

TEXAS SOUTHERN UNIVERSITY

READINGS IN U.S. HISTORY:

CRITICAL RACE THEORY

HIST 531 - 01H 10123 FALL 2024 HYBRID
THURSDAYS, 5:30-8:00 PM PAB 307 AND ONLINE

Instructor: [Dr. Roger Hart](#)
Virtual office hours: TW 3:00-6:00 PM
E-mail: Roger.Hart@TSU.edu
Office: Public Affairs Building 305C
Phone: (713) 313-7735
Blackboard: <https://texsu.blackboard.com>
Website: <http://rhart.org>

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

This course takes a *critical* approach to Critical Race Theory (CRT). We will study in depth the key theses of CRT, including the following: interest-convergence; liberal legitimization of discrimination; storytelling, first amendment, and assaultive speech; reparations; unconscious racism; intersectionality; and whiteness. We will then study the some of the broader implications of CRT: Asian American and Latin American CRT; education; social sciences; science, technology, and racism; and decolonization. Through this course, students will gain a rigorous understanding of CRT and its impact.

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.

V. REQUIRED AND RECOMMENDED TEXTS

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

Required Texts

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](#).

Recommended Texts

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](#).

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

Richard Delgado and Jean Stefancic, *Critical Race Theory: An Introduction*, 4th ed. (2001; New York: New York University Press, 2023), 223 pp. ISBN-10: 1479818259. ISBN-13: 978-1479818259.

In addition, for guides on researching, writing, editing, publishing, see the following University of Chicago Press guides: [Chicago Guides to Writing, Editing, and Publishing](#).

VI. COURSE OUTLINE AND CALENDAR

Week 1. CRT Today

Required

David Theo Goldberg, *The War on Critical Race Theory: Or, the Remaking of Racism* (Cambridge: Polity, 2023).

Recommended

Benjamin Wallace-Wells, “How a Conservative Activist Invented the Conflict over Critical Race Theory,” *The New Yorker* 18 (2021).

Week 2. Overview

Required

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

Recommended

idem, “Critical Race Theory: An Annotated Bibliography,” *Virginia Law Review* 79 (1993): 461–516.

Linda Alcoff, “Critical Philosophy of Race,” *The Stanford Encyclopedia of Philosophy*, Fall 2023, ed. Edward N. Zalta and Uri Nodelman (2021; Metaphysics Research Lab, Stanford University, 2023).

Week 3. Interest-Convergence

Required

Derrick A. Bell, Jr., “Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation,” *Yale Law Journal* 85 (1975-1976): 470–517, abridged and reprinted in Crenshaw, *Critical Race Theory*, 5–19.

idem, “Brown v. Board of Education and the Interest-Convergence Dilemma,” *Harvard Law Review* 93 (1980): 518–33, abridged and reprinted in Crenshaw, *Critical Race Theory*, 20–28.

idem, “Who’s Afraid of Critical Race Theory,” *University of Illinois Law Review* 1995 (1995): 893–910.

Recommended

idem, *Faces at the Bottom of the Well: The Permanence of Racism* (1992; New York: Basic Books, 2018).

idem, *Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform* (Oxford: Oxford University Press, 2004).

Week 4. Liberalism

Required

Alan D. Freeman, “Legitimizing Racial Discrimination through Antidiscrimination Law: A Critical Review of Supreme Court Doctrine,” *Minnesota Law Review* 62 (1977-1978): 1049–120, abridged and reprinted in Crenshaw, *Critical Race Theory*, 29–45.

Neil Gotanda, "A Critique of 'Our Constitution is Color-Blind,'" *Stanford Law Review* 44 (1991-1992): 1-68, abridged and reprinted in Crenshaw, *Critical Race Theory*, 257-75.

Recommended

idem, "Comparative Racialization: Racial Profiling and the Case of Wen Ho Lee," *UCLA Law Review* 47 (1999-2000): 1689-704.

idem, "The Racialization of Islam in American Law," *The ANNALS of the American Academy of Political and Social Science* 637 (2011): 184-95.

Week 5. Narrative

Required

Richard Delgado, "Words That Wound: A Tort Action for Racial Insults, Epithets, and Name-Calling," *Harvard Civil Rights-Civil Liberties Law Review* 17 (1982): 133-82, abridged and reprinted in Matsuda et al., *Words that Wound*, 89-110.

idem, "Imperial Scholar: Reflections On a Review of Civil Rights Literature Commentary," *University of Pennsylvania Law Review* 132 (1983-1984): 561-78, abridged and reprinted in Crenshaw, *Critical Race Theory*, 46-62.

idem, "Storytelling for Oppositionists and Others: A Plea for Narrative," *Michigan Law Review* 87 (1989): 2411-41.

Recommended

Richard Delgado and Jean Stefancic, *Critical White Studies: Looking behind the Mirror* (Philadelphia: Temple University Press, 1997).

Week 6. Reparations

Required

Mari J. Matsuda, "Looking to the Bottom: Critical Legal Studies and Reparations," *Harvard Civil Rights-Civil Liberties Law Review* 22 (1987): 323-99, abridged and reprinted in Crenshaw, *Critical Race Theory*, 63-79.

idem, "Voices of America: Accent, Antidiscrimination Law, and a Jurisprudence for the Last Reconstruction," *The Yale Law Journal* 100 (1991): 1329-407.

idem, "Public Response to Racist Speech: Considering the Victim's Story," in Matsuda et al., *Words that Wound*, 17-52.

Week 7. Unconscious Racism

Required

Charles R. Lawrence, III, "The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism," *Stanford Law Review* 39 (1987): 317-88, abridged and reprinted in Crenshaw, *Critical Race Theory*, 235-56.

idem, "If He Hollers Let Him Go: Regulating Racist Speech on Campus," in Matsuda et al., *Words that Wound*, 53-88.

Recommended

idem, "Unconscious Racism Revisited: Reflections on the Impact and Origins of the Id, the Ego, and Equal Protection Symposium: Unconscious Discrimination Twenty Years Later: Application and Evolution: Keynote Speaker," *Connecticut Law Review* 40 (2007-2008): 931-78.

Week 8. Intersectionality

Required

Kimberlé W. Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* 1989 (1989): 139-67.

idem, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review* 43 (1991): 1241-99, abridged and reprinted in Crenshaw, *Critical Race Theory*, 357-83.

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, "Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law," *German Law Journal* 12 (2011): 247-84.

idem, *On Intersectionality: Essential Writings* (New York: New Press, 2019).

Week 9. Whiteness

Required

Cheryl I. Harris, "Whiteness as Property," *Harvard Law Review* 106 (1993): 1707-91, abridged and reprinted in Crenshaw, *Critical Race Theory*, 276-91.

Ian Haney-López, *White by Law: The Legal Construction of Race*, rev. and updated, 10th anniversary ed. (1996; New York: New York University Press, 2006).

Recommended

Cheryl I. Harris, "Reflections on Whiteness as Property Critical Race Theory: Response," *Harvard Law Review Forum* 134 (2020-2021): 1-10.

Week 10. Asian American and LatCrit

Robert S. Chang, "Toward an Asian American Legal Scholarship: Critical Race Theory, Post-Structuralism, and Narrative Space," *California Law Review* 81 (1993): 1241-324.

Juan F. Perea, "The Black/White Binary Paradigm of Race: The Normal Science of American Racial Thought Latcrit: Latinas/os and the Law: A Joint Symposium by California Law Review and La Raza Law Journal: Race, Ethnicity, and Nationhood," *La Raza Law Journal* 10 (1998): 127-72.

Dolores Delgado Bernal, "Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge," *Qualitative Inquiry* 8 (2002): 105-26.

Week 11. Education

Required

Gloria Ladson-Billings and William F. Tate, IV, "Toward a Critical Race Theory of Education," *Teachers College Record* 97 (1995): 47-68.

Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy," *American Educational Research Journal* 32 (1995): 465-91.

idem, "But that's Just Good Teaching! The Case for Culturally Relevant Pedagogy," *Theory Into Practice* 34 (1995): 159-65.

Recommended

idem, *The Dreamkeepers: Successful Teachers of African American Children*, 3rd ed. (San Francisco: Jossey-Bass, 2022).

Week 12. Social Sciences

Required

Daniel G. Solórzano, Miguel Ceja, and Tara Yosso, "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students," *The Journal of Negro Education* 69 (2000): 60–73.

Daniel G. Solórzano and Tara J. Yosso, "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research," *Qualitative Inquiry* 8 (2002): 23–44.

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.

Recommended

Daniel G. Solórzano, "Critical Race Theory, Race and Gender Microaggressions, and the Experience of Chicana and Chicano Scholars," *International Journal of Qualitative Studies in Education* 11 (1998): 121–36.

Daniel G. Solórzano and Dolores Delgado Bernal, "Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework: Chicana and Chicano Students in an Urban Context," *Urban Education* 36 (2001): 308–42.

Week 13. Science

Required

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

Recommended

Audrey Smedley and Brian D. Smedley, *Race in North America: Origin and Evolution of a Worldview*, 4th ed. (1993; Boulder, CO: Westview Press, 2012)

Week 14. Technology

Required

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

Recommended

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

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

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

Week 15. Decolonialization

Required

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

Recommended

idem, *Out of the Dark Night: Essays on Decolonization* (New York: Columbia University Press, 2021).

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/departments/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

- Alcoff, Linda. "Critical Philosophy of Race." *The Stanford Encyclopedia of Philosophy*, Fall 2023, edited by Edward N. Zalta and Uri Nodelman. 2021. Metaphysics Research Lab, Stanford University, 2023.
- Bell, Derrick A., Jr. *And We Are Not Saved: The Elusive Quest for Racial Justice*. New York: Basic Books, 1987.
- . "Brown v. Board of Education and the Interest-Convergence Dilemma." *Harvard Law Review* 93, no. 3 (1980): 518–33.
- . *Faces at the Bottom of the Well: The Permanence of Racism*. 1992. New York: Basic Books, 2018.
- . "Racial Realism." *Connecticut Law Review* 24, no. 2 (1992): 363–79.
- . "Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation." *Yale Law Journal* 85, no. 4 (1975-1976): 470–517.
- . *Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford: Oxford University Press, 2004.
- . "Who's Afraid of Critical Race Theory." *University of Illinois Law Review* 1995, no. 4 (1995): 893–910.
- Benjamin, Ruha. *Race after Technology: Abolitionist Tools for the New Jim Code*. Medford, MA: Polity, 2019.
- Bernal, Dolores Delgado. "Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge." *Qualitative Inquiry* 8, no. 1 (2002): 105–26.
- Braun, Lundy. *Breathing Race into the Machine: The Surprising Career of the Spirometer from Plantation to Genetics*. Minneapolis: University of Minnesota Press, 2014.
- Bridges, Khiara M. *Critical Race Theory: A Primer*. Concepts and Insights Series. St. Paul, MN: Foundation Press, 2019.
- Browne, Simone. *Dark Matters: On the Surveillance of Blackness*. Durham: Duke University Press, 2015.
- Bullard, Robert D. *Dumping in Dixie: Race, Class, and Environmental Quality*. 3rd ed. 1990. Boulder, CO: Westview Press, 2000.
- Chang, Robert S. "Toward an Asian American Legal Scholarship: Critical Race Theory, Post-Structuralism, and Narrative Space." *California Law Review* 81, no. 5 (1993): 1241–324.
- Cho, Sumi, 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, no. 4 (2013): 785–810.
- Chun, Wendy H. K. "Race and/as Technology, or How to Do Things to Race." In Nakamura and Chow-White, *Race after the Internet*.
- Crenshaw, Kimberlé W., ed. *Critical Race Theory: The Key Writings that Formed the Movement*. New York: New Press, 1995.
- . "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 1989 (1989): 139–67.
- . "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6 (1991): 1241–99.
- . "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." In Crenshaw, *Critical Race Theory*, 357–83.
- . *On Intersectionality: Essential Writings*. New York: New Press, 2019.
- . "Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law." *German Law Journal* 12, no. 1 (2011): 247–84.
- . "Twenty Years of Critical Race Theory: Looking back to Move Forward Commentary: Critical Race Theory: A Commemoration: Lead Article." *Connecticut Law Review* 43, no. 5 (2010–2011): 1253–354.

- Dalton, Harlon L. "The Clouded Prism." *Harvard Civil Rights-Civil Liberties Law Review* 22 (1987): 435–47.
- Delgado, Richard. "Imperial Scholar: Reflections On a Review of Civil Rights Literature Commentary." *University of Pennsylvania Law Review* 132, no. 3 (1983-1984): 561–78.
- . "Storytelling for Oppositionists and Others: A Plea for Narrative." *Michigan Law Review* 87, no. 8 (1989): 2411–41.
- . "Words That Wound: A Tort Action for Racial Insults, Epithets, and Name-Calling." *Harvard Civil Rights-Civil Liberties Law Review* 17, no. 1 (1982): 133–82.
- Delgado, Richard, and Jean Stefancic. "Critical Race Theory: An Annotated Bibliography." *Virginia Law Review* 79, no. 2 (1993): 461–516.
- . *Critical Race Theory: An Introduction*. 4th ed. Critical America. 2001. New York: New York University Press, 2023.
- , eds. *Critical Race Theory: The Cutting Edge*. 3rd ed. 1995. Philadelphia, PA: Temple University Press, 2013.
- . *Critical White Studies: Looking behind the Mirror*. Philadelphia: Temple University Press, 1997.
- Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. New York: St. Martin's Press, 2017.
- Freeman, Alan D. "Legitimizing Racial Discrimination through Antidiscrimination Law: A Critical Review of Supreme Court Doctrine." *Minnesota Law Review* 62, no. 6 (1977-1978): 1049–120.
- . "Truth and Mystification in Legal Scholarship Symposium on Legal Scholarship: Its Nature and Purposes: Comment." *Yale Law Journal* 90, no. 5 (1980-1981): 1229–37.
- Gillborn, David. "Education Policy as an Act of White Supremacy: Whiteness, Critical Race Theory and Education Reform." *Journal of Education Policy* 20, no. 4 (2005): 485–505.
- Goldberg, David Theo. *The War on Critical Race Theory: Or, the Remaking of Racism*. Cambridge: Polity, 2023.
- Gotanda, Neil. "A Critique of 'Our Constitution is Color-Blind.'" *Stanford Law Review* 44, no. 1 (1991-1992): 1–68.
- . "Comparative Racialization: Racial Profiling and the Case of Wen Ho Lee." *UCLA Law Review* 47, no. 6 (1999-2000): 1689–704.
- . "The Racialization of Islam in American Law." *The ANNALS of the American Academy of Political and Social Science* 637, no. 1 (2011): 184–95.
- Haney-López, Ian. *White by Law: The Legal Construction of Race*. Rev. and updated, 10th anniversary ed. 1996. New York: New York University Press, 2006.
- Hannah-Jones, Nikole, Caitlin Roper, Ilena Silverman, and Jake Silverstein. *The 1619 Project: A New Origin Story*. New York: One World, 2021.
- Harris, Cheryl I. "Reflections on Whiteness as Property Critical Race Theory: Response." *Harvard Law Review Forum* 134, no. 1 (2020-2021): 1–10.
- . "Whiteness as Property." *Harvard Law Review* 106, no. 8 (1993): 1707–91.
- Kearns, Michael, and Aaron Roth. *The Ethical Algorithm: The Science of Socially Aware Algorithm Design*. New York: Oxford University Press, 2020.
- Ladson-Billings, Gloria. "But that's Just Good Teaching! The Case for Culturally Relevant Pedagogy." *Theory Into Practice* 34, no. 3 (1995): 159–65.
- . *The Dreamkeepers: Successful Teachers of African American Children*. 3rd ed. San Francisco: Jossey-Bass, 2022.
- . "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal* 32, no. 3 (1995): 465–91.
- Ladson-Billings, Gloria, and William F. Tate, IV. "Toward a Critical Race Theory of Education." *Teachers College Record* 97, no. 1 (1995): 47–68.

- Lawrence, Charles R., III. "If He Hollers Let Him Go: Regulating Racist Speech on Campus." In Matsuda, Lawrence, Delgado, and Crenshaw, *Words that Wound*, 53–88.
- . "The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism." *Stanford Law Review* 39, no. 2 (1987): 317–88.
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