

UCF Philosophy
T/TH:12-1:15 p.m.
Professor Fagiano

Philosophy of Race

**Office Hours: T/TH 10:30 am – 11:50 am
or by appt.**

Office Location: PSY 244

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Course Description:

What is race? Is it a biological category? Is it a social construct? Is race, after the rise of genetics, a type of illusion? Is race a type of identity? Or, perhaps, a mode of performing or experience?

If race is a social construct, how does race or racialization, intersect or transact with other social constructs, for example, identities such as gender, nation, class, language, ethnicity, or even clothing styles?

These questions have been answered in many different ways for a myriad of purposes. But for this course, our main purpose will be to reflect upon how of these and other questions might provoke us to solve contemporary social problems in American society, e.g., disparate incarceration rates.

Required Texts:

- Bernasconi, Robert, and Tommy L. Lott. *The Idea of Race*. ISBN: 9780872204584.
- Eze, Emmanuel. *Race and the Enlightenment: A Reader*. ISBN: 9780631201373.
- Appiah, Anthony K., and Amy Gutmann. *Color Conscious: The Political Morality of Race*. ISBN: 9780691059099.
- Taylor, Paul. *Race: A Philosophical Introduction*. ISBN: 978-0745649665

Recommended secondary source: Stanford Encyclopedia of Philosophy
<http://plato.stanford.edu/contents.html>

Grading Details (Assignments and/or Tests/Exams):

- Participation=10%
- Reflections=20%
- Two papers= 30%
- Midterm=20%
- Final Paper/Project=20%

10% Participation—your presence is expected at every class and your participation is both invited and necessary. For some the participation grade is the easiest part to earn, but for those who will miss classes regularly, it will be difficult for them to pass the class.

You are allotted three missed days without an excuse. Upon your fourth absence, and every additional unexcused absence that follows it, ***your final grade will drop one-half of a letter grade.***

Excused absences (see the full list below) must be supported with a note from your doctor, coach, family, etc. All other absences, after two, count against your final grade. It will be impossible to pass this class if you miss it excessively.

More than just being present for each and every class, participation includes actively engaging with the material by asking questions or making comments during class time, especially during small group discussions. Note also: if you do not have your book or other materials on a given class day, it is nearly the same as not being there and you will lose participation points.

20% Reflections— every week students will comment on a discussion thread on Webcourses. These weekly assignments will require each student to engage actively with the readings/or selected posts for the week. Students may upload their reflections as early as **Monday** for any given week.

30% Papers—thirty percent of your grade will be determined by your performance on two assignments—two analytic/reflective papers (5 pages). Each paper will be based on a prompt provided to you by your professor. The due dates for these papers are **February 9th and April 6th**. Late papers will be marked down one-half of grade for each day it is late. Exemption: e.g., documented illness.

20% Midterm—the midterm will consist of short answer questions and essays and will be based on lectures, in-class discussions, and the assigned readings. The class day before the midterm will be entirely devoted to reviewing the material for the exam, and I will hand out a list of testable concepts/ideas before the review session. **Students MUST BRING A BLUEBOOK EXAM BOOK for the midterm.**

20% Research Paper—the directions for the research paper (5-7 pages) will be released on **April 6th**.

Midterm and Final Exams:

The midterm/final exams are based on information from **lectures, in-class discussions** and the **assigned readings**. When I grade your exams I am not looking for you to agree with what I think, rather I want you to make **strong arguments**. This means you need to support the claims you make. An argument is not an opinion, an assertion or a belief, though you should feel free to construct your argument in the first person.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the University of Tennessee catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Examples of cheating include but are not limited to:

1. **The unauthorized possession or use of notes, texts, electronic devices (e.g., computers, mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.**
2. **Copying another's person work or participation in such an effort.**
3. **An attempt or participation in an attempt to fulfill the requirements of the course with work other than one's own.**
4. **Forging or deliberately misrepresenting data or results.**
5. **Obtaining or offering either for profit or free of charge materials one might submit or has submitted for academic credit. This includes uploading course materials to online sites devoted in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars one's work to one's personal website or to departmental, divisional, University or professional society websites for the purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.**
6. **Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.**
7. **Making unauthorized copies of graded work for future distribution.**
8. **Claiming credit for a group project to which one did not contribute.**

Late Work, Absences: All out-of-class work is due **AT THE BEGINNING** of the class. Papers handed in after class but on the due date may be penalized one-third of a letter grade, and will be penalized by an additional one-half of a letter grade for each day they are late. Papers more than

three days late will not be accepted. Students with excused absences may be excused from penalty if the excuse is received promptly. Excuses received at the end of the semester may not remove late penalties for work assigned in advance of the excused period.

There are NO MAKE UPS for any parts of this course without an excused absence:

Legitimate Excuses: college-sponsored activities closely linked to academics or to other official college functions (administrative, athletic, etc.); student illness or injury—with a note from health services—as well as critical illness/death in one’s immediate family; jury duty (or subpoena for court appearance); religious holidays (for students who actively practice the religion).

Laptops and Phones

Laptops are allowed in class if and only if the laptop is being used for taking notes or, in certain circumstances, for looking up something (I will explain this in detail when appropriate). Phones are not allowed during any time during class. If you use your phone in class or it makes noise, it will be confiscated, then returned at the end of class. Repeated offense will result in a lowering of your participation grade.

Incompletes: The grade of incomplete will be given only in special circumstances such as an illness, an accident, or a death in the family.

Tentative Class Schedule:

		Session content	Material to be read prior to session (it is best to do the reading for each week during the week before it!). Reading for 1/12— Excerpt from <i>Pragmatism about Race</i> (on Webcourses under “Assignments”)

	<p>Week One</p> <p>1/10</p> <p>1/12</p>	<p>1/10--Class One:</p> <p>Syllabus overview</p> <p>1/12--Class Two:</p> <p>What is Race?</p> <p>In class reading: Excerpt from <i>Pragmatism about Race</i>.</p>	<p>Reading for 1/17:</p> <p>Excerpts from Hannaford On Webcourses</p> <p>Reading for 1/19</p> <p>Bernasconi: 8-26: 38-78</p>
	<p>Week Two</p> <p>1/17</p> <p>1/19</p>	<p>1/17--Class Three:</p> <p>Modern Philosophy and the Scientific Study of Race</p> <p>1/19--Class Four:</p> <p>Race and The Great Chain of Being</p>	<p>Reading for 1/24</p> <p>Bernasconi: 38-44: Eze: 79-90 =</p> <p>Reading for 1/26</p> <p>Eze: 91-103; 104-149</p>
	<p>Week Three</p> <p>1/24</p> <p>1/26</p>	<p>1/24--Class Five:</p> <p>Kant and the “life force”</p> <p>The Kant/Herder Controversy</p> <p>1/26--Class Six:</p> <p>In-Class Reading and Discussion: Kant</p> <p>FIRST PAPER ASSIGNED</p>	<p>Reading for 1/31:</p> <p>Bernasconi: 38-44: Eze: 79-90</p> <p>Reading for 2/2: Eze: 91-103; 104-149</p>

	<p>Week Four</p> <p>1/31</p> <p>2/2</p>	<p>1/31—Racial <i>Urform</i> and Degeneration</p> <p>2/2—Thomas Jefferson, Race, and the Cultural Contest</p> <p>Hegel and the “racial soul”</p>	<p>Reading for 2/7:</p> <p>Bernasconi: 54-78</p> <p>Reading for 2/9:</p> <p>Bernasconi: 45-53</p>
	<p>Week Five</p> <p>2/7</p> <p>2/9</p>	<p>2/7--Class Seven:</p> <p>--From Morphology to Evolution</p> <p>--Darwin and the <i>Origin of Species</i></p> <hr/> <p>2/9--Class Eight:</p> <p>Gobineau—Why Civilizations Fall.</p> <p>Paper ONE DUE</p>	<p>Reading for 2/14:</p> <p>Excerpt # 2 from <i>Pragmatism about Race</i> (on Webcourses under “Assignments”)</p> <hr/> <p>Reading for 2/16:</p> <p>Bernasconi: 79-83</p>
	<p>Week Six</p> <p>2/14</p> <p>2/16</p>	<p>2/14---Class Nine:</p> <p>Darwin, Broca, Spencer, and the rise of Social Darwinism</p> <p>2/16--Class Ten:</p> <p>Galton, Haeckel Eugenics, and Darwin’s wrong idea: “pangenesis”</p>	<p>Reading for 2/21:</p> <p>Excerpt # 3 from <i>Pragmatism about Race</i> (on Webcourses under “Assignments”)</p> <p>&</p> <p>Bernasconi: 84-88,</p> <p>Reading for 2/23</p> <p><i>No reading</i></p> <p>Review notes</p>

	<p>Week Seven</p> <p>2/21</p> <p>2/23</p>	<p>2/21—Class Eleven:</p> <p>Mendel, Laws of Inheritance</p> <p>Boas on Race</p> <p>2/23—Class Twelve: Video:</p> <p>Richard Lewontin on race</p>	<p>Reading for 1 2/28:</p> <p>Bernasconi: 108-117</p> <p>Reading for 3/2:</p> <p>NONE, study notes and review assigned readings</p>
	<p>Week Eight</p> <p>2/28</p> <p>3/2</p>	<p>2/28--Class Fifteen:</p> <p>W. E. B. Dubois and the Sociological Notion of Race</p> <p>_____</p> <p>3/2--Class Sixteen:</p> <p>Class Discussion: What is Race?</p>	<p>Reading for 3/7:</p> <p><i>NONE. Study for Midterm REVIEW</i></p> <p>Reading for 3/9:</p> <p><i>NONE. Study for Midterm</i></p>
	<p>Week Nine</p> <p>3/7</p> <p>3/9</p>	<p>3/7—Class Seventeen:</p> <p>MIDTERM REVIEW</p> <p>_____</p> <p>3/9—Class Eighteen:</p> <p>MIDTERM</p>	<p>Reading for 3/21 (readings here are for the first class after Spring Break)</p> <p>Bernasconi: 89-99</p> <p>_____</p> <p>Reading for 3/23: NONE. Review notes and readings</p>
	<p>Week Ten</p> <p>3/14</p> <p>3/16</p>	<p><i>SPRING</i></p> <p><i>BREAK</i></p>	<p><i>SPRING BREAK</i></p>
	<p>Week Eleven</p> <p>3/21</p> <p>3/23</p>	<p>3/21--Class Nineteen:</p> <p>Alain Locke on Race and Culture</p> <p>3/23--Class Twenty:</p> <p>Video: Charles Mills on Race</p>	<p>Reading for 3/28:</p> <p><i>The Idea of Race: 100-107</i></p> <p>Reading for 3/30:</p> <p>http://www.newsweek.com/there-no-such-thing-race-283123</p>

			Reading for 3/30 Con... https://www.psychologytoday.com/blog/busting-myths-about-human-nature/201204/race-is-real-not-in-the-way-many-people-think
Week Twelve	3/28 3/30	3/28--Class Twenty-one: Review & Montagu, WWII, and the Problem of State Racisms 3/30--Class Twenty-two: Group Discussion: Is Race “Real”? PAPER TWO ASSIGNED <i>I have posted this on Webcourses too under “On Race, Identity, and Ancestry.”</i>	Reading for 4/4: Excerpt: Naomi Zack (on Webcourses under “Assignments”) Reading for 4/6: Appiah & Gutman: 30-73
Week Thirteen	4/4 4/6	4/4--Class Twenty-three: The Rise of Eliminationism 4/6--Class Twenty-four: Race, Genetics, and Color-blindness PAPER # 2 DUE RESEARCH PAPER DESCRIPTION	Reading for 4/11 Appiah & Gutman: 74-105 _____ Reading for 4/13 Appiah & Gutman: 106-163
Week Fourteen	4/11 4/13	4/11--Class Twenty-five: Racial Identity, Intersectionality, and Transactionalism 4/13--Class Twenty-six: <i>--Taylor: On Race and Philosophy</i>	Reading for 4/18: Taylor: 1-67 & Bernasconi: 139-160 Reading for 4/20 : Taylor: 89-119; 170-173 & Bernasconi: 181-211

		--Thinking Ahead: Developing Strategies against Racisms.	
	Week Fifteen 4/18 4/20	<i>4/18--Class Twenty-seven:</i> Pragmatism, Relationalism, and Race <i>--Democracy as a Way of Life</i> <hr/> Class Discussion: <i>4/20—Class Twenty-eight</i> <i>Review for Final</i> FINAL PAPER PROMPT <hr/>	<hr/> <hr/>
	T.B.A.	FINAL	