

**ORIGINATOR'S SECTION:**

1. College:  XX CHABSS  CoBA  CoEHHS  CSM  
 Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No

3. Course will be a variable-topics (generic) course?  Yes  No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* SOC 516

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
 Seminar in Critical Sociology

6. Abbreviated Title for PeopleSoft:  
 (no more than 25 characters, including spaces)  
 Seminar in Critical Perspectives in Sociology (We were told this abbreviation was no longer necessary, but if it is: Sem in Crit Persp in Soc).

7. Number of Units: 2

8. 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 critical perspectives or cutting-edge topics in the field of Sociology. Analyzes a specific theme through existing and/or original research. May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

9. Why is this course being proposed?  
 We are making changes to our graduate program and this is part of the P2 submission. This C form is **one of four** we are submitting that are for substantive elective seminars.  
 Currently, we have many offerings of elective graduate seminars but few are actually offered. Through an external review and internal department analysis, we realized that the best option is to reduce the number of substantive elective seminars on the books. This will allow us to rotate through the seminars and our two skill-based elective seminars (related to writing and teaching) that are already on the books. The titles of these new seminars were broadly conceived so that faculty could specify a theme that would draw upon their specialty and the learning outcomes and missions of the graduate program. This will streamline our offerings and still offer us flexibility in course delivery. We hope to rotate the six seminars so that they do not repeat within a three-year period. In the event that one is offered more than once during that period, we will make sure it has a different theme than previous class offered. Students will be allowed to take the same course twice if necessary.

10. Mode of Instruction\*  
 For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

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

11. Grading Method:\*  
 XX 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)

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

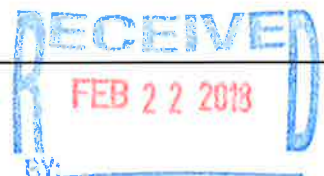
13. Course Requires Consent for Enrollment?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? 2 (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

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

PS \_\_\_\_\_  
 RP \_\_\_\_\_  
 Tracker \_\_\_\_\_



16. Prerequisite(s):  XX Yes  No  
 "Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

17. Corequisite(s):  Yes  xxx No

18. Documentation attached:  
 xxx Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\* every other year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. 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:  
 It fulfills an elective requirement for the Master of Arts in Sociological Practice Program.

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  xxx 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 _____

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) Kenelle Swan Date 10/25/17

2. Program Director/Chair [Signature] Date 10-25-17

3. College Curriculum Committee [Signature] Date 12/6/17

4. College Dean (or Designee) [Signature] Date 12/6/17

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

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

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

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

# Soc 516: Seminar in Critical Sociology

## Theme: White Privilege

---

### *Syllabus\**

Course Information		Instructor Information	
<b>Location</b>		Name	
<b>Meeting Days</b>	Wed	Email	
<b>Time</b>	7-8:50p	Phone	
<b>CRN</b>		Office	
<b>Units</b>	2 Units*	Office Hours	W 6p-8p

### **Catalog Description for Seminar in Critical Sociology**

Explores critical perspectives or cutting-edge topics in the field of Sociology. Analyzes a specific theme through existing and/or original research. Can be taken up to two times for a total of four units (different class themes required). *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

### **Specific Description of This Semester's Theme: White Privilege**

This graduate seminar is focused on critical perspectives in Sociology and the theme is "White Privilege." It is designed to provide students key analytical concepts to understand the social construction and operation of whiteness, as well as study the fundamentally formative role white supremacy has played in the histories of the United States of America.

The course studies the reproduction of racial capitalism through settler colonialism, chattel slavery, and neoliberalism. This course will require you to (re)think hegemonic historical narratives and reframe current events through a critical sociological lens.

### **Required Materials**

In this class you will read a number of scholarly journal articles. They will all be available on Electronic Course Reserve through the Kellogg Library.

---

*\*(2 units)* Per the University Credit Hour Policy, this class requires 2 hours per week in the classroom, and 4 hours of student learning outside of the classroom.

## MASP Student Learning Outcomes

This graduate seminar is an elective and fulfills many of the Master of Arts in Sociological Practice Program Learning Outcomes (PSLOs). Specifically:

**PSLO #1** Locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse (Familiarity with these skills will be assessed in your participation in class discussions, your weekly papers, your note-taking assignments and your final paper.)

**PSLO #2** Critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts (Your ability to apply theories and apply them to social policies and diverse contexts is the foundation of this entire class: (You will be assessed on this through your class participation, reading summaries and final paper.)

**PSLO #3** Demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression (e.g., gender, race/ethnicity, social class, sexuality, age, abilities, region, nationality), and their implications for social theory and social justice (You will be assessed on your ability to do in your weekly group discussions, reading notes, and class paper.)

**PSLO #4** Demonstrate ability to advocate for sociologically informed decision-making (You will be assessed on this in your class paper, which will include a section in which you which you develop a sociological advocacy plan related to racial justice.)

## Class Specific Learning Outcomes

By the end of this course, you should be able to:

- Analyze whiteness as a social construction produced in reaction to inter-racial solidarity amongst working-class communities from different cultural traditions and epistemologies;
- Articulate the connections between settler colonialism, the reproduction of the racial privilege, and neoliberalism;

- Synthesize insights from the scholarly literature on how citizenship, immigration and public safety policies and laws uphold the racial hierarchy in written reading summaries;
- Advocate for a sociologically-informed project to address racial in/justice in your final paper.

## Format

The course draws on the traditional graduate-seminar style, which requires group presentations, reading summaries, and in-class participation. Our weekly meetings will have structured discussions that are explicit and modular.

## Before Class

- Everyone must read the assigned texts critically.
  - o Designated presenters should prepare a **reading summary** and a **presentation**.
  - o All other students should prepare questions and comments to contribute during our class meetings.

## During Class

- We will start our class by:
  - o reviewing common agreements
  - o volunteering for responsibilities (i.e. time keeper, stack, etc.)
- The instructor will provide some **opening comments** on the subject material. □
- Our weekly class meetings will **feature a student-led, group presentation** on the assigned texts. □
  - o This presentation should be based upon, but not a line-by-line regurgitation, of the **reading summary** that presenters should prepare for their homework. □
- We will all participate in structured discussions to collectively comprehend and critique a text, and rotating responsibilities necessary to organize our in-class discussions. □
  - o This will include:
    - opening round where students can ask questions for clarification and respond to each other accordingly, □
    - a break, □
    - a second round of discussion where we assess how the text advances our understanding of whiteness, □
    - a closing round of reflection, where we share what we learned, and/or what can be changed in our process. □

## After Class

- □Presenters will upload their reading summary to Cougar Courses.□

- Everyone can continue the conversation using a Forum on Cougar Courses. □

## **Course Requirements**

### **Participation - 35%**

- Presentations
- Scribe□
- Time-Keeper
- Stack
- Commoner

### **Homework - 35%**

- Produce Object of Study Reading Summary (only when you present)
- Post Notes for Class (when its your turn to be note-taker)

### **Final Paper - 30%**

**University Writing Requirement: This class fulfills the CSUSM University Writing Requirement of 2500 words through the cumulative writing done for the reading summaries and the final paper.**

**No Final Exam is required for this course.**

## **Student Expectations**

### **Be Engaged & Resourceful**

The course depends entirely upon the effort and energy of students. I ask that everyone perform the labor necessary to form and elevate our conversations in class. A chain is only as strong as its weakest link.

### **Be Patient & Supportive**

The course material will likely challenge students, so I ask that we be supportive of one another. I ask that all of us be patient and understanding with each other as we work through texts and ideas that are complicated, as well as material that will challenge our hitherto understandings of the world. I also ask that we keep an inventory of what material challenges us the most, as that is what can be most productive and rewarding if we engage it.

### **Be Reflexive & Reflective**

Finally, people should understand that racism and anti-racism are not pre-determined fates prescribed to us by our family & or personal histories, our family "lineage(s)", nor by our phenotype. Rather, racism and anti-racism are the products of our conscious (and

unconscious) decisions. Students should take this information, process it in a rigorous manner, and use it to inform their future decisions.

## Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. □ Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." □

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.

## Students with Special Needs

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4200, 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 in order to ensure confidentiality. *Please provide me this documentation by the second week of class.*

## Class Meeting & Reading Schedule

*Required readings are noted here; additional readings will appear on Cougar Courses each week. You are to select 2 – 3 of the additional readings to prepare for class.*

### Week 1 Orientation

- Share Syllabus & Reading Schedule

### Week 2 The Black Radical Tradition and Democratic Despotism

- Required Reading☐
  - Robinson - Black Marxism - Ch. 6 - The Roots of Black Radicalism
  - DuBois - The African Roots of War

### Week 3 Settler Colonialism

- Required Reading☐

- Dunbar-Ortiz - 2014 - An Indigenous People's History of the United States (selections)

#### **Week 4 Birth of a Nation: Bacon's Rebellion and Whiteness as Reaction**

- Required Reading
  - Allen - 2012 - The Invention of the White Race, Vol. 2: The Origin of Racial Oppression in Anglo- America (selections)

#### **Week 5 Sincere Fictions & The Vanities of Whiteness**

- Required Reading
  - Said - 1978 - Orientalism (Selections)
  - Kelley - 1998 - Yo' Mama's Disfunktional! (Selections)
  - Gould - 1996 - The Mismeasure of Man (Selections)

#### **Week 6 Whiteness & The State**

- Required Reading
  - Haney-Lopez - 1997 - White By Law (selections)
  - Mills - 1999 - The Racial Contract (selections)

#### **Week 7 The Color-Line: (Black) Reconstruction & (White) Redemption**

- Required Reading
  - Du Bois - 1999 - Black Reconstruction in America (selections)
  - Davis - 1983 - Rape, Racism, and the Myth of the Black Rapist
  - Baca - 2010 - Conjuring Crisis - Ch. 2 - Conspiracies and Crises on Cape Fear

#### **Week 8 Anglo Settler Colonialism in the Southwest**

- Required Reading
  - Almaguer - 2008 - Racial Fault Lines: The Historical Origins of White Supremacy (selections)

#### **Week 9 Immigrants & Whiteness: Inclusion or Abolition?**

- Required Reading
  - Roediger - 2005 - Working Toward Whiteness: How America's Immigrants Became White (selections)

#### **Week 10 Whiteness, Nativism & Immigration Policy**

- Required Reading
  - Molina - 2014 - How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts (Selections)
  - Ngai - 2004 - Impossible Subjects: Illegal Aliens and the Making of Modern America (selections)
  - Hernandez - 2010 - Migra! A History of the US Border Patrol (Selections)



## Spring Break

### Week 11 The (Social) Wage(s) of Whiteness

- Required Reading 
  - o Prashad - 2005 - Second-Hand Dreams
  - o Trotter - 1996 - From a Raw Deal to a New Deal: African Americans 1929-1945 (selections)
  - o Katznelson - 2014 - Fear Itself: The New Deal and the Origins of Our Time (selections)

### Week 12 Second Redemption: Balanced Budgets, and Law & Order

- Required Reading 
  - o McGirr - 2002 - Suburban Warriors: The Origins of the New American Right (selections)
  - o Flamm - 2007 - Law & Order: Street Crime, Civil Unrest, and the Crisis of Liberalism in the 1960s (selections)
  - o Hancock - 2004 - The Politics of Disgust: The Public Identity of the Welfare Queen (selections)

### Week 13 Neoliberal Apartheid: Race, Space, and Wealth

- Required Reading 
  - o Lipsitz - 2006 - The Possessive Investment in Whiteness (selections)
  - o Lipsitz - 2011 - How Racism Takes Place (selections)
  - o Shapiro - 2005 - The Hidden Cost of Being African American (selections)

### Week 14 Neoliberal Cannibalization of the Social Wage

- Required Reading 
  - o Hosang - 2010 - Racial Propositions: Ballot Initiatives and the Making of Postwar California (selections)

### Week 15 Abolition

- Required Reading 
  - o Ignatiev & Garvey - 1996 - Race Traitor (selections)
  - o Olsen - 2004 - The Abolition of White Democracy