

Term Information

Effective Term Summer 2025
Previous Value Autumn 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add option to teach this course online.

What is the rationale for the proposed change(s)?

Student interest for summer courses in the general education program seems to be greater for online options. We would like to make this REGD Foundation course available to students over the summer especially in an online format.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications of this request.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1420
Course Title	Philosophical Approaches to Racism and Sexism
Transcript Abbreviation	Phil Racism Sexism
Course Description	An introductory survey of philosophical ways of thinking about and remedying racism and sexism.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Articulate core philosophical perspectives on, and definitions of, race, ethnicity, and gender.
- Articulate core philosophical perspectives on, and definitions of, racism and sexism as well as racial, gender and intersectional justice.
- Appreciate the benefits and limitations of philosophical perspectives and definitions of race/gender and racism/sexism.
- Apply philosophical perspectives and definitions of race/gender and racism/sexism to lived experience, one's own as well as that of others.

Content Topic List

- race
- ethnicity
- gender
- intersectionality
- social construction
- justice
- racism
- sexism

Sought Concurrence

No

COURSE CHANGE REQUEST
1420 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/17/2024

Attachments

- 1420 DL sample syllabus as of 10.14.2024.pdf: 1420 sample DL syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- 1420 Syllabus as of 12.20.2022.pdf: 1420 sample in person syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- PHILOS 1420 coversheet signed as of 10.2.2024.pdf: ASC ODE Distance Approver Cover Sheet
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	10/14/2024 01:57 PM	Submitted for Approval
Approved	D'Arms, Edward Justin	10/15/2024 09:12 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/17/2024 01:44 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/17/2024 01:44 PM	ASCCAO Approval



Syllabus

PHILOS 1420

Philosophical Approaches to Racism and Sexism

Summer 2025

3 Credit Hours

Online

Course overview

Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
 - Zoom Link

Note: My preferred method of contact is [indicate this information here].

Course description

This course serves as an introduction to the philosophical approaches to racism and sexism. The course is organized around three sets of questions. The first of these concerns the metaphysics of race and gender. What sort of existence do “races” and “genders” have, especially given the complicated, intersectional nature of lived experience? How does ethnicity differ from race, if at all? The dominant position in philosophical literature is that such categories are “socially constructed.” But what does this mean, and how do socially constructed categories fit into a broader picture of reality?



The second set of questions explored in this course concern racism and sexism. How should terms like ‘racism’ and ‘sexism’ be defined? These terms appear to play a double role in our thinking. On the one hand, we claim that individuals, actions, representations, and systems are racist or sexist to explain the lived experiences of social groups and broader social phenomena. But in virtue of what do individuals, actions, representations, and systems count as racist or sexist? On the other hand, ‘racism’ and ‘sexism’ are terms of moral condemnation; describing something as racist or sexist typically implies that it is seriously objectionable. But what makes racism and sexism wrong?

A third set of questions concerns justice. What is required for racial and gender justice? Is the abolition of racism and sexism sufficient for racial and gender justice? And if so, what does a world without racism and sexism look like? Given the intersectional nature of oppression, can gender justice be achieved and promoted without racial justice (and vice versa)? Once we are clear on racial and gender justice as goals, we can then ask how we should pursue them. Should we pursue policies of affirmative action or reparations? What changes at the individual or institutional level should we make to achieve justice?

We will explore these questions in part by studying the views of academic philosophers. We will also explore and assess the implications of these views for the “real world.” Race, ethnicity and gender have important connections to our identities, perceptions of others, and opportunities in life. How does philosophy help us to better understand the impact of race, ethnicity and gender in our own lives, the lives of others, and on broader social phenomena? How can philosophy help us to live better, more ethical lives? In this course we will explore these questions and others that crop up along the way.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

- A. Articulate core philosophical perspectives on, and definitions of, race, ethnicity, and gender.



- B. Articulate core philosophical perspectives on, and definitions of, racism and sexism as well as racial, gender, and intersectional justice.
- C. Appreciate the benefits and limitations of philosophical perspectives and definitions of race/gender and racism/sexism.
- D. Apply philosophical perspectives and definitions of race/gender and racism/sexism to lived experience, one's own as well as that of others.

General education goals and expected learning outcomes

As part of the Race, Ethnicity, and Gender Diversity category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes

- 1.1) Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2) Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3) Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4) Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes

- 2.1) Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2) Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.
- 2.3) Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes by engaging with the philosophy of race and gender. Each week, readings and class discussion will prompt us to reflect on race and gender and their role in our lives. Taking our everyday experiences as a starting point, we'll dig deeper to ask foundational questions raised by these starting points. When we talk about "race" and "gender" what are we talking about? When we talk about "racism" and "sexism" what do we mean? How should our answers to these questions impact our own understandings of our identities, perceptions of ourselves and others, and engagement with social issues relating to race and gender? We'll learn how philosophers have answered these questions, and the arguments they've made for their answers. We'll also ask ourselves what we think the best answers to these questions are, and challenge each other to come up with the best arguments for these answers possible.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:



Participating in online activities

Being an active participant in your education is a crucial part of learning. As such, your participation and engagement within this course constitutes part of your final grade. Participation and engagement will be assessed through regularly scheduled graded assignments, both individual and small-group. You can find more information about these assignments below, under the 'Pace of online activities' heading and the 'Descriptions of Major Course Assignments' heading.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

Pace of online activities

There will be two lectures and three assignments per week. Lectures will be posted on Mondays at approximately 8:00am EDT and Wednesdays at approximately 12:00pm EDT (noon). The first weekly assignment is a Hypothesis assignment, due on Tuesdays by 11:59am. The second weekly assignment is a Carmen quiz, due on Thursdays by 11:59pm. The third weekly assignment is a Carmen discussion board, due on Sundays by 11:59pm. Generally, the content of the first lecture will correspond to the first assignment and the content of the second lecture will correspond to the second assignment. The discussion board at the end of the week may focus on content from either lecture or any reading from that week or previous weeks.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.



Course communication guidelines

Writing style

In all written communication, you should use edited standard written English as described on the CarmenCanvas page under the Student Resources Module. This includes emails, discussion posts, and assignments.

Example:

- Acceptable: “I believe the author’s argument is compelling because it is supported by substantial evidence.”
- Unacceptable: “I think the author’s argument is cool because they have a lot of proof.”

Tone and civility

All communications should be respectful and considerate. Disagreements should be navigated with thoughtfulness and a focus on constructive dialogue. Personal attacks, sarcasm, and derogatory language are not acceptable.

Expectations:

- Address peers and instructors by their preferred names and titles.
- Use polite language and maintain a professional tone.
- When disagreeing, focus on the argument, not the person. For example, “I see your point, but I think we should also consider...”



Citing your sources

You should include a citation anytime you directly quote, paraphrase, summarize, or borrow words and ideas from other sources. This includes assigned sources, sources you find on your own, or people you have consulted, online or in-person. You can find specific citation instructions for each assignment on its assignment page in Carmen.

Protecting and saving your work

Students are encouraged to draft their work in word processing tools outside of Carmen to ensure their work is saved. This provides a backup in case of browser time-outs, failed submission attempts, or lack of internet connectivity.

Course materials and technologies

All required materials will be posted to CarmenCanvas.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)



Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.



Carmen/Canvas Integrated Software

Several tools integrated into OSU’s online learning management system, Carmen/Canvas will be used in this course.

- TurnItIn: Ohio State has made TurnItIn, a learning tool and plagiarism prevention system, available to instructors. For this course, when you submit a response to an assignment in Carmen, your response will be passed through TurnItIn. When grading your work, I will interpret the similarity report provided by TurnItIn following [Section A of Ohio State's Code of Student Conduct](#) as appropriate. For more information about TurnItIn, please see [the vendor's guide for students](#). Note that submitted final papers become part of the Ohio State database.
- Hypothesis.is: This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact me at **instructor name.#@osu.edu** and ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty. Additional information is available here: <https://ascode.osu.edu/hypothesis-social-annotation-tool-your-carmen-course>

Grading and instructor response

How your grade is calculated

Assignment Category	Points
Reflection 1	100
Reflection 2	100
Essay 1	200
Essay 2	200



Student Choice of Assignment	200
Participation and Engagement	200
Total	1000

Description of major course assignments

Reflection 1

Description: After reflection on your personal experience and views, please answer the following questions in 600 to 800 words.

1. Do you think you have a “race” or a “gender”? If so, what does this mean? If not, why not? What sources or experiences inform your response to this question?
2. Do you identify with a race or a gender? Why or why not? If so, how has race or gender impacted your identity. Be as specific as possible.
3. How do you think your perceived race or perceived gender has affected your life? In what ways do you think that your experiences are similar or different to people who are perceived as belonging to the same racial or gender categories?
4. Does your perception of other people’s race or gender affect your expectations or behavior around them? Why or why not? And if so, how?

Academic integrity and collaboration guidelines

I strongly encourage you to discuss the readings and this assignment with others outside of class and exchange drafts of your response to these prompts. The response that you submit for this assignment should be your own. Cite others who informed your response either through in-text citations or an acknowledgments section included at the end of your submission.

Reflection 2

Description: Using what you’ve learned in this course, critique your social

position and identity and critically reflect on what you wrote in reflection 1. (A) Do you now disagree with anything you wrote in reflection 1? Why or why not? (B) If you agree with something you wrote in reflection 1, have you learned any concepts or about any arguments that enable you to better express or defend what you wrote in reflection 1? If so for either (A) or (B), explain the relevant course concepts or arguments and how they relate to what you wrote in reflection 1. Are there any other ways in which this course has changed your thinking about topics relating to race or gender? If so, in what ways has your thinking changed and why? If your thinking has not changed, explain relevant course concepts and arguments and why those have not impacted your thinking.

Academic integrity and collaboration guidelines

I strongly encourage you to discuss the readings and this assignment with others outside of class and exchange drafts of your response to these prompts. The response that you submit for this assignment should be your own. Cite others who informed your response either through in-text citations or an acknowledgments section included at the end of your submission.

Essay 1

Description: In about 1000 words, present two perspectives on, or definitions of, either “race” or “gender” drawn from course readings. Your presentation should both clearly explain the views as well as say something about what motivates these views or what makes them appealing. After explaining these views, make as strong an argument as you can for one or the other. A rubric for the assessment of this assignment will be provided to give you more detail about what elements to focus upon in your paper.

Academic integrity and collaboration guidelines

I strongly encourage you to discuss the readings and this assignment with others outside of class and exchange drafts of your response to these prompts. The response that you submit for this assignment should be your own. Cite others who informed your response either through in-text citations or an acknowledgments section included at the end of your submission.

Essay 2

Description: In about 1000 words, present two perspectives on, or definitions of, either “racism” or “sexism” drawn from course readings. Your presentation should both clearly explain the views as well as say something about what motivates these views or what makes them appealing. After explaining these views, make as strong an argument as you can for one or the other. A rubric for the assessment of this assignment will be provided to give you more detail about what elements to focus upon in your paper.

Academic integrity and collaboration guidelines

I strongly encourage you to discuss the readings and this assignment with others outside of class and exchange drafts of your response to these prompts. The response that you submit for this assignment should be your own. Cite others who informed your response either through in-text citations or an acknowledgments section included at the end of your submission.

Student Choice of Assessment

Description: The student choice of assessment is your opportunity to apply what you’ve learned about intersectionality in this course in a medium of your choice. The default expectation is that you write a paper of 800-1000 words in which you analyze the intersection of race, gender, and possibly other categories that shape lived experiences. You may also choose to work in a different medium than an academic paper. For example, you might write a piece of fiction, or record a “podcast”, or make a piece of art. If you wish to opt out of the academic paper, you must request permission to do so by bringing your idea to me and explaining why you think you can meet the criteria for success (described in the assignment on Carmen) in your medium of choice.

Academic integrity and collaboration guidelines

I strongly encourage you to discuss the readings and this assignment with others outside of class and exchange drafts of your response to these prompts. The response that you submit for this assignment should be your



own. Cite others who informed your response either through in-text citations or an acknowledgments section included at the end of your submission.

Participation and Engagement

Description: This assignment category aims to help you build personal accountability for your learning in the course as well as your contribution to the learning of other students in the class. In order to effectively participate and engage, you should come to class with some advance preparation.

Class preparation consists of three activities:

1. Spend *at least* two hours reading before watching the posted lectures. You might not “get through” the reading every time. That is normal for a first-time read through! The goal of reading philosophy is understanding and enlightenment, not completion.
2. Have a copy of the assigned material with you while watching the lectures that you can mark up. The copy of the reading should provide some evidence that you undertook deep engagement in advance of the lecture (i.e., highlighting, underlining, marginal notes, etc.).
3. After taking notes on the assigned reading, think about what you did not fully understand or were particularly interested in. Having this information when watching the lecture will help you get the most out of the lecture.

Bookkeeping: Participation and Engagement points are recorded through weekly assignments. There are a total of 17 points possible per week, and 12 weeks in the semester. Each week there will be three assignments that, together, are worth the 17 weekly participation and engagement points. There are 202 participation and engagement points available to earn throughout the semester, though you only need 200 to earn full credit for participation and engagement.



The first weekly assignment is a Hypothesis assignment for which each student is expected to read the course material and summarize a pre-selected portion of the reading for their classmates as well as respond to the summaries of at least two other students. The second weekly assignment is a Carmen quiz. The third weekly assignment is a Carmen discussion board post. The Hypothesis assignment is worth up to 5 points, the quiz is worth up to 5 points, and the discussion board post is worth up to 6 points.

In addition to these standard weekly assignments, you will be asked to record 1-2 minute introductory video at the beginning of the semester, and to leave a comment to at least three of your classmates. This one-time assignment is worth 10 participation and engagement points. You can learn more about how to complete this assignment at <https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/record-submit-video-assignments>

Description	Points each	Points total
Hypothesis assignments (12)	5 points	60 points
Quizzes (12)	5 points	60 points
Discussion boards (12)	6 points	72 points
Introductory Video (1)	10 points	10 points
Total P&E		202 points



Late assignments

Late assignments can (but are not guaranteed to) be accepted with no late penalty if submitted prior to the start of the workday following the assignment's due date. For instance, if an assignment is due at 11:59pm on Sunday, it may be graded with no penalty if submitted before 8am the next Monday.

There will be no extensions provided for weekly participation and engagement assignments. Requests for extensions on other assignments – Reflections, Essays, etc. – should be emailed to your instructor at least 24 hours before an assignment is due.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time



Grading and feedback

- Reflections: Will be graded within two weeks of submission. Feedback will be provided via a rubric in Carmen.
- Essays: Will be graded within two weeks of submission. Feedback will be provided via a rubric in Carmen.
- Student Choice of Assessment: Will be graded within two weeks of submission. Feedback will be provided via a rubric in Carmen.
- Hypothesis assignments: Will be graded by the following Sunday. Generalized feedback will be provided via weekly check-in video.
- Quizzes: Are graded automatically by CarmenCanvas. Generalized feedback will be provided via weekly check-in video.
- Discussion Boards: Will be graded by the following Wednesday. Generalized feedback will be provided via weekly check-in video.

Preferred contact method

Please contact me via email. You can expect a response from me within 2 workdays (9am-5pm).

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all

instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

TurnItIn for Academic Integrity

Ohio State has made TurnItIn, a learning tool and plagiarism prevention system, available to instructors. For this course, when you submit a response to a major assignment in a Carmen assignment, your document will be passed through TurnItIn. When grading your work, I will interpret the similarity report provided by TurnItIn following [Section A of Ohio State's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the Ohio State database.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX



Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu



Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily



activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination



or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week and Topic	Assigned Materials	Assignment Due Dates
Week 1: 5/6-5/11 Course Introductions	<ul style="list-style-type: none"> - Anthony Appiah, "Race, Culture, Identity: Misunderstood Connections," from <i>Tanner Lectures on Human Values</i> (1994), pages 30-42, 71-74 - Claire Ainsworth, "Sex Redefined" from <i>Nature</i> (2015, 	<p>Introductory Video: 5/6</p> <p>Hypothesis: 5/6</p> <p>Quiz: 5/9</p> <p>Discussion Board: 5/11</p>
Week 2: 5/12-5/18 How are ethnicity and race related, and how are they different?	<ul style="list-style-type: none"> - Paul C. Taylor, "The Language of Race" from <i>Race: A Philosophical Introduction</i> Third Edition (2022), pages 7-27 (skip sections 1.4 and 1.5). - Naomi Zack, "Ethnicity and Related Forms of Race" from <i>Philosophy of Race</i> (2018), pages 93-119. 	<p>Hypothesis: 5/13</p> <p>Quiz: 5/16</p> <p>Reflection 1: 5/17</p> <p>Discussion Board: 5/18</p>
Week 3: 5/19-5/25 How does race and ethnicity in America impact experience?	<ul style="list-style-type: none"> - W.E.B. Du Bois, selections from <i>The Souls of Black Folk</i> (1903): "Of our Spiritual Strivings" (pages 7-14) and "Of the Faith of the Fathers" (pages 192-209) - W.E.B. Du Bois, "The 	<p>Hypothesis: 5/20</p> <p>Quiz: 5/23</p> <p>Discussion Board: 5/25</p>



	<p>Concept of Race" from <i>Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept</i> (1940), pages 49-67.</p> <ul style="list-style-type: none"> - Linda Martín Alcoff, "Is Latina/o Identity a Racial Identity?" from <i>Hispanics/Latinos in the United States: Ethnicity, Race, and Rights</i>, edited by Jorge J. E. Gracia and Pablo De Greiff, (pages 23-42). 	
<p>Week 4: 5/26-6/1</p> <p>Basic concepts in gender studies: cis and trans identities and experiences</p>	<ul style="list-style-type: none"> - Simone de Beauvoir, selection from <i>The Second Sex</i> (1949), pages 1-39. - Robin Dembroff interview on Philosopher's Zone, entitled "Transgender identity and experience" (30 minutes). - Robin Dembroff and Daniel Wodak blog post on "The Problem with Pronouns" (2017). 	<p>Hypothesis: 5/27</p> <p>Quiz: 5/30</p> <p>Discussion Board: 6/1</p>
<p>Week 5: 6/2-6/8</p> <p>How might oppression lie at the heart of gender and race?</p>	<ul style="list-style-type: none"> - Sally Haslanger "Gender and Race: (What) Are They and (What) do We Want Them to Be?" from <i>Resisting Reality: Social Construction and Social Critique</i> (2012) 	<p>Hypothesis: 6/3</p> <p>Quiz: 6/6</p> <p>Discussion Board: 6/8</p>
<p>Week 6: 6/9-6/15</p> <p>What is oppression?</p>	<ul style="list-style-type: none"> - Marilyn Frye, "Oppression" from <i>The Politics of Reality</i> (1983): pages 1-16. - Iris Marion Young, "The Five Faces of Oppression" from <i>Justice and the Politics of Difference</i> (1990): ONLY pages 40-42 and 48-65. 	<p>Hypothesis: 6/10</p> <p>Quiz: 6/13</p> <p>Essay 1: 6/14</p> <p>Discussion Board: 6/15</p>
<p>Week 7: 6/16-6/22</p>	<ul style="list-style-type: none"> - Robert Nozick, "The Entitlement Theory of 	<p>Hypothesis: 6/17</p>



<p>Do we owe each other recognition and acknowledgement?</p>	<p>Justice” from <i>Anarchy, State, and Utopia</i> (1974) as reprinted in <i>Living Ethics</i>, edited by Russ Shaffer-Landau: pages 360-368.</p> <ul style="list-style-type: none"> - John Rawls, selections from <i>A Theory of Justice</i> (1974) as reprinted in <i>Living Ethics</i>, edited by Russ Shaffer-Landau: pages 351-360. 	<p>Quiz: 6/20 Discussion Board: 6/22</p>
<p>Week 8: 6/23-6/29</p> <p>Sexism and Racism as structural or systemic phenomena</p>	<ul style="list-style-type: none"> - Marilyn Frye, “Sexism” from <i>The Politics of Reality: Essays in Feminist Theory</i> (1983): pages 17-40. - Naomi Zack, “Racism and Neo-Racisms” from <i>Philosophy of Race</i> (2018), pages 149- 173. 	<p>Hypothesis: 6/24 Quiz: 6/27 Discussion Board: 6/29</p>
<p>Week 9: 6/30-7/6</p> <p>Racism as personal prejudice and discrimination</p>	<ul style="list-style-type: none"> - Jorge L. A. Garcia, “The Heart of Racism” from <i>Journal of Social Philosophy</i> (1996), pp 5-16. - The Jerusalem Declaration on Antisemitism 	<p>Hypothesis: 7/1 Quiz: 7/3 Reflection 2: 7/5 Discussion Board: 7/6</p>
<p>Week 10: 7/7-7/13</p> <p>Connecting the dots between personal and institutional racism</p>	<ul style="list-style-type: none"> - Tommie Shelby, “Is Racism in the “Heart”?” from <i>Journal of Social Philosophy</i> (2002), pp 411-420. - Eduardo Bonilla-Silva, “What is Racism? The Racialized Social System Framework” from <i>White Supremacy and Racism in the Post-Civil Rights Era</i> (2001), pages 13, 17-18, 21, 29- 35. - Nikole Hannah-Jones, “It Is Time for Reparations” from <i>The New York Times</i> (2020). 	<p>Hypothesis: 7/8 Quiz: 7/11 Discussion Board: 7/13</p>



<p>Week 11:7/14-7/20</p> <p>Connecting the dots between gender and oppression: Everyday Sexism, Systemic Sexism</p>	<ul style="list-style-type: none"> - “The sameness approach to feminism” (1000 words), “The Difference approach to feminism” (1000 words), and “The Dominance approach to feminism” (1000 words). - Jennifer Mather Saul, “The Politics of Work and Family” from <i>Feminisms: Issues & Arguments</i> (2003), pages 5-16, 20-38. - OPTIONAL Watch: The Council of Europe on Sexism (2:18 mins). 	<p>Hypothesis: 7/15</p> <p>Quiz: 7/18</p> <p>Essay 2: 7/19</p> <p>Discussion Board: 7/20</p>
<p>Week 12: 7/21- 7/27</p> <p>Connecting the dots between Racism and Sexism: the case of black women in America</p>	<ul style="list-style-type: none"> - Kimberlé Crenshaw, selections from "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" in <i>The Stanford Law Review</i>, vol 43 (1991). 	<p>Hypothesis: 7/22</p> <p>Quiz: 7/25</p> <p>Discussion Board: 7/27</p>
<p>Final Exams</p>		<p>Student Choice of Assignment: On date assigned by the Registrar.</p>

This schedule may be revised.

Changes will be announced on and posted to our CarmenCanvas site.

Philosophical Approaches to Racism and Sexism Syllabus

[ABC1234] [Term YEAR]

Course Information

- **Course Instructor:**
- **Preferred contact method:**
- **Course times and location:** TBA
- **Credit hours:** 3
- **Mode of delivery:** in person

Course Prerequisites

None.

Course Description

This course serves as an introduction to the philosophical approaches to racism and sexism. The course is organized around three sets of questions. The first of these concerns the metaphysics of race and gender. What sort of existence do “races” and “genders” have, especially given the complicated, intersectional nature of lived experience? How does ethnicity differ from race, if at all? The dominant position in philosophical literature is that such categories are “socially constructed.” But what does this mean, and how do socially constructed categories fit into a broader picture of reality?

The second set of questions explored in this course concern racism and sexism. How should terms like ‘racism’ and ‘sexism’ be defined? These terms appear to play a double role in our thinking. On the one hand, we claim that individuals, actions, representations, and systems are racist or sexist to explain the lived experiences of social groups and broader social phenomena. But in virtue of what do individuals, actions, representations, and systems count as racist or sexist? On the other hand, ‘racism’ and ‘sexism’ are terms of moral condemnation; describing something as racist or sexist typically implies that it is seriously objectionable. But what makes racism and sexism wrong?

A third set of questions concerns justice. What is required for racial and gender justice? Is the abolition of racism and sexism sufficient for racial and gender justice? And if so, what does a world without racism and sexism look like? Given the intersectional nature of oppression, can gender justice be achieved and promoted without racial justice (and *vice versa*)? Once we are



clear on racial and gender justice as goals, we can then ask how we should pursue them. Should we pursue policies of affirmative action or reparations? What changes at the individual or institutional level should we make to achieve justice?

We will explore these questions in part by studying the views of academic philosophers. We will also explore and assess the implications of these views for the “real world.” Race, ethnicity and gender have important connections to our identities, perceptions of others, and opportunities in life. How does philosophy help us to better understand the impact of race, ethnicity and gender in our own lives, the lives of others, and on broader social phenomena? How can philosophy help us to live better, more ethical lives? In this course we will explore these questions and others that crop up along the way.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Articulate core philosophical perspectives on, and definitions of, race, ethnicity, and gender.
- Articulate core philosophical perspectives on, and definitions of, racism and sexism as well as racial, gender and intersectional justice.
- Appreciate the benefits and limitations of philosophical perspectives and definitions of race/gender and racism/sexism.
- Apply philosophical perspectives and definitions of race/gender and racism/sexism to lived experience, one’s own as well as that of others.

General Education Expected Learning Outcomes

GE Foundation: Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes

- 1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes

2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

2.2 Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behavior.

2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes by engaging with the philosophy of race and gender. Each week, readings and class discussion will prompt us to reflect on race and gender and their role in our lives. Taking our everyday experiences as a starting point, we’ll dig deeper to ask foundational questions raised by these starting points. When we talk about “race” and “gender” what are we talking about? When we talk about “racism” and “sexism” what do we mean? How should our answers to these questions impact our own understandings of our identities, perceptions of ourselves and others, and engagement with social issues relating to race and gender? We’ll learn how philosophers have answered these questions, and the arguments they’ve made for their answers. We’ll also ask ourselves what we think the best answers to these questions are, and challenge each other to come up with the best arguments for these answers possible.

Course Materials

All required materials will be posted to CarmenCanvas.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Reflection 1	10
Reflection 2	10
Paper 1	20
Paper 2	20
Student Choice of Assessment	20
Participation	20

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Reflection 1

Description: After reflecting on your personal experience and views, please answer the following questions in 2 to 4 (Pages).

1. Do you think you have a “race” or a “gender”? If so, what does this mean? If not, why not?
2. Do you identify with a race or gender? Why or why not? If so, how has race or gender impacted your identity?
3. How do you think your perceived race or perceived gender has affected your life? In what ways do you think that your experiences are similar or different to people that are perceived as belonging to the same racial or gender categories? In what ways do you think that your experiences are similar or different to people that are perceived as belonging to different categories?
4. Does your perception of other people’s race or gender affect your expectations or behavior around them? Why or why not? And if so, how so?

Reflection 2

Description: Using what you've learned in this course, critique your social position and identity and critically reflect on what you wrote in reflection 1. Do you now disagree with anything you wrote in reflection 1? Why or why not? If you agree with something you wrote in reflection 1, have you learned any concepts or about any arguments that enable you to better express or back up what you wrote in reflection 1? If so, what are these concepts or arguments and how do they relate to what you wrote in reflection 1? Are there any other ways in which this course has changed your thinking about topics relating to race or gender? If so, in what ways has your thinking changed and why?

Paper 1

Description: In 3-4 (Pages double spaced, present two perspectives on, or definitions of, either "race" or "gender" drawn from course readings. Your presentation should both clearly explain the views as well as say something about what motivates these views or what makes them appealing. After explaining these views, make as strong an argument as you can for one or the other. A rubric will be provided.

Paper 2

Description: In 3-4 (Pages double spaced, present two perspectives on, or definitions of, either "racism" or "sexism" drawn from course readings. Your presentation should both clearly explain the views as well as say something about what motivates these views or what makes them appealing. After explaining these views, make as strong an argument as you can for one or the other. A rubric will be provided.

Student Choice of Assessment

Description: Description: The student choice of assessment is your opportunity to apply what you've learned in this course in a medium of your choice. The default expectation is that you write a 3-4 Page paper in which you analyze the intersection of race, gender, and possibly other categories shape lived experiences. You may also choose to work in a different medium than an academic paper. For example, you might write a piece of fiction, or record a "podcast", or make a piece of art. If you wish to opt out of the academic paper, you must request permission to do so by bringing your idea to your instructor and explaining to them why you think you can meet the expectations of the rubric in your medium of choice. A rubric will be provided.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-

77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Other Course Policies and Statements

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State’s Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who

supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics, Readings, Assignments, Due Dates
1	<p>Topic: Course Intro</p> <p>8/22: Selections from "Race, Culture, Identity: Misunderstood Connections" Appiah</p> <p>8/24: "Age, Race, Class, and Sex: Women Redefining Difference" Lorde</p>
2	<p>Topic: How are race and ethnicity related, and how are they different?</p> <p>8/29: Selections from "What Race-Thinking Is" Taylor</p> <p>8/31: "Ethnicity and Related Forms of Race" Zack</p> <p>Reflection 1 due</p>
3	<p>Topic: What does calling race a social construction mean?</p> <p>9/5: "What Races Are: The Metaphysics of Critical Race Theory" Taylor</p> <p>9/7: Selections from "Race, Multi-Culturalism, and Democracy" Gooding-Williams</p>
4	<p>Topic: How does race and ethnicity in America impact experience?</p> <p>9/12: "The Concept of Race" from <i>Dusk of Dawn</i> Du Bois</p> <p>9/14: "Is Latina/o Identity A Racial Identity?" Alcoff</p>
5	<p>Topic: Basic concepts in gender studies: cis and trans identities</p> <p>9/19: Selections from "The Second Sex" de Beauvoir</p> <p>9/21: "Trans 101" Bettcher</p>
6	<p>Topic: How might oppression lie at the heart of gender and race?</p> <p>9/26: "Gender and Race: (What) Are They and (What) do We Want Them to Be?" Haslanger</p> <p>9/28: No new readings</p>
7	<p>Topic: Do we owe each other recognition and acknowledgment?</p> <p>10/3: "The Entitlement Theory of Justice" Nozick</p> <p>10/5: "A Theory of Justice" Rawls</p> <p>Paper 1 due</p>
8	<p>Topic(s): How is oppression unjust?</p> <p>10/10: "Five Faces of Oppression" Young</p>



9	<p>Topic: Racism as a structural or systemic phenomenon</p> <p>10/17: "It Is Time for Reparations" Hannah-Jones</p> <p>10/19: "Racism and Neo-Racisms" Zack</p>
10	<p>Topic: Racism as interpersonal prejudice and discrimination</p> <p>10/24: "Racisms" Appiah</p> <p>10/26: "The Heart of Racism" Gracia</p>
11	<p>Topic: Connecting the dots between interpersonal and institutional racism</p> <p>10/31: "Is Racism in the "Heart"?" Shelby</p> <p>11/2: "What is Racism? The Racialized Social System Framework" Bonilla-Silva</p>
12	<p>Topic: Connecting the dots between gender and oppression: Everyday Sexism, Systemic Sexism</p> <p>11/7: "Feminism pt. 1: The Sameness Approach" Curtis, "Feminism pt. 2: The Difference Approach" Curtis</p> <p>11/9: "The Politics of Work and Family" Saul</p> <p>Paper 2 Due</p>
13	<p>Topic: Connecting the dots between Racism and Sexism: a case study of black women in America (part 1)</p> <p>11/14: Selections from "Demarginalizing the Intersection" Crenshaw</p> <p>11/16: No new readings</p>
14	<p>Topic: Connecting the dots between Racism and Sexism: a case study of black women in America (part 2)</p> <p>11/21: "Mapping the Margins" Crenshaw</p> <p>11/23: Break</p>
15	<p>Topic: Analyzing Patriarchy and White Supremacy as Misogynoir: one injustice, or multiple unjust systems?</p> <p>11/28: "The Metaphysics of Injustice" Dembroff</p> <p>11/30: No new readings</p>
16	<p>Topic: Diversity in Philosophy's Past, Present, and Future</p> <p>12/5: No new readings</p> <p>Student Choice of Assessment, Reflection 2 due</p>



Course Bibliography

Week 1

Kwame Anthony Appiah, "Race, Culture, Identity: Misunderstood Connections", *Tanner Lectures on Human Values* (1994), pages 30-42, 54-56, 64-74.

Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" from *Sister Outsider* (1984), pages 1-7.

Week 2

Paul Taylor, "What Race-Thinking Is" from *Race: A Philosophical Introduction* (2013), pages 27-69

Naomi Zack, "Ethnicity and Related Forms of Race" from *Philosophy of Race* (2018), pages 93-119.

Week 3

Paul Taylor, "What Races Are: The Metaphysics of Critical Race Theory" from *Race: A Philosophical Introduction* (2013), pages 143-234.

Robert Gooding-Williams, Selections from "Race, Multi-Culturalism, and Democracy" from *Constellations: An international journal of critical and democratic theory* (1998), pages 18-41.

Week 4

W.E.B. Du Bois, "Of Our Spiritual Strivings" from *The Souls of Black Folk* (2003), pages 3-8.

W.E.B. Du Bois, "Of the Faith of the Fathers" from *The Souls of Black Folk* (2003), pages 192-209.

Linda Martin Alcoff, "Is Latina/o Identity a Racial Identity?" from *Hispanics/Latinos in the United States: Ethnicity, Race, and Rights*, edited by Jorge J. E. Gracia and Pablo De Greiff, pages 23- 44.

Week 5

Simone de Beauvoir, selections from *The Second Sex* (1957), pages 1-39.

Talia Mae Bettcher, "Trans 101" from *The Philosophy of Sex: Contemporary Readings* (7th edition) edited by Alan Soble, Sarah Hoffman and Jacob Held (2017), pages 119-137.

Week 6

Sally Haslanger, "Gender and Race: (What) Are They and (What) do We Want Them to Be?" originally published in *Nous* (2000), pages 560-570.

Week 7

John Rawls, selections from *A Theory of Justice* (1974), pages 351- 360.

Week 8

Iris Marion Young, "Five Faces of Oppression" from *Justice and the Politics of Difference*. (2012), pages 36- 63.

Week 9

Nicole Hannah-Jones, "It Is Time for Reparations" from *The New York Times* (2020).

Naomi Zack, "Racism and Neo-Racisms" from *Philosophy of Race* (2018), pages 149- 173.

Week 10

Kwame Anthony Appiah, "Racisms" from *Anatomy of Racism* (1990), pages 689- 698.

J.L.A. Gracia, "The Heart of Racism" from *Journal of Social Philosophy* (1996), pages 5-16.

Week 11

Tommie Shelby, "Is Racism in the "Heart"?" from *Journal of Social Philosophy* (2002), pages 411- 420.

Eduardo Bonilla-Silva, "What is Racism? The Racialized Social System Framework" from *White Supremacy and Racism in the Post-Civil Rights Era* (2001), pages 13, 17-18, 21, 29- 35.

Week 12

Annaleigh Curtis, "Feminism pt. 1: The Sameness Approach" from *1000-Word Philosophy* (2014).

Annaleigh Curtis, "Feminism pt. 2: The Difference Approach" from *1000-Word Philosophy* (2014).

Jennifer Mather Saul, "The Politics of Work and Family" from *Feminisms: Issues & Arguments* (2003), pages 1- 15, and 17-45.

Week 13

Kimberle Crenshaw, Selections from "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" from *The University of Chicago Legal Forum* (1989), pages 139- 152.

Week 14

Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women" from *Stanford Law Review* (1994), pages 1- 19.

Week 15

Robin Dembroff, "The Metaphysics of Injustice" from *New Conversations in Philosophy, Science, and Politics* (forthcoming), pages 1- 27.



Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?
(For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities.
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.