



PHL 352

The Philosophy of Race and Identity

S2 Day 2017

Dept of Philosophy

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General Information

Unit convenor and teaching staff

Unit Convenor

Albert Atkin

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Contact via albert.atkin@mq.edu.au

Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

Here's a surprising fact: race is a myth. In terms of science there is nothing that our ordinary concepts of race and racial difference could be. Yet we still manage to feel the impact of race and racism in our daily lives. In this unit we examine a series of philosophical questions that emerge from these facts: What is our ordinary understanding of race and why does it lack scientific credibility? What do the social realities of race tell us about this concept? And what should we do with race if it really is a myth? Similarly, we shall ask some serious philosophical questions about racism – what is it? And why is it wrong? And we shall look at the philosophical implications of questions about race and racism in our daily lives – should we adopt policies of affirmative action? Is there any kind of racial profiling that is acceptable? And finally we shall spend some time exploring parallels between race and other forms of identity including gender, class and ethnicity.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand philosophical questions surrounding race

Understand philosophical questions surrounding racism

Understand what philosophy can contribute to questions of race

Explore the lived experience of race and racism

Engage in philosophically active reading and discussion

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|---------------|
| 1. Diagnostic Reflection One | 10% | No | Week Two |
| 2. Diagnostic Reflection Two | 10% | No | Week Thirteen |
| 3. Philosophical Paper | 30% | No | Week Seven |
| 4. Narrative Paper | 30% | No | Week Twelve |
| 5. Participation | 20% | No | Ongoing |

1. Diagnostic Reflection One

Due: **Week Two**

Weighting: **10%**

A short reflection giving the student and lecturer a sense of where their understanding is at the start of the course. This task will be assessed by the following criteria: completion, and fair attempt at reflection.

On successful completion you will be able to:

- Explore the lived experience of race and racism

2. Diagnostic Reflection Two

Due: **Week Thirteen**

Weighting: **10%**

A short reflection giving the student and lecturer a sense of where their understanding is at the end of the course. This task will be assessed by the following criteria: completion, and fair attempt at reflection.

On successful completion you will be able to:

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism

3. Philosophical Paper

Due: **Week Seven**

Weighting: **30%**

An essay (word limits minimum of 1500 – 1800) answering one of three questions from the material covered in the first half of the semester. This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A marking rubric, an example, and a detailed task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Engage in philosophically active reading and discussion

4. Narrative Paper

Due: **Week Twelve**

Weighting: **30%**

This is a written paper (word limits 1500 - 1800) presenting a "life" or experience based narrative focused on an assigned racial, national and gendered identity and drawing upon literature about race from such disciplines as sociology and development psychology. This paper will draw on and relate to the social, political and more intersectional material presented in the second half of the course. N.B. This is not a formal essay - an exemplar will be provided on the iLearn page. This task will be assessed by the following criteria: content, structure, understanding of key sources, and written expression. A marking rubric, an example, and detailed task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

5. Participation

Due: **Ongoing**

Weighting: **20%**

Taking part in discussion and analysis (either in seminar or on-line) of the assigned papers each week will be a significant part of the assessment for the course. This task will be assessed by the following criteria: demonstration of familiarity with and understanding of the relevant readings and topics; contribution to discussion and/or engagement across the course. A marking

rubric will be supplied on the iLearn homepage.

On successful completion you will be able to:

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Delivery and Resources

The class will consist of two lectures and a tutorial. It is expected, however, that the lectures will be closer to a seminar style with lots of discussion.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two

- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Engage in philosophically active reading and discussion

Assessment tasks

- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race

- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race
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Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication

technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Understand philosophical questions surrounding race
- Understand philosophical questions surrounding racism
- Understand what philosophy can contribute to questions of race
- Explore the lived experience of race and racism
- Engage in philosophically active reading and discussion

Assessment tasks

- 1. Diagnostic Reflection One
- 2. Diagnostic Reflection Two
- 3. Philosophical Paper
- 4. Narrative Paper
- 5. Participation

Changes since First Published

| Date | Description |
|------------|--|
| 31/07/2017 | Addition of assessment criteria in the assessment descriptors in order to meet compliance with policy. |