

Critical Race Theory and Your Education

Gallatin, Fall 2018

IDSEM-UG 1986

Room 527

Faculty:

Vasuki Nesiah, Rebecca Amato, Sinan Antoon, Kwami Coleman, Sybil Cooksey, Marie Cruz Soto, Kim DaCosta, Lisa Daily, Anne DeWitt, Kristoffer Diaz, Michael Dinwiddie, Valerie Forman, Hannah Gurman, Kristin Horton, AB Huber, Rosanne Kennedy, Eugenia Kisin, Ritty Lukose, Meleko Mokgosi, Sarah Murphy, Myisha Priest, Frank Roberts, George Shulman, and Alejandro Velasco.

Course Description:

This class will foreground race, racism and racial structures to interrogate and trouble dominant intellectual traditions. Co-taught by several Gallatin faculty, each week we will turn to how different disciplines construct knowledge; we will try to better understand how we may unpack the racial grammar, sometimes visible often latent, in how particular assumptions and perspectives get authorized within the university's walls. How would we situate different ways of knowing in relation to historical and contemporary maps of power and privilege, local and/or global? How would the dominant intellectual traditions in your area of concentration be challenged by foregrounding legacies of colonialism and/or slavery? How would feminist, queer, Marxist critique help us probe these questions further? What did you have to unlearn in asking these questions? What new lines of inquiry did they provoke? The class will expose students to a rich body of literature that takes on the racial unconscious of various disciplines, and of course of the university experience itself. Each day will offer a window into foregrounding the politics of race while performing different ways of engaging, disavowing, displacing received approaches to the production of knowledge. We will draw on texts that directly challenge the dominant traditions as well as texts that have been shaped by subordinated traditions.

required texts at: <https://wp.nyu.edu/crtfall2018/>

readings and speakers a provisional itinerary

Week 1 Th 9/6	Intro on Race and the University, Robin D.G. Kelley: http://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle
Week 2 Th 9/13	Sybil Cooksey (black studies) & AB Huber (critical theory, comparative literature) Nelson Maldonado-Torres, "Outline of Ten Theses on Coloniality and Decoloniality"
Week 3 Th 9/20	Kim DaCosta (sociology) & Lisa Daily (cultural studies, visual culture, political economy)

Thursdays 6:20- 7:35
One Washington Place, 527

Barbara Fields, "Slavery, Race, and Ideology in the United States of America"
Loïc Wacquant, "For an Analytic of Racial Domination"
Wendell Berry, "Higher Education & Home Defense"

Week 4 Th 9/27

Marie Cruz Soto (history, americas)
& Becky Amato (U.S. history, public history)

Alex Carp, "Slavery and the American University"
Ieuan Hopkins, "Places From Which to Speak"
Diana Taylor, "Performance and/as History"

Week 5 Th 10/4

Valerie Forman (comparative literature, economic history, cinema of latin america and the caribbean) & Alejandro Velasco (history, latin american studies)

Tomás Gutiérrez Alea, *The Last Supper (La Ultima Cena*, film)
Richard Ligon, *A True and Exact History of the Island of Barbados* excerpt.

Week 6 Th 10/11

Sinan Antoon (comparative literature, arab and islamic studies) & Sara Murphy (comparative literature and culture, gender studies)

Mariano Siskind, "The Globalization of the Novel and the Novelization of the Global: A Critique of World Literature"
Aamir Mufti, "Where in the World is World Literature"

Week 7 Th 10/18

Eugenia Kisin (anthropology, indigenous studies)
& Anne De Witt (literary studies, history of science)

Charles Darwin, "Tierra del Fuego"
Kim TallBear, "Genomic articulations of indigeneity"
Traci Brynne Voyles, "In Search of Treasure"

Week 8 Th 10/25

George Shulman (political theory, american studies) &
Hannah Gurman (U.S. history, literature)

Kimberlé Crenshaw & Gary Peller, "Reel Time/Real Justice"
William Rosenau, "'Our Ghettos, Too, Need a Lansdale': American Counter-insurgency Abroad and at Home in the Vietnam Era"

Week 9 Th 11/1

Vasuki Nesiah (public international law, critical legal studies)
& Frank Roberts (U.S. social movements; black studies; black performance)

Alan Freeman, "Antidiscrimination from 1954 to 1989" republished version of

"Legitimizing Racial Discrimination Through Antidiscrimination Law: A Critical Review of Supreme Court Doctrine"

Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Anti-Racist Politics."

Week 10 Th 11/8

Ritty Lukose (anthropology, feminist/gender/sexuality studies)
& Meleko Mokgosi (visual arts, psychoanalytic theory, postcolonial studies)

Hal Foster, "The Artist as Ethnographer?"

Lila Abu-Lughod, "Writing Against Culture"

Coco Fusco and Guillermo Gomez-Pena, "Couple in the Cage" (short film screening in class)

Week 11 Th 11/15

Kwami Coleman (musicology, aesthetics, cultural studies)

Michael Dinwiddie (african american culture, theater)

Pierpaolo Polzonetti, "[Don Giovanni Goes to Prison: Teaching Opera Behind Bars](#)," *MusicologyNow* Blog

Bonnie Gordon, "[The Perils of Public Musicology](#)," *MusicologyNow* Blog

William Cheng, "[Musicology, Freedom, and the Uses of Anger](#)," *MusicologyNow* Blog

Burke Stanton, "Musicking in the Borders toward Decolonizing Methodologies" *Philosophy of Music Education Review*

Special Seminar, Friday 11/16 with Lisa Lowe

Week 12 Th 11/22

University Recess
No class meeting

Week 13 Th 11/29

Kristin Horton (theater directing)
& Kristoffer Diaz (performance studies, dramatic writing)

Dias, Annalisa and Sayet, Madeline. "Decolonizing Theatre: an Introduction." *Howlround*, Emerson College, 27 May 2018. www.howlround.com/decolonizing-theatre-an-introduction

Goodwin, Robert and Nagle, Mary Kathryn. "Decolonizing Creation Processes by Reclaiming Narratives." *Howlround*, Emerson College, 28 May

2018. <http://howlround.com/decolonizing-creation-processes-by-reclaiming-narratives>

Dias, Annalisa; Saeed, Issa; Ramanan, Amrita; and Shrestha, Abhi. "Colonization is Global, but Brown Has No Borders." *Howlround*, Emerson College, 29 May 2018. <http://howlround.com/colonization-is-global-but-brown-has-no-borders>

Lawton, Jacqueline E.; Ravensbergen, Lisa C.; amir, mia susan; and George-Warren, DeLesslin. "Decolonizing Texts, Words, and Communication." *Howlround*, Emerson College, 30 May 2018. <http://howlround.com/decolonizing-texts-words-and-communication>

Week 14 Th 12/6

Rosanne Kennedy (feminist theory, political theory)
& Myisha Priest (literature, african american studies, black feminist theory)

Harriet Jacobs, "Letter from a Fugitive Slave: Slaves Sold under Peculiar Circumstances" (Letter to New York Daily Tribune, 1853)

"Combahee River Collective Statement"

Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House"

Sara Ahmed, "Black Feminism as Life-line"

Carrie Mae Weems' series "Not Manet's Type"

Week 15 Th 12/13

Concluding Class: Critical Race Theory and Your Education

course requirements

attendance and participation:

The success of the seminar turns on your steady and generous attention to the work at hand and to our ongoing conversations. There will be a sign-in sheet to keep track of attendance. We do not monitor the distinction between excused and unexcused absences: if you are not present one week, we will assume you have good cause. That said, because the seminar has relatively few requirements, missing more than one seminar and one weekly write up will jeopardize your passing grade.

weekly annotated bibliography

An important weekly assignment for the class is an annotated bibliography that you will create, using the readings for that week, **due by 5pm the Wednesday before class** and uploaded through the course website (<https://wp.nyu.edu/crtfall2018/>). By the end of the course, your weekly entries will lead to the creation of an annotated bibliography of all the readings in the class. The goal of this assignment is to help you engage the concepts in the readings, keep track of ideas, thinkers, disciplines and approaches that enable you to think about the subject of the course. More generally, the assignment is intended to develop skills in creating such bibliographies as part of your critical reading skills as you move through your concentration. These skills can be applied to any kind of text you encounter that might work its way into your booklist for your colloquium and rationale.

After you have read the assigned reading for class, you will then submit a paragraph-long description of each reading you do. That description should include five things:

- 1) A subject heading for your submission that will give the reader an idea of what the main topic of the source is. It cannot simply be the title of the reading; it must be a subject heading that extracts some sense of the topic of the reading in your own words.
- 2) The full bibliographical information of the source, using whatever style you choose. Please be consistent across the weeks in terms of style.
- 3) A few sentence description of the context for the source. Is the reading a part of a book, an article, a book chapter in an edited volume? Is the text visual, a poem, fiction, academic (if so what kind of discipline does it seem to come out of?).
- 4) A summary of its content and/or an explanation of its argument.
- 5) Finally, answer some combination of the following questions. How does this source help you to understand something new, or help you understand something in a new way? What did you find interesting about it?. Why is this work important to you and/or your concentration?

EACH WEEK, PLEASE PUT ALL OF YOUR PARAGRAPHS IN ONE PDF. PLEASE NAME THAT FILE WITH THE DATE OF THE CLASS MEETING, THEN YOUR LAST NAME (E.G. "10-11-18, Vargos")