

**Phil 216: Philosophy and Cultural Diversity**  
Summer 2015; CRN 42301; MTWRF 2:00-3:50p; Anstett Hall 195

Instructor: Dana Rognlie  
Email: [rognlie@uoregon.edu](mailto:rognlie@uoregon.edu)

Office: Knight Library 412  
Office Hours: Thursday 11:00a-1:00p and appt.

**Course Description:**

Contemporary American society is situated at a tremendous cultural moment advocating for the just treatment of historically oppressed racialized, gendered, sexed, and classed citizens and non-citizens. Tragic violence, such as the killing of Trayvon Martin, Mike Brown, and countless other black and non-white trans and cisgender men and women, as well as the recent hate crime levied against black parishioners of Charleston's AME Church, has brought into stark relief the problem of cultural diversity in our society. This course provides a philosophical discussion and critique of the metaphysics, history, and politics of cultural diversity, grappling especially with the intersections of oppression perpetrated against raced, classed, gendered, and sexual identities in liberal pluralist American society.

Largely a discussion-based course, you'll find many issues we will be discussing immediately relevant to your life. While you will never be asked to divulge personal information to each other, self-reflection and participation in class discussion are vital to your success in this course, as well as the success of the course as a whole. Given the personal nature of the themes of this course, all participants are expected and required to agree to a code of confidentiality with regard to any personal information shared and conduct themselves in a respectful and sensitive manner so as to promote an atmosphere of safety, openness, and trust.

**Learning Outcomes:**

1. Knowledge of key theories of identity, pluralism, and diversity throughout the Western and critical canon;
2. A critical understanding that applies theoretical knowledge to contemporary issues;
3. Develop critical reading, writing, and discussion skills.

**Required Texts:** On Blackboard.

**Course Requirements:**

Citizenship  
    Daily Citizenship (20%)  
    Discussion Leadership—10min x3 (30%)  
Final Thesis  
    Proposal—2p (10%)  
    Presentation—20min (10%)  
    Final Paper—6p (30%)

**Citizenship:**

*Daily Citizenship:* Beyond mandatory attendance and required reading (there will be daily reading quizzes), you have a responsibility to actively and respectfully participate in this class. You are a citizen in a learning community and your contribution matters. This contribution can take a number of forms including speaking in class, exchanging links on our Blackboard Discussion Board, regularly attending office hours, etc. A basic rubric is as follows:

**A-Exceptional:** The student is prepared and has near perfect attendance (1 absence); they are recognized as a leader and consistently contribute thoughts and/or material to class that brings the discussion to a deeper level without dominating the discussion such that it is an impediment to the participation of others.

**B- Very Good:** The student is prepared and has very good attendance (3 absences); the student takes a very active role in discussion section, the contributions of which are both helpful and on topic.

**C- Good:** The student is moderately prepared (minimally has read and brought materials to class) and has good attendance (4 absences); the student participates in discussions, though inconsistently.

**D-Poor:** The student is not prepared for class and/or has poor attendance (no more than 6 absences), and rarely participates.

**F- Failing:** The student is not prepared for class and/or has poor attendance and/or is not a positive contributor to discussions.

*Discussion Leadership:* Each week, students will be responsible for leading a 10min class discussion for one of the assigned readings for a total of three presentations. Going beyond summarization, leaders should prepare critical questions for the class to ponder and are highly encouraged to incorporate current events and media into the discussion.

**\*\*Electronics Policy\*\*:** electronics are allowed for purposes of accessing readings and taking notes; however, this allowance is an individual and class privilege. Phones must be on a silent setting and put away. Abuse of the policy (texting, social media, online shopping, etc) is not only rude to the class and the instructor and will be grounds for not only individual failure of the Citizenship grade but also revoking the policy as a whole.

### **Final Thesis:**

In this class, you will develop a final thesis project in conversation with the material of the course and in conversation with your peers. The sub-assignment structure is designed to facilitate your own creative critical voice through a proposal, workshop, and revision process. Further guidelines for the proposal, presentation, and final paper components will be provided in-class and posted on the Blackboard site.

### **Academic Integrity:**

I like to assume students are honest; do not prove me wrong. Academic integrity is a core principle of our learning community and your own education. Please take time to familiarize yourself with the University of Oregon's Student Conduct Code especially on the issue of academic integrity (<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx>).

Students who fail to comply with these policies will fail the assignment, potentially fail the course, and be reported according to university policy.

### **Accessibility:**

It is my pedagogical goal and responsibility to students to make this class as accessible as possible. Please notify me if you foresee a hindrance to your ability to engage or complete assignments in this class. You will have an opportunity to discuss this in a required 5-minute office hour meeting with me in the first weeks of class. I also encourage you to contact the Accessible Education Center (164 Oregon Hall; 541-346-1155; [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu); <http://aec.uoregon.edu/about/index.html>).

### **Other Resources:**

If you (or someone you know) have been a victim of sex-based violence (domestic violence, sexual assault, sexual harassment, etc.), know that you are not alone. I am always willing to listen and provide

intellectual and institutional resources for survivors; however, I am a mandatory reporter by Oregon law and University policy.

Please know that these additional community and campus resources are available:

Sexual Assault Support Services: 541-343-7277  
WomenSpace: 541-485-8232  
University Counseling Center: 541-346-3227  
University Health Center: 541-346-2770

Office of Affirmative Action: 541-346-3123  
UO Police Department: 541-346-2919  
Eugene Police Department: 541-682-5111  
ASUO SafeRide: 541-346-7433

**Schedule (subject to change):**

- Week 1      **Multiculturalism and the Metaphysics of Heterosexist White Supremacy**
- July      20      Introduction to the course  
                         In-class readings:  
                         Angela de Hoyos, "A Walt Whitman"  
                         Langston Hughes, "I, Too, am America" and "A Dream Deferred"  
                         Walt Whitman, "I Hear America Singing"
- 21      Deloria, "Power and Place Equal Personality" and Wildcat, "Understanding the Crisis in American Education" from *Power and Place: Indian Education in America* (18p)  
                         Dussel, *Philosophy of Liberation* excerpts (6p)  
                         In class: History of Philosophy lecture
- 22      DuBois, "The Conservation of Races" (12p) and "The Forethought" (2p)  
                         Anzaldúa, "The Homeland" (11p)
- 23      Leonardo, "The Color of Supremacy" (14p)  
                         Bayoumi, "Preface" in *How Does it Feel to be a Problem? Being Young and Arab in America* (5p)  
                         Grande, "American Indian Geographies of Identity and Power" (27p)  
                         In class: McIntosh, "The Invisible Knapsack" (5p)
- Recommended: Naomi Zack "Introduction" and "What is Race?" from *Thinking About Race* (13p); Lui, "Accidental Asian," "Explaining White Privilege to a Broke Person"; Jensen, "The Invisible Ism"
- 24      Lugones, "Heterosexism and the Colonial/Modern Gender System" (21p)
- Week 2      **Birth of a Broken Contract**
- 27      Jefferson, *Notes on the State of Virginia* XIV and XVIII (7p)  
                         Ta-Nehisi Coates, "Take Down the Confederate Flag Now" (5p)  
                         In-class film: D.W. Griffith, *Birth of a Nation* (1915) clips
- 28      Locke, *Second Treatise* "Of the State of Nature," "Of the State of War," "Of Slavery," (18p)  
                         Rawls, *Justice as Fairness* selections (5p)

In class: Locke, "A Letter Concerning Toleration" and "Fundamental Constitution of the Carolinas" excerpts

29 Mills, "Contract of Breach: Repairing the Racial Contract" (27p)

30 Pateman, "Race, Sex, and Indifference" (31p)

31 Young, "Polity and Group Difference" (25p)  
In class: Parekh "What is Multiculturalism?" (5p)

Week 3 **Black Lives Matter**

August 3 *Proposal Due*  
In class: Eugene Jarecki, *The House I Live In* (2013)

4 Plato, *Apology* (20p)  
Martin Luther King, Jr., "Letter from Birmingham Jail" (6p)

5 Foucault, "Docile Bodies" (9p) and "The Carceral" (5p)  
Ta-Nehisi Coates, *Between the World and Me* (30p)

6 Alexander, "Introduction" *The New Jim Crow* (19p)

Recommended: West "Foreward" to Alexander, *The New Jim Crow*; Rios, "Stealing a Bag of Potato Chips"

7 Crenshaw, *Black Girls Matter* (45p total; excerpts TBD)  
Richards "Op-Ed: It's Time for Trans Lives to Truly Matter for Us All" (3p)

Week 4 **Conclusion**

10 Final Presentations

11 Final Presentations

12 Final Paper Workshop

14 *Final Paper Due*