

Philosophy 170

Philosophy and Race

Spring 2024

MWF 1:00-1:50 RWAC 0103

Instructor: Prof. Michael Hardimon
mhardimon@ucsd.edu

Office Hour: Friday 100-2:00
 Ridge Walk Academic Complex (RWAC)
 Office: Room 0492

The aim of the course is to bring philosophy to bear on three central questions concerning race: What is race? What is racism? and What is racial identity? We will be pursuing these questions *philosophically*. What that comes to — how philosophy can contribute to answering these questions — is an additional matter we will address. The course presupposes no previous work in race, the philosophy of race, or philosophy in general, and can serve as an introduction to these topics. It will require careful reflection about an emotionally charged subject. You will be asked to question your fundamental assumptions and think rigorously about fundamental issues concerning race.

Class Schedule (Subject to Adjustment)

1. What is Race?

Monday	Jan 8	First Meeting Lecture 1
Wednesday	Jan 10	What is <u>racialist</u> race? Lecture 2 Appiah. "Race, Culture, Identity" in <i>Color Consciousness</i> , Princeton University Press, 1994, pp. 52-56. Hardimon. Chapter 1 in <i>Rethinking Race</i> , Harvard University Press. 2017, pp. 12-19
Friday	Jan 12	Lecture 3 Lewontin. "Apportionment of Human Diversity" <i>Evolutionary Biology</i> , 6 (1972), pp. 381-398. Rosenberg et al. Genetic Structure of Human Populations." <i>Science</i> . 298 (2002), pp.2381-2385. Hardimon. Chapter 1 in <i>Rethinking Race</i> , Harvard University Press. 2017, pp. 19-26 Short response due
Monday	Jan 15	No Class: Martin Luther King Jr. Birthday
Wednesday	Jan 17	Lecture 4 Ibid.

Friday	Jan 19	<p>What is a <u>racialized group</u>?</p> <p>Lecture 5</p> <p>Blum. <i>I'm not a Racist but....</i>:147-149 Haslanger. "Tracing The Sociopolitical Reality of Race" in <i>What is Race?</i> Oxford University Press, 2019 Hardimon. Chapter 7 Harvard University Press. 2017 in <i>Rethinking Race</i>.</p>
Monday	Jan 22	<p>Lecture 6</p> <p>Ibid.</p>
Wednesday	Jan 24	<p>What is a <u>PMAG</u>?</p> <p>Lecture 7</p> <p>Haslanger. "Tracing The Sociopolitical Reality of Race" in <i>What is Race?</i> Oxford University Press, 2019 Jeffers. "Cultural Constructionism" in <i>What is Race?</i> Oxford University Press, 2019</p>
Friday	Jan 26	<p>Lecture 8</p> <p>Ibid.</p>
Monday	Jan 29	<p>What is <u>minimalist race</u>?</p> <p>Lecture 9</p> <p>Hardimon. Chapter 3 in <i>Rethinking Race</i></p>
Wednesday	Jan 31	<p>Lecture 10</p> <p>Ibid.</p>

Short Response to prompt due at start of class **Friday January 12**

First paper due at start of class **Friday February 2nd**.

Harvard Implicit Bias Test (Race) must be taken by start of class **Friday February 9.**

<https://implicit.harvard.edu/implicit/takeatest.html>

Second paper due at start of class **Wednesday February 21.**

Third paper due at start of class **Friday March 15th**

2. What is Racism?

Friday	Feb 2	<p>What is <u>racism</u> as idea, emotion, and ideology?</p> <p>Lecture 11</p> <p>Blum. pp. 1-8 Miles and Brown. <i>Racism</i> 2nd ed. pp. 58-60.</p> <p>First Paper Due</p>
Monday	Feb 5	<p>Lecture 12</p> <p>Garcia. "The Heart of Racism" <i>Social Philosophy</i>. 27,1 (1996), pp. 5-46</p> <p>Blum. 8-11</p>
Wednesday	Feb 7	<p>Lecture 13</p> <p>Shelby. "Racism, Moralism, and Social Criticism." <i>Dubois Review</i> (11)1 (2014):57-74</p> <p>Geuss. <i>The Idea of a Critical Theory</i>. 1981: 12-26</p>
Friday	Feb 9	<p>What is <u>implicit bias</u>?</p> <p>Lecture 14</p> <p>Brownstein and Paul. "Introduction," <i>Implicit Bias and Philosophy</i> v.1, pp. 1-19</p> <p>Kelly and Roedder. "Racial Cognition and the Ethics of Implicit Bias," <i>Philosophy Compass</i> 3,3, (2008) pp. 522-540</p> <p>Levy. "Am I a Racist? Implicit Bias and the Ascription of Racism" <i>The Philosophical Quarterly</i>, 67,268 (2017) pp. 534-551.</p>
Monday	Feb 12	<p>Lecture 15</p> <p>Ibid.</p>
Wednesday	Feb 14	<p>What is <u>structural racism</u>?</p> <p>Lecture 16</p> <p>Alexander. "The New Jim Crow" In <i>The New Jim Crow</i>, The New Press (2010,2012), pp. 178-220.</p>
Friday	Feb 16	<p>Lecture 17</p> <p>Shelby "Racism: Ideological, Structural, and Institutional" In <i>Dark Ghettos</i>. Harvard University Press, 2016, pp, 19-29.</p> <p>Haslanger. "Oppressions" In <i>Racism in Mind</i>. Levine and Pataki eds. Cornell University Press,2004, pp. 97-123.</p>
Monday	Feb 19	<p>No class: President Day</p>

3. What is Racial Identity?

Wednesday	Feb 21	<p>What is it to be <u>Black</u>?</p> <p>Lecture 18</p> <p>Shelby. "Foundations of Black Solidarity" <i>Ethics</i>, 112,2 (2002), pp. 231-266</p> <p>Second Paper Due.</p>
Friday	Feb 23	<p>Lecture 19</p> <p>Ibid.</p>
Monday	Feb 26	<p>What is to be <u>Asian American</u>?</p> <p>Lecture 20</p> <p>Wu. <i>Yellow</i> Basic Books. 2003. Chapters 1-3, pp. 1-131</p>
Wednesday	Feb 28	<p>Lecture 21</p> <p>Ibid.</p>
Friday	Mar 1	<p>What is it to be <u>Latino</u>?</p> <p>Lecture 22</p> <p>Alcoff. "Is Latino/a Identity a Racial Identity?" In <i>Hispanics/Latinos in the United States</i>. Gracia and De Greiff eds. Routledge Press (2000), pp. 23-44</p>
Monday	Mar 4	<p>Lecture 23</p> <p>Ibid.</p>
Wednesday	Mar 6	<p>What is it to be <u>white</u>?</p> <p>Lecture 24</p> <p>Sullivan. <i>Good White People</i> SUNY Press, 2014</p>
Friday	Mar 8	<p>Lecture 25</p> <p>Ibid.</p>
Monday	Mar 11	<p>What is it to be <u>mixed-race</u>?</p> <p>Lecture 26</p> <p>Sundstrom. "Being and Being Mixed Race." <i>Social Theory and Practice</i>. 27, 2 (2001), pp. 285-307.</p>
Wednesday	Mar 13	<p>Lecture 27</p> <p>Ibid.</p>

Friday	Mar 15	Discussion Third paper due
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Books (available through UCSD bookstore or from Amazon and UCSD electronic reserves).

Michael Hardimon. *Rethinking Race*. Harvard University Press 2017

Articles and Chapters (Available through UCSD Electronic Course Reserves)

Michelle Alexander. "The New Jim Crow" In *The New Jim Crow*, The New Press (2010,2012), pp. 178-220.

Louise Martín Alcoff. "Is Latino/a Identity a Racial Identity?" In *Hispanics/Latinos in the United States*. Gracia and De Greiff eds. Routledge Press (2000), pp. 23-44

K. Anthony Appiah. "Race, Culture, Identity" in *Color Consciousness*,

Lawrence Blum. *I'm not a Racist, but...*, Cornell University Press, 2002

Michael Brownstein and Jennifer Saul. "Introduction," *Implicit Bias and Philosophy* v.1, pp. 1-19

J.L.A. Garcia. "The Heart of Racism" *Social Philosophy*. 27,1 (1996), pp. 5-46

Raymond Geuss. *The Idea of a Critical Theory*. 1981, pp.12-26

Sally Haslanger "Oppressions" In *Racism in Mind*. Levine and Pataki eds. Cornell University Press 2004, pp. 97-123

Sally Haslanger. "Tracing The Sociopolitical Reality of Race" in *What is Race?* Oxford University Press, 2019, pp. 4-37.

Daniel Kelly and Erica Roedder. "Racial Cognition and the Ethics of Implicit Bias." *Philosophy Compass* 3,3, (2008) pp. 522-540

Richard Lewontin. "Apportionment of Human Diversity." *Evolutionary Biology*, 6 (1972), pp. 381-398.

Robert Miles and Malcom Brown. *Racism* 2nd ed. pp. 58-60.

Noah Rosenberg et al. Genetic Structure of Human Populations." *Science*. 298 (2002), pp.2381-2385

Tommie Shelby. "Racism: Ideological, Structural, and Institutional." In *Dark Ghettos*. Harvard University Press, 2016, pp, 19-29.

Tommie Shelby. "Foundations of Black Solidarity." *Ethics*, 112,2 (2002), pp. 231-266

People SUNY Press, 2014, pp. 1-58

Ronald Sundstrom. "Being and Being Mixed Race." *Social Theory and Practice*. 27,2 (2001), pp. 285-307.

Frank Wu *Yellow* Basic Books. 2003. Chapters 1-3, pp. 1-131

Shannon
Sullivan.
Good White

Course Requirements

- Short response to prompt
- Attendance
- Three five-page papers
- Harvard implicit association test (IAT) on race

All work must be completed to receive a passing final grade.

Three or more unexcused absences will result in your final grade dropping one letter. For an excused absence you must email the instructor by email, preferably in advance.

This is a philosophy course which by its nature requires active participation — listening and discussion—on the part of students. It is, more specifically, a philosophy course on *race* that will ask you to reflect carefully about an emotionally charged subject and question your fundamental assumptions. These are two cognitive/psychological activities that will be made significantly easier by active participation in the class. The lectures will present material and introduce lines of thought that cannot necessarily be found outside of class. The probability of your success depends heavily on regular class attendance. This requirement is a measure *intended to help you do well in the course.*

Papers

Topics will be assigned in class approximately one week in advance.
Due dates subject to revision. Papers are to be turned in using Canvas.

Extensions will be granted when circumstances warrant provided arrangements are made with the instructor at least 24 hours in advance. There are no automatic extensions. It is better to ask for an extension sooner rather than later. Except in unusual circumstances (e.g. medical emergencies, a disaster that strikes the student or the immediate family), unexcused late papers are subject to the penalty of being dropped at least one letter grade e.g. B>C.

Interpretations or ideas borrowed, directly or indirectly, from secondary sources or other people (apart from the instructor but including fellow students) must be footnoted. Any use of web-based material must be footnoted. Anything else is plagiarism and will be treated as such. Students are encouraged to discuss paper topics but must write the papers alone. Use of AI is strongly discouraged. Any use of AI must be cited.

No Screens

Use of laptops, tablets, and smart phones in class is prohibited. Please speak to the instructor if you have special circumstances. Policy exception: Electronics may be used to refer to texts in class.

Grade Range

Papers in Philosophy 170 are not graded on a curve. Each student can in principle receive an A. The same holds true for less desirable grades.

The minimal standard of performance for a grade of P shall be the same as that for a grade of C-

The Academic Honor Code must be observed in this course. Cheating will not be tolerated. Anyone caught cheating will receive an automatic F for the course and be referred to the ADHB for disciplinary action.

DEI Courses Background

Instituted in response to the 2010 Compton Cookout and the aftermath at UC San Diego, the Diversity, Equity, and Inclusion (DEI) requirement is intended to address issues of diversity, equity, and inclusion along the dimension of

race and ethnicity in the United States. The goal of the requirement is to encourage students to reflect on their own identities in relation to the identities of others, with a particular emphasis on the experiences of racialized and ethnic groups in the United States that have faced historical and structural inequities. The emphasis on racialized and ethnic groups in the United States was motivated, in part, by the catalyzing event of the so-called Compton Cookout – a race-themed party organized by several UC San Diego fraternities. Beyond the hope that a DEI requirement might forestall future events of this type, it is viewed as a necessary component to civic development and an indispensable component of general education.