

Cover Sheet: Request 10898

PHM3127 Race and Philosophy

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending
Submitter	Palmer,John Anderson,III palmerj@ufl.edu
Created	4/4/2016 3:44:16 PM
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Description	GenEd Humanities (H) and Diversity (D)

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Philosophy 011615000	Witmer, Gene		4/4/2016
Added PHM3127syllabus.pdf					4/4/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		4/12/2016
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/12/2016
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 10898

Info

Request: PHM3127 Race and Philosophy

Submitter: Palmer,John Anderson,III palmerj@ufl.edu

Created: 4/4/2016 3:44:16 PM

Form version: 1

Responses

Course Prefix and Number PHM3127

Course TitleRace and Philosophy

Request TypeChange GE/WR designation (selecting this option will open additional form fields below)

Effective TermEarliest Available

Effective YearEarliest Available

Credit Hours 3

PrerequisitesSophomore or higher standing or PHI 2010 or PHI 2100 or PHI 2630 or PHM 2204 or philosophy major or minor.

Current GE Classification(s)None

Current Writing Requirement Classification None

One-semester Approval?No

Requested GE ClassificationD

H

Requested Writing Requirement ClassificationNone

PHM 3127: Race and Philosophy

Instructor: Dr. Peter Westmoreland
Section: 212D, 3 credits
Term: Fall 15
Time: T4; R4, 5
Room: MAT 0117

Email: pwest@ufl.edu
Office: FLO 312
Office hours: T 11:45-1:45; R 12:45-1:45
Phone: (352) 273-1813

Catalog description and objectives

“Race” is a concept with a long history. This course tracks race from its modern formulation by Immanuel Kant to the present day. We will study three time periods. (1) 18th and 19th century. Race appears chiefly as a biological, “scientific” concept purported to have explanatory power for extra-biological intellectual and moral features of persons. (2) Early 20th century. Race as a social construct takes priority here. We will study existentialist philosophers, in particular, to see how they work to identify the social construction of race and lessen racism. (3) Late 20th and early 21st century. We will examine current work on phenomenology of race, African-American identity, and Latino identity. In this context, we will see how identity structures interactions, and how persons construct their own visible identities and effect political change. In each time period, our task will be to analyze and evaluate how the word “race” is used, the conceptual nexus that informs use, and the meaningfulness of that nexus for identity.

General education objectives and learning outcomes

A minimum grade of C is required for general education credit. This course meets two general education objectives.

Humanities (H): Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Diversity (D) – this designation is always in conjunction with another program area. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

PHM3127 accomplishes these goals through a historical approach to the race concept, tracking its evolution across 250 years from the perspectives of philosophy of science and social philosophy. To demonstrate recognition of the origins of the race concept, students must discuss in class and use on an essay exam terminology specific to philosophical debates on the origins of human diversity that run from Kant to Darwin. For example, some thinkers argued that modern humans were multiple species

(polygenesis) rather than one species (monogenesis). Race proved vital to monogenesis, as it allowed conceptualization of diversity within one species. Students must critically evaluate such historical arguments to identify why the biological concept of race loses adherents. As the emphasis of the concept of race shifts from biological to social and cultural meanings, the terms and concepts of existential phenomenology come into focus: self and other, the gaze, social construction, essence and existence, and more. By evaluating links between self and other, students are challenged to identify and articulate the meaningfulness of race from various perspectives. We focus in particular on how race takes on significance for Latinas/os and African-Americans. Students will identify and compare the instantiations and effects of anti-Latino and anti-black forms of racism in the United States. We will examine especially the “black-white binary,” where black and white form “poles” and other races exist on a spectrum in between. Students will debate orally the benefits (it makes it easier to identify anti-black racism), and costs (it makes identifying unique features of anti-Latino racism difficult) of this binary, then take their own critically developed stance on the significance of the binary on an essay exam.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. Students will acquire knowledge of many concepts and terms involved in establishing the concept of race and its significance over the last 250 years. Students demonstrate competence in this knowledge through in class essay exams that require them to study specific arguments and critically evaluate them from multiple perspectives. Questions may ask students to pit two opposing views against each other, using one view to evaluate the other, to see which view has more convincing arguments and evidence.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Achieved through in class discussion and in small group exercises that focus on a specific topic. Debate formats are sometimes used. Students also are assigned short, ungraded take home essays on specific topics so the instructor can assess, prior to graded exams and papers, how well students are comprehending the concepts.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. In class essay exams require students to articulate arguments, and then to criticize those arguments as well as defend them from criticism (criticize the criticism). In a 3000 word research paper, on a topic of their choosing related to course readings, students develop nuanced, detailed, thorough analyses of philosophical ideas. These papers must incorporate and respond to commentary from secondary literature. The instructor requires a graded paper proposal to ensure that students comprehend central arguments in their papers and identify appropriate research materials.

Other course policies

Accessibility: I encourage you to contact me to discuss your questions about our readings and assignments. **I will be available on campus during my office hours.** Also, feel free to email me with any questions you have about the course. I can help you avoid problems and explore our course readings. I do not read sample essays prior to their due dates. I will gladly discuss specific questions about your work.

Late work: Generally, you should assume that I will not accept late work without prior arrangements or serious mitigating circumstances. If there is a conflict with the due date for any assignment, you should make alternative arrangements with me well in advance (like the first or second week of class). Computer errors (including disk, printer, or email problems) may not be acceptable excuses. For problems that arise too close to the due date for us to make arrangements, leaving the instructor a message concerning the problem does not obligate him to accept your late work.

Attendance: Discussion during lectures will play a vital role in your understanding of this course's content. Simply put, **attending and participating in class are mandatory.** Missing more than three sections of class results in a zero for participation. I take attendance often.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations for Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352) 392-8565, www.dso.ufl.edu/drc/ by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Behavior: I ask that all class members conduct themselves in a respectful manner. Respect for others takes a variety of forms in this course and in academic life generally. **We need to be sensitive to how our behavior in class affects others.** In particular, we will encounter controversial issues in this course that may provoke emotional reactions. If you think a comment might prove insensitive, please do not make it. If you think your comment is vital but perhaps insensitive you may speak about it with me after class.

I ask you not to talk outside of the flow of the course. Do not text, chat online, or surf the web in class. Turn off your cell phone! If your behavior becomes problematic or disruptive, I will ask you to leave. Honestly, I advise you to consider seriously leaving your electronics off during class and taking notes manually.

I ask that you have intellectual respect for others. Your task is to be a good listener and exchange ideas, not to attack and degrade others. In other words, philosophy is not

combat: we are all engaged in a cooperative effort to achieve understanding, not to “defeat an opponent” (whatever that means). Students who repeatedly fail to meet these guidelines will receive a zero for their participation grades.

Academic honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In any academic writing you are obliged to inform the reader of the sources of ideas expressed in your work. Failure to do so is plagiarism. I have a zero-tolerance policy for academic dishonesty. **CLEAR EVIDENCE OF ACADEMIC DISHONESTY MEANS AN AUTOMATIC FAILING GRADE FOR THE ENTIRE COURSE.** This includes not just plagiarism but any conduct constituting academic dishonesty as defined in the honor code, including prohibited collaboration, prohibited use of resources, and so on. Any act of academic dishonesty is reported to the Dean's Office. The Dean's Office prevents students from dropping courses in cases of academic dishonesty. Please see the college's policy on plagiarism: <http://www.dso.ufl.edu/sccr/honorcode.php>

Campus Health and Wellness Resources

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*. Student Health Care Center, 392-1161.
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Campus Academic Resources

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *Student Complaints Campus*: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- *On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>

Assessment

In-class exam 1: 250

In-class exam 2: 250

Research paper proposal: 50

Research paper (twelve pages plus bibliography): 350

Participation: 100

Total points: 1000

All written assignments will have prompts. The research paper will be on a topic of your choice, about any philosopher we read in this course. Participation may take a variety of forms, including take home assignments. Mere attendance is required for but does not constitute participation.

Grading scale

Letter Grade	Points	Letter Grade	Points	Letter Grade	Points
A	930-1000	B-	800-829	D+	670-699
A-	900-929	C+	770-799	D	630-669
B+	870-899	C	730-769	D-	600-629
B	830-869	C-	700-729	E	0-599

University grade policies are here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course catalog

<https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx>

Course evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Required course materials

1. Linda Alcoff, *Visible Identities* (abbreviated VI)
ISBN-13: 9780195137354
2. Robert Bernasconi and Tommy Lott (eds), *The Idea of Race* (abbreviated IR)
ISBN-13: 9780872204584
3. Frantz Fanon, *The Wretched of the Earth*, trans. Richard Philcox (abbreviated WE)
ISBN: 9780802141323
4. Various online materials available on course website

Schedule (subject to change)

Week 1: Aug 25, 27

Introduction

Bernier, IR, pp. 1-4

Voltaire, IR, pp. 5-7

Herder, IR, pp. 23-6

Week 2: Sept 1, 3

Kant, "What is Enlightenment?" online, pp. 58-64

Kant, IR, 8-22

Kant, "Teleological Principles," online, pp. 37-8, 50-3

Week 3: Sept 8, 10

Kant, "Determination of the Concept of Race," online, pp. 145-59

Mills, *The Racial Contract* selections, online, pp. 1-31

Week 4: Sept 15, 17

Alcoff, VI C. 10, "Latinos and the Category of Race", pp. 1-19

Alcoff, VI C. 11, "The Black-White Binary", pp. 247-53

Alcoff, "Latinos beyond the Binary," online, pp. 112-28

Week 5: Sept 22, 24

Westmoreland, "The Black-White Binary," online, pp. 1-19

Darwin, IR, pp. 54-78

Boas, IR, pp. 84-8

Start researching your paper

Week 6: Sept 29, Oct 1

de Gobineau, IR, 45-53

Nietzsche, selections, online, pp. 1-9

Week 7: Oct 6, 8

Locke, IR, pp. 89-99

Rudinow, "Can White People Sing the Blues?" online, pp. 127-37

Week 8: Oct 13, 15

Exam 1: Oct 13

Sartre, selections, online, pp. 1-36

Week 9: Oct 20, 22

Sartre, "Preface," WE, pp. 7-31

Fanon, "Lived Experience of the Black," online, pp. 184-201

Research paper proposal due: Oct 22

Week 10: Oct 27, 29

Fanon, "Conclusion," WE, pp. 311-16

Fanon, "Concerning Violence," WE, pp. 35-106

Week 11: Nov 3, 5

Fanon, "National Culture," WE, pp. 206-248

Fanon, "Colonial War and Mental Disorders," WE, pp. 249-310

Week 12: Nov 10, 12

Dotson, "Tracking Epistemic Violence", pp. 236-57

Dotson, "Black Feminist Me", pp. 82-95

Week 13: Nov 17, 19

Alcoff, VI C. 3, 4, pp. 47-128

Week 14: Nov 24 (Holiday Nov 26)

Alcoff, VI C. 7, 8, pp. 191-204

Research paper due: Nov 24

Week 15: Dec 1, 3

Alcoff, VI C. 9, pp. 205-23

Wrap up

Week 16: Dec 8

Exam 2: Dec 8