INT 94QX Thursday, 2:00-2:50 pm

Fall 2017 Girvetz 1108

**What White People Need to Know**

A Seminar for Freshlings

Instructor:

Paul Spickard HSSB 4259 spickard@history.ucsb.edu

 Office hours: Wednesday, 10:00-11:45 am and by appointment

**Schedule of Class Sessions, Topics, and Assignments**

Jan. 12 Introductions – Why are you here?

 Library and office hours assignment; book report assignment

 19 Ideas about Race

 Report on introductory tasks: library assignment; professor visit

Choose book for report

 Read Paul Spickard, "The Illogic of American Racial Categories"

 26 White Privilege

 Read Peggy McIntosh, "White Privilege: Unpacking the Invisible Backpack"

 Tal Fortgang, "Why I'll Never Apologize for My White Privilege"

 Tiana Miller-Leonard, "Why I Check My Privilege, and Why You Need to

 Check Yours: A Response to Tal Fortgang"

Feb. 2 Measuring White Privilege

Read Cheryl I. Harris, "Whiteness as Property"

George Lipsitz, "The Possessive Investment in Whiteness"

 9 Race and Gender

Read Catharine MacKinnon, "What is a White Woman Anyway?"

 Hazel V. Carby, "White Woman Listen!"

 Robin DiAngelo, "White Fragility"

 16 So What Are You Going To Do?

 Read Liel Leibovitz, "What to Do About Trump? The Same Thing My Grandfather Did

 in 1930s Vienna"

 Brainstorm for ways to make a difference

 23 Book Reports – precis due

March 2 Book Reports – precis due

 9 Book Reports – precis due

 16 Making a Difference

 Report on projects

 Eat pizza

**Course Requirements**

This is an unusual course, in that it carries only one unit of credit and it may be taken only on a pass/no pass basis. Therefore, the formal requirements are fewer than in a four-credit course. On the other hand, because they are few and not onerous, they are absolutely required for a passing grade. They are:

1. Class attendance and participation. Be here. Listen. Talk. Share your good ideas. Hell, share your bad ideas.
2. Readings completed before the class period for which they are assigned.
3. Read one book from the list below (or another with approval of the professor). Write a two-page, single-spaced precis that summarizes the book:

What is the book's subject?

What is the author's argument?

What is his or her evidence base?

What are the strengths and weaknesses of the book?

How does reading this book change the way you see the world?

 Turn your precis in on the day you give your oral report.

1. Make a **four**-minute oral report on the book during the final weeks of the quarter.
2. Design a project you will undertake during the last four weeks of the quarter that will make a

difference in matters of race. Report on that project during the final class meeting.

**Rule of Courtesy and Engagement in Scholarly Discourse[[1]](#footnote-1)**

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other’s opinions and comments with courtesy and respect, even when they diverge from our own. This course encourages open expression of opinion, no matter what that opinion may be, as a way we may learn to grow together. But we will not permit an attack on another individual or group. Attack speech is not free speech. Anti-Semitism, Islamophobia, racism, sexism, homophobia, heterophobia, and similar ad hominem attacks on categories of people have no place in a university and they will not be tolerated here. Furthermore, it is essential that we avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

Coming in late, leaving early, sleeping, taking bathroom breaks, wearing hats indoors unless as a matter of religious observance or medical necessity, talking privately with neighbors, or leaving one’s cell phone on during lectures and discussions are signs of disrespect for one’s fellow students, the professor, and the course materials. As a part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.

**Some Books You Might Want to Read**

Michelle Alexander, *The New Jim Crow: Mass Incarceration in an Age of Colorblindness* (New York: New Press, 2012)

Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide* (New York: Bloomsbury, 2016)

James Baldwin, *Notes of a Native Son* (Boston: Beacon Press, 1955)

James Baldwin, *The Fire Next Time* (many editions, orig. New York: Dial, 1962)

Derrick Bell, *And We Are Not Saved: The Elusive Quest for Racial Justice* (New York: Basic Books, 1989)

Derrick Bell, *Faces at the Bottom of the Well: The Permanence of Racism* (New York: Basic Books, 1992)

Eduardo Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*, 4th ed. (Lanham, MD: Rowman and Littlefield, 2013)

Ta-Nehisi Coates, *Between the World and Me* (New York: Spiegel and Grau, 2015)

Vine Deloria, *Custer Died for Your Sins* (New York: Macmillan, 1969)

W. E. B. Du Bois, *The Souls of Black Folk* (many editions; orig. 1903)

Ruth Frankenberg, *White Women, Race Matters: The Social Construction of Whiteness* (Minneapolis: University of Minnesota Press, 1993)

Kip Fulbeck, *Part Asian, 100% Hapa* (San Francisco: Chronicle Books, 2006)

Joseph L. Graves, Jr., *The Race Myth* (New York: Plume, 2004)

Nancy Isenberg, *White Trash: The 400-Year History of Class in America* (New York: Penguin, 2016

Ian Haney López, *Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class* (New York: Oxford, 2014)

Ian Haney López, *White By Law: The Legal Construction of Race* (New York: New York University Press, 2006)

Winthrop D. Jordan, *The White Man's Burden: Historical Origins of Racism in the United States* (New York: Oxford University Press, 1974)

Ira Katznelson, *When Affirmative Action was White* (New York: Norton, 2005)

George Lipsitz, *The Possessive Investment in Whiteness* (Philadelphia: Temple University Press, 1998)

John Okada, *No-No Boy* (Seattle: University of Washington Press, 1979)

Birgit Brander Rasmussen, et al., *The Making and Unmaking of Whiteness* (Durham, NC: Duke University Press, 2001)

Victor Rios, *Punished: Policing the Lives of Black and Brown Boys* (New York: New York University Press, 2011)

Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century* (New York: New Press, 2012)

Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (New York: Random House, 1998)

David Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class*, rev. ed. (London: Verso, 2007)

Jack Shaheen, *Reel Bad Arabs: How Hollywood Vilifies a People*, 2nd ed. (Northampton, MA: Olive Branch Press, 2009)

John Kuo Wei Tchen and Dylan Yeats, eds., *Yellow Peril! An Archive of Anti-Asian Fear* (London: Verso, 2014)

Haunani-Kay Trask, *From a Native Daughter* (Monroe, ME: Common Courage Press, 1993)

Cornel West, *Race Matters* (New York: Vintage, 1994)

Tim Wise, *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity* (San Francisco: City Lights, 2010)

Tim Wise, *White Like Me: Reflections on Race from a Privileged Son* (Berkeley: Soft Skull Press, 2008)

Jesmyn Ward, *The Fire This Time: A New Generation Speaks about Race* (New York: Scribner, 2016)

Matt Wray, *Not Quite White: White Trash and the Boundaries of Whiteness* (Durham, NC: Duke University Press, 2006)

Malcolm X, *The Autobiography of Malcolm X* (New York: Grove, 1965)

1. Adapted from an original by Professor Teresa Williams-León, formerly of UCSB, now of CSU Northridge. [↑](#footnote-ref-1)