PHIL 230: Philosophy of Race & Racism

Instructor: Dr. Annette Martín (she/her)　　**Email:** am92@uic.edu
Meeting Times: TR 12:30-1:45pm　　　　**Drop-In Hours:** T 3:30-4:30pm, or by appt
Location: Taft Hall, Room 204　　　　　**Office:** University Hall #1402
CRN: 28701, 28702　　　　　　　　**Class Dates:** Jan 9-April 28, 2023

Course Welcome

Welcome to PHIL 230!

What does it mean to call racism "structural"? Is race a harmful fiction, or an important political reality? Does it make sense to say that groups like Latinxs or Muslims are racialized in the US? This course will draw on philosophical arguments about the nature of racism, race, and racial identity to help us better understand and critically engage with our everyday experiences of race.

These topics and questions are important ones, and I hope we will make good progress on them this semester. But I also want to acknowledge that it can be difficult to balance coursework with work, family care, mental health, and other unexpected issues that may emerge. ***If unexpected challenges arise, or you are struggling to keep up with coursework, or you are having trouble accessing resources, please come talk to me.*** Likewise, if there are aspects of the course that result in barriers to your achievement, please let me know as soon as possible. This way we can make a plan to get you what you need.

Below you will find an overview of the major components of the course, and you will find more detailed information about policies on the Blackboard site. Depending on how the semester progresses, I may decide that I need to make changes to the syllabus. When that happens, I will post the new syllabus on Blackboard. The Weekly Contents section of Blackboard will always reflect the latest updates to help you stay on top of everything you need to be successful in this course.

My hope is that, working together, we can make this a meaningful, enriching experience.

Materials

Pre-Requisites: One non-logic course in philosophy; or consent of the instructor.

Readings: There is no required textbook for this course. Instead, readings will be made accessible through the Course Box, and posted in the Weekly Contents section of the Blackboard site.

Technology: Review the "Getting Started" section of our Blackboard course site for specific information about technological requirements for the course. Note that we will use Acadly for some in-class activities and, as such, you will be asked to set up an account.

Course Goals

By the end of this course, students will be able to...
1. Explain what structural racism refers to and why some philosophers have thought we need a structural conception of racism
2. Explain and evaluate major philosophical positions within the metaphysics of race
3. Formulate a philosophical argument that demonstrates critical reflection on the topic of racial identity
4. Apply key concepts and ideas from the course to phenomena they encounter in their everyday lives

How We Will Achieve These Goals

Daily Reading: Unless otherwise specified, there will be a reading, listening, or viewing assignment for every lecture session. You can find the assigned material in the course schedule at the end of this document, as well as in the Weekly Contents section on Blackboard. Each of these materials will come with a corresponding daily reading assignment that is *due by midnight the day before each class* (see below).

Daily Reading Assignments: Unless otherwise specified, *for every daily reading there will be a daily reading assignment (DRA) that will be due by midnight the day before each class*. These assignments will be graded 90% for effort and 10% for accuracy. They are intended to offer a low-stakes opportunity to develop reading and analytical skills, as well as a space to begin to grapple critically with the course topics. *Students will need to complete 10 points worth of items for each DRA*, with points distributed as follows:

- 300 word reading response that reflects critical engagement with the material – 10 pts
- State the author's thesis statement in own words + copy supporting text – 5 pts
- State an objection that the author considers in own words + copy supporting text – 5 pts
- Brief (~1 paragraph) overview of author's argument in own words – 5 pts
- Characterization of a key term in own words + list of 3 related key terms – 5 pts

More information can be found in the instructions for each DRA assignment. Note that each student will have three DRA passes that can be used at their discretion to receive full credit for a journal they did not complete, no questions asked. *To use a sick pass, simply submit the DRA Pass Form that can be found on Blackboard under "Course Links."*

Participation in Class Discussion: Learning philosophy requires doing philosophy. As such, you are expected to come to class and be an active member of our class discussions and activities—ask questions, make suggestions, listen to your peers, and respond to your peers' contributions. Contributing does not require having a perfect grasp of the material. Rather, these discussions and activities should be an opportunity to seek clarification, solidify your understanding of the material, and begin testing and refining your critical responses to the reading. Note that you should *expect to be called on even if you are not raising your hand*—if this happens, you can ask a question, offer a response, or take a pass. You should refer to the "Participation Rubric" on Blackboard for more information about how participation grades will be determined.

Writing Assignments: There will be three major writing assignments, apart from the final project, that will be due over the course of the semester (see the semester schedule at the end of this document for deadlines). These writing assignments will ask you to demonstrate mastery of progressively more challenging critical reading and writing skills that we will developing in class. I will provide prompts and instructions for each writing assignment, as well as a rubric that specifies what I will be looking for when grading the assignment, in advance of each writing assignment. You are welcome to come to my student drop-in hours or to set up an appointment with me to discuss your assignments before you submit them. However, to allow for anonymous grading, I will not read drafts in advance.

Final Project: There will be a final research project for this course. Students will choose between a more philosophical research project and a real-world applications project. There will be 5 components to this project: (1) a project proposal; (2) two summaries of papers relating to the project; (3) a short, in-class presentation; (4) a write-up; (5) a reflection on the project. There will be different deadlines for each component, as reflected in the Course Schedule below. Further guidance on each component will be provided throughout the semester.

Course Reflections: There will be three reflection assignments in this course (pre-course, mid-course, and post-course). These reflections will offer a way of documenting how your ideas and skills develop throughout the course, evaluating your own performance in the course, and providing feedback about the course.

How Your Learning Will Be Evaluated

The grading system for this course is set up so that (i) it should be easy to get a B in the course if you are regularly putting in effort into improving your work, and (ii) so long as you submit something for an assignment by midnight on May 3 (and adhere to standards of academic integrity), the worst grade you will receive for that assignment is the equivalent of a D grade.

Grade Breakdown

- *Daily Reading Assignments— **22%*** (1% each)
- *Writing Assignments (Papers 1-3)— **30%*** (10% each)
- *Final Project— **25%***
  - Proposal – 2%
  - Summaries – 5%
  - Presentation – 5%
  - Final Paper/ Write-Up – 12%
  - Reflection – 1%
- *Participation— **18%***
- *Course Assessments— **3%*** (1% each)
- *Syllabus Quiz— **2%***

To make this easier to calculate, I will make the course worth a total of 1000 points, and assign points to each component of the course according to this breakdown. You must then earn at least 900 points to receive an A in the course, 800 to receive a B, 700 to receive a C, and 600 to receive a D.

To illustrate, each DRA will be worth 10 points. There will be 22 DRAs, for a total of 220 points in this category (hence, 22% of the overall grade).

Grading Policies

Anonymous Grading: In an effort to reduce the effects of implicit and explicit biases, assignments will, when possible, be graded anonymously.

Late and Missing Assignments: If you are experiencing challenges that will affect your ability to complete work on time, please contact me as soon as possible so that we can work out a plan. *Unless we work out an alternative arrangement, you will have up to two weeks (or until May 3, whichever comes first) to submit late assignments for grading.* Where applicable, late assignments submitted within one week of the deadline will receive an 8% point deduction, and late assignments submitted within the second week after the deadline will receive a 15% point deduction. After that point, the late assignment will automatically receive 60% of the possible points (or the equivalent of a D grade), unless it is determined that the submission violates standards of academic integrity. Again, if you need to work out an extension, please contact me as soon as possible so that we can do so.

Note that, in general, as long as something is handed in for an assignment, and you adhere to standards of academic integrity, the worst grade any assignment will receive is the equivalent of a D grade. The last chance to submit late assignments for partial credit is 11:59pm on May 3. Missing assignments will receive zero points.

Grade Changes: If you think that an assignment has been graded unfairly, you have one week after it is graded and returned to request a re-evaluation of your work. Note that your work will be freshly evaluated, and your grade could increase, decrease, or stay the same. *To be fair to all students, changes will not be made to your overall grade unless there is an arithmetic error.* If you think there has been an arithmetic error in calculating your grade, you must notify me by midnight on May 3.

Plagiarism and Academic Integrity: In order for UIC to be a place where research and learning can thrive, we all share a responsibility to uphold the highest academic standards. Accordingly, you are expected to adhere to the Community Standards of integrity, accountability, and respect.

If you are struggling to keep up with course work, have doubts about how to properly cite sources, or are uncertain about how to meet academic standards, please come and talk to me. If I have evidence that you have plagiarized or otherwise violated Community Standards in this course, I will submit an incident report to the Office of the Dean of Students. They will investigate and determine an appropriate outcome. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled.

Creating An Inclusive, Accessible Learning Environment

My goal, and the goal of this institution, is to create learning environments that are equitable, inclusive and welcoming. This will require all of us to do our part to be thoughtful, listen to one another, and engage respectfully with each other.

If there are aspects of the instruction or design of the course that result in barriers to your inclusion or achievement, please notify me as soon as possible.

Disability Accommodation Procedures: UIC is committed to the full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at drc.uic.edu, via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

Content Warnings: The content and discussion in this course will engage with themes related to racism and systemic injustice. At times this may be emotionally and intellectually challenging to engage with. I will do my best to flag especially graphic or intense content in the Weekly Contents section of Blackboard. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class.

If you ever feel the need to step outside during a class discussion you may always do so. If you do leave the room for a significant time, please make arrangements to get notes from another student if possible, or reach out to your instructor.

Civility: A major part of doing and learning philosophy is engaging in dialogue. It is important that we engage with each other in respectful and constructive ways, especially when dealing with subjects that are of great practical and political import. That doesn't mean that we can't disagree—disagreement is also essential to philosophy!—but that we must engage thoughtfully and respectfully. If you are uncivil or behave disrespectfully, you may be asked to leave the class for the remainder of the class period. (See the UIC Student Disciplinary Policy.)

Slurs: Occasionally, our authors may use, mention, or refer to slurs. We will have a policy in class of not uttering slurs (even if only mentioning them, and not using them).

Other Course Policies and Campus Resources

The course Blackboard site has additional information about course policies, technological requirements, philosophical resources, and campus resources. Please review the site for access to this information. If you have any questions or need help accessing other resources, please come talk to me.

Course Schedule

Note that *there will be a daily reading assignment due by <u>midnight the day before each class</u>* (unless otherwise specified; see above for guidelines). This schedule is subject to change as needed. Exams and assignments beyond the standard daily journal assignments are listed in bold.

Topic	Wk	Date	Assignment
Racism	1	Jan 10	[Introductions]
		Jan 12	JLA García, "The Heart of Racism" (pp. 5-25)
		Jan 13	**Syllabus Quiz and Pre-Course Assessment Due (11:59pm)**
	2	Jan 17	Appiah, "Racisms"
		Jan 19	Banks and Ford, "Implicit Bias: A Forum" Haslanger, "Racism, Ideology, and Social Movements," pp. 1-2 Interview with Richard Rothstein (35 mins) about *The Color Of Law: A Forgotten History Of How Our Government Segregated America*
	3	Jan 24	Haslanger, "Social Structure, Narrative, and Explanation"
		Jan 26	Frye, "Oppression", Sects 0-3 Haslanger, "Oppressions: Racial and Other," Sects. I & II
	4	Jan 31	Haslanger, "Oppressions: Racial and Other," to end
		Feb 2	Shelby, Ch. 1 of *Dark Ghettos* (up to "Poverty, Class, and Equal Opportunity"
	5	Feb 7	The Combahee River Collective Statement, Sects 1&2 (pp.15-21) Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," pp. 25-35
		Feb 9	[Review]
		Feb 10	**Paper 1 Due (11:59pm)**
Metaphysics of Race	6	Feb 14	Excerpts from Appiah "Race, Culture, Identity," Part I
		Feb 16	Appiah "Race, Culture, Identity" - Part II
		Feb 17	**Mid-Term Assessment Due (11:59pm)**
	7	Feb 21	Haslanger, "Tracing the Sociopolitical Reality of Race" (Ch 1, starting from Sect 1.4 on p. 11)
		Feb 23	Jeffers, "Cultural Constructionism" (Ch 2)
	8	Feb 28	Spencer, "How to be a Biological Racial Realist" (Ch 3)
		Mar 2	[Review / Debate]
		Mar 3	**Paper 2 Due (11:59pm)**
Racial Identity	9	Mar 7	Mills, "What Are You Really? (pp. 41, 50-66) Code Switch podcast episode on "Racial Imposter Syndrome" (29 mins.)
		Mar 9	Excerpts from Piper, "Passing for White, Passing for Black"
	10	Mar 14	Sundstrom, "Being and Being Mixed Race"
		Mar 16	Okihiro, "Is Yellow Black or White?"
		Mar 17	**Final Project Proposal Due**
SPRING BREAK		Mar 21	SPRING BREAK
		Mar 23	
	11	Mar 28	Bayoumi, "Racing Religion," pp. 267-278

Racial Identity Cont.		Mar 30	Alcoff, "What Should White People Do?" **[Vote on topics for Week 13]**
	12	Apr 4	Kennedy, "My Race Problem"
		Apr 6	[Review]
		Apr 7	**Paper 3 due (11:59pm)**
TBD by Vote	13	Apr 11	TBD By Vote
		Apr 13	TBD By Vote
Presentations & Final Project	14	**Apr 18**	Presentations + **Summary 1 due**
		Apr 20	Presentations + **Summary 2 due**
	15	Apr 25	Presentations
		Apr 27	Last Day of Class – **Post-Course Assessment Due (11:59pm)**
		May 1	**Final Paper Due (11:59pm)**
		May 3	**Last chance to submit missing assignments (11:59pm)**