

Senior Seminar

[Jump to Today](#)

 [Edit](#)

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

Phil 190F, Philosophy of Biology, UCSC, Spring Quarter 2018

Course Meetings: T&Th 11:40-13:15; Cowell 223

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Office: Cowell Annex 104

Office Hours: Thursdays 13:30-15:00

1. Content

Who are you? What are you? What person might you want to be? Are you unique, or are you part of a group(s), either by natural order or cultural ascription, or both? Race, sex, and intelligence are typically used to classify people in Western societies. Defining, identifying, and ranking “kinds of people” (Ian Hacking) in terms of physical or cognitive markers are widespread practices. In this course we explore and critique the (possible) justifications for such classifications. Can race, sex, or intelligence be grounded either in nature (i.e., “natural kinds”) or society (i.e., “social kinds”), or both? Are nature or nurture causes behind the classifications of kinds of people, or must we overcome the nature/nurture distinction? What social and historical subtext and context, and political and ethical consequences do these questions have? This seminar on “Race, Sex, and Intelligence: Real or Constructed, or Both?” invites you to think carefully and critically about the justifications and power relations surrounding three deeply embedded ways (i.e., race, sex, and intelligence) of classifying people.

2. Class Format:

+ 5 minute reading quizzes (on Tuesdays)

+ Student presentations, lectures, permanent group discussions.

+ 4 **permanent groups** will be formed, with approximately 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, spørg en ven, spørg 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. Methods & Expectations

+ **Dialogue.** Practice communicating ideas effectively with fellow students, the professor, and any other members of the class. Try brainstorming out loud while remaining open-minded about ideas that may conflict with yours. You are encouraged to ask questions and challenge assumptions. Be active and engaged!

+ **All assignments are mandatory.** Your assignment will drop by one full letter grade for every day it is late. Your final grade will also drop by one full letter grade if you miss any assignment.

+ **Attendance is mandatory.** Attendance will be taken at every class and section. Although I do NOT recommend that you do so, you may miss up to two classes, no questions asked. After that, you must talk to me, and realize that you may risk failing the course.

+ **No Electronics.** We will achieve course aims by asking you to be seriously committed to this class. This will include (i) doing all the reading and (ii) *turning off* all cell phones, computers, and access to social media (Facebook, Instagram, Twitter, etc.) while in the classroom (lecture or section). I implore you to try to take notes by hand, the “old school” way – you can reformulate those into a Word doc later. **Dare to turn off all your electronics during classtime.**

4. Readings

Books to be purchased are:

1. *Black Skin, White Masks* (Frantz Fanon)
2. *The Second Sex* (Simone de Beauvoir)
3. *The Mismeasure of Man* (SJ Gould)
4. *The Social Construction of What?* (Ian Hacking)

The books are available at BayTree bookstore. There will be an electronic site for the course too, with a few extra readings.

5. Assignments

+ 2 short 2-3 page papers (Due: April 19; **Friday** May 11) (15% of grade)

+ Midterm (Due: **Monday** June 4) (20%)

+ Final paper 5-7 pages (40%) (Due **Monday** June 11)

+ Class presentations (10%)

+ Quizzes and class/group discussion (15% of grade)

- You must complete each assignment in order to pass the course.

6. 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. The two best books on writing!

<https://www.amazon.com/Writing-Your-Dissertation-Fifteen-Minutes/dp/080504891X/>
(<https://www.amazon.com/Writing-Your-Dissertation-Fifteen-Minutes/dp/080504891X/>)

<http://www.amazon.com/Stein-Writing-Successful-Techniques-Strategies/dp/0312254210/>
(<http://www.amazon.com/Stein-Writing-Successful-Techniques-Strategies/dp/0312254210/>)

2. Guidelines for philosophical writing:

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

<http://www.anthonyflood.com/blanshardphilostyle.htm>
(<http://www.anthonyflood.com/blanshardphilostyle.htm>)

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

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

3. Guidelines for essay writing, in general:

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

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

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

5. "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> (<http://www.resort.com/~prime8/Orwell/patee.html>)

6. From the inimitable Kurt Vonnegut:

<http://kmh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf> (<http://kmh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf>)

7. "10 tools for improving your writing" by RG Winther:

http://www.rgwinther.com/10_tools_for_improving_your_academic_writing_Winther_et_al_26_7_16.pdf
(http://www.rgwinther.com/10_tools_for_improving_your_academic_writing_Winther_et_al_26_7_16.pdf)

Reading carefully is also critical. Here is a great guide for learning and practicing this skill:

<http://www.amazon.com/How-Read-Book-Intelligent-Touchstone/dp/0671212095/>
(<http://www.amazon.com/How-Read-Book-Intelligent-Touchstone/dp/0671212095/>)

STUDENTS WITH DISABILITIES

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me, after class or in office hours, **as soon as possible**, preferably within the first week of the Quarter. Contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu (<mailto:drc@ucsc.edu>) for more information.

WARNING

Here is one guideline for proper citation and attribution of other people's work"

<https://guides.library.ucsc.edu/citesources> (<https://guides.library.ucsc.edu/citesources>)

Academic misconduct will not be tolerated. Please consult:

https://www.ue.ucsc.edu/academic_misconduct (https://www.ue.ucsc.edu/academic_misconduct)

7. Course readings. By week. Please have all readings for a given week completed by the Tuesday of that week.

Week 1 (April 3 and 5)

Chapter 3 of Hacking *The Social Construction of What?*.

Week 2 (April 10 and 12)

Fanon, Franz. 1952/2008. *Black Skin, White Masks*.

Foreword, Introduction, Chapter 1 "The Black Man and Language"; Chapter 4. "The So-Called Dependency Complex of the Colonized", part of Chapter 7 "The Black Man and Hegel."

Week 3 (April 17 and 19)

Mills, Charles W. 1988. "White Supremacy." In Taylor, Alcoff, and Anderson, *The Routledge Companion to Philosophy of Race*, 2018.

Gracia, JJE & SL Smith. "Analytical Metaphysics: Race and Racial Identity." In Taylor, Alcoff, and Anderson, *The Routledge Companion to Philosophy of Race*, 2018.

April 19: In-class paper.

Week 4. (April 24 and 26)

Winther, RG. "Race and Biology." In Taylor, Alcoff, and Anderson, *The Routledge Companion to Philosophy of Race*, 2018.

Mignolo, W. "Racism and Coloniality: The Invention of 'HUMAN(ITY)' and the Three Pillars of the Colonial Matrix of Power (Racism, Sexism, and Nature)." In Taylor, Alcoff, and Anderson, *The Routledge Companion to Philosophy of Race*, 2018.

Week 5 (May 1 and 3)

de Beauvoir, S. *The Second Sex*, pp., 3-17; 21-26; 62-68; 159-163; 212-213; 277-288; 683-696; 709-711; 721-726; 753-766.

Week 6 (May 8 and 10)

Nussbaum, M. 1995. Objectification. *Philosophy & Public Affairs* 24: 249-291.

<http://www.mit.edu/~shaslang/mprg/nussbaumO.pdf>

(<http://www.mit.edu/~shaslang/mprg/nussbaumO.pdf>)

Anderson, E. "Feminist Epistemology and Philosophy of Science"

<https://plato.stanford.edu/entries/feminism-epistemology/> (<https://plato.stanford.edu/entries/feminism-epistemology/>)

Week 7 (May 15 and 17)

Bettcher, T.M. 2014. "Trapped in the Wrong Theory: Rethinking Trans Oppression and Resistance." *Signs: Journal of Women in Culture and Society* 39: 383-406.

Lowe, J. "Women have been boxing in the shadows for too long." Aug 15, 2016

<https://www.nytimes.com/2016/08/15/magazine/women-have-been-boxing-in-the-shadows-for-too-long.html> (<https://www.nytimes.com/2016/08/15/magazine/women-have-been-boxing-in-the-shadows-for-too-long.html>)

Jones, H.E. 2015 "Gender Boxing: The IOC's Policy on Female Hyperandrogenism and Attempt to Draw Bright Lines between Sexes While the World outside Athletics Embraces Gender Fluidity" *Tennessee Journal of Race, Gender, & Social Justice* 4: 233-260.

Week 8 (May 22 and 24)

Chapters 1, 2, and 4 of Hacking *The Social Construction of What?*

Week 9 (May 29 and 31)

Both introductions; chapters 5, 6, and 7. *The Mismeasure of Man* (SJ Gould)

Week 10 (June 5 and 7)

<https://www.theguardian.com/news/2018/mar/02/the-unwelcome-revival-of-race-science>

(<https://www.theguardian.com/news/2018/mar/02/the-unwelcome-revival-of-race-science>)

<https://www.nytimes.com/2018/03/23/opinion/sunday/genetics-race.html>

(<https://www.nytimes.com/2018/03/23/opinion/sunday/genetics-race.html>)

[https://www.vox.com/policy-and-politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-](https://www.vox.com/policy-and-politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-forbidden-knowledge-podcast-bell-curve)

[forbidden-knowledge-podcast-bell-curve](https://www.vox.com/policy-and-politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-forbidden-knowledge-podcast-bell-curve) ([https://www.vox.com/policy-and-](https://www.vox.com/policy-and-politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-forbidden-knowledge-podcast-bell-curve)



[politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-forbidden-knowledge-podcast-bell-curve](https://www.vox.com/policy-and-politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-forbidden-knowledge-podcast-bell-curve))

[http://nymag.com/daily/intelligencer/2018/03/denying-genetics-isnt-shutting-down-racism-its-fueling-](http://nymag.com/daily/intelligencer/2018/03/denying-genetics-isnt-shutting-down-racism-its-fueling-it.html)

[it.html](http://nymag.com/daily/intelligencer/2018/03/denying-genetics-isnt-shutting-down-racism-its-fueling-it.html) ([http://nymag.com/daily/intelligencer/2018/03/denying-genetics-isnt-shutting-down-racism-its-fueling-](http://nymag.com/daily/intelligencer/2018/03/denying-genetics-isnt-shutting-down-racism-its-fueling-it.html)

[it.html](http://nymag.com/daily/intelligencer/2018/03/denying-genetics-isnt-shutting-down-racism-its-fueling-it.html))

Course Summary:

Date	Details
	 Short Paper #2 (https://canvas.ucsc.edu/courses/13044/assignments/40203)
	 Short Paper 1 April 19 (https://canvas.ucsc.edu/courses/13044/assignments/40002)