


<b>ORIGINATOR'S SECTION:</b>		
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017	
2. Current Course abbreviation and Number: SOC 465 Critical Race Theory		

**TYPE OF CHANGE(S). Check ☒ all that apply.**

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input checked="" type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section-- both current and new -- is required only for items checked (☒) above.**NEW INFORMATION:****CURRENT INFORMATION:**

3. Title: Critical Race Theory	Course abbreviation and Number: SOC 465 Critical Race Theory Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Critical Race Theory
4. Abbreviated Title for Banner (no more than 25 characters): Critical Race Theory	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Critical Race Theory
5. Number of Units: 2	Number of Units: 2
6. Catalog Description:  Critically assesses racial theory from essentialist constructions to social constructionist, post-structural, and postmodern perspectives. Class, gender and social movement factors are also discussed in reference to the "racializing" process. Prerequisite: SOC 313  	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)  Explores the development, scope and implications of Critical Race Theory (CRT) with emphasis on the role of law in constructing race and attention to applications of CRT and its variants. Prerequisite: SOC 311 or 313 or 315.

**7. Mode of Instruction\*** (See pages T7-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity		
Lab		

**8. Grading Method:\***

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

**Grading Method:\***

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

## CURRENT INFORMATION:

## NEW INFORMATION:

9. If the NP or CP grading system was selected, please explain the need for this grade option.

## 10. Course Requires Consent for Enrollment?

☐ Yes ☒ No  
☐ Faculty ☐ Credential Analyst ☐ Dean  
☐ Program/Department/Director/Chair

## Course Requires Consent for Enrollment?

☐ Yes ☒ No  
☐ Faculty ☐ Credential Analyst ☐ Dean  
☐ Program/Department/Director/Chair

## 11. Course Can be Taken for Credit More than Once?

☐ Yes ☒ No  
 If yes, how many times (including first offering)

## Course Can be Taken for Credit More than Once?

☐ Yes ☒ No  
 If yes, how many times (including first offering)

12. Is Course Cross Listed: ☐ Yes ☒ No

If yes, indicate which course

Is Course Cross-listed? ☐ Yes ☒ No

If yes, indicate which course  
 and check "yes" in item #17 below.

## 13. Prerequisite(s): SOC 313

## Prerequisite(s): SOC 311 or 313 or 315

## 14. Corequisite(s):

## Corequisite(s):

## 15. Documentation attached:

☒ Syllabus ☐ Detailed Course Outline

## PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Course may fulfill elective credit for the following: Area 1 of Criminology and Justice Studies, upper division elective in Standard Concentration in Sociology, upper division elective in Critical Race Studies Concentration in Sociology.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

## 18. Reason(s) for changing this course:

Based on the demand for 400 level electives in Area 1 of our Criminology and Justice Studies major, the course has been redeveloped to focus on how the law constructs race, racial categories and racism. The new course description reflects this change.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

SHARON ELISE 10/10/16  
 1. Originator (Please Print) Date

10/10/16  
 2. Program Director/Chair Date

11/2/16  
 3. College Curriculum Committee Date

11/10/16  
 4. College Dean (or Designee) Date

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date



Spring 2016

**Soc. 498B taught as Critical Race Theory**

CRN 22994

Course meets in SBSB 4221 Tuesday 5:00 – 6:50

Professor Sharon Elise, Ph.D.

Office: 4202 SBSB Tuesday 2:30-4:30 and by appt

Email: [selise@csusm.edu](mailto:selise@csusm.edu)

***Plessy v Ferguson***

*[P]etitioner was a citizen of the United States and a resident of the state of Louisiana of mixed descent, in the proportion of seven eighths Caucasian and one eighth African blood; that the mixture of colored blood was not discernible in him, and that he was entitled to every recognition, right, privilege and immunity secured to the citizens of the United States of the white race by its Constitution and laws...and thereupon entered a passenger train and took possession of a vacant seat in a coach where passengers of the white race were accommodated."*

*"'[P]assing' means that a Negro becomes a white man, that is, moves from the lower to the higher caste. In the American caste order, this can be accomplished only by deception of the white people with whom the passer comes to associate and by a conspiracy of silence on the part of other Negroes... (Gunnar Myrdal, An American Dilemma 1944; 683-86)"*

**COURSE DESCRIPTION**

This course will introduce students to Critical Race Theory (CRT) and its relevance for both critical criminology and justice studies, and for critical race studies in sociology. Critical race theory (CRT) describes works that emerged from legal studies scholars to direct our attention to the centrality of racial oppression in the U.S. and give voice and audience to those who normally and daily experience racial oppression. Critical race theorists view these stories as fundamental to developing an epistemology of racial oppression as socially constructed, ever present and persistent. CRT is informed by social movements for racial justice. It is intersectional because it expands analyses of race and racism to include counter hegemonic discourses that provide us with nuanced understandings of the differing ways that racism is interlaced with other forms of social oppression. These include patriarchy and heterosexism, colonialism/neo- and internal colonialism, multiple ethnicities that are racialized, class, citizenship status, intimate relations, and disabilities. As the opening quotations (above) illustrate, the United States was founded on the instantiation of white supremacy through laws and legal practices that establish white privilege. Hence the need for a "critical race theory" to strip away the pretense of "equality under the law" and reveal the deep injustices seeded with the foundation of this "democracy." This course will combine short lecture and intensive discussion for a guided seminar format.

### STUDENT LEARNING OBJECTIVES

This course supports PSLOs for both sociology and criminology/justice studies so I have combined these SLO's below, along with modes of assessments for each in this course:

<b>PSLO's for Sociology and Criminology/Justice Studies</b>	
<b>1.</b>	Analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially in relation to race, class, gender, age, sexual preference, religion and nationality.
<b>2.</b>	Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems and criminology/social justice issues; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change.
<b>3.</b>	Locate, analyze, assess, and communicate critical criminological and sociological scholarship.
<b>4.</b>	Articulate the applicability of and demonstrate ability to employ a range of research strategies—quantitative and qualitative—to particular research questions, theoretical orientations, and social contexts
<b>5.</b>	Articulate the ethical and social justice implications of criminology and justice studies and sociological inquiry

<b>Course SLOs for Critical Race Theory (hence referred to as CRT SLOs and alphanumeric)</b>	
<b>a.</b>	Students can describe, explain and apply the central tenets of CRT to diverse experiences and issues in contemporary society
<b>b.</b>	Students can clearly describe the variants of CRT (e.g., LATCRT, NATCRT) and their contributions to the CRT discourse
<b>c.</b>	Develop collaborative research and presentation skills

### COURSE REQUIREMENTS (Specific guidelines for each posted on cougar courses)

Item	SLO assessed	Points Possible	Date Due
Weekly Journal/Reflection	1, 2, 4, 5, a	5 pts each 70 points total	Start of class (weekly) Hard copy
CRT Narrative	1, 2, a, b	10 pts	
Collaborative Project	1-5, a-c	20	TBA weeks 14 & 15

**Students with disabilities:** Students with disabilities who request accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours or contact me online in order to ensure confidentiality.

**Academic Honesty:** Students are expected to adhere to the standards of academic honesty and integrity outlined in the "Student Academic Honesty Policy." Plagiarism and other forms of dishonesty will result in disciplinary action in accordance with the rules and regulations of the university, including the assignment of a failing grade for the course. Students are responsible for familiarizing themselves with all related rules and definitions of conduct. Any incidents of academic dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

**Late papers**—Reflection papers will not be accepted late. If you will be absent you must send your paper to me the day it is due. There will be NO make up's for reflection papers. If your narrative assignment is late I dock it one half letter grade for each day late. In other words, an A- paper becomes a B+ paper if it is one day late.

**Missed assignments**--recorded as a "zero".

**Possible Work Stoppage:** The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at [www.calfac.org](http://www.calfac.org), including [http://www.calfac.org/sites/main/files/file-attachments/faculty\\_index\\_final\\_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf) and [http://www.calfac.org/sites/main/files/file-attachments/23\\_reasons\\_final\\_2.pdf](http://www.calfac.org/sites/main/files/file-attachments/23_reasons_final_2.pdf).

### OUTLINE OF READINGS AND TOPICS

*I reserve the right to make changes to this schedule and its contents as I deem appropriate*

Week/Date	Topic and Readings	Assignments
1 Jan 26	Welcome and Introductions	None
2 Feb 2	View on Cougar Course site: Race: The Power of an Illusion, Episode 2, "The Stories We Tell."	Reflection 1 on film & Welcome Lecture due Feb 9
3 Feb 9	Creation and Resistance of Race and Racism READ: Zinn, Howard, "Drawing the Color Line," IN <i>Rethinking the Color Line</i> , Gallagher, Charles A (1999: 34-45); Elise, Sharon, "How Whites Play their rAce Card," <i>Sociological Perspectives</i>	No Class/Labor Day  Reflection 1 & 2 due at start of class Feb 9
4 Feb 16	Origins and Central Tenets of Critical Race Theory READ: "Space Traders," by Derrick Bell, "The First Decade" by	Reflection 3



	Kimberle Crenshaw	
5 Feb 23	Construction of White Supremacy and Privilege READ: "White by Law" Ian Haney Lopez "Whiteness as Property" Cheryl Harris (selections)	Reflection 4
6 Mar 1	CRT's Narrative Methodology READ: Bell, Lee Anne, "Telling Tales: What Stories Can Teach Us About Racism," <i>Race, Ethnicity and Education</i> , 2003, 6, 1, Mar, 9-28	Reflection 5
7 Mar 8	CRT In Sociology, Towards a Critical Race Studies Zuberi, Tukufu, "Critical Race Theory of Society," <i>Connecticut Law Review</i> Vol. 43 (5), July, 2011: 1573-91 ASA Amicas Brief	Narratives Due Reflection 6 due
8 Mar 15	CRT and Marxism Charles Mills, CRT and Marxism Cole Replies to Mills, Mills replies to Cole	Collaborative Project Topic & Reflection 7 Due
Mar 20-27	*****SPRING BREAK*****	
9 Mar 29	Crimmigration Mary Romero, Inclusion of Citizenship Status in Intersectionality; CRT in the Sociology of Immigration	Bibliography for Project & Reflection 8 due
10 Apr 5	CRT in Education Ladson-Billings, New Directions Teranishi, Asian Pacific Islanders CRT & School Racial Climate Solorzano, Daniel G., and Yosso, Tara J., "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research," <i>Qualitative Inquiry</i> , Vol. 8 (1), Feb, 2002: 23-44	Reflection 9 due
11 April 12	Microaggressions Smith, Allen and Danley, "Assume the Position You Fit the Description" Solarzano, Ceja & Yosso, "CRT Racial Microaggressions and Campus Racial Climate"	Reflection 10 due
12 Apr 19	LAT CRT Solarzano & Bernal, Examining Transformational Resistance Through a Critical Race and LATCRIT Theory Framework; Yosso, Whose Culture has Capital?	Reflection 11 due
13 April 26	TRIBALCRIT Castagno and Lee, Tribal Mascots...	Reflection 12 due
14 May 3	Critical Race Feminism Crenshaw, Intersectionality Harris, Intersectionality MacKinnon, Intersectionality	Reflection 13 due
15 May 10	Group presentations	Reflection 14 due

## Angela Baggett

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**From:** Sharon Elise  
**Sent:** Monday, October 31, 2016 3:54 PM  
**To:** Angela Baggett; Carrick Williams  
**Cc:** Kristin Bates  
**Subject:** Re: CAPC review of the P-2 for Crim and Justice Studies BA & C-2 for SOC 365

Hi Angela,

**18. Reason(s) for changing this course:** Based on the demand for 400-level electives in Area 1 of our Criminology and Justice Studies major, the course has been redeveloped to focus on how the law constructs race, racial categories and racism. The new course description reflects this change.

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**From:** Angela Baggett <[abaggett@csusm.edu](mailto:abaggett@csusm.edu)>  
**Date:** Monday, October 31, 2016 at 9:06 AM  
**To:** Sharon Elise <[selise@csusm.edu](mailto:selise@csusm.edu)>, Carrick Williams <[cawilliams@csusm.edu](mailto:cawilliams@csusm.edu)>  
**Cc:** Kristin Bates <[kbates@csusm.edu](mailto:kbates@csusm.edu)>  
**Subject:** RE: CAPC review of the P-2 for Crim and Justice Studies BA & C-2 for SOC 365

Hi Sharon,

I'm happy to update the form for you, if you would like. Just let me know how you would like box #18 to read. Otherwise, I can bring it to Toni and leave it for you to update at your convenience and return to me.

Best,

*Angela Baggett*

Angela Baggett  
Curriculum and Academic Programs Coordinator  
College of Humanities, Arts, Behavioral and Social Sciences  
Office SBSB 4115H  
Phone 760-750-8025  
[abaggett@csusm.edu](mailto:abaggett@csusm.edu)



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*"It's up to us to create the world we want to live in. And we all have the power to do it if we set our minds to it."*  
-Richard Branson

*"If not us, who? If not now, when?"*

– John F. Kennedy

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**From:** Sharon Elise

**Sent:** Sunday, October 30, 2016 12:35 PM

**To:** Carrick Williams <cawilliams@csusm.edu>; Angela Baggett <abaggett@csusm.edu>

**Cc:** Kristin Bates <kbates@csusm.edu>

**Subject:** Re: CAPC review of the P-2 for Crim and Justice Studies BA & C-2 for SOC 365

Thank you for relaying the results of the recent CAPC review of our P2 and C2. Our responses are in green below.

Best,

Sharon

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**From:** Carrick Williams <cawilliams@csusm.edu>

**Date:** Friday, October 28, 2016 at 1:17 PM

**To:** Kristin Bates <kbates@csusm.edu>, Sharon Elise <selise@csusm.edu>, Angela Baggett <abaggett@csusm.edu>

**Cc:** Carrick Williams <cawilliams@csusm.edu>

**Subject:** CAPC review of the P-2 for Crim and Justice Studies BA & C-2 for SOC 365

Kristin and Sharon,

CAPC has completed its review of your P-2 and C-2 form for SOC 365. The committee had a question about each along with some revisions that we need addressed prior to passing it through the review process.

**P-2 form Crim and Justice Studies BA**

The committee had a question about the proposed language for the area requirement. The proposed language states:

"Take at least 4 units in each area..."

However, the explanation of the change in the catalog language states (last sentence, first paragraph):

"Our goal with this requirement is that students make sure they take at least one 4 unit course in BOTH areas..."

Because there are 2 and 3 unit courses in both areas, a student could get 4 units while taking no 4-unit courses in an area.

If what is desired is that the requirement be as stated in the proposed catalog language, we would recommend saying "... take at least 4 units in both areas" in that last sentence of the explanation. This language captures our intent nicely; we accept the change.

If it is intended that one be required to take a 4-unit course to satisfy this requirement (not just 4 units overall), the proposed language would need to be altered, and we may have to consider rearranging the list of area courses to be able to implement the rule.

**C-2 form SOC 465**

Current "catalogese" eschews the use of acronyms if at all possible. In this case, the abbreviation in box 6 isn't required and we request spelling out "Critical Race Theory" the second time in that sentence. **I accept the change.** The description is well under the word count.

Please complete Box 18 indicating the reason for changing the course description and prereqs. Happy to do this, will need to pick up the form I turned in since, unfortunately, I don't seem to have a copy myself.

The attached syllabus from Spring, shows that this course was offered as an 498 (independent study). To acknowledge that, the course description would need to include a statement indicating: "May not be taken for credit by students who have received credit for SOC 498B." If that is not an issue, please provide a rationale for why that will not be an issue. This sort of addition is common language for regular courses that started as topics



courses, but in this case, it may be necessary for an independent study. SOC 498 was offered as an overload on my part (uncompensated) so it was not advertised, but was only offered to grad students and a few undergrads in the Crit Race Concentration. Would this be sufficient rationale?

We are getting more forms every week, and CAPC is doing its best to handle all of these revisions as quickly as possible. If you could help us by returning the form with the appropriate changes or comments within 2 weeks, we can speed your proposal along.

Thanks!

Carrick

CAPC Chair

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Carrick C. Williams  
Assistant Professor  
Department of Psychology  
California State University San Marcos

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