

# PHIL: 2360

## GENDER, RACE & CLASS: PHILOSOPHICAL ISSUES

CRN 22589 | MWF 12-12:50 PM | Irby Hall 307

### Office Hours

This semester, I have office hours from 9-10, 11-12 on W, F. I will also be offering Virtual Office Hours using BlackBoard Collaborate on Mondays, by appointment. My office is in the philosophy suite in Irby, 118. Please email rather than calling my office phone...I can respond faster and more efficiently via email.

### Safer Space/Brave Space

My office and classroom are LGBTQ Safe Space Zones, and diversity inclusive brave spaces. This means that I welcome and respect students of all sexes, genders, and sexual orientations, and I expect students in my classes to offer respect for individual differences as well. Additionally, I value and support students from historically underrepresented and diverse ethnic, racial, religious, linguistic, and national backgrounds. Please familiarize yourself with UCA's commitment to diversity; you will be held accountable to the diversity policy found on the Institutional Diversity Website. If you experience a violation of this policy, report it here: <https://uca.edu/diversity/diversity-equity-or-civility-concern/>



## Course Description and Learning Outcomes

We will uncover the ways in which gender, race, and class have an effect on theories of truth production (epistemology), philosophical reflections on the self (existentialism), and on social philosophical theories. **This course is a service learning course. This course fulfills a Responsible Living requirement for the lower-division Core, Humanities requirement, and is a Service Learning Course. It also fulfills Gender Studies, Af/AfAm Studies, Latinx Studies requirements.**

### The goals of Gender, Race and Class are:

- To develop a basic understanding of the applications of philosophy and philosophical thinking to social questions of race, gender, class, intersectionality, and intersubjectivity.
- To gain an understanding of major philosophical positions in socio-political philosophy, epistemologies of difference, contemporary philosophical autobiography, and critical race theory.
- To instill an appreciation of the intersections between philosophy and real-world experiences.

### Upon completion of the course, students will be able to:

- Apply critical thinking skills to reading and writing.
- Confidently participate in discussions of challenging texts and ideas.



## Service Learning Course Designation

You will need to familiarize yourself with service-learning guidelines, sign the waiver via OrgSync, and learn how to log your hours. For information about how to complete these tasks, visit:

<http://uca.edu/servicelearning/>

- We will be completing **Direct Service Learning**
- The community partners will be related to the Eco+Arts Fest **October 6, 11-4 or during the residency October 1-5.**
- Because this service takes place outside class time, you will need to make your work schedule available for at least one of the volunteer opportunities. You will need to let me know ASAP if you have a conflict to arrange an alternative service project.

## Required Text

*Intersections of Gender, Race, and Class.* Edited by Marcia Texler Segal and Theresa A. Martinez. Oxford University Press, 2007. ISBN: 978-0-19-533067-0.

Other required readings will be posted to the course website. Check the website before every class. Please also regularly check your UCA Email Account for announcements and possible changes to the reading schedule.

CORE, RL, SL, Humanities

•Apply examinations of institutions and structures of power in terms of their implications for people as raced, gendered, and classed beings.

•Achieve the UCA Core Responsible Living competencies of describing the ways in which ethical principles affect human choices, how to analyze the effect that decisions have on self, others, and the environment, and evaluate and practice strategies leading to individual and social well-being.

•In other words...**Develop an appreciation of the critical thinking skills required for functioning actively in the world!**

### Lower Division Core:

**This course fulfills the requirement of Responsible Living in the Lower Division Core. Responsible Living is intended to empower “the ability to address real-world problems and find ethical solutions for individuals and society.”**

### The Core itself has the following goal:

**“The goal of the program is to develop curious knowledgeable, articulate, and responsible people who are prepared for life as engaged citizens in their communities.” <http://uca.edu/core/>**

## *Academic Integrity Policy*

UCA affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course include a failing grade on an assignment, a failing grade in the course, or other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.

**THERE IS NO SUCH THING  
AS A SINGLE-ISSUE  
STRUGGLE BECAUSE  
WE DO NOT LIVE  
SINGLE-ISSUE LIVES.  
- AUDRE LORDE**

## *Attendance*

Excessive absences will both directly and indirectly affect your grade. Because of the importance of participation to your grade in this course, having more than 3 unexcused absences will lower your grade—by one full letter grade! For excused absences, please notify me in advance when possible. Additionally, three tardies will count as one unexcused absence.

## *Technology in the Classroom*

Technology can be a powerful learning tool, but it quickly translates into a distraction. Misuse of technology in the classroom (using social media, texting, watching videos/listening to music during class time) counts as one unexcused absence—since these distractions mean that you are not intellectually and mindfully *in* class. You may use computers for note taking, phones for emergencies, and the internet when appropriate for course assignments. However, I strongly suggest that you consider alternative note taking techniques—including taking notes by hand—when appropriate. Studies demonstrate that handwritten notes use different neural pathways that can help you learn and retain difficult information. BlackBoard will be essential technology for the course, as will UCA email. Additionally, some websites associated with the student success center will be essential.

## *Disability Resource Center*

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613 in Student Health, Suite 212. I am happy to provide any accommodations necessary for your success in this course; be sure to seek out the DRC as soon as possible in the semester to ensure that your accommodations will be available for your success throughout the semester.

## *Title IX Policy*

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member **cannot** maintain complete confidentiality and is **required** to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific sets of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. I am a Title IX Deputy Coordinator and will be happy to discuss the policies and procedures during office hours.

\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

\*Please also familiarize yourselves with the Academic Policies sections of the Student Handbook.

## *Emergency Protocol Policy*

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes. Additionally, one student will be designated as a designated emergency contact and will be asked to remain in contact with the UCA emergency contact system.

## *Basic Needs Statement/Accessibility/Useful Contacts*

Basic Needs Statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor (me) if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

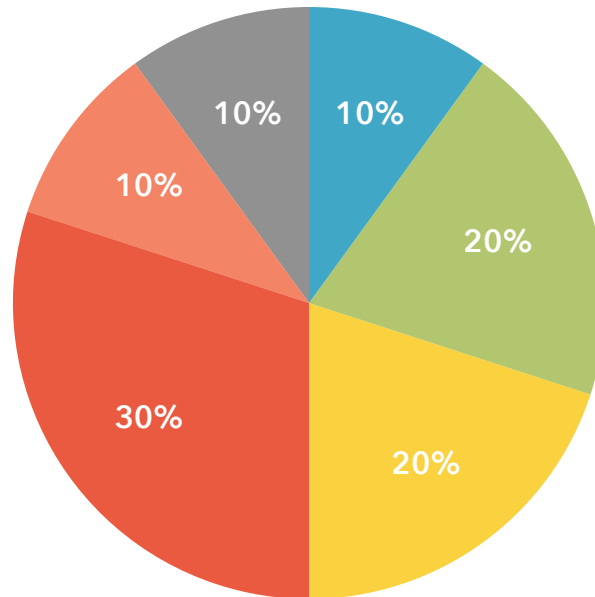
Inclusivity Statement: I am committed to creating a classroom environment that is respectful of and inclusive to different learning and communication needs. Accessibility is a collaborative effort, and if we can work together to make the class more accessible, please let me know.

Useful Contact Information:

- UCA Counseling Center – Student Health Center Room 327, 501-450-3138
- Dean of Students – Kelly Owens, Student Health Center Room 210, 501-450-3416
- VP for Student Services & Diversity – Ronnie Williams, Student Health Center Room 210, 501-450-3416
- Housing Office – Bernard 201, 501-450-5190
- Bear Essentials Food Pantry – Old Main 108, open Wednesdays 11:00 a.m.-1:00 p.m.
- PRISM (Gay/Straight Alliance) – Facebook page: UCA PRISM Alliance
- Student Organizations (clubs) – [uca.edu/rso/](http://uca.edu/rso/)
- Medical Services – Student Health Center – 1st floor, 501-450-3136, [uca.edu/studenthealth/](http://uca.edu/studenthealth/)
- UCA Police Department – 501-450-3111 (non-emergency number); 911 (emergency number)



Grade Breakdown



**Participation (10%)**: Each class we will spend the majority of our time discussing the readings for that session. In this syllabus, I have included a tentative reading assignment schedule; please read the assigned pages as homework for the next class session. This means I expect you to attend class regularly, prepared for the daily discussion. You will earn 5 points for being in class and actively listening. You may earn up to 5 points more for contributing to class discussion.

**Quizzes (10%)**: Periodically, to check you have been reading and to help prepare you for exams, you will be given a pop-quiz.

**Service Learning (20%)**: Service Learning will be graded in terms of participation, commitment, and a reflection paper. This paper will require you to address the following topic: "How can Gender, Race, and Class frames help us to better understand ecological or aesthetic inequalities?"

**Reading Questions (20%)**: Each week, you are required to write responses to reading assignments from our textbook. At the end of the semester, you must hand in a portfolio with your 10 best answers, edited based on class discussion and peer feedback.

**Exams (30%)**: You will have three 10-point exams. These exams will have a vocab section, a logic section, and questions based on quizzes.

**Final Presentation (10%)**: In place of a final exam, you will be assigned groups to create a presentation on how intersectionality helps us to understand ethical, epistemological, or ontological philosophical questions.

**Extra Credit**: Throughout the semester, you may engage learning opportunities outside the classroom (guest lectures, relevant films and RSO activities, additional service). To earn extra credit, you must write a one page paper connecting what you learned to class material. These papers should be submitted with your final journal portfolio, and extra credit will be added to your final grade.

## Fall 2018 Readings and Assignments Schedule

Monday	Wednesday	Friday
		<b>August 24</b> Due: Nothing Discuss: Intro to Philosophy HW: Read "Ain't I A Woman" BB
<b>August 27</b> Due: Reading Questions from AIAW Discuss: Philosophical Methods and Reading HW: Yancy "Philosophical I" BB	<b>August 29</b> Due: Notetaking Discuss: Logic and Fallacies HW: Fallacy Worksheet	<b>August 31</b> Due: Fallacy Worksheet Discuss: Service Learning w/ Dr. Graybeal HW: Commercial Assignment
<b>September 3</b> <b>LABOR DAY, No Class</b>	<b>September 5</b> Due: Commercial Presentations Discuss: -Ism and Structure HW: Read "AAA Statement on Race" BB	<b>September 7</b> Due: Reading Discuss: Historical Situatedness HW: Bell on BB, Chs 4 and 5 in <i>GRC</i>
<b>September 10</b> Due: Reading Questions from 4 or 5 Discuss: American Foundations for Racism HW: Nicholson on BB, Ch 1 in <i>GRC</i>	<b>September 12</b> Due: Reading Questions from 1 Discuss: Feminist Waves HW: Smith on BB, Ch 13 in <i>GRC</i>	<b>September 14</b> Due: Reading Questions from 13 Discuss: Classism & Alienation HW: Watch Crenshaw TED, Chs 21, 22 in <i>GRC</i>
<b>September 17</b> Due: Reading Questions from 21 or 22 Discuss: Intersectionality HW: Hopkins on BB, Chs 25 & 11 in <i>GRC</i>	<b>September 19</b> Due: Questions from 25 or 11 Discuss: Homophobia vs Heterosexism HW: Study for Exam	<b>September 21</b> Due: Study for Exam Discuss: EXAM 1 HW: No Homework
<b>September 24</b> Due: Nothing Discuss: Service Learning HW: Prepare for SL	<b>September 26</b> Due: Nothing Discuss: Service Learning HW: Prepare for SL	<b>September 28</b> Due: Nothing Discuss: SL HW: Fanon on BB, Chs 8 & 9 in <i>GRC</i>
<b>October 1</b> Due: Questions from 8 or 9 Discuss: Interpellation HW: Chs 38 & 53	<b>October 3</b> Due: Questions from 38 or 53 Discuss: Privilege Activity HW: Chs 12, 14, 15	<b>October 5</b> Due: Questions from 12, 14, or 15 Discuss: Autobiography HW: Williams on BB
<b>October 8</b> Due: Reading Discuss: Guilt vs Responsibility HW: Alcoff on BB and Reflection	<b>October 10</b> <b>NO Class, Conference Presentation</b>	<b>October 12</b> <b>FALL BREAK, No Class</b>
<b>October 15</b> Due: Alcoff Reflection Discuss: Identity Politics HW: Tan on BB, Ch 10 in <i>GRC</i>	<b>October 17</b> Due: Questions from 10 Discuss: Mothertongue & Cultural Difference HW: Fausto-Sterling, Feder on BB	<b>October 19</b> Due: Readings Discuss: Intersex and Genderbread HW: Chs 57, 59
<b>October 22</b> Due: Discussion Questions 57 or 59 Discuss: Pseudoscience HW: Chs 30, 31	<b>October 24</b> Due: Discussion Questions 30 or 31 Discuss: Religion and Identity HW: Carpenter on BB	<b>October 26</b> Due: Reading Discuss: Standpoint Epistemology HW: Study for Exam
<b>October 29</b> Due: Study Guide Discuss: EXAM 2 HW: No Homework	<b>October 31</b> Due: Nothing Discuss: Oppression HW: Chs 28, 42	<b>November 2</b> Due: Questions from 28 or 42 Discuss: Evaluating Oppressive Impact HW: Lichtenberg on BB, Ch 39

<b>November 5</b> Due: Questions from 39 Discuss: Racism in the Head vs In the World HW: Chs 56, 62	<b>November 7</b> Due: Questions from 56 or 62 Discuss: Colorblindness HW: Ch 29	<b>November 9</b> Due: Questions from 29 Discuss: Oppression and Prisons HW: Chs 36, 63
<b>November 12</b> Due: SL PAPER/LIBRARY WEEK	<b>November 14</b> Due: SL PAPER/LIBRARY WEEK	<b>November 16</b> Due: SL PAPER/LIBRARY WEEK
<b>November 19</b> Due: Questions from 36 or 63 Discuss: Systemic Oppression HW: Study for Exam	<b>November 21</b> <b>Thanksgiving Holiday, No Class</b>	<b>November 23</b> <b>Thanksgiving Holiday, No Class</b>
<b>November 26</b> Due: Study Guide Discuss: EXAM 3 HW: No homework	<b>November 28</b> Due: Nothing Discuss: Resistance HW: Chris Cuomo on BB	<b>November 30</b> Due: Reading Discuss: Cracking Up HW: Cavers-Huff and Kollitz on BB
<b>December 3</b> Due: Reading Discuss: Seeing through the Eyes of the Other HW: Question Portfolio	<b>December 5</b> Due: Question Portfolio Discuss: Prepare for Presentation HW: Presentation During Finals Week	<b>December 7</b> <b>Study Day, No Class</b>
<b>December 10</b> <b>Final Exams</b>	<b>December 12</b> <b>Final Exams</b>	<b>December 14</b> <b>Final Exams</b>