation of White Supremacy

David Gillborn, "Education Policy as an Act of White Supremacy: Whiteness, Critical Race Theory and Education Reform," *Journal of Education Policy* 20 (2005): 485–505.

Week 7. White Fragility

Robin J. DiAngelo, *White Fragility: Why it's so Hard for White People to Talk about Racism* (Boston: Beacon Press, 2018).

Week 8. The Future of Intersectionality

Sumi Cho, Kimberlé W. Crenshaw, and Leslie McCall, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis," *Signs: Journal of Women in Culture and Society* 38 (2013): 785–810.

Recommended

Kimberlé W. Crenshaw, *On Intersectionality: Essential Writings* (New York: New Press, 2019).

Week 9. "New Jim Crow"

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, revised ed. with new foreword by Cornel West (2010; New York: New Press, 2012).

Recommended

Angela Y. Davis, *Are prisons obsolete?* (New York: Seven Stories Press, 2003).

Todd R. Clear, *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse* (Oxford: Oxford University Press, 2007).

Week 10. Racialized Medicine

Susan Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* (Chapel Hill: University of North Carolina Press, 2009)

Recommended

Lundy Braun, *Breathing Race into the Machine: The Surprising Career of the Spirometer from Plantation to Genetics* (Minneapolis: University of Minnesota Press, 2014).

Week 11. Racialized Surveillance

Simone Browne, *Dark Matters: On the Surveillance of Blackness* (Durham: Duke University Press, 2015).

Week 12. Automated Inequality

Virginia Eubanks, *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor* (New York: St. Martin's Press, 2017).

Week 13. Algorithmic Oppression

Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York: New York University Press, 2018).

Week 14. "New Jim Code"

Ruha Benjamin, *Race after Technology: Abolitionist Tools for the New Jim Code* (Medford, MA: Polity, 2019).

Recommended

Michael Kearns and Aaron Roth, *The Ethical Algorithm: The Science of Socially Aware Algorithm Design* (New York: Oxford University Press, 2020).

Week 15. Necropolitics

Achille Mbembe, *Necropolitics*, trans. Steve Corcoran (Durham: Duke University Press, 2019).

VII. CLASS LOCATION AND ORGANIZATION

This class is **hybrid**.

- Blackboard address: <https://texasu.blackboard.com/webapps/login/>
- Student Username: last name + first name initial + last 4 digits of T#
- Student password is: 6 digit birth date (MMDDYY)

Students are responsible for all assigned readings and for all material presented.

VIII. TECHNOLOGY REQUIREMENTS

Students are required to use the following technology:

- *Computers* Due to the nature of this course, all students will need access to a computer, internet connection, word processing software, and a PDF reader. Students who do not own a laptop or desktop computer can access computers on the TSU campus at various computer labs. For TSU computer lab locations and hours of operation, see <http://www.tsu.edu/about/administration/office-of-information-technology/academic-technology/index.html>. Students who are off campus can access computers through local branches of public libraries.

All students must have a TSU computer account, an e-mail account linked to Blackboard, and a TSU Blackboard account. If you do not have a TSU computer account, you must acquire one as soon as possible.

- *Blackboard* Assignments and communications will be through Blackboard, available at <https://texasu.blackboard.com>

Students are required to check Blackboard daily.

- *E-mail* Students are required to check their TSU e-mail daily.

Student engagement is mandatory. Students are responsible for logging onto the course regularly and completing assignments in accord with the guidelines posted. Students are responsible for reading all course announcements, readings, and materials presented online. Students are responsible for completing all assignments within the timeframes given. As this is a 3-credit course, students must be prepared to spend at least 14 hours per week on class readings and assignments.

IX. ASSIGNMENTS AND GRADING POLICIES

1. Class attendance is mandatory.
2. Students may choose one of the following two grading options:
 - (i) Before class write a brief summary of the readings. Notes on each of the readings should usually be two short paragraphs—one summarizing the central argument and one offering critical analysis—for a total of 500 words (about 2 double-spaced pages) per week. Students should complete notes for ten of the fifteen weeks. These will be graded and will serve as the basis for class discussions. Grading: reading assignments 80%; class participation 20%.
 - (ii) Complete a final paper of 5000 words (20 double-spaced pages). Students must consult me on possible topics as early as possible, no later than Sept. 15. An outline and bibliography are due by Oct. 1; a 2-4 pp. writing sample is due Oct. 22; a first draft must be turned in by Nov. 22; and the final draft is due Dec. 5. Grading: final paper 80%; class participation 20%.
3. Final course grades will be assigned as follows: A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F below 60.

4. Make-up work will be permitted for documented emergencies. Students should provide documentation within one week of an absence. Athletes, band members, and members of other outside activities should submit official documentation from their coaches or directors within one week of an absence.

X. ADDITIONAL COSTS

This course has no additional costs.

XI. UNIVERSITY POLICIES

Attendance All students are expected to attend classes regularly, thus TSU Online students must login to their course(s) on a regular basis. **TSU Online students who do not log in and submit an assignment prior to the census date will be AUTOMATICALLY dropped for non-attendance (NAT'd when the roster is marked accordingly by your professor).**

Students who are dropped for nonattendance will not be reinstated. Students who intend to withdraw from the course must do so by the official last day to drop. You are required to inform your instructor of any excused absences within one week following the period of excused absence. Excused absences fall into two categories, mandatory and discretionary. Excused absences (mandatory): Students must be granted excused absences whenever they are representing the University in an official capacity and have been granted permission by the Office of the University's top Academic Office (Provost). Students are responsible for all work missed while representing the University. Students are responsible for requesting makeup work when they return. Faculty members shall work with students that miss course work while representing the University. Excused absences (discretionary): Students are responsible for providing the faculty member reasons for his or her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members will consider the following reasons for absence as excusable: verified illness, death in a student's immediate family; obligation of a student at legal proceedings in fulfilling responsibility as a citizen; major religious holidays, and others determined by the faculty member to be excusable (e.g. elective University activities, etc.)

Academic Integrity The *Texas Southern University Undergraduate Catalog* states the following:

SCHOLASTIC DISHONESTY

Students must maintain a high standard of honesty in their academic work. They should avoid all forms of academic dishonesty, especially the following:

- **Plagiarism.** The appropriation of passages, either word for word (or in substance) from the writing of another and the incorporation of these as one's own written work offered for credit.
- **Collusion.** Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless such collaboration is specifically approved in advance by the instructor.
- **Cheating on an Examination or Quiz.** Giving or receiving, offering or soliciting information, or using prepared material in an examination or testing situation is expressly forbidden. On examinations and quizzes students are expected
 1. to remain in the examination room until the examination is finished,
 2. to refrain from talking, and
 3. to refrain from bringing notes and books into the examination room.
- **Impersonation.** Allowing another person to attend classes, take examinations or to do graded assignments for an enrolled student under his or her name is strictly forbidden.

A violator of any of the above offenses will incur severe disciplinary action ranging from suspension to expulsion from the University.

See <https://catalog.tsu.edu/undergraduate/admission-requirements-enrollment-information-academic-regulations/academic-regulations/> (emphasis in original).

Grade of I The grade of “I” is given only when a student’s work is satisfactory in quality, but due to reasons beyond his or her control, the work has not been completed. The missing work may be a midterm or final examination, a term paper, or other work. It is not given in lieu of an F. The instructor will stipulate, in writing, at the time the grade is given the conditions under which the “I” may be removed. This temporary grade of “I” is non-punitive and semester hours for the course are not considered in the computation of the quality-point average. Removal must be within one calendar year after the “I” is assigned, or the “I” grade shall become an “F”. The grade “I” is not assigned if the student must retake the course. In the event a student who earns a grade of “I” decides to retake the course, the student is required to pay for that course.

XII. STUDENT ACCESSIBILITY SERVICES OFFICE (SASO)

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), Texas Southern University (TSU) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical). For each class/term/semester where a student needs academic adjustments/ accommodations, the qualified student must work with SASO. Contact with the SASO should be made as soon as possible to ensure academic needs are met in a reasonable time. **Only the SASO can grant, modify, or withdraw academic adjustments/accommodations.**

If you have not yet established services through SASO but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact SASO by using the information listed on the following webpage: <https://www.tsu.edu/students-services/department/s/disability-services/register-with-the-ods>. The SASO office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and SASO. Only those academic adjustments/reasonable accommodations granted by the SASO are recognized by TSU. TSU’s policy and practice is to create an inclusive and accessible learning environment consistent with federal and state law.

XIII. TITLE IX/PREGNANT AND PARENTING STUDENTS

Addressing Incidents of Title IX Sexual Harassment

In accordance with Title IX of the Education Amendments of 1972, Texas Southern University (TSU) prohibits unlawful sexual harassment against any participant in its education programs or activities. Title IX requires schools to take steps to prevent and remedy sexual harassment, hostile environment, including sexual violence, gender-based harassment, dating/domestic violence, and stalking. This prohibition against sexual harassment - including sexual violence - applies to TSU students, employees, and visitors to campus.

TSU’s policy is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as prohibited by state and federal law. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator, as outlined in policy. Reports of alleged Title IX violations may be made by visiting: <https://app.smartsheet.com/b/form/4e1d5ba471ee442082f477910cb1b4c4>. Reports may also be made directly through email to TitleIX@TSU.edu.

Pregnant and parenting students should expect to obtain reasonable academic adjustments/ accommodations based on their pregnant and parenting status to maintain access to the educational environment. These students should work with the Title IX Coordinator for appropriate academic adjustments/accommodations. TSU cannot grant retroactive adjustments, so reaching out early with requests is important. Discrimination against pregnant and parenting students is also prohibited under Title IX. For more pregnant and parenting information, please visit the Title IX webpage found at: <https://www.tsu.edu/about/administration/office-of-compliance/title-ix/>.

XIV. BIBLIOGRAPHY

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