

**From:** Common CC  
**Sent:** Thursday, August 29, 2019 8:57 PM  
**To:**  
**Subject:** Cultural & Social Difference: Identity Course Proposal

This form was submitted

Application Date	08/29/2019
Effective Term	Fall 2020
Department or program:	PHIL
Instructor	Emily Esch
Course number:	155
Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:	Philosophy of Race & Ethnicity
Abbreviated course title for the class schedule (30 characters or less including parenthesis & designation)	Phil Race & Ethnicity
Number of Credits: This must be a 4-credit course	4
Grading type	Standard (A-F or S/U)
Prerequisites: (This course cannot have prerequisites)	None
MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:	This course explores philosophical questions surrounding race and ethnicity with special attention on how race and ethnicity relates to questions of citizenship in the United States. The course will examine both the historical evolution of racial concepts and contemporary debates around topics like racial disparities in wealth, immigration policies, and barriers to political participation. Questions to be explored might include: Is race biological or is it a social construct? What does it mean to have a racial identity? How has race and ethnicity influenced how we understand citizenship in the United States? What moral obligations might we have to rectify past wrongs?
1. How does your course align with the general course description for Cultural and Social Difference: Identity? The course content addressing gender, race, and ethnicity must be applied to the contemporary United States in an explicit, intentional, and ongoing way. As noted above, a course may do this through the	This course is an introduction to the topic of philosophy of race and ethnicity in the United States, with a special emphasis on how race and ethnicity intersect with gender and citizenship. The course covers philosophers (e.g. Kwame Anthony Appiah, Linda Martin Alcoff, Jose Medina, Kate Manne) discussing the nature of related concepts (e.g. are these concepts rooted in biology? Social constructions? How are they related to each other? How are they related to notions of power?). To provide context to the philosophical conversations, there are readings in history and sociology, with an emphasis on the way the law is used to uphold and maintain white supremacy.  We also discuss philosophical issues around our moral and epistemic responsibilities. For example, do Americans have a duty to understand their history as it relates to the issues of race, ethnicity, and gender? What role should public education play in making sure

<p>study of texts or data that are not primarily about the contemporary United States. Please provide an introductory overview of the course, including course topics, readings, etc. that demonstrates this alignment.</p>	<p>residents of the US know about the past? Do we have a moral obligation to compensate people for past oppressions? (Here we read Ta-Nehisi Coates' "The Case for Reparations.")</p> <p>Throughout the course we spend time on related issues that come up as a result of events on campus or get attention in the news. One of my goals for the course is to impress upon them their responsibility to pay attention to what is happening around them and this is modeled in how the course is taught.</p>
<p>1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they have identified a diversity of gender identities.</p>	<p>Sprinkled throughout the syllabus I have days called "Collaborative Learning" where students are assigned different readings on a topic. In class we do a jigsaw activity where they teach each other about what they learned. One Collaborative Learning day will be focused on gender diversity – students will read articles by people who identify as trans, intersex, gender non-conforming. At the end of the day, they will have a short quiz.</p>
<p>2. Describe an activity or assignment in which students will demonstrate an understanding of the social and cultural factors that shape gender identity/ies.</p>	<p>Throughout the course, we will be discussing gender alongside issues of race and ethnicity and Kimberle Crenshaw's work on intersectionality will be a founding text for the course. At the end of the course, we read about the Black Lives Matter movement, which was founded by three black woman and has been intentional from the beginning about fostering women and queer and trans people as leaders of the movement. One day of our discussion of Black Lives Matter will focus on issues of gender and how they fit into the BLM movement. Students will write a short essay in response to this discussion.</p>
<p>3. Describe an activity or assignment in which students will demonstrate an understanding of how these factors influence their self-conception and worldview.</p>	<p>At the end of the semester, students write a reflective essay on how they have changed over the course of the semester. The prompt asks them to reflect on 4-5 questions. At least one of these questions will explicitly ask for reflection on how the class has changed their understanding of their own gender and whether these changes have had any affect on their behavior. (Note: the prompt will be written in way that does not require students to reveal things they want to keep private.)</p>
<p>1. Describe an activity or assignment in which students will demonstrate that they have identified factors that shape racial and ethnic identities.</p>	<p>Students are required to write a short essay embedding their own understanding of their racial and/or ethnic identity in the context of some of the theoretical work we have read (e.g. Appiah on collective identities, diAngelo on whiteness). Here is the prompt:</p> <p>Reflect on your own racial identity. How has it shaped your past? (You might think about but aren't limited to these questions: where you went to school, who you were friends with, what faith community you belonged to, who your friends were.) How has it affected your life plans? (You might think about but aren't limited to these questions: decision to go to college, decision to go to CSB/SJU, what kind of career you want, what activities you join, who your friends are.) Finally, how does it affect who you are in the world? (You might think about but aren't limited to these questions: your day to day activities, what you think about when going about your day, what you don't think about, your interactions with others.)</p>
<p>2. Describe an activity or assignment in which students will demonstrate their understanding of the ways that social and cultural factors shape their self-conception and relationships to their communities.</p>	<p>See above.</p>
<p>1. Describe an activity or assignment in which students will demonstrate that they have identified the different roles in the group, engaged group members by acknowledging their contributions, articulated the importance of multiple and</p>	<p>There is a group assignment which takes place over the last half of the semester. As part of this assignment, students have to fill out a Team Charter which specifies the various roles of the group and their plans for how to fulfill the various tasks. The Team Charter is submitted to me and referred back to over the course of the project.</p>

diverse perspectives in a group, and completed all individual tasks on time.

---

1. Describe an activity or assignment in which students organize a presentation with a central message that is supported by relevant materials. (Remember that this is a beginning goal, so the central message may be only partially supported by relevant materials and the delivery techniques should make the presentation understandable, although students may appear tentative or uncomfortable.)

Part of the group assignment is a public presentation of their research and resulting proposals. Everyone must have a speaking part. This assignment is scaffolded; student submit a presentation plan for comments before they have their presentations.

---

How will you integrate these two events (minimum) into your syllabus?

Last time I required all students to attend two events over the course of the semester and to answer a couple of questions about the event in order to get credit for the assignment. Students could choose their own events from a pre-approved list. At a minimum, this is what I will do again. However, I will be checking the calendar to see if there are specific events that I think would be appropriate to build into the syllabus that all students would be required to attend (or watch video of).

---

Portfolio Requirement

Students will submit an artifact generated in this class to their portfolio. Please initial here to acknowledge this required element

EE

---

Does your course currently carry any Common Curriculum designations?

Yes

---

If so, please list:

HM

---

Will you be applying for any Common Curriculum designations?

No

---

If so, please list:

n/a

---

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here:

eesch@csbsju.edu

---

Please enter your department chair's email here:

estonestreet@csbsju.edu

---