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TU/TH 10:15-11:45 AM PST

REMOTE **SYNCHRONOUS** MEETINGS

(<https://uoregon.zoom.us/j/91428180845?pwd=aW43QzhRSHZmNFh0eVIwYWV6UFRjQT09>)

**DR. CAMISHA RUSSELL**

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**VIRTUAL OFFICE:** <https://uoregon.zoom.us/j/95967207051>

**OFFICE HOURS:** Tuesdays & Thursdays 12:00-1:00pm or by appointment

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**COURSE DESCRIPTION**

In this course, we will explore how various philosophers (and philosophically-adjacent scholars) have taken up questions of race and racism. The readings for this course have been chosen based on the idea that we are currently living through the United States' third "racial reckoning" (where Reconstruction is understood as the first and the Civil Rights Era as the second). The focus will therefore be primarily on anti-Black racism and resistance, rather than race and racism more broadly conceived, though students are welcome to take up questions beyond the "black-white binary" in their individual research. I hope that this class will help students to consider and analyze the current moment, which we might expect to be described in the future as the Black Lives Matter Era.

**ESSENTIAL QUESTIONS**

1. How should we think about the "reality" of race?
2. How does race shape the way we see and understand the world?
3. How can different philosophical approaches and resources help us to understand the operations and effects of race on our lives and societies?
4. What would it take to change America's relationship with racism?

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**COURSE OVERVIEW**

**REQUIRED TEXTS**

- Mills, Charles W. *The Racial Contract*. Cornell: 1997. ISBN: 9780801484636
- Glaude, Eddie S. *Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own*. Crown: 2020. ISBN: 9780525575320
- Additional required readings will be made available through CANVAS.
- **Please be sure not only to read them, but to have them available during class.**

**EXPECTED LEARNING OUTCOMES**

- **Introduction to Philosophy and Race:** Students will explore how various philosophical theories can be used to understand race and racism.
- **Critical Thinking:** Students will learn to identify and critique the assumptions, values, and socio-political forces underlying the idea of race in our society.

- **Research and Writing Skills:** Students will learn how to summarize the main ideas of a text and how to lead a reader through a critical philosophical examination of an issue related to race or racism.
- **Dialogue:** Students will engage in rigorous and respectful conversations with classmates and the instructor, consider others' views with an open mind, and learn how to present their own views with a greater degree of clarity.

### ESTIMATED STUDENT WORKLOAD

There are 3 hours per week of class time. Outside of class, students can expect to spend 4 hours per week on readings and reading group assignments. Students should expect to spend 8-10 hours total on research activities, depending on their ease with research and the grade they are trying to achieve. For their writing activities and final papers, students should expect to spend 12-16 hours total, again dependent on the above factors. There are no exams, so no additional study time is required.

### COURSE WORK

- **Weekly Reflections:** Weekly reflections will be written during class on Thursdays. The professor will provide a prompt and students will write for approximately 10 minutes. Reflections will be turned in on Canvas but will not be posted publicly.
- **Structured Reading Group Portfolio:** On Tuesday of Week 2, students will be assigned to structured reading groups (of five students) and a set of rotating group roles: discussion leader, passage master, devil's advocate, creative connector, and reporter. Students will meet with their group each Tuesday, weeks 3-9. Before each group meeting, each student will complete the reading and a reading preparation assignment. Students will turn in their preparation assignments before each reading group meeting on Canvas (except for the person assigned as recorder/reporter). All 7 assignments will be graded as a set (a portfolio) at the end of class, along with a reading group specific participation self- and group evaluation.
- **In-Class Participation:** Each class meeting will involve collaborative learning activities designed to help you engage with course themes and materials. Therefore, class meetings are mandatory and an important part of your learning. Attendance at each Tuesday and Thursday meeting during Weeks 2-9 is worth two points for a possible total of 32 points. However, only 28 points are required for full credit. ***Thus, you may miss two meetings without making them up without penalty.*** You may make-up any missed class by completing the designated makeup assignment online within one week of the missed session. You are not required to give the reason for your absence and there is no limit on how many classes you can make up for credit. (You may earn more than 100% on this part of your grade by attending or making up all 16 meetings.)
- **Research Question Article Search:** During Week 3, each student will choose a research question to launch preparation for their final paper. Each student will be required to find and summarize four articles (or book chapters) related to that research question.
- **Writing Activities:** Work toward final paper will be divided into four components (not including your article search):
  - **Exegesis of Philosophical Text:** Each student will write a 600-900 word critical explanation or interpretation of the philosophical text they plan to use for their final paper. It is intended, though not required, that this text be one of the four articles they identified previously. The text cannot be a text assigned as part of the course readings.

- **Paper Abstract:** Each student will write an abstract for her intended paper. This abstract should indicate the thesis, primary sources, and key arguments of the paper.
- **Rough Draft/Peer Review:** Each student will complete a rough draft of her paper and participate in a peer review process designed to identify important revisions to be completed before turning in the final paper. The rough draft should be at least 7 pages long and will be graded out of 7 based on the number of pages completed.
- **Final Draft of Final Paper:** Each student will write an 2,200-2,700 word (7-9 page) paper relevant to the goals of this course. The paper will include at least one primary philosophical text/theory applied to a topic or question of the student's choosing.

### GRADING

Please keep in mind that A grades will not be awarded for work that merely satisfies the minimum requirements of a particular assignment. If you are seeking an A, you should strive to complete the assignment not merely adequately, but exceptionally. If, for any given assignment, it is not clear to you how to do so, please feel free to come and discuss it with me.

<i>Component</i>	<i>% of Final Grade</i>
Weekly Reflections	10
Structured Reading Group Portfolio	20
In-Class Participation	10
Research Question Article Search	15
Writing Activities	
• Exegesis	10
• Abstract	3
• Rough draft	7
• Peer review	5
Final Draft of Final Paper	20

### LATE WORK

If you are unable to turn an assignment in on time, please let me know as soon as you are able. If the circumstances behind the missed deadline are beyond your control, you may turn the assignment in without a grade reduction. Otherwise, late work can still be turned in with a 5% grade reduction for each day it is late, up to a maximum of a 25% grade reduction. It's always better to turn something in, no matter how late, than not to turn it in at all.

### COURSE POLICIES

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#### ATTENDANCE

Though we are learning remotely this term, this class is designed to facilitate real-time discussion and reflection on course materials and themes. I believe you will benefit from attending synchronous course meetings. That said, I understand that, especially during our turbulent times, circumstances beyond a student's control can make attendance difficult. Any absence can be made up by completing a Canvas makeup, which will automatically be made available following each class. There is no need to contact anyone about such an absence. Non-attendance assignments missed due to an excused absence may be made up or turned in late. In this case, you must contact the professor.

## **HONOR CODE**

Using the ideas of another person—be it a professional writer, speaker, or a classmate or friend—without proper acknowledgment constitutes plagiarism. Even when it is unintended, plagiarism carries significant disciplinary action. Do not take this issue lightly. You are responsible for reading, understanding, and adhering to the guidelines for acknowledging the work of others as outlined on the UO website:

<http://researchguides.uoregon.edu/citing-plagiarism>. Ignorance of the guidelines is not an acceptable excuse for student misconduct.

## **DISCRIMINATION**

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment without regard to any protected basis, including race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity and gender expression or any other consideration not directly and substantively related to effective performance.

The university is committed to providing a respectful environment for all members of the campus community. Prohibited discrimination and discriminatory harassment, including any form of sexual harassment, which subvert the mission of the university and jeopardize the educational or employment experience of students, faculty, and staff, will not be tolerated. If you have a concern of any sort, contact the Office of Affirmative Action & Equal Opportunity:

<https://aaeo.uoregon.edu/content/raise-concern>.

Resources for people experiencing hate and discrimination can be found also on the following website: RESPECT.uoregon.edu and by calling 541-346-5555.

I support all students regardless of immigration status or country of origin. For more information and resources please visit our Dreamers page (<https://blogs.uoregon.edu/dreamers/>) and the Immigration FAQs page ([http://international.uoregon.edu/immigration\\_faq](http://international.uoregon.edu/immigration_faq)). Students, remember, when interacting with faculty, staff, and offices around campus you are never required to reveal your status.

## **SEXUAL HARASSMENT**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

According to the new Title IX policy (<https://titleix.uoregon.edu/employee-reporting-responsibilities-policy-overview>) only some UO employees are required reporters and they have to state this explicitly to you. Most regular faculty members as well as GEs are classified as “student-directed employees,” i.e. they are not mandatory reporters, which means that you can speak with them confidentially about issues of sexual harassment, although they may be required to give testimony in case of litigations. If you wish to speak to someone who can keep strict confidentially (also in case of litigations), you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### ACCESSIBILITY

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

### OFFICE HOURS & COMMUNICATION

My virtual office hours are listed at the top of the syllabus and I will also be available at a variety of times by appointment. Please come and see me any time you are experiencing difficulty with the class material, would like more information about the texts we are reading, or have other more general questions about philosophy or your college education. Because I have a young child, you should not expect to receive responses to emails on evenings or weekends, but I will do my best to respond to any communication within one business day.

### COURSE CALENDAR

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Wk	Tuesday	Thursday
1	<b>3/30</b> <i>Syllabus Review</i>  WATCH: <i>The Difference Between Us</i>	<b>4/1</b> <i>Reflection Day</i>  Reading due: Mills pp. 1-19
2	<b>4/6</b> <i>Intro to Structured Reading Groups</i>  Reading due: Russell, "Introduction: From What Race <i>Is</i> to What Race <i>Does</i> "	<b>4/8</b> <i>Reflection Day</i>  Reading due: Mills pp. 19-53
3	<b>4/13</b> <b>Reading Group Day</b>  Reading due: Wynter, "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument": Part I  <i>Intro to Research Questions</i>	<b>4/15</b> <i>Reflection Day</i>  Readings due: Mills pp. 53-81  <b>Declare your research question</b>
4	<b>4/20</b> <b>Reading Group Day</b>  Reading due: Lugones, "Purity, Impurity and Separation"	<b>4/22</b> <i>Reflection Day</i>  Reading due: Mills pp. 81-109

5	<p><b>4/27</b></p> <p><b>Reading Group Day</b></p> <p>Reading due: Young, "Five Faces of Oppression"</p>	<p><b>4/29</b></p> <p><i>Reflection Day</i></p> <p>Reading due: Mills pp. 109-133</p> <p><b>DUE: Article Search</b></p>
6	<p><b>5/4</b></p> <p><b>Reading Group Day</b></p> <p>Readings due: Baldwin "White Man's Guilt" &amp; "Notes on the House of Bondage"</p>	<p><b>5/6</b></p> <p><i>Reflection Day</i></p> <p>Reading due: Glaude – Intro &amp; Ch 1</p>
7	<p><b>5/11</b></p> <p><b>Reading Group Day</b></p> <p>Reading due: Spelman, "Managing Ignorance"</p>	<p><b>5/13</b></p> <p><i>Reflection Day</i></p> <p>Readings due: Glaude – Ch 2 &amp; 3</p> <p><b>DUE: Exegesis</b></p>
8	<p><b>5/18</b></p> <p><b>Reading Group Day</b></p> <p>Reading due: Anderson – "Reconstructing Reconstruction" (from <i>White Rage</i>)</p>	<p><b>5/20</b></p> <p><i>Reflection Day</i></p> <p>Readings due: Glaude – Ch 4 &amp; 5</p> <p><b>DUE: Final Paper Abstract</b></p>
9	<p><b>5/25</b></p> <p><b>Reading Group Day</b></p> <p>Reading due: Davis, "Feminism and Abolition: Theories and Practices for the Twenty-First Century"</p>	<p><b>5/27</b></p> <p><i>Reflection Day</i></p> <p>Readings due: Glaude – Ch 6 &amp; 7</p>
10	<p><b>6/1</b></p> <p>WATCH: <i>American Revolutionary: The Evolution of Grace Lee Boggs</i></p> <p>Readings due: Glaude - Conclusion</p>	<p><b>6/3</b></p> <p>Course Wrap-Up</p> <p>PEER REVIEW</p> <p><b>DUE: Rough Draft</b></p>
<p>FINAL PAPER DUE: Tuesday, June 8 @ 10:00 p.m.</p>		