Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES
See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: □ LAW □ MSB □ CAS □ CPA

CONTACT NAME: Lorenda Naylor, PhD, MPH, MPA PHONE: 410-370-9002

DEPARTMENT/DIVISION: School of Public & International Affairs DATE PREPARED: 10/28/13

PROPOSED SEMESTER OF IMPLEMENTATION: □ fall □ spring YEAR: 2014

TYPE OF ACTION: □ add (new) □ deactivate □ modify □ other

LEVEL OF ACTION: □ noncredit □ undergraduate □ graduate □ other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

☐ COURSE ACTIONS

Original Subject Code/Course Number:
GVPP 410

Original Course Title:
Race & Politics

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

- 1. Experimental Course
- 2. Course Title
- 3. Course Credits
- 4. Course Number
- 5. Course Level
- 6. Pre- and Co-Requisite
- 7. Course Description
- 8. New Course
- 9. Deactivate Course
- 10. Program Requirements
- 11a. Undergraduate Specialization (Fewer than 12 credits)
- 11b. Master’s Specialization (Fewer than 12 credits)
- 11c. Doctoral Specialization (Fewer than 18 credits)
- 12. Minor (add or delete)
- 13. Closed Site Program
- 14. Program Suspension
- 15. Program Reactivation
- 16a. Certificate Program (UG/G) exclusively within existing degree program
- 16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
- 17. Off-Campus Delivery of Existing Programs
- 18a. Undergraduate Concentration (24 or more credits)
- 18b. Master’s Concentration (12 or more credits)
- 18c. Doctoral Concentration (18 or more credits)
- 19. Program Title Change
- 20. Program Termination
- 21. New Degree Program
- 22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

☑ summary proposal (O) ☑ course definition document (P) ☑ full five-page MHEC proposal (Q)

☐ financial tables (MHEC) (R) ☐ other documents as may be required by MHEC/USM (S) ☐ other (T)
**IMPACT REVIEW** (review the list of necessary signatures):

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**APPROVAL SEQUENCE** (review the list of necessary signatures):

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<td>B. General Education (for No. 7, 8)</td>
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<td>C. Final Faculty Review Body Within Each School (Chair)</td>
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<td>G. Provost and Senior Vice President for Academic Affairs</td>
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<td>H. President</td>
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¹ University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW

CONTACT NAME: Lorenda Naylor, PhD, MPH, MPA
PHONE: 410-370-9002

DEPARTMENT/DIVISION: School of Public & International Affairs
DATE PREPARED: 10/28/13

PROPOSED SEMESTER OF IMPLEMENTATION: fall
YEAR: 2014

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

- COURSE ACTIONS
- PROGRAM ACTIONS

Original Subject Code/Course Number: GVPP 410
Original Course Title: Race & Politics

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

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For changes to existing courses:

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<tbody>
<tr>
<td>NEW TITLE</td>
<td>SUBJECT CODE/COURSE NO.</td>
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Summer 2010
We are requesting to add a new course titled GVPP 410 Race and Politics to the undergraduate Government and Public Policy (GVPP) program. See attached syllabus.

Race is a critical issue in society. Although numerous laws have been passed to protect the legal rights of minorities (Civil Rights Act of 1964, Voting Rights Act of 1965, and the Fair Housing Act of 1968), racism and discrimination remain a part of the American social fabric. Despite the removal of legal barriers and guarantee of equal protection, Blacks and Hispanics continue to endure negative outcomes. Racial disparity in education, employment, health, income, and incarceration continues to persist. This new course addresses race directly. "It examines various approaches to Critical Race Studies and... explore its problems, possibilities, and limitations" (Brown, 2013 Draft Syllabus).
1. DATE PREPARED
October 28, 2013

2. PREPARED BY
Lorenda A Naylor, PhD, MPH, MPA. GVPP Program Director

3. DEPARTMENT/DIVISION
College of Public Affairs, School of Public and International Affairs (SPIA)

4. COURSE NUMBER(S) with SUBJECT CODE(S)
GVPP 410

5. COURSE TITLE
Politics and Race

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
Addresses race and its problems, possibilities and limitations. Race is a critical issue in society, and despite the removal of legal barriers and the guarantee of equal protection (Civil Rights Act of 1964, Voting Rights Act of 1965 and the Fair Housing Act of 1968), blacks and Hispanics continue to endure negative outcomes, and racism and discrimination in education, employment, health, income and incarceration remain a part of the American social fabric.

8. PREREQUISITES
None.

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
Elective

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean’s office if you are unsure of the correct entry). Lecture.
12. FACULTY QUALIFIED TO TEACH COURSE
Dr. Sam Brown and Dr. Lenneal Henderson

13. CONTENT OUTLINE
See attached syllabus.

14. LEARNING GOALS
See attached syllabus.

15. ASSESSMENT STRATEGIES
See attached syllabus.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)
See attached syllabus.

17. SPECIAL GRADING OPTIONS (if applicable)
See attached syllabus.

18. SUGGESTED CLASS SIZE
Less than 30.

19. LAB FEES (if applicable)
Not applicable.

Summer 2010
GVPP 497 RACE and Politics: A Critical Race Perspective

Spring 2014

Department of Government and Public Policy

Samuel L. Brown, Ph.D.
School of Public and International Affairs
University of Baltimore
LAP, Room 406
Baltimore, MD 21201
410-837-6091
sbrown@ubalt.edu

COURSE DESCRIPTION

In the mid-1980s a new scholarly movement developed in the legal academe, critical race theory, which challenged both the substance and style of conventional legal scholarship related to race. Substantively, race critics reject traditional civil rights litigation, the focus on individual rights and related assumptions of meritocracy, and color-blind approaches to solving legal problems. Stylistically, critical race scholars often employ new methodologies for legal scholarship, including storytelling, combining legal and literary analysis, and post-modern analysis. Critical race theorists view racist acts not as isolated incidents by individuals, but as a reflection of racialized policies and racism embedded in legal and political institution, and these constitute parts of our self-identity.

For over a decade a critical discourse on whiteness identity has emerged in various disciplines. Growing out of critical race theory in the law, multiculturalism, feminist theory, cultural studies, post-colonial theory, and critical historical studies, this new “whiteness” field is controversial. Critical whiteness studies uses white identities as a category of analysis, rather than presuming it as the norm around which all other ethnic identity is scrutinized—and casts it in dialogue with the formation of class, gender, and sexuality identity. Critical whiteness studies is important in political science and public policy, as it looks at the convergence of ethnic identity, economic interests, and political and legal institutions, as well as representations of whiteness in visual, social, and literary texts, to read them as pedagogies that teach racial identity. Critical whiteness studies seek to understand race as an organizer of power and a product of historical struggles for political and social leverage.

The goal of this course is to examine various approaches to Critical Race Studies and, in light of its theoretical commitments, to explore its problems, possibilities, and limitations. How might we better understand our history and contemporary politics in light of these intellectual movements? Does it open up new areas for exploration or make our understanding of race and ethnicity murkier? Such an exploration will require us to think carefully not only about race and
racism, but various forms of identity: gender, class, and sexuality—in the context of our political commitments, collective memory, and national self-identity.

Student Responsibilities:

In addition to completing the readings and assignments for the course, you are expected to fully engage in the learning experience throughout the semester. As a seminar, this course will consist of presentations, guest speakers, and critical discussions. Therefore, students will need to draw upon active listening skills, make a strong effort to critically self-reflect, and locate their voices to engage in dialogue with their colleagues.

Course Objectives:

1. We will explore how racial inequities are produced, reproduced, and maintained within social and political institutions and how they shape public policy.
2. We will strive to create affirming spaces for counter discourses that refute ideological constructions of “truth” and “reality.”
3. We will work to understand and value the similarities and differences among the experiences of people with different racial backgrounds in the political arena.
4. We will use CRT to inform our personal, social, political, and intellectual experiences as racial beings.
5. We will engage in CRT with the end goals of heightened social consciousness and social transformation.

Required Text:

Writing Expectations

My standards for writing are rigorous. I will assess your writing based on clarity, organization, word usage, and sentence construction. You should have a clear understanding of baseline standards in these areas. I strongly you recommend a good writing book. My favorite tools are On Writing Well, by William Zinsser and Woe Is I by Patricia T. O'Connor. Other excellent writing tools are: Eats, Shoots, and Leaves: The Zero Tolerance Approach to Punctuation by Lynn Truss and Elements of Style by William Strunk, Jr.

Remember that running a “spell check” through your Word program is not the same as proofreading your work. Some students find it helpful to read their papers aloud to find errors. Please seek help through the Writing Center and other sources if you need help in this area. I am also available via email, during office hours, and by appointment to help you.

I will use the following criteria in evaluating all written assignments:
• Do you define key terms and phrases as we have used them in this course?
• Does your thesis reflect your grasp of key terms in this course?
• Do you adequately explain the theories or ideas you are using from lecture and assigned readings?
• Do you provide evidence for conclusion you reach in your paper?
• Was your supporting evidence appropriate and convincing?
• Do you offer an interesting and thoughtful conclusion to your paper?
• Is the essay well organized, and clear? Do you have a number of grammatical, punctuation, and sentence structure errors?
• Are you critical in discussion your observations, or do you just offer a summary?

Other good tips for writing well:

• Your topic should be narrow enough to write a concise and convincing piece of research

• Anyone who reads your paper should understand it. Your “reader” is not just me—you are writing for anyone who is interested; therefore, you must define your terms and organize your paper. Topic headings are a good way to lead the reader through your argument.

Personal experiences and observations do not carry as much weight as an academic publication. Anecdotes and stories can illuminate, but they are no substitute for hard research, whether it is qualitative or quantitative.

• Avoid the temptation to write something you think I will agree with—you will never be sure of my opinions in this class. During many classes, I will play “devil’s advocate” to spark discussion and to help you to think more critically. Integrity in writing includes writing about something that you believe in, not something that you believe can yield extra points from the professor.

**COURSE REQUIREMENTS**

**A. Attendance:**

Attendance is crucial because class meets only once a week. It is assumed that students will attend every session—and arrive on time—unless a serious illness or emergency arises.

Because this class meets once per week, it is essential that you come on time, stay for the entire class, and come prepared. Class participation will be evaluated by:

1. Your overall attendance;
2. The quality of your weekly reflective essays;
3. The quality of your in-class presentations on weekly assigned readings; and
4. The quality of your participation in class discussions.

*Weekly Reflective Essays:* Race is best analyzed through a multitude of disciplinary and theoretical approaches including history, sociology, philosophy, education, literature and law. The sources we will examine must be analyzed for their main ideas and overall arguments. We want to encourage deep and critical thinking, not coverage. To ensure that everyone is prepared for an informed discussion, each week, you are required to write a 2 page reflective essay that:
a) Summarizes the main ideas of the reading(s); and 
b) Analyzes some dimension of the author’s argument including evidence, logic, implications, etc.

The purposes of these essays are to help stimulate your thinking and imagination and get your ideas on paper. They will be graded pass/fail; they do not have to be grammatically precise, but they should be interesting. Essays should focus on the main ideas of the authors and your interpretation and/or assessment of those ideas. My hope is that in thinking through the readings this way, your classroom participation will be all the better.

B. Class Discussion:

Students should read all the required materials before class and be prepared to discuss the major issues raised in the material. You will be asked to rely on various critical and interpretive skills to explore the theories and concepts presented. Students are encouraged to read closely and with a critical eye.

Our classroom will be a safe academic environment where ideas are devised, debated, and deconstructed. Feel free to speak your mind on any and all of the issues that will arise during the course. You should participate even if you think that your views may be unpopular with other students. Academic environments are the place to debate the difficult issues—to challenge others, to help oneself understand why others believe what they believe, and to deepen one’s own convictions. However, when challenging the viewpoints of your colleagues please do not slip into personal assaults. In this class we are going to attack ideas, not each other. Civility is a must.

C. Evaluation:

Your final grade will be calculated on the following basis:

- Class discussion participation and attendance – 30%
- Leading discussion – 10%
- Weekly reaction/critical reflection papers (2 pages each) – 40%
  * These weekly papers must be turned on at the beginning of class.
  * These papers should not be summaries of the reading, rather, use the material for that day as the foundation to think critically. Use the questions on the syllabus to guide your responses.
- Journal article review paper (5 pages) - 20%
  * Choose one recent journal article (from the last 3 years) related to a contemporary issue on race/ethnicity that most interests you and use the material covered in class and your own critical thinking to write a review of the article.

Key questions to consider as you read:

- In what way do racial categories reflect competing notions of history, peoplehood, and collective destiny in the United States?
- At a given moment, which groups benefit from racial categories?
- What is the difference between race and ethnicity, and how does it matter in politics?
• How is racial identity of whites socially constructed?
• In what ways does whiteness remain unmarked and at the same dominate political discourse?
• What are the strategies used by different groups to gain U.S. citizenship?
• Does the monolithic nature of legal studies make some voices invisible?
• Is there an unrecognized racial agenda in political movements and the law?
• How does color cross paths with gender and class?
• What are the limitations of critical whiteness studies?
• Is the concept of whiteness a proxy for something else?

ASSIGNED READINGS

Class 1

Introduction and Syllabus Review

Class 2

Theories of Racial Formation and Foundations of Contemporary Race Scholarship

READ:


Class 3/4

Critical Race Theory and the Law

READ:


Class 5

Self-Identity, Political Violence, and the Law


Class 6
Orientalism and U.S. Law

READ:

Class 7
American-ness and Our Imagined Nation

READ:

Class 8/9
Whiteness as Currency

READ:


Class 10
Race and Working Class Identity Formation

READ:

Class 11/12
Negotiating Race and Gender

READ: