

PHIL 482-01/AAM 481-01/HR 431-05
Fall 2009

Philosophy and Race
Dr. C. McCluskey

Office: ADJ 206

Office phone: 977-3166

Office hours: Mondays 1-2 pm; Thursdays 10-11 am; and by appointment

Email address: mcclusc@slu.edu

Required Texts:

Available at SLU bookstore: Bernasconi and Lott, eds., *The Idea of Race*; Eze, ed., *Race and the Enlightenment*; Lang, ed., *Race and Racism in Theory and Practice*; Singley, ed., *When Race Becomes Real*

Available on e-reserve: various miscellaneous articles, password race09

Procedure for e/res: Go to Pius Library web page. Click on Course Reserves. Click on Electronic Reserves and Reserves Pages. Click on Course Reserves Pages By Instructor. Select McCluskey and click search. Select PHIL 482-01, AAM 481-01, or HR 431-05. Enter password (race09) and click accept. Click on the article you want. If you are unable to access or to print materials from e-reserve, you will need to ask for help at the library. Computer problems are not acceptable excuses for failure to obtain the required articles.

Please note: all students are expected to bring copies (either hard copies or laptop) of the appropriate texts to class on the appropriate days, whether they are the required books or the articles on e/res.

Assignments:

3 take-home exams, each worth 20%

1 final paper, worth 25%

participation grade, worth 15%

bi-weekly discussion papers, worth 7.5%

in-class discussion, worth 7.5%

15 hours of service with documentation

Grading scale:	3.9 – 4.1	A	2.2 – 2.5	C+
	3.6 – 3.8	A –	1.9 – 2.1	C
	3.2 – 3.5	B+	1.6 – 1.8	C –
	2.9 – 3.1	B	0.9 – 1.5	D
	2.6 – 2.8	B –	0.0 – 0.8	F

Objectives: To examine the idea of race and its implications, both from foundational historical perspectives and from contemporary writings. We will trace the development of racial theories in European writings from the 17th, 18th, and 19th centuries and their influence on racial policies for a number of different groups, including contemporary US society, the Holocaust of World War II, and Asia. Some of the issues we will consider include the nature of race (e.g., is it based in biology or is it a social construct? Is the notion of race a myth?) and the function of race within our culture (e.g., how do judgments about race affect individual prospects for flourishing?). We will consider race from a number of different perspectives, including African, African-American, Jewish, Hispanic/Latino, Asian, and white.

Prerequisites: Introduction to Philosophy, Ethics

This course has been approved to satisfy the core requirement for cultural diversity and for cultural diversity in the US

Course policies:

Discussion policies: I encourage active learning in this class. Class discussion is an important contributor to active learning. In order to prepare for class discussion, students are required to write 1-page discussion papers on the articles assigned for each class to be turned in at the end of the class hour. Discussion papers are graded as satisfactory or unsatisfactory. What I'm looking for is evidence that you've read the assigned material and thought about the issues involved. Specific issues and questions to be addressed in the discussion paper for the following class will be given at the end of each class; failure to address these issues and questions will result in a grade of unsatisfactory. Final grades on discussion papers are calculated according to the following scale: 4.0: at least 24 papers with grade of satisfactory; 3.7: 23 papers; 3.4: 22 papers; 3.0: 21 papers; 2.7: 20 papers; 2.4: 19 papers; 2.0: 18 papers; 1.7: 15 papers; 1.0: 13 papers; 0: 12 or fewer papers. Discussion papers must be typed, single-spaced, with standard fonts (11 or 12 point only) and margins. They must be no more than 1 page in length. They are to be written prior to class, brought to class for consultation during discussion, and turned in at the end of the class period. No discussion papers will be accepted from anyone who does not attend class on that day. No discussion papers will be accepted later than 15 minutes after the end of class. No discussion papers will be accepted electronically. Students who miss class for official university activities, or who have an attendance qualification from Student Disability Services, or who have a serious and *chronic* reason for missing class qualify for excused absences; in *all* cases, students must notify me in a timely manner and must provide sufficient and acceptable documentation. The in-class discussion grade depends upon regular, thoughtful, sincere effort and is calculated at the end of the semester. I expect everyone to take part in class discussion. Although I allow the use of laptops in class, I expect that they will be used in conjunction with class discussion and not for personal purposes, such as checking email. I also expect that each student will listen carefully and thoughtfully to the views of others, and I expect that each student will be respectful of the views of others when responding to them. I do *not* expect unanimity of views.

Exam and final paper policies: Extensions are given only under extraordinary circumstances with appropriate documentation and only if permission is sought prior to the due date. Penalties for late exams and final papers are assigned as follows: 0.3 points (out of a 4-point scale) deducted for every day that the assignment is late, excluding weekends and University holidays. No assignments are accepted past the day prior to the day the corrected papers are returned unless special arrangements have been made. Assignments must be written on assigned topics; failure to do so will result in a zero for the assignment. I accept hard copies only; I do not accept any exams or final papers by email except under extraordinary circumstances and only if you receive prior permission from me. The safest way to turn in an assignment is to hand it in during class. If you must turn in an assignment outside of class, you may either place it in my box in the philosophy department office (ADJ 130) or slide it under the door of my office. In any event, you are responsible for insuring that I received the assignment.

Contact policy: If you need to contact me, you may leave a message and phone number where you can be reached on my office voice-mail, and I will call you back. You may also send me an email, but please be aware that I do not always check email when I am not on campus (although I come into campus almost daily).

Academic honesty: Please be aware that I endorse the university's policy on academic honesty. If you are caught cheating or plagiarizing, I will take steps against you in accordance with the university's policies and procedures. If you are not familiar with the university's policies, please look them up at http://www.slu.edu/colleges/AS/academic_honesty.html. Ignorance of this policy is no excuse. Please ask me if you have questions about what constitutes academic honesty.

Disabilities: I support the university's policy on disabilities. Please let me know if you have a disability that has been documented by the university's office of Student Disability Services, and I will be happy to work with you to accommodate the disability. If you have a disability that has not been documented, I encourage you to contact SDS at 977-8885 or BSC, Suite 331.

COURSE SCHEDULE

e/res – e-reserve **IR – *The Idea of Race*** **RE – *Race and the Enlightenment***
RR – *Race and Racism in Theory and Practice* **RBR – *When Race Becomes Real***

- 8/25** Course introduction
8/27 No class; departmental welcome activities
- 9/1** Deadline for ESL conversation partner signup; Boxill (e/res); intro (RBR)
9/3 Bernier (IR); Voltaire (IR); McElroy (RBR)
- 9/8** Kant (IR and RE-pp.49-64); Coles (RBR)
9/10 Kant (e/res); Payne (RBR)
- 9/15** Herder (IR and RE-ch.5); Blumenbach (IR); Griffiths (RBR)
9/17 Hegel (IR and RE); Pitts (RBR)
- 9/22** Gobineau (IR); Darwin (IR)
9/24 Galton (IR); Winfrey (RBR)
- 9/29** Wade (RR); Bradley (RBR)
10/1 Boas (IR); Schutze (RBR)
- 10/6** Locke (IR); Straight (RBR); 1st exam due
10/8 DuBois (IR); Singley (RBR)
- 10/13** Appiah (IR); Malveaux (RBR)
10/15 Blackburn (RR); Springer (RBR)
- 10/20** No class: fall break
10/22 Montagu (IR); Ibura Salaam (RBR)
- 10/27** Fullerton (e/res); Dodson and Cole (RBR)
10/29 Nepaulsingh (RR); Jensen (RBR)
- 11/3** Alcoff (IR); Lamb (e/res)
11/5 Bailey (e/res); Wise (RBR)
- 11/10** Zack (e/res); Ignatiev (RBR); 2nd exam due
11/12 Ofer (RR); Tessman and Bar-On (e/res)
- 11/17** Arisaka (e/res); Angier (RBR)
11/19 Tam (RR); Towner (RBR)
- 11/24** Kehoe (RR); Hadnot (RBR)
11/26 No class: Thanksgiving break

- 12/1** Williams (RR); Tatum (RBR)
12/3 Lauter (RR); MacDonald (RBR); 3rd exam due
12/10 Final paper due by 3 pm

SERVICE LEARNING COMPONENT

Rationale and general information:

One of the central reasons to study the history and concept of race is to come to a realization of how this concept functions in our culture. An understanding of how race unfairly privileges some members of society and damages the prospects and opportunities of others requires that one put this knowledge into action. Consequently, the study of race becomes an issue of justice. Thus, the service learning component of this course has 2 objectives. First, it is intended to be an opportunity for students to begin or continue their own contributions to the ongoing larger enterprise of fighting injustice due to race. That is the service aspect. Secondly, it is intended to be an opportunity for students to reflect not only on their own experiences with respect to race, but also to reflect on how race affects the experience of others who come from a different racial/ethnic background from themselves. This is the knowledge or academic aspect (the “learning” aspect) of the requirement.

To fulfill the service aspect, all students are required to engage in a minimum of 15 hours of service during the course of the semester. The service must be at an agency that serves the needs of individuals in a racial or ethnic group different from that of the student. Documentation of service hours is required. Projects are available through the university’s service-learning program, although it is not required that students utilize this service. The academic aspect of the service-learning component will be accomplished by two methods. First, opportunity will be provided for students to discuss their service experiences in class as appropriate. Secondly, students will integrate the knowledge they have gained as a result of their academic work in the classroom with what they have learned as a result of their service experience in their final paper for the course.

Logistics for the service aspect of this project:

Information regarding suitable service projects can be found on the Service Learning website (<http://servicelearning.slu.edu>). Since the process of arranging and initiating a service project can take some time, it is to your advantage to begin the process as early as possible in the semester. If you have any questions or concerns or need direction in setting up a project, please talk to me.

All students are responsible for obtaining and turning in documentation that they have completed a minimum of 15 hours of service. The documentation form is on the service learning website in the For Students section. You will need to print out the form, record the dates and times of completed service hours, and obtain your supervisor’s signature once your hours are completed. The completed documentation form must be attached to your final paper. Failure to provide documentation will result in a zero for the final paper.

Students who currently serve at an agency whose profile meets the requirements for this course or who are completing at least 15 hours of service for another course this semester are not required to take on an additional service project. However, they must complete a minimum of 15 hours at this agency during the course of the current semester; hours worked prior are not acceptable. It is also recommended that students with their own service projects check with me to insure that the type of service they are doing is in keeping with the goals of the service-learning component for this course. The same documentation is required.

Logistics for the academic aspect of this component:

All students will write a final paper for this course in which they incorporate some of the knowledge and insights they have gained as a result of their service projects with some of the knowledge and insights they have gained as a result of the readings and discussions they have completed in the classroom throughout the course of the semester. No additional library research is required for this paper; students are encouraged to make use of the articles assigned for class discussion. Many different approaches can be taken in this paper, but the paper must illustrate some connection between what was done in the service project and some of the theoretical ideas raised in the readings and in class discussion. The assignment is intended to allow and encourage you to integrate the practical aspects and the theoretical aspects of race on the basis of your own experiences. It is intended to allow you to show me what you have learned as a result of this course and how this knowledge has influenced your life in some respect. Thus, it will be a rather personal paper to a certain extent. On the other hand, it is also a piece of formal writing. You will be referring to the theories and ideas of others and discussing them critically as they relate to your experience. Since it is a piece of formal writing, the conventions of good academic writing are to be observed, including the proper documentation of all non-original ideas, whether paraphrased or quoted. Failure to do so will lower your grade on this assignment. Students are encouraged to consult with me when writing this paper.

When writing this paper, don't think of yourself as writing primarily for me; think of yourself as writing for an audience who is not familiar with the articles and issues you are addressing. Thus, you want to make sure that you provide enough discussion of both the theoretical and experiential material to make your points clear to an uninformed audience. Also, keep in mind that it is far more effective to focus on one or two points and work hard to develop your discussion of them than to bring in lots of different points and discuss them in a more superficial manner. Finally, there is a tendency to focus on the experiential aspect of the paper and to neglect or engage in only a superficial and cursory discussion of the theoretical aspect of the paper. Both are **equally** important. You must demonstrate that you understand how the theoretical aspects explain (or don't explain) the experiential aspects and vice versa, how the experiential aspects shed light (or don't shed light) on the theoretical.

The paper is to be between 5 and 10 pages in length, typed, double-spaced with standard font (11 or 12 point only) and margins and either stapled or paper-clipped together, including the documentation form. The paper is due by 3 pm on December 10, 2009, either to my office (ADJ 206) or my box in the philosophy office (ADJ 130). Late papers will be penalized as outlined on the syllabus.