

# Phil 332 / ALST 332 - Philosophy of Race and Racism

David Miguel Gray  
dgray@colgate.edu

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## *Synopsis*

Race and racism are global phenomena that not only explain a way in which people are categorized, but the way both individuals and institutions regard one another. Most of us take it that we are members of some race (perhaps multiple races) and that sometimes our membership in said races partially determines how we are treated. Additionally, we spend a good amount of time examining race issues such as racial conflicts, how racism can affect one's economic well-being (for better or worse), and whether or not treating people based on race is just (e.g. racial profiling). And while we make use of the concepts of race and racism quite readily in these debates, we spend surprisingly little time and effort trying to figure out just what races are and what racism is. This course will serve as a sustained investigation into the concepts of race and racism through an examination of metaphysical, psychological, ethical, linguistic, and political problems associated with race.

## *Important Dates*

## *Requirements*

No first year students will be enrolled unless they have taken one course in the philosophy department. One course in philosophy is recommended but not required for sophomores, juniors, and seniors.

## *Goals*

The first goal is to put you in a position where you can meaningfully contribute to several discussions concerning race and racism. This course will also get you up to speed on contemporary discussions in the philosophy of race and racism, with special focus on the metaphysics of race, the psychology of racial identity, the wrongmaking features of racism, and issues in contemporary and distributive justice as they relate to race. After taking this course (and under the assumption that you have been keeping up with the reading for the appropriate classes, writing essays, and coming to office hours when clarification is needed) you should be equipped to read and understand professional articles on issues concerning philosophy of race. The second goal is to improve your abilities to argue and write about issues concerning race and racism.

## *Grading*

### *Evaluation*

- Participation – 25%
- Two 3-4 page papers – 25% (weighted evenly)
- One 7-8 page Global Engagement paper – 25%
- Final Exam – 25%

## *Participation*

Participation will be determined by attendance, preparedness (having read the assigned readings before class and coming to class with questions), and discussion. Part of learning philosophy is to learn how to engage in argumentation (and not just exchange opinions) with others, so being informed on the matters we are discussing and *practicing* verbal argumentation is essential to learning philosophy.

If you miss a class you should always contact a classmate to see what you missed and what the next assignment is. You should not plan on missing more than 3 classes (excused or otherwise). The occasional homework assignment (no more than 5) will also figure into participation.

## ***Part I: Metaphysics of Race: Racialism and Eliminativism***

### *Introductory Lecture and Racialism*

DuBois, W.E.B. (1897). The Conservation of Races. in *W.E.B. DuBois: A Reader*. D. Levering Lewis (Ed.) New York: Henry Holt and Company, 1995. 20-27.

### *Critiques and Reinterpretations of Du Bois*

Appiah, K. A. (1985). The Uncompleted Argument: DuBois and the Illusion of Race. *Critical Inquiry*, 12(1), 21-37.

Gray, D. M. (2013). Racial Norms: A Reinterpretation of Du Bois' "The Conservation of Races". *Southern Journal of Philosophy*, 51(4).

### *Preliminaries in Philosophy of Language and Racial Eliminativism*

Lycan, W. (2008). *Philosophy of Language 2<sup>nd</sup> Ed.* New York: Routledge. 1-6, 31-62.

Appiah, K. A. (1994). Race, Culture, Identity: Misunderstood connections - Part I. *Tanner Lectures on Human Values*, URL=<<http://www.tannerlectures.utah.edu/lectures/Appiah96.pdf>>. 53-101.

## ***Part II: Racial Identity***

### *Double Consciousness, Dynamic Nominalism, and the Other*

DuBois, W.E.B. *Souls of Black Folks*. Chp. 1 Of Our Spiritual Strivings. (First 3 pages), URL=<[http://www.yale.edu/lawweb/avalon/treatise/dubois/dubois\\_01.htm](http://www.yale.edu/lawweb/avalon/treatise/dubois/dubois_01.htm)>

Hacking, I. (1986). "Making Up People." in *Reconstructing Individualism*. T. Heller, M. Sosna, and D. Wellbery (Eds.). Stanford: Stanford University Press. 222-236.

Fanon, F. (1952). *Black Skin White Masks*. New York: Grove Press. Chp. 5. The Fact of Blackness.

**Homework 1:** Library Assignment

### ***Part III: Metaphysics of Race: Social Constructivism and New Scientific Explanations of Race***

Radiolab. (2008). Race. Podcast audio. December 15, 2008.  
URL=<<http://www.radiolab.org/story/91653-race/>>

#### *Social Constructivism*

Mills, C. (1998). What are you really? in *Blackness Visible: Essays on Philosophy and Race*. Ithaca: Cornell. 41-66.

#### **Homework 2:** Mills Chart

Mallon, R. (2004). "Passing, Traveling, and Reality: Social Construction and the Metaphysics of Race." *Nous*. 38: 644-673.

#### *Folk Biology of Race*

Machery, E., & Faucher, L. (2005). Why do we Think Racially?. In H. Cohen and C. Lefebvre (eds.), *Handbook of Categorization in Cognitive Science*, Elsevier (pp. 1009-1033).

### ***Part IV: Racism***

#### *Explicit Racism*

Appiah, K. A. (1990). Racisms. In *Anatomy of Racism*. David Theo Goldberg (Ed.). Minneapolis: University of Minnesota Press.

Garcia, J. L. A. (1996). The Heart of Racism. *Journal of Social Philosophy*. 27: 5-45.

#### **Homework 3:** One page abstract of your GE paper.

Blum, L. (2004). What Do Accounts of "Racism" Do? . In *Racism in Mind*. M. Levine & T Pataki (Eds.). Ithaca: Cornell University Press. 56-77.

Glasgow, J. (2009). Racism as Disrespect. *Ethics*. 120: 64–93.

#### *Implicit Racism*

Take the Implicit Association Test (take skin tone test and race (black/ white) test and one other test of your choosing).

<<https://implicit.harvard.edu/implicit/demo/takeatest.html>>

Read Background

<<https://implicit.harvard.edu/implicit/education.html>>

<<https://implicit.harvard.edu/implicit/iatdetails.html>>

<<https://implicit.harvard.edu/implicit/ethics.html>>

<<https://implicit.harvard.edu/implicit/faqs.html>>

**Homework 4:** Take Race IAT and Weapons IAT. Bring in a print out of your results to turn in (it won't have your name on it).

Kelly, D. and E. Roedder. (2008). Racial Cognition and the Ethics of Implicit Bias. *Phil Compass*. 522-540.

Mandelbaum, E. (Manuscript). Attitude, Inference, Association: On the Propositional Structure of Implicit Bias.

### **Homework 5**

Kelly, D., Faucher, L., and E. Machery (2010). Getting Rid of Racism: Assessing Three Proposals in Light of Psychological Evidence.

## ***Part IV: The Civil Rights Movement and Affirmative Action***

### *Civil Rights and the Origins of Affirmative Action*

13<sup>th</sup>-15<sup>th</sup> Amendments to the Constitution, Executive Order 11246 (Equal Employment Opportunity, Civil Rights Act of 1964 (Title I-IV, VI, VIII), Voting Rights Act of 1965.

*Discrimination: The Analysis Debates* (Most of these debates are reprinted in *The Affirmative Action Debate* (ed.) Steven Cahn 2002, 2<sup>nd</sup> Ed.)

Nickel, J. W. (1972). Discrimination and Morally Relevant Characteristics. *Analysis*, 32, 113-14.

Cowan, J. L. (1972). Inverse Discrimination. *Analysis*, 33, 10-12.

Bayles, M. (1972). Reparations to Wronged Groups. *Analysis* 33.

Taylor, P. (1973). Reverse Discrimination and Compensatory Justice. *Analysis*, 33, 177-82.

Nickel, J. W. (1974). Should Reparations Be to Individuals or Groups?" *Analysis*, 34, 154-60.

Goldman, A. (1975). Reparations to Individuals or Groups? *Analysis*, 35, 168-70.

### *Is Affirmative Action a Justified Practice? Backward and Forward Looking Arguments*

Boxill, B. (1992). *Blacks & Social Justice* (Revised Ed.). Lanham: Rowman & Littlefield. Chp. 7.