

Race, Sex, and Intelligence: Real or Constructed, or Both?

Phil 190F, Philosophy of Biology, UCSC, Winter Quarter 2012

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1. Content

Race, sex, and intelligence are typically used to classify people in Western societies. Indeed, defining, identifying, and ranking "kinds of people" (Ian Hacking) in terms of physical or cognitive markers are widespread and powerful practices. In this course we explore and critique the (possible) justifications for such classifications. Can race, sex, or intelligence, as characteristics and classifications, be grounded either in nature (i.e., "natural kinds") or society (i.e., "social kinds"), or both? Indeed, can we adduce nature or nurture, or both, as causal factors of kinds of people, or must we overcome the nature/nurture distinction and the dichotomous and hierarchical causal picture that it implies? And to move from these scientific-metaphysical questions to questions about disciplines and institutions, what do discourses over the reality or construction, or both, of race, sex, and intelligence say about the way disciplines are organized in the university and beyond, today? In other words, do the natural sciences (and biomedicine, bioengineering, etc.) have a particular relational shape—combative, imperialist, or collaborative—with the social sciences (and law, etc.)? And what, if anything, is the role—arbitrator or judge perhaps—of the humanities (particularly history, philosophy, and literature) in the natural sciences/social sciences relation? This course invites you to think carefully and critically about the justifications and power relations surrounding three deeply embedded "biological" ways (i.e., race, sex, and intelligence) of classifying people.

2. Class Format:

5 minute reading quizzes

Part 1: Lectures for 45 min followed by 20 min *permanent group* discussions.

15 minute break.

Part 2: 20 min student class presentations (2 students/week) followed by 20 min open discussion

5 minute break.

Part 3: Discussion: 20 min permanent group; remainder open.

This format is meant to encourage a committed, varied, and focused engagement with the texts and ideas, and with your peers.

+ 5 **permanent groups** will be formed, with four students in each. Exchange contact info and seek each other's help. Once formed, you can only switch groups if YOU find a person willing to switch with you.

Motto: *Prøv igen, sporg en ven, sporg en voksen.*

+ Please respect yourself, your peers, and me, by coming to class prepared. **DO ALL THE READINGS.** (Note that there will be reading quizzes every week!) Be ready to discuss and be an active participant in a dialogical and relevance-oriented learning environment.

3. Readings

Books to be purchased are:

1. *Race and Racism (Oxford Readings)* (Bernard Boxill, ed.)
2. *Sexing the Body* (Anne Fausto-Sterling)
3. *The Mismeasure of Man* (SJ Gould)
4. *The Social Construction of What?* (Ian Hacking)

The total cost is approx. 80\$. The books will be available at the *Literary Guillotine* but you are of course free to purchase them through the Internet.

There will also be a course packet available at the *Literary Guillotine*. It costs approx. 40\$.

4. Assignments

- + Short 2-3 page paper (approx. 1000 words), will cover first third of class (15% of grade)
- + Midterm, will cover second third of class (20%)
- + Final paper 5-7 pages (approx. 1000 words) (40%)
- + Class presentations (binary grade) (10%)
- + Quizzes, think/react pieces, and discussion (15% of grade)

- You must satisfy each requirement in order to pass the course.

- One third of a letter grade will be deducted per day for any late papers or midterms (e.g., a B+ becomes a B, etc.).

5. Writing Advice

Writing is essential to our craft as philosophers. Your writing can always improve. Here are some relevant online resources. Read and enjoy!

1. Guidelines for philosophical writing:

<http://www.jimpryor.net/teaching/guidelines/writing.html>

<http://www.public.asu.edu/~dportmor/tips.pdf>

<http://www.hps.cam.ac.uk/research/wp.html>

2. Guidelines for essay writing, in general:

<http://www.westmont.edu/~work/material/writing.html>

3. Oxford English Dictionary. You have online to this extraordinary resource at:

<http://www.oed.com.oca.ucsc.edu/>

4. "Politics and the English Language." Please read this funny and useful essay by George Orwell (author of *1984*) here:

<http://www.resort.com/~prime8/Orwell/patee.html>

WARNING

Academic misconduct will not be tolerated. Please consult:

http://www.ucsc.edu/academics/academic_integrity/index.html

5. Readings Structured by Weeks (Numbered readings are in the course packet)

Part 0. Background (reading to be done during the first two weeks; think/react pieces written)

1. Hacking, Ian. 2007. Kinds of People: Moving Targets. *Proceedings of the British Academy* 151:285-318 <http://philpapers.org/rec/HACKOP>
2. Hacking, Ian. 1991. A Tradition of Natural Kinds. *Philosophical Studies* 61 (1-2): 109-26. <http://philpapers.org/rec/HACATO-2>
3. Boyd, Richard. 1991. Realism, Anti-Foundationalism and the Enthusiasm for Natural Kinds. *Philosophical Studies* 61 (1-2): 127-48. <http://philpapers.org/rec/BOYRAA>
4. Khalidi, Muhammad Ali. 1998. Natural Kinds and Crosscutting Categories. *Journal of Philosophy* 95: 33-50. <http://philpapers.org/rec/KHANKA>
5. Zerubavel, Eviatar. 1991. *The Fine Line. Making Distinctions in Everyday Life*. University of Chicago Press. (Selections) <http://www.amazon.com/Fine-Line-Eviatar-Zerubavel/dp/0226981592>
6. Winther, Rasmus Grønfeldt "The Knife and the One" (3 pgs.) <http://philosophy.ucsc.edu/news-events/news/winther%20psych%20reading.html>

Part 1. Race

Week 1. January 10. Biology & History

7. Edwards, A.W.F., Cavalli-Sforza, L.L. 1964. Reconstruction of evolutionary trees. Systematics Assoc. Publ. No. 6, *Phenetic and Phylogenetic Classification*, 67-76. Reprinted in *Cladistic Theory and Methodology*, eds. T.Duncan & T.F.Stuessy (1985), New York: Van Nostrand Reinhold.
8. Cavalli-Sforza, L.L., Piazza, A., Menozzi, P., Mountain, J. 1988. Reconstruction of human evolution: Bringing together genetic, archaeological, and linguistic data. *Proceedings of the National Academy of Sciences* 85: 6002-6006.
9. Lewontin, Richard C. 1972. Apportionment of human diversity. *Evolutionary Biology* vol. 6: 381-398.
10. Kaplan Jonathan Michael, Winther Rasmus Grønfeldt. 2011 (forthcoming). "Prisoners of Abstraction? Genetic Diversity, Differentiation, and Heterozygosity, and the Very Concept of 'Race'" *Biological Theory* <http://philpapers.org/rec/KAPPOA>

Week 2. January 17. Society & Ethics: *Race and Racism* (select chapters, including Wasserstrom's "Racism and Sexism")

Part 2. Sex

Week 3. January 24. Biology & History: Anne Fausto-Sterling, *Sexing the Body* (selections)

Week 4. January 31. Society & Ethics:

11. Simone de Beauvoir *The Second Sex* (selections).

12. "Feminist Metaphysics" Haslanger, Sally and Sveinsdóttir, Ásta Kristjana, "Feminist Metaphysics", *The Stanford Encyclopedia of Philosophy* (Winter 2011 Edition), Edward N. Zalta (ed.), forthcoming URL = <<http://plato.stanford.edu/archives/win2011/entries/feminism-metaphysics/>>. <http://plato.stanford.edu/entries/feminism-metaphysics/>

Part 3. Intelligence

Week 5. February 7. Biology & History: Stephen J. Gould, *The Mismeasure of Man* (selections)

Week 6. February 14. Society & Ethics:

13. Sternberg, Robert. *Metaphors of Mind. Conceptions of the Nature of Intelligence*. "Metaphors as the Foundations for theories of Intelligence" (p. 3-19)

14. Gardner, Howard *Frames of Mind. The Theory of Multiple Intelligences* (selections)

15. Gottfredson, Linda S. 1997. Mainstream Science on Intelligence. An Editorial with 53 Signatories, History, and Bibliography. *Intelligence* 24: 13-23.

16. Neisser, Ulric et al. 1996. Intelligence: Knowns and Unknowns. *American Psychologist* 51: 77-101.

Part 4. Scientific-Ontological questions: "Human Nature"?

Week 7. February 21. From a Biological Point of View.

17. Pinker, Stephen. *The Blank Slate*. (selections).

18. Oyama, Susan. 2000. How Shall I Name Thee? The Construction of Natural Selves. Chapter 10 in *Evolution's Eye: A Systems View on the Biology-Culture Divide*. Duke University Press, pp. 166-191.

19. Levins, Richard, Lewontin, Richard. 1985. What is Human Nature? Chapter 13 in *Dialectical Biologist*. Harvard University Press, pp. 253-265.

Week 8. February 28. From a Philosophical Point of View.

20. "Human Nature: Justice vs. Power", The Noam Chomsky – Michel Foucault debate (1971).

<http://www.chomsky.info/debates/1971xxxx.htm>

Part 5. Sociological questions: Realisms/Constructivisms in Disciplinary Perspective

Week 9. March 6. Realisms/Constructivisms: *Social Construction of What?* (selections)

Week 10. March 13. Disciplinarity

21. Turner, Stephen. 2000. "What are Disciplines? And How is Interdisciplinarity Different?" Chapter 3 in *Practising Disciplinarity*, edited by Weingart Peter, Stehr Nico. University of Toronto Press, pp. 46-65.

22. Butler, Judith. 2009. Critique, Dissent, Disciplinarity *Critical Inquiry* 35: 773-795.

23. Chandler, James. 2009. Introduction: Doctrines, Disciplines, Discourses, Departments. *Critical Inquiry* 35: 729-746.