

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Fall 2013 Syllabus

College Address: John Jay College of Criminal Justice, 524 W. 59th Street, New York, NY 10019

Course: PHI 102: Ethical Foundations of the Just Society, First-Year Seminar, Section 56

Professor: Dr. Jacoby Adeshei Carter

Office location: 8.63.10

Contact hours: **Class:** TTH 12:15–1:30pm **Office:** T 4:15 – 5:00pm, W 11 – 12pm

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Course Description

This course explores various philosophical visions of American pluralism as both an idea and an ideal. Pluralism as an idea is considered in relation to democracy, race, gender and immigration. Pluralism as an ideal is explored as a goal of liberal democratic society. This semester the course will specifically address philosophical conceptions of race and ethnicity. Various philosophical accounts of race will be explored and evaluated. The course will be explicitly aimed at arguments for and against retaining a concept of race in social, cultural, economic and political life.

More than this, I intend for this class to be a *sustained philosophical conversation* about philosophical issues and questions. Each of us should view ourselves as equal participants in this conversation. To be sure, I will lead the conversation most often, but at times the conversation will be led by one of you. I want for this course to be *an honest attempt by each of us to take seriously the material we read, the issues we discuss, and the problems which arise, both in the text that we read and in our own consideration and discussion of the material. We should all approach the class, and the particular content of the class with a serious consideration of both the texts and the relevance of the texts in helping each of us negotiate our way through the philosophical challenges inherent in our own lived experiences.*

Learning outcomes

- ❖ Students will gather, interpret, and assess information from a variety of philosophical sources and points of view.
- ❖ Students will evaluate evidence and arguments critically or analytically using philosophical skills and methods.
- ❖ Students will produce well-reasoned written or oral philosophical arguments using evidence to support conclusions.

Course Requirements

Attendance Policy

Tardiness – Every three (3) times a student arrives late to class will equal one (1) unexcused absence. Every class period will begin with a quiz or short writing assignment. If a student is tardy without a legitimate and documented excuse and fails to complete an assignment given at the beginning of class as a result, s/he will not be permitted to make up that assignment.

Absences – Every three (3) unexcused absences will result in a five (5) point deduction from the student's total grade. Such a deduction is equivalent to a half letter grade deduction. For example, If a student had an A-/90 and accumulated three (3) unexcused absences, a five (5) point deduction would

lower the student's grade to an 85/B. If a student fails to complete an assignment due to an unexcused absence, there will be a ten (10) point deduction from the grade the student earns after making up the assignment for every weekday past the scheduled due date for the assignment that the student fails to schedule a make up (to be completed within five (5) days of the due date) with the instructor. Once five weekdays have elapsed from the scheduled due date, a student is no longer permitted to make up the assignment and will receive a zero (0) for that assignment.

Classroom Etiquette

Leaving/Entering during class – Once a student has entered the classroom s/he is not permitted to leave until the class period has ended unless authorized to do so by the instructor. If a student should leave the classroom for any reason after the class period has begun without authorization, the student will upon the first infraction be issued a verbal warning in class at the time that the infraction occurs, or warned outside of class; thereafter, each infraction will result in a one (1) point deduction from the student's participation grade. Each time a student violates this policy after the initial infraction and subsequent warning, the one (1) point deduction will be made without notification to the student.

Electronic devices – The use of electronic devices during class time is prohibited. **All electronic devices must be turned off and stored out of the professor's sight.** Should a student make use of an electronic device of any kind, in any way, during class time without permission from the professor, the student will lose one (1) point from her/his participation grade for every infraction past the first, which will constitute the student's sole warning. If a student's electronic device goes off during class, the student will lose one (1) point from her/his participation grade. If, at any time, the professor observes a student's electronic device (whether or not it is in use), one (1) point will be deducted from the student's participation grade. For example, if a student has headphones in her/his ears for a device such as an iPod, or a Bluetooth headset, even if the device in question is not in use, the student will lose one (1) point from her/his participation grade.

Talking – If a student engages in conversation or talking of any sort while the professor or any other member of the class has the floor, that student will be assessed a one (1) point penalty to her/his participation grade.

Should a student commit any of the above named infractions after having lost all of their possible participation points the one (1) point penalty will be assessed to the student's overall grade for the course. *A student may request a current total of absences, tardiness, or classroom conduct infractions in person during the professor's office hours.*

Policies regarding late work and missed exams

Unless otherwise specified, all work is due at the beginning of class on the due date indicated in this syllabus. If you are unable to turn in an assignment when it is due, you must provide acceptable documentation such as a doctor's written confirmation that you were too ill to complete the work on time, or a written confirmation that a family emergency had you engaged in such a way that completion or attendance was impossible, or some other justification for why you were unable to turn in the assignment when it was due. Absences required by the athletic department and other college related extra-curricular activities reasons must be cleared ahead of time, with appropriate plans made with me for completing any assignments due on that date. Unless otherwise stated, all late work will be penalized 10 points (one letter grade) for each class meeting it is late. *All out-of class written assignments must be submitted via **turnitin.com**.*

Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty.

NO EXTRA CREDIT WORK WILL BE ASSIGNED OR ACCEPTED. PERIOD.**Required Texts:**

- Fenton, Steve. (2013). *Ethnicity*. Second Edition. Polity Press. pp. 233. ISBN: 9780745642666
- Ifekwunigwe, Jayne O. (2004). *"Mixed Race" Studies: A Reader*. Routledge Publishing. pp. 329. ISBN: 978-0415321648
- Shelby, Tommie. (2007). *We Who Are Dark: The Philosophical Foundations of Black Solidarity*, Harvard University Press, pp. 336. ISBN: 9780674025714
- Taylor, Paul. (2013). *Race: A Philosophical Introduction*. Second Edition. Polity Press. pp. 233. ISBN: 9780745649665

The remaining texts for the course will either be provided to the students by the professor, or can be obtained by the student through library access to article databases. Some material may also be made available to student via Blackboard.

Grading:**Discussion Starters twenty percent (20 %) of total grade:**

Each student will be responsible for five (10) discussion starters. The purpose of these discussion starters is to stimulate critical analysis and discussion of the material we cover in class, and to challenge each student to critically evaluate the course material. The discussion starter is intended to help you develop the skills necessary for doing philosophy well. A discussion starter is a 1 page, typed, single-spaced, short summary (3-5 sentences) followed by a set of critical comments and questions on the readings for that day. The student's comments and questions should constitute the bulk of the discussion starter. *Your discussion starter should not merely summarize the readings for that class period.* You are expected to either develop a critical question or comment. If you raise a question or make a comment, you should attempt to answer that question or respond to that comment on behalf of the philosopher we are reading. Discussion starters and in-class questions and comments will constitute the student's class participation grade which is 20% of the overall course grade.

Class participation consists in maintaining an active presence throughout the course and regular discussion starters. This course will involve daily seminar-style discussions and lecture, where students will be expected to have completed the assigned reading for that day, and to engage the instructor and each other in discussion. Make no mistake, in order to do well in this class you must ask questions and make comments every day. Thus, attendance is very important, for if you are not in class, you can neither contribute to, nor benefit from, the class discussion. Please note that regular unexcused absences will negatively affect your grade. Lastly, you will be graded on the quality, not necessarily the quantity, of your class participation.

Leading Class Discussion (20 %) of total grade:

Each student—in conjunction with the professor—will be responsible for leading a discussions of the assigned reading for two (2) class sessions. The student leader will be responsible for formulating questions, or prompts that encourage critical engagement with the text and answering questions concerning the text posed by members of the class. The student is expected to demonstrate a detailed and critical understanding of the assigned reading, as evidenced by an accurate and coherent analysis and interpretation of the text, the ability to comprehend and respond to questions (both critical and interpretive) about the text, and the ability to raise critical questions of her own concerning the text and respond to them. *(Note: All analyses and interpretations are not created equal. The mere fact that an interpretation is your own does not make it accurate and coherent, nor insightful).*

Paper Assignment twenty percent (20 %) each for (40%) of total grade:

Each student will be responsible for writing two (2) papers on topics which we cover in the course. The paper should be no shorter than **eight (8) typed, double-spaced pages, and written in Times New Roman twelve (12) point font and no longer than seven (10) typed, double spaced pages written in Times New Roman twelve (12) point font.** Each paper will require the student to reconstruct an argument contained in some portion of one of the assigned readings for the class. As the time for writing the papers approaches, I will provide further explanation of the requirements and expectations for the paper assignments. Each paper will constitute twenty percent (20 %) of the student’s grade.

So, the overall grade breakdown for the course is as follows:

Discussion Starters	100 points (5 @ 20pts each)	20 %
Lead Class Discussion	200 points (2 @ 100pts each)	40 %
First Paper	100 points	20 %
Second Paper	100 points	20 %
Total	600 points	100 %

Course Calendar

I will try my best to stick to the schedule below, but it is tentative and will likely be modified during the course of the semester. As it stands, we have a lot of material to cover, and in an attempt to make the course sensitive to the interests of the students, I want to leave us the flexibility to make alterations to the syllabus. We may wish to spend more or less time than I have scheduled on some of the issues we confront in the course. Ultimately, the decision about what to include or not include, and how much time we will spend on any topic or figure that we cover in class will rest with the instructor.

August

TH 28 Course Introduction

September

WEEK ONE:

TUE 3 Taylor, P. *Race*, Chapter 1: “What Race Thinking Is,” 3–26.
 DiGiovanna, “Introduction to Critical Thinking” Packet

TH 5 No classes scheduled

WEEK TWO:

TUE 10 Taylor, P. *Race*, Chapter 2: “Three Challenges to Race Thinking,” 27–67.
 DiGiovanna, “Introduction to Critical Thinking” Packet
 De Gobineau, Chapter 2: “Racipitulation: The Respective Characteristics of the Great Races; the Superiority of the White Type,” in J. O. Ifekwunigwe, *‘Mixed Race’ Studies*, 39–41.
 Du Bois, “The Conservation of Races”

TH 12 Taylor, P. *Race*, Chapter 3: “What Races Are: The Metaphysics of Critical Race Theory,” 68–120.
 Shuford, J. (2001). “Four Du Boisian Contributions to Critical Race Theory.” *Transactions of the Charles S. Peirce Society: A Quarterly Journal in American Philosophy*, 37(3), 301–337.
 DiGiovanna, “Introduction to Critical Thinking” Packet

WEEK THREE:

- TUE 17 Taylor, P. *Race*, Chapter 4: "Existence, Experience and Elisions," 123–153.
 DiGiovanna, "Introduction to Critical Thinking" Packet
 Appiah, A. "Race, Culture, Identity: Misunderstood Connections," in *Color Consciousness: The Political Morality of Race*. 30–105.
 American Anthropological Association Statement on Race, in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 97 – 99.
 Brodwin, P. "Genetics, Identity, and the Anthropology of Essentialism," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 116 – 122.
- TH 19 Taylor, P. *Race*, Chapter 5: "The Color Question," 155–180.
 Locke, A. "Color: The Unfinished Business of Democracy," 455–459.
 TallBear, K. "DNA, Blood and Racializing the Tribe," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 123 – 130.

WEEK FOUR:

- TUE 24 Appiah, K. A. (2006). "How to Decide if Races Exist." *Proceedings of the Aristotelian Society*, 106, 365–382.
 Taylor, P. C. (2000). "Appiah's Uncompleted Argument: W.E.B. Du Bois and the Reality of Race." *Social Theory and Practice: An International and Interdisciplinary Journal of Social Philosophy*, 26(1), 103–128.
 Anzaldúa, G. "La Conciencia de la Mestiza: Towards a New Consciousness," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 139 – 142.
- TH 26 Taylor, P. *Race*, Chapter 6: "From Anchor Babies to Obama: Are We Post-Racial Yet?," 181–204.
 Glasgow, J. (2008). "On the Methodology of the Race Debate: Conceptual Analysis and Racial Discourse." *Philosophy and Phenomenological Research*, 76(2), 333–358.

October**WEEK FIVE:**

- TUE 1 Glasgow, J. (2010). "The End of Historical Constructivism: Circularity, Redundancy, Indeterminacy." *Monist: An International Quarterly Journal of General Philosophical Inquiry*, 93(2), 321–335.
 Gordon, L. R. "Race, Biraciality, and Mixed Race," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 158–165.
 Zack, N. "Black, White, and Gray: Words, Words, Words," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 153–157.
- TH 3 Knox, R. "Do Races Ever Amalgamate?" in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 37–38.
 Nott, J. C. and Gliddon, G. R. "Hybridity of Animal, Viewed in Connection with the Natural History of Mankind," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 42–46.
 Herskovitz, M. "The Amalgam He Represents and His Significance for the Study of Race," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 54 – 56.
 Reuter, E. B. "The Hybrid as a Sociological Type," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 57 – 58.
 Stonequist, E. V. "The Racial Hybrid," in J. O. Ifekwunigwe, '*Mixed Race' Studies*, 65–68.

WEEK SIX:

- TUE 8 Shelby, T. *We Who Are Dark*, "Introduction: Political Philosophy and the Black Experience" 1 – 23.
- TH 9 Shelby, T. *We Who Are Dark*, Chapter 1. "Two Conceptions of Black Nationalism," 24–59.
Shelby, T. *We Who Are Dark*, Chapter 2. "Class, Poverty, and Shame," 60 – 100.

WEEK SEVEN:

- TUE 15 *Classes follow Monday Schedule*
- TH 17 Shelby, T. *We Who Are Dark*, Chapter 3. "Black Power Nationalism," 101 – 135
Locke, A. *Race Contacts and Interracial Relations*, "Theoretical and Scientific Conceptions of Race," 1 – 19.
- ***First Paper Due*****

WEEK EIGHT:

- TUE 22 Shelby, T. *We Who Are Dark*, Chapter 4. "Black Solidarity after Black Power," 136 – 160.
Locke, A. *Race Contacts and Interracial Relations*, "The Political and Practical Conceptions of Race," 20–40.
Grieco, E. M. and Cassidy, R. "Overview of Race and Hispanic Origin: Census 2000 Brief," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 225–243.
- TH 24 Shelby, T. *We Who Are Dark*, Chapter 5. "Race, Culture, and Politics," 161–200.
Locke, A. *Race Contacts and Interracial Relations*, "The Phenomena and Laws of Race Contacts," 41–62.
Spencer, R. "Thinking about Transcending Race," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 219–224.

WEEK NINE:

- TUE 29 Locke, A. *Race Contacts and Interracial Relations*, "Modern Race Creeds and Their Fallacies," 63–83.
Shelby, T. *We Who Are Dark*, Chapter 6. "Social Identity and Group Solidarity," 201–242.
- TH 31 Locke, A. *Race Contacts and Interracial Relations*, "Racial Progress and Race Adjustment," 84–104.
Locke, A. *Race Contacts and Interracial Relations*, "The Great Disillusionment," 105–110.
Shelby, T. *We Who Are Dark*, "Conclusion: The Political Morality of Black Solidarity," 243–256.

November**WEEK TEN:**

- TUE 5 Ropp, S. M. "Do Multiracial Subjects Really Challenge Race?: Mixed Race Asians in the United States and the Caribbean," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 263–270.
Nakashima, C. L. "Servants of Culture: The Symbolic Role of Mixed Race Asians in American Discourse," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 271–275.
Sanchez, G. G. "Y Tú Qué? (Y2K): Latino History in the New Millennium," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 276–282.
Daniel, G. R. "The New Millennium: Toward a New Master Racial Project" and "Epilogue: Beyond Black or White: A New United States Racial Project," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 283–294.

- TH 7 Njeri, I. "The Last Plantation," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 295–302.
 Christian, M. "Assessing Multiracial Identity," in J. O. Ifekwunigwe, *'Mixed Race' Studies*, 303–312.

WEEK ELEVEN:

- TUE 12 Headley, C. (1997). "Alain Locke's Sociocultural Conception of Race." *American Philosophical Association Newsletters: Philosophy and the Black Experience*, 96(2), 8–12.
 Locke "The Concept of Race as Applied to Social Culture"
 TH 14 Fenton, S. *Ethnicity*. "Introduction," 1–11.

WEEK TWELVE:

- TUE 19 Fenton, S. *Ethnicity*. Chapter 1: "Ethnos: Descent and Culture Communities," 12–23.
 Fenton, S. *Ethnicity*. Chapter 2: "Multiple Discourses of Ethnicity: Differences by Country and Region," 24 – 50.
 TH 21 Fenton, S. *Ethnicity*. Chapter 3: "The Demise of Race: The Emergence of 'Ethnic'," 51–70.

WEEK THIRTEEN:

- TUE 26
 TH 28 *****Thanksgiving Day – College Closed*****

December**WEEK FOURTEEN:**

- TUE 3 Fenton, S. *Ethnicity*. Chapter 4: "The Primordialism Debate," 71–87.
 Fenton, S. *Ethnicity*. Chapter 5: "How Real are Groups? Political Ethnicity, Symbolic Ethnicity, Competition Theory," 88–114.
 TH 5 Fenton, S. *Ethnicity*. Chapter 6: "Migration and Ethnicity," 115–138.
 Fenton, S. *Ethnicity*. Chapter 7: "Social Conditions of Ethnicity: Global Economy and Precarious States," 139 – 168.

WEEK FIFTEEN:

- TUE 10 Fenton, S. *Ethnicity*. Chapter 8: "Ethnic Majorities and Nationalism in Europe: Globalization and Right Wing Movements," 169–186.
 Fenton, S. *Ethnicity*. Chapter 9: "Ethnicity and the Modern World: General Conclusions," 187–203.
 TH 12 *****Second Paper Due*****

*****Tuesday, December 17, 2013 Final Examination*****

Statement of the College Policy on Plagiarism:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

Plagiarism detection software - the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

Statement on Reasonable Academic Accommodations

"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor."

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.

(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)