



**UNIVERSITY OF CALGARY**  
FACULTY OF ARTS  
Department of Philosophy

**PHIL 399.12**  
**Philosophy of Race**  
**Spring Term 2019**

**Course Outline**

**Lectures: Monday-~~W~~Wednesdays 1-3:45 pm, ES054**

**Instructor:** Celso Neto

**Office:** SS1229

**Office Phone:** 403-220-7518

**Email:** celso.alvesneto@ucalgary.ca

**Office Hours:** Thursdays 1-3pm

**Course Description**

This course examines core questions in the philosophy of race (including critical race theory). First, we discuss the reality of human races and related problems. Do races exist? If not, should we keep using the term “race”? If races exist, what grounds their reality? Is the reality of races independent from human values and goals? In the second part of the course, we turn to issues of racism and its social and psychological dimensions. What is racism? Can there be racism without racists? What is “white ignorance” and how does it promote injustice? How do racism and sexism intersect? How do DNA tests reinforce racism? How do these tests de-legitimize Native-American communities?

**Prerequisites**

No prerequisites

**Course Learning Outcomes**

By the end of this course, students should demonstrate knowledge and be able to critically engage with the basic philosophical literature on the philosophy of race (including critical race theory). They should be able to:

- Identify and evaluate the scientific and socio-political aspects of race and racism.
- Identify, analyze and evaluate complex views and arguments about race and racism.
- Relate these views and arguments to historical and recent events in politics and culture.
- Convincingly formulate and present arguments both in oral and written form.
- Provide useful, constructive feedback to each other’s assignments.

**Required Texts**

Required texts are posted on the D2L platform. See appendix for the course readings and the schedule.

**Recommended Texts and electronic resources:**

- Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction*. NYU Press.
- James, M., "Race", *The Stanford Encyclopedia of Philosophy* (Spring 2017 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/spr2017/entries/race/>>.
- Taylor, P. (2013). *Race: A philosophical introduction*. Polity.

- Zack, N. (2014). *Philosophy of science and race*. Routledge.
- Taylor, P. C., Alcoff, L. M., & Anderson, L. (Eds.). (2017). *The Routledge companion to the philosophy of race*. Routledge.
- Zack, N. (2016). *The Oxford Handbook of Philosophy and Race*. Oxford University Press.
- Racial Ontology. Video-series at Youtube: <https://www.youtube.com/watch?v=GLcg6jyg3zk>

## Course Assessment

There will be no registrar-scheduled final exam.

A passing grade on any particular assignment is not essential to passing the whole course.

Assignments	% of the Grade	Deadline
Short written reflection	6	May 6 <sup>th</sup> (in-class activity)
6 Discussion Questions	24 (4 each)	1 per week (see below)
Critical Analysis 1	15	May 13 <sup>th</sup>
Critical Analysis 2	17	May 29 <sup>th</sup>
Critical Analysis 3	18	June 10 <sup>th</sup>
Oral Presentation <i>Or</i> Short Paper	20	Presentation: June 12 <sup>th</sup> or 17 <sup>th</sup>  Paper: June 17 <sup>th</sup>

**Short Written Reflection** – For this assignment, students answer some basic questions about their experience and understanding of race and racism. Questions will be provided in class and the written exercise lasts around 20 minutes. Completion of the activity results in a full grade.

**Discussion Questions** – After reading the assigned reading for a class, students will write down a question about the reading. They will also briefly explain why this question results from the reading. **IMPORTANT:** Students are required to submit *six* discussion questions throughout the semester. Students can choose which classes they submit a question. They submit no more than 1 question per class. Students *cannot* submit discussion questions on the deadlines of the critical analysis assignment. Hence, students submit discussion questions to 6 out of 8 possible classes. Students must bring two copies of the discussion question and submit one copy to the instructor at the beginning of class.

**Critical Analysis** – For each analysis, students analyze the reading assigned for that respective day of class (deadline). The analysis consists of (I) summarizing the key ideas of the paper; (II) presenting one of its arguments in a detailed premise-conclusion format; (III) indicating which premise is the weakest one and explaining why; and (IV) writing down a question about the reading and explaining why this question results from the reading.

**IMPORTANT:** Students must bring two copies of the analysis and submit one copy to the instructor at the beginning of class. Each analysis should have no more than two pages.

**Oral Presentation** – Students will choose a recent socio-cultural event or product (film, music) and provide an opinion analysis of it based on the readings and discussions in class. The instructor will provide guidelines for this assignment. The oral presentation should have 5 minutes plus 5 minutes of Q & A.

**IMPORTANT:** There are two available dates for oral presentations. The maximum number of presentations is 20. If you want to give an oral presentation present and choose the day that best fits you, please schedule your presentation with me as soon as possible (first-come, first-serve).

**Short Paper** – Students will choose a recent socio-cultural event or product (film, music) and provide a written opinion essay of it based on the readings and discussions in class. Alternatively, students can

choose two readings and provide a written essay comparing them and explaining which views and arguments are sound. The instructor will provide guidelines for this assignment. The short essay contains 1,000-1,500 words.

### **Grading Method**

This course uses a combination of letter and number grades. Each assignment will receive a number grade. The final grade is the sum of the grades obtained in the course assignments. The final grade will receive a letter according to the following conversion table:

A +	96-100	B+	80-84	C+	65-69	D+	50-54
A	90-95	B	75-79	C	60-64	D	45-49
A-	85-89	B-	70-74	C-	55-59	F	0-44

### **Late Assignments**

Extended deadlines will only be considered in extraordinary circumstances, and I will ask for appropriate documentation. You must contact me ([celso.alvesneto@ucalgary.ca](mailto:celso.alvesneto@ucalgary.ca)) with the documentation, failure to do so will result in a grade of zero.

### **Communication with the instructor**

First of all, D2L is my main communication channel with students. I use the platform frequently, so please check D2L regularly.

You can contact me right after class, during office hours, by appointment, or by email. I will always reserve an extra 10 minutes right after class to answer your questions. I hold weekly office hours (see above). If you cannot come to the office hours, you can still set up an appointment. You can also reach me through email at any time ([celso.alvesneto@ucalgary.ca](mailto:celso.alvesneto@ucalgary.ca)). I respond to emails within two business days of receiving the message. If the student emails a question that is fully addressed by the syllabus or D2L posting, I may not reply.

## **IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION**

### **Academic Honesty**

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. See the relevant section K.5 on 'Academic Misconduct' in the current University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

### **D2L Help**

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <https://ucalgary.service-now.com/it> for help.

### **General Academic Concerns and Program Planning**

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/advising> for detailed information on common academic concerns

### **Advice on Philosophy Courses**

You may find answers to your more specific questions about a philosophy degree on the Department of Philosophy's website <http://phil.ucalgary.ca>, or contact one of Philosophy's Undergraduate Advisors. David Dick – Undergraduate Program Director ([dgdick@ucalgary.ca](mailto:dgdick@ucalgary.ca)), Megan Delehanty – Honors Advisor ([mdelehan@ucalgary.ca](mailto:mdelehan@ucalgary.ca)) or Allen Habib ([anhabib@ucalgary.ca](mailto:anhabib@ucalgary.ca)).

### **Registration and Prerequisite Waivers**

If you have questions regarding registration, or are seeking permission to waive the prerequisites for a course, email the Philosophy Department Undergraduate Program Administrator (UPA), Rebecca Lesser ([rebecca.lesser@ucalgary.ca](mailto:rebecca.lesser@ucalgary.ca)). Include the specific course information and your UCID number in your request.

### **Writing**

All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Protection of Privacy**

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

### **Internet and Electronic Communication Devices**

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy

### **Emergency Evacuation:**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints> . Please check this website and note the nearest assembly point for this course.

#### **Other Helpful Contacts**

- Safewalk and Campus Security: 403-220-5333.
- Faculty of Arts Student Representatives: 403-220-6552, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca) , [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)
- Student Union: <https://www.su.ucalgary.ca/>; 403-220-6551.
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>
- Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

## APPENDIX – Tentative Course Readings and Schedule

Disclaimer: The instructor may change the readings and the schedule depending on class dynamics or unforeseeable circumstances. All mandatory readings are posted on the D2L platform.

### Topic: Racialism and Race Skepticism

#### Monday 6<sup>th</sup>

Hardimon, M. (2017). *Rethinking Race: The Case for Deflationary Realism*. Cambridge: Harvard University Press. Chapter 1

Complementary Reading: Bernasconi, R. (2001). Who invented the concept of race? Kant's role in the Enlightenment construction of race. *Race*, 11-36.

#### Wednesday 8<sup>th</sup>

Appiah, A. (1985). The uncompleted argument: Du Bois and the illusion of race. *Critical inquiry*, 12(1), 21-37.

Complementary Reading: Reich, D. (2018). *Who we are and how we got here: Ancient DNA and the new science of the human past*. Oxford University Press. Chapter 11

### Topic: Biological Race Realism: Defenses and Reactions

#### Monday 13<sup>th</sup>

Hardimon, M. (2017). *Rethinking Race: The Case for Deflationary Realism*. Cambridge: Harvard University Press. Chapter 2 and 3.

Complementary Reading: Spencer, Q. (2018). Racial realism II: Are folk races real? *Philosophy Compass*, 13(1), e12467.

#### Wednesday 15<sup>th</sup>

Kitcher, P. (2007). Does 'race' have a future? *Philosophy and Public Affairs*, 293-317.

Complementary Reading: Glasgow, J. (2018). Rethinking Race: The Case for Deflationary Realism, by Michael O. Hardimon. *Mind*.

### Topic: Race Constructivism and Values in Science

#### Monday 20<sup>th</sup>

No Class – Victoria Day

#### Wednesday 22<sup>nd</sup>

Haslanger, S. A. (2012). *Resisting reality: Social construction and social critique*. Oxford University Press. Excerpts from chapters 7, 8, 10

Complementary Reading: Mallon, R. (2007). A field guide to social construction. *Philosophy Compass*, 2(1), 93-108.

#### Monday 27<sup>th</sup>

Shulman, J. L., & Glasgow, J. (2010). Is Race-Thinking Biological or Social, and Does It Matter for Racism? An Exploratory Study. *Journal of Social Philosophy*, 41(3), 244-259.

Complementary Reading: Kitcher, P. (2003). *Science, truth, and democracy*. Oxford University Press. Chapter 8

**Topic: Racism and The Racial Contract**

Wednesday 29<sup>th</sup>

Blum, L. (2002). Racism: What it is and what it isn't. *Studies in Philosophy and Education*, 21(3), 203-218.  
Complementary Reading: Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American sociological review*, 465-480.

Monday 3<sup>rd</sup>

Mills, C. W. (2014). *The racial contract*. Cornell University Press. Chapter 1 and 2  
Complementary Reading: Mills, C. (2007). White ignorance. *Race and epistemologies of ignorance*, 247, 26-31.

**Topic: Racist Cognition and Attitudes**

Wednesday 5<sup>th</sup>

Medina, J. (2017). Epistemic Injustice and Epistemologies of Ignorance. In *The Routledge Companion to the Philosophy of Race* (pp. 247-260). Routledge.  
Complementary Reading: Gaertner, S. L., Dovidio, J. F., Nier, J., Hodson, G., & Houlette, M. A. (2005). Aversive racism: Bias without intention. In *Handbook of employment discrimination research* (pp. 377-393). Springer, Dordrecht.

Monday 10<sup>th</sup>

Sundstrom, R. R. (2017). On Post-racialism: Or, How Color-Blindness Rebranded Is Still Vicious. In *The Routledge Companion to the Philosophy of Race* (pp. 491-506). Routledge.  
Complementary Reading: Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Rowman & Littlefield Publishers. Chapter 2

**Topic: Race, Gender and Indigeneity**

Wednesday 12<sup>th</sup>

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.  
Complementary Reading: Manne, K. (2017). *Down girl: The logic of misogyny*. Oxford University Press. Chapter 3, 5 and 6

Monday 17<sup>th</sup>

TallBear, K. (2013). *Native American DNA: Tribal belonging and the false promise of genetic science*. U of Minnesota Press. Excerpts from Chapter 1 and 2  
Complementary Readings: Bourassa, C., McKay-McNabb, K., & Hampton, M. (2004). Racism, sexism and colonialism: The impact on the health of Aboriginal women in Canada. *Canadian Woman Studies*, 24(1).