



# PHL 352

## The Philosophy of Race and Identity

S2 Online 2019

*Dept of Philosophy*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Policies and Procedures</u></a>	6
<a href="#"><u>Graduate Capabilities</u></a>	7

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Albert Atkin

[albert.atkin@mq.edu.au](mailto:albert.atkin@mq.edu.au)

Contact via [albert.atkin@mq.edu.au](mailto: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
<a href="#">1. Weekly Reading Sheets</a>	10%	No	Ongoing from Week 3
<a href="#">2. Philosophical Paper One</a>	35%	No	Week Seven
<a href="#">3. Philosophical Paper Two</a>	35%	No	Week Thirteen
<a href="#">4. Participation</a>	20%	No	Ongoing

### 1. Weekly Reading Sheets

Due: **Ongoing from Week 3**

Weighting: **10%**

This is a formative assessment *for* learning consisting of ten weekly reading sheets. Students must write short answers to set questions related to set weekly tutorial readings and discussion. Each sheet will have three short questions on the topics of the week (each question needing no more than fifty words). Students may submit as many weekly reading sheets on the topic as they see fit but only the best *five* papers will constitute the students' final mark. (e.g. complete and submit all ten and take the five best marks; complete and submit just five and take those five marks; complete and submit less than five and take the partial marks; complete and submit none and receive nothing)

This task will be assessed by the following criteria: completion, written expression and understanding.

A generalised rubric for reading sheets will be provided.

Submission must be done online through the unit iLearn page before the end of the week in which the paper is set (e.g. Week Three reading sheet must be submitted no later than midnight on Friday of Week Three).

Please note, this is a task worth less than 10% - according to Faculty Late Submission Policy, for "Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved."

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

## 2. Philosophical Paper One

Due: **Week Seven**

Weighting: **35%**

An essay (word limits minimum of 1800 – maximum of 2000) 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.

Submission must be done online through the unit iLearn page before the end of the week in which the paper is due (i.e. this paper must be submitted no later than midnight on Friday of Week Seven).

Please note, this is a task worth more than 10% - according to Faculty Late Submission Policy, for "Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved."

The penalty for late submissions is as follows: "Unless a Special Consideration request has been \*submitted and approved\*, (a) a penalty for lateness will apply – two (2) marks out of 100 (2%) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline."

On successful completion you will be able to:

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

## 3. Philosophical Paper Two

Due: **Week Thirteen**

Weighting: **35%**

An essay (word limits minimum of 1800 – maximum of 2000) answering one of three questions from the material covered in the second 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.

Submission must be done online through the unit iLearn page before the end of the week in

which the paper is due (i.e. this paper must be submitted no later than midnight on Friday of Week Thirteen).

Please note, this is a task worth more than 10% - according to Faculty Late Submission Policy, for "Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved."

The penalty for late submissions is as follows: "Unless a Special Consideration request has been \*submitted and approved\*, (a) a penalty for lateness will apply – two (2) marks out of 100 (2%) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline."

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

## 4. 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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

- 1. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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. Weekly Reading Sheets

- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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
- 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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. 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. Weekly Reading Sheets
- 2. Philosophical Paper One
- 3. Philosophical Paper Two
- 4. Participation