

PHILOSOPHY OF RACE & GENDER

PROFESSOR: Blake Hereth

EMAIL: sbhereth@uark.edu

OFFICE: Main 311

CLASS MEETINGS: MWF 10:45-11:35pm in Kimpel Hall 310

OFFICE HOURS: MWF 1-2pm and by appointment

COURSE DESCRIPTION:

We are all taught that we have a race and a gender. We are also taught that racism and sexism are real and we should fight against them. But what *are* race and gender? Are they biological things or socially constructed things? How should we think about multiracial and intersex identities? Has human thinking about race and gender changed over time? What are the ethical and political ramifications of thinking correctly (or incorrectly) about race and gender? Students will carefully examine these questions in an exciting classroom environment and write about them.

COURSE GOALS:

By the end of the course, students should be able to:

- Identify and explain major theories of race and gender and their proponents
- Speak and write intelligently about political, ethical, and sociological problems arising within philosophy of race and philosophy of gender
- Reflect cautiously and empathetically about their own experiences with race and gender, especially in light of newfound perspectives found in class readings
- Reconstruct the principal arguments/ideas from philosophical essays
- Develop original, philosophically creative arguments about race and gender

COURSE REQUIREMENTS:

- Class Participation (10%): Do the reading carefully and come prepared to discuss it. Then, when in class, discuss it. You won't receive credit just for being present.
- Argument Reconstructions (20%): All students should prepare a reconstruction of the central argument/point for every reading. Each class, I will call upon a random student to share their reconstruction of that day's reading with the rest of the class. This will serve as a starting point for class discussion. To avoid making this too burdensome, only students with last names A-M will be called during Weeks 2-8; and only students with last names N-Z will be called during Weeks 9-16. These should be submitted the Friday of the week before by 5pm via Blackboard. (Upload each week's reconstructions in a single file.)
- Humility Journal (20%): Cultivating epistemic humility is important, especially in college (and *especially* especially in philosophy). Each week, students will write in class

about something they learned about race or gender that was epistemically humbling for them. That doesn't necessarily mean 'embarrassed'. Rather, it means that the student has made an *important realization* that has changed their way of thinking about race or gender, including (possibly) about their own race or gender. The entire journal is due Monday, May 4th, at 5pm via Blackboard.

- Race Paper (25%): Undergraduate students will write a 2,000-word (excluding footnotes and bibliographic details) argumentative paper on one of the course topics concerning race. The argument presented in the paper should be original and display philosophical creativity. This paper is due Monday, March 9th, at 5pm via Blackboard.
- Gender Paper (25%): Undergraduate students will write a 2,000-word argumentative paper on one of the course topics concerning gender. The argument presented in the paper should be original and display philosophical creativity. This paper is due Monday, May 4th, at 5pm via Blackboard.
- Graduate Student Option: Graduate students may either write both the Race Paper and the Gender Paper, or may instead write one 4,000-word paper on one of the course topics. If you choose the 4,000-word paper, it will be due Monday, May 4th, at 5pm via Blackboard and will count for 50% of your total grade.

GRADING SCALE:

I use a standard grading scale for this course:

- A = 90-100%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = 59.99 or below

TEXTBOOK(S):

- There is no textbook for this course. (Yay! Saving money!) All the readings are on Blackboard.

READING SCHEDULE:

(NOTE: THIS IS A TENTATIVE READING SCHEDULE. I MAY ADJUST IT DEPENDING ON NEED OR CLASS PROGRESS.)

WEEK 1 (JAN 13, 15, 17): COURSE INTRODUCTION

Readings:

- Syllabus
- Miranda Fricker, *Epistemic Injustice* (chapter 1)
- Kristie Dotson, "Accumulating Epistemic Power"
- Kristie Dotson, "How is This Paper Philosophy?"

WEEK 2 (JAN 20, 22, 24): WHAT RACE IS

Readings:

- There is no class Monday, January 20th, in observance of Martin Luther King Day
- Sally Haslanger, "Gender and Race: (What) Are They? (What) Do We Want Them to Be?"

- Chike Jeffers, “Cultural Constructionism”
- Michael O. Hardimon, “Minimalist Biological Race”
- Quayshawn Spencer, “How To Be a Biological Racial Realist”

WEEK 3 (JAN 27, 29, 31): HOW RACISM WORKS

Readings:

- Kwame Anthony Appiah, “Racisms”
- Jami L. Anderson, “The White Closet”
- Charles W. Mills, “Philosophy and the Racial Contract”

WEEK 4 (FEB 3, 5, 7): HOW RACISM WORKS

Readings:

- Kyle Powys Whyte, “Indigeneity and U.S. Settler Colonialism”
- Mariana Ortega, “Latina Feminism, Experience, and the Self”
- Dr. H is at a conference, so there’s no class Wednesday, Feb 5th or Friday, Feb 7th

WEEK 5 (FEB 10, 12, 14): HOW RACISM WORKS

Readings:

- Joshua Glasgow, “Racism as Disrespect”
- Neil Levy, “Am I A Racist? Implicit Bias and the Ascription of Racism”
- Rima Basu, “The Wrongs of Racist Beliefs”

WEEK 6 (FEB 17, 19, 21): RACISM IN ACTION: LAUGHING, EATING, AND REPRODUCING

Readings:

- Luvell Anderson, “Racist Humor”
- Cathryn Bailey, “We Are What We Eat: Feminist Vegetarianism and the Reproduction of Racial Identity”
- Tommie Shelby, *Dark Ghettos* (chapter 4)

WEEK 7 (FEB 24, 26, 28): RACISM IN PROFESSIONS AND POLICY: SCIENCE, ETHICS, AND IMMIGRATION

Readings:

- Kyle Powys Whyte and Robert Crease, “Trust, Expertise, and the Philosophy of Science”
- Joseph Len Miller, “Decolonizing the Demarcation of the Ethical”
- José Jorge Mendoza, “Illegal: White Supremacy and Immigration Status”

WEEK 8 (MAR 2, 4, 6): RACIAL PROFILING

Readings:

- Annabelle Lever, “Treating People as Equals: Ethical Objections to Racial Profiling and the Composition of Juries”
- Adam Hosein, “Racial Profiling and a Reasonable Sense of Inferior Political Status”
- Peter DeAngelis, “Racial Profiling and the Presumption of Innocence”

WEEK 9 (MAR 9, 11, 13): RACIAL REPARATIONS

Readings:

- The Race Paper is due Monday, March 9th, at 5pm via Blackboard.
- [Ta-Nehisi Coates, “The Case for Reparations”](#)
- Jennifer Page, “Reparations for Police Killings”

- Jonathan Kaplan and Andrew Valls, “Housing Discrimination As a Basis for Black Reparations”

WEEK 10 (MAR 16, 18, 20): WHAT GENDER IS

Readings:

- Jennifer McKittrick, “A Dispositional Account of Gender”
- Theodore Bach, “Gender Is a Natural Kind with a Historical Essence”
- Robin Dembroff, “Real Talk on the Metaphysics of Gender”

WEEK 11 (MAR 23, 25, 27): SPRING BREAK!

WEEK 12 (MAR 30, APR 1, 3): GENDER AND SEXUAL ORIENTATION

Readings:

- Robin Dembroff, “What Is Sexual Orientation?”
- Matthew Andler, “Sexual Orientation: The Taxonomy-First View”
- Matthew Andler, “The Sexual Orientation/Identity Distinction”
- Talia Mae Bettcher, “When Selves Have Sex: What the Phenomenology of Trans Sexuality Can Teach Us About Sexual Orientation”

WEEK 13 (APR 6, 8, 10): GENDER IDENTITY

Readings:

- Katharine Jenkins, “Amelioration and Inclusion: Gender Identity and the Concept of Woman”
- Matthew Andler, “Gender Identity and Exclusion: A Reply to Jenkins”
- Robin Dembroff and Daniel Wodak, “He/She/They/Ze”

WEEK 14 (APR 13, 15, 17): STEREOTYPE THREAT

Readings:

- Rachel McKinnon, “Stereotype Threat and Attributional Ambiguity for Trans Women”
- Justin L. Clardy, “‘I Don’t Want to Be a Playa No More’: An Exploration of the Denigrating Effects of ‘Player’ as a Stereotype Against African American Polyamorous Men”

WEEK 15 (APT 20, 22, 24): TRANS EXPERIENCES

Readings:

- Rachel McKinnon, “Trans*formative Experiences”
- Mayo and Mala Sheppard, “New Social Learning from Two Spirit Native Americans”
- Talia Mae Bettcher, “Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion”

WEEK 16 (APR 27, 29, MAY 1): TRANSITIONING AND FULL INCLUSION

Readings:

- Jana Cattien, “Against ‘Transracialism’: Revisiting the Debate”
- Alex Dubov and Liana Fraenkel, “Facial Feminization Surgery: The Ethics of Gatekeeping in Transgender Health”
- Timothy F. Murphy, “Assisted Gestation and Transgender Women”
- Andria Bianchi, “Transgender Women in Sport”
- There is no class Friday, May 1st (Dead Day)

WEEK 17 (MAY 6): FINALS WEEK!

- The Humility Journal is due Monday, May 4th, at 5pm via Blackboard.

- The Gender Paper is due Monday, May 4th, at 5pm via Blackboard.

POLICIES:

- Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
- Selling Notes: There are companies that will try to lure you into selling the notes you take in this class. Don't let these companies take advantage of you. Selling my notes to any commercial service I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.
- Respect of Self and Others: As a (mostly) consistent Kantian, I expect everyone in this course to maintain a certain level of self-respect. This means taking yourself seriously (although not *too* seriously) and avoiding excessive self-deprecation. You are valuable and an important part of the philosophical community. I also expect everyone in this course to maintain respect for others. Philosophical engagement is often aggressive and it's easy to see why: Sometimes you develop a devastating objection to someone's argument and you want to deliver it in epic fashion. But we won't indulge those impulses here. It's okay to care about the material and to discuss it passionately, but *don't* interrupt others, *do* be equitable with your speaking time (and be aware that we're often bad judges of when we've exceeded our equitable speaking time), *do* aim to help someone identify any flaws in their view *and* make suggestions for how they might improve it, and *do* respect others' pronouns.
- Attendance: Education at the university level requires active involvement in the learning process. Therefore, students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations, students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible. Examples of absences that should be considered excusable include those resulting from the following: (1) illness of the student, (2) serious illness or death of a member of the student's immediate family or other family crisis, (3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, (4) religious observances (see Students' Religious Observances policy below), (5) jury duty or subpoena for court appearance, and (6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.
- Weather: When the University of Arkansas declares that the inclement weather policy is in effect, we won't meet for seminar. In such cases, and in any other case when class is

cancelled, you will be notified via email or Blackboard. In cases of questionable whether, please check the university website.

- Disability Related Accommodation: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).
- Reminder About Concealed Carry on Campus: Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner. If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (within arm's reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department. For more information, please go to safety.uark.edu.
- Problems with the Course: If you have concerns or suggestions regarding this course, I encourage you to speak to me directly about them. If you would prefer to speak with someone else, however, you may contact:
Dr. Edward Minar
Chair, Department of Philosophy
Old Main 318E
479-575-8712
eminar@uark.edu

Merged Courses:	PHIL 4093 001 - SPECIAL TOPICS PHIL 5093 001 - SPECIAL TOPICS	Department:	PHIL
Responsible Faculty:	Stephen Hereth	Responses / Expected:	11 / 24 (45.83%)
Overall Mean:	4.87 5 Point Likert Scale (77 responses) 4.77 Excellent to Very Poor (22 responses)		

ARSC College Core: Course Questions		PHIL 4093 001/PHIL 5093 001 - 001						--- Survey Comparisons ---						
		Responses (%)					Course		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1	Assignments are related to goals of this course.	10 90.9%	1 9.1%	0	0	0	11	4.91	1.1K	4.66	85	30K	4.59	81
Q2	The teaching methods used in this course enable me to learn.	8 72.7%	2 18.2%	0	1 9.1%	0	11	4.55	1.1K	4.38	52	30K	4.28	57
Q3	The stated goals of this course are consistently pursued.	10 90.9%	1 9.1%	0	0	0	11	4.91	1.1K	4.55	92	30K	4.52	83

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Demographics		PHIL 4093 001/PHIL 5093 001 - 001										
		Responses (%)									Course	
		COE	COE	DBC	FJS	JWF	SMW	SOL	GS	U	N	
Q4	Your College:	0	0	0	0	8 72.7%	0	0	3 27.3%	0	11	

Responses: [COE] College of Education and Health Professions
[COE] College of Engineering
[DBC] Dale Bumpers College of Agricultural, Food and Life Sciences
[FJS] Fay Jones School of Architecture and Design
[JWF] J. William Fulbright College of Arts and Sciences
[SMW] Sam M. Walton College of Business
[SOL] School of Law
[GS] Graduate School
[U] UNDECLARED

Demographics		PHIL 4093 001/PHIL 5093 001 - 001					
		Responses (%)					Course
		A	B	C	D	F	N
Q5	Expected grade	7 63.6%	4 36.4%	0	0	0	11

Responses: [A] A/PASS [B] B [C] C [D] D [F] F/FAIL

Demographics		PHIL 4093 001/PHIL 5093 001 - 001						
		Responses (%)						Course
		F	S	J	S	G	O	N
Q6	Your class	0	1 9.1%	4 36.4%	3 27.3%	3 27.3%	0	11

Responses: [F] Freshman [S] Sophomore [J] Junior [S] Senior [G] Graduate [O] Other

Demographics		PHIL 4093 001/PHIL 5093 001 - 001		
		Responses (%)		Course
		YES	NO	N
Q7	Course required	1 9.1%	10 90.9%	11

Responses: [YES] Yes [NO] No

University Core Course		PHIL 4093 001/PHIL 5093 001 - 001						--- Survey Comparisons ---						
		Responses (%)					Course		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q8	Overall, I would rate this course as:	8 72.7%	2 18.2%	1 9.1%	0	0	11	4.64	1.1K	4.30	73	30K	4.23	69

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

ARSC College Core: Instructor Questions		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q9	My instructor displays a clear understanding of course topics.	11 100%	0	0	0	0	11	5.00	1.1K	4.76	89	31K	4.67	87
Q10	My instructor is readily available for consultation.	11 100%	0	0	0	0	11	5.00	1.1K	4.64	95	31K	4.52	90
Q11	My instructor explains difficult material clearly.	10 90.9%	0	0	1 9.1%	0	11	4.73	1.1K	4.41	71	31K	4.32	66

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q12	My Instructor is fluent in English	11 100%	0	0	0	0	11	5.00	1.1K	4.96	67	31K	4.80	74

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q13	Overall, I would rate this instructor as:	10 90.9%	1 9.1%	0	0	0	11	4.91	1.1K	4.54	87	31K	4.45	79

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty:	Stephen Hereth
Question:	Comments:
Response Rate:	36.36% (4 of 11)
1	thank you!
2	This was a great course. Great professor, great content. I enjoyed the relatively loose, discussion based style for this material. I do think that the papers were super long (seriously, I have not done this much reading for any other class), but still worthwhile. Maybe you could assign less at home reading, but still provide a summary of the material not assigned (similarly to what we did at the start of the semester). Then we can get all of the topics in and students can give more attention to each assigned reading. Other than that, I've learned so much. You don't usually talk about race or gender at the dinner table, so I think that it is so important to educate yourself in any way possible. Thanks for the quality class!
3	The readings are well thought-of. I only hope we could have more time to discuss many issues but I guess that's the problem of lecture vs. seminar.
4	Dr. Hereth creates a warm and welcoming environment for students to learn. Philosophy courses can create controversy, especially in a course devoted to subjects like race and gender. However, Dr. Hereth strikes an important balance of allowing students to be heard and allowing students to challenge each other. This course was challenging, but overall, I believe it was edifying. I especially appreciated the humility journal assignment. This assignment provided a way to wrestle with more the more existentially challenging implications of ideas which were presented.