

DR. CAMISHA RUSSELL

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OFFICE: 233 Susan Campbell Hall

OFFICE HOURS: Tuesday 2:00-4:00 or by appointment

COURSE DESCRIPTION

This course will explore the construction and uses of whiteness as a racial category, as “not merely a skin color but also a signal of power, prestige, and beauty to be withheld and granted selectively” (from the blurb of Nell Irvin Painter’s *The History of White People*). Readings on whiteness (and white people) will be interdisciplinary in origin and nature, with books by philosophers and by historians, along with essays from law and literature and other fields. By design, the vast majority of class readings will be written by authors who do not identify as white. That is, the category will be assessed and analyzed by those whom it has excluded. Students will be given significant flexibility in choosing how they will focus their research and how they will be assessed.

COURSE OVERVIEW

EXPECTED LEARNING OUTCOMES

The goals of this course are what I consider typical goals of graduate education. That is, to familiarize students with generative examples of scholarship in a particular area of inquiry in order to:

1. Prepare students to teach similar content in their undergraduate courses.
2. Allow students to incorporate relevant content into their current and/or dissertation research.
3. Introduce students to a possible AOC or even AOS (pending further coursework/ research).

ESSENTIAL QUESTIONS

1. What is whiteness? How should it be understood?
2. How is whiteness created and maintained?
3. How has historical development of whiteness interacted with the development of other social ideas and institutions?
4. How is whiteness experienced from the outside?
5. How can/should philosophy take up and/or contribute to scholarly literature on whiteness?

COURSE TEXTS (ALPHABETICAL)

1. Alcoff, Linda Martín. *The Future of Whiteness*. John Wiley & Sons, 2015. ISBN: 978-0-745-68545-8.
2. Dunbar-Ortiz, Roxanne. *Loaded: A disarming history of the second amendment*. City Lights Books, 2018. ISBN: 978-0-87286-723-9.
3. Painter, Nell Irvin. *The History of White People*. WW Norton & Company, 2010. ISBN: 978-0-393-33974-1.
4. Roediger, David R. *Black on White: Black writers on what it means to be white*. Knopf Group E-Books, 2010. ISBN: 978-0-8052-1114-6.

COURSE WORK

To maximize the congruence of this course with individual learning styles and the usefulness of the course for individual educational goals, I am allowing you to put together your own set of assessments (by choosing one from each of four categories):

1. **Weekly Engagement (20%)** – Choose One:
 - **Running annotated bibliography** – Summary paragraph (~200 words) for each reading of the term (where each chapter of a book counts as an individual reading) turned in on Canvas at the end of the term.
 - **Weekly journal reflection** (8 entries – 500-600 words) posted privately on Canvas that briefly reflects on the week's class meetings, recording reactions to discussion, noting questions to be asked in future classes, and drawing connections between class discussion and other readings and ideas.
 - **Bi-monthly reflection papers** (4 papers – 1,000-1,200 words) posted to Canvas every two weeks, in which students offer a sustained discussion of class readings and themes for those weeks.

2. **Teaching Peers (20%)** – Choose One:
 - Present on **topic of your paper** (with handout)
 - Present on **side topic of interest** (with handout)
 - Present **2-3 outside articles/chapters** (see below) (with handout)
 - Present on your **book review** (requires doing book review below, presentation not graded)
 - **Non-presentation option:** Create content sheet and questions/activity for small group discussion (based on one option above)
 - *All options should take 20-30 minutes of class time. Scheduling of dates will take place based on students' assignment selections and projected topics.*

3. **Secondary Project (15%):**
 - **Exegesis** (1,200-1,500 words) - Each student will write a critical explanation or interpretation of the philosophical text/theory they consider to be most central to their final paper.
 - **Annotated Reading Guide** (1,200-1,500 words) – Each student will create a reading guide for a sub-topic related to whiteness. The guide will contain a brief description of the sub-topic and its importance, followed by an annotated list of 5 or more articles or book chapters that the student argues provide a strong introduction to the topic. (No assigned readings from class count toward the 5 piece minimum.)
 - **Book review** (1,500-2,500 words, actually **worth 35%** because only the written review—not the presentation/activity—is graded) – Students will choose a target journal and find a book related to course themes awaiting review. The review should then be written according to the journal's guidelines.

4. **Final Project (35% + 10%)** – Choose Paper or Non-Paper option:
 - **Paper option** (3,000-4,500 words), must also complete abstract (3%) and draft/peer review (7%) for additional 10%.
 - **Non-Paper option** (open), must include detailed project proposal for additional 10%.

Possible sources for outside articles/chapters:

- Anderson, Carol. *White Rage: The Unspoken Truth of Our Racial Divide*. Bloomsbury Publishing, 2016.
- Arday, Jason, and Heidi Safia Mirza, eds. *Dismantling race in higher education: Racism, whiteness and decolonising the academy*. Springer, 2018.
- Casey, Zachary A., Christina Berchini, and Shannon K. McManimon, eds. *Whiteness at the Table: Antiracism, Racism, and Identity in Education*. Lexington Books, 2018.
- Essed, Philomena, Karen Farquharson, Kathryn Pillay, and Elisa Joy White, eds. *Relating Worlds of Racism: Dehumanisation, Belonging, and the Normativity of European Whiteness*. Springer, 2018.
- Hall, Kim Q. and Chris J. Cuomo, eds. *Whiteness: Feminist Philosophical Reflections*. Rowman & Littlefield, 1999.
- Hill, Mike. *Whiteness: A Critical Reader*. NYU Press, 1997.
- López, Ian Haney. *Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class*. Oxford University Press, 2015.
- MacMullan, Terrance. *Habits of Whiteness: A Pragmatist Reconstruction*. Indiana University Press, 2009.
- Mohanram, Radhika. *Imperial White: Race, Diaspora, and the British Empire*. U of Minnesota Press, 2007.
- Roediger, David R. *Colored white: Transcending the racial past*. Univ of California Press, 2002.
- Sullivan, Shannon. *Revealing Whiteness: The Unconscious Habits of Racial Privilege*. Indiana University Press, 2006.
- Yancy, George, ed. *The Center Must Not Hold: White Women Philosophers on the Whiteness of Philosophy*. Lexington Books, 2010.
- Yancy, George, ed. *What White Looks Like: African-American Philosophers on the Whiteness Question*. Routledge, 2004.
- Yancy, George, ed. *Look, A White! Philosophical Essays on Whiteness*. Temple University Press, 2012.
- Yancy, George, ed. *White Self-Criticality Beyond Anti-racism: How Does It Feel to Be a White Problem?* Lexington Books, 2014.

Possible books for review:

- Arvin, Maile Renee. *Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania*. Duke University Press, 2019.
- Ayling, Pere. *Distinction, Exclusivity and Whiteness*. Springer Singapore, 2019.
- Catte, Elizabeth. *Left Elsewhere*. Boston Review, 2019.
- Catte, Elizabeth. *What You are Getting Wrong about Appalachia*. Belt Publishing, 2018.
- Curry, Tommy J. *Another white Man's Burden: Josiah Royce's Quest for a Philosophy of white Racial Empire*. SUNY Press, 2018.

- De Souza, Rebecca T. *Feeding the Other: Whiteness, Privilege, and Neoliberal Stigma in Food Pantries*. MIT Press, 2019.
- DiAngelo, Robin J. *White Fragility: Why It's So Hard for White People to Talk about Racism*. Beacon Press, 2018.
- Echeverria, Bolivar. *Modernity and "Whiteness"*. Wiley, 2019.
- Gabay, Clive. *Imagining Africa: Whiteness and the Western Gaze*. Cambridge University Press, 2018.
- Goldstein, Eric L. *The price of whiteness: Jews, race, and American identity*. Princeton University Press, 2019.
- Jardina, Ashley. *White Identity Politics*. Cambridge University Press, 2019.
- Jones-Rogers, Stephanie E. *They Were Her Property: White Women as Slave Owners in the American South*. Yale University Press, 2019.
- Kindinger, Evangelia, and Mark Schmitt, eds. *The Intersections of Whiteness*. Routledge, 2019.
- McIntosh, Dawn Marie D., Dreama G. Moon, and Thomas K. Nakayama, eds. *Interrogating the communicative power of whiteness*. Routledge, 2018.
- Metz, Jonathan M. *Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland*. Basic Books, 2019.
- Sadowski-Smith, Claudia. *The New Immigrant Whiteness: Race, Neoliberalism, and Post-Soviet Migration to the United States*. NYU Press, 2018.
- Shor, Fran. *Weaponized Whiteness: The Constructions and Deconstructions of White Identity Politics*. Brill, 2019.

COURSE POLICIES

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). 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.

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 uoaec@uoregon.edu.

OFFICE HOURS

My office hours (which will be held virtually during the remote learning period) 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 professional development.

READING CALENDAR

Wk	Tuesday	Thursday
1	3/31 <i>The History of White People: Intro-Ch 4</i>	4/2 <i>The History of White People: Ch 5-7</i>
2	4/7 <i>The History of White People: Ch 8 & 9</i>	4/9 <i>The History of White People: Ch 10-13</i>
3	4/14 <i>The History of White People: Ch 14-17</i>	4/16 <i>Black on White: Part I</i>
4	4/21 <i>The History of White People: Ch 18-21</i> Presentation:	4/23 <i>Black on White: Part II</i> Presentation:
5	4/28 <i>The History of White People: Ch 22-24</i> Presentation:	4/30 <i>Black on White: Part III</i> Presentation:
6	5/5 <i>The History of White People: Ch 25-28</i> Presentation:	5/7 <i>Black on White: Part VI</i> Presentation:
7	5/12 <i>The Future of Whiteness: Intro</i> Presentation:	5/14 <i>The Future of Whiteness: Ch 1</i> Presentation:
8	5/19 <i>The Future of Whiteness: Ch 2</i> Presentation: SECONDARY PROJECT DUE	5/21 <i>The Future of Whiteness: Ch 3 & Conclusion</i> Presentation:
9	5/26 <i>Loaded: Intro-Ch 3</i>	5/28 <i>Loaded: Ch 4-7</i>
10	6/2 <i>Loaded: Ch 8-Conclusion</i>	6/4 PEER REVIEW Rough Draft Due
FINAL PAPER DUE: Tuesday, June 9th @ 10:00 p.m.		