

THE ETHICS OF DIVERSITY

This course addresses central ethical questions about diversity. Why is diversity important? Is it valuable in itself, or only for its effects? How should we respond to the increasing loss of our planet's biodiversity? In what ways do oppression with respect to race, ethnicity, gender, sexuality, ability, and other characteristics make maintaining diversity difficult, and how should we address these obstacles? In what ways should we promote diversity at school and work? Students will develop their own views on these questions through close reading, class presentations, and a substantial final paper.

Instructor: Eugene Chislenko, chislenko@temple.edu

Office hours: Anderson Hall 750, TuTh 3:30-4:30pm or by appointment

Course requirements: (1) Up to 100 pages of reading each week (on Canvas or at links below)
(2) Active class participation (15%)
(3) Three in-class presentations (45%)
(4) 2-page proposal for final paper (required but not graded)
(5) 8-10 page final paper (40%)

SCHEDULE OF LECTURES AND READINGS

1. Tu 8/27: **Introduction**

2. Th 8/29: **The Value of Diversity**

Reading: Short pieces— Susan J. Barkman and Hannah L. Speaker, “Valuing Diversity”; Michael Roth, “Why We Value Diversity”; Jeff Fermin, “The Value of Having a Diverse Workplace”; Jane Dvorak, “The Value of Diversity”

I. The Diversity of Life

3. Tu 9/3: **Biodiversity**

Reading: Short pieces— The Center for Diversity and Conservation, “What is Biodiversity?”; James Maclaurin, “Is Diversity a Natural Quality?”, pp. 56-60; Katie McShane, “Is Biodiversity Intrinsically Valuable? (And What Might that Mean?)”; J. Baird Callicott, “What Good is it Anyway?”, pp.169-70

4. Th 9/5: **The Anthropocene**

Reading: Elizabeth Kolbert, *The Sixth Extinction*, Chapter 5 and chart

5. Tu 9/10: **Climate Change**

Reading: Naomi Klein, *This Changes Everything*, Introduction; Greta Thunberg TEDx talk (<https://www.youtube.com/watch?v=EAmUIEsN9A>)

6. Th 9/12: **Solutions**

Reading: No new reading. (Special guest presentation.)

II. Obstacles to Diversity

7. Tu 9/17: **Bias**

Reading: Chris Mooney, “The Science of Why Cops Shoot Young Black Men”; Vi Hart and Nicki Case, “The Parable of the Polygons” (<https://ncase.me/polygons/>); take an Implicit Association Test (<https://implicit.harvard.edu/implicit/selectatest.html>)

8. Th 9/19: **Segregation, I**

Reading: Michelle Alexander, *The New Jim Crow*, pp. 1-19, 30-31, 40-51, 140-5, 158-61

9. Tu 9/24: **Segregation, II**

Reading: Michelle Alexander, *The New Jim Crow*, pp. 161-87

10. Th 9/26: **Scapegoating**

Reading: Cherie Brown and Amy Leos-Urbel, “Anti-Semitism: Why is it Everyone’s Concern?”

11. Tu 10/1: **Citizenship**

Reading: Simona Capisani, “Assuming the Anthropocene”; Taneeza Islam TEDx talk (<https://www.youtube.com/watch?v=TFNKuwyDGk8>)

12. Th 10/3: **Exclusion by Ability**

Reading: Elizabeth Barnes, *The Minority Body*, pp. 1-27 and 183-6

13. Tu 10/8: **Homophobia**

Reading: Michael Hobbes, “Together Alone: The Epidemic of Gay Loneliness”, at <https://highline.huffingtonpost.com/articles/en/gay-loneliness/>

14. Th 10/10: **Relationship Dynamics**

Reading: Rebecca Solnit, “Men Explain Things to Me”; bell hooks, “Confronting Class in the Classroom”

15. Tu 10/15: **Oppression**

Reading: Marilyn Frye, “Oppression”; Anna Carastathis, “The Concept of Intersectionality in Feminist Theory”

16. Th 10/17: **Internalized Oppression**

Reading: Nabina Liebow, “Internalized Oppression and Its Varied Moral Harms”

17. Tu 10/22: **Fragility**

Reading: Robin DiAngelo, “White Fragility”

[No class Th 10/24.]

18. Tu 10/29: **Privilege**

Reading: Short pieces— Roxane Gay, “Peculiar Benefits”; Peggy McIntosh, “White Privilege”; John Scalzi, “Straight White Male: The Lowest Difficulty Setting There is”; Gina Crosley-Corcoran, “Explaining White Privilege to a Broke White Person”

III. Building a Diverse Community

19. Th 10/31: **Admissions**

Reading: Robert Fullinwider, “Affirmative Action”

20. Tu 11/5: **Canon**

Reading: Dag Herbjørnsrud, “First Women of Philosophy”; Jay L. Garfield and Bryan W. Van Norden, “If Philosophy Won’t Diversify, Let’s Call It What It Really Is”

21. Th 11/7: **Inclusion**

Reading: Morgan Thompson, “Explanations of the Gender Gap in Philosophy”; Yann Benétreau-Dupin and Guillaum Beaulac, “Fair Numbers,” pp. 70-75

22. Tu 11/12: **Solidarity**

Reading: Myisha Cherry, “Solidarity Care”

23. Th 11/14: **Students’ Choice I**

Reading: TBA

24. Tu 11/19: **Students’ Choice II**

Reading: TBA

25. Th 11/21: **Open discussion**

No new reading. **Final paper proposal due Monday, 12/2 at noon.**

No class Tu 11/26 (Fall Break) or Th 11/28. Happy Thanksgiving!

26. Tu 12/3: **Discussion of Paper Proposals**

No new reading.

27. Th 12/5: **Open discussion**

No new reading. **Final paper due Thursday, 12/12 at noon.**

COURSE POLICIES

Office Hours: Come to office hours often! Talking one-on-one or in small groups is one of the best ways to get a handle on the material and methods of the course. You'll probably get more out of it if you come with specific questions, but coming to talk about the issues in a more general way is fine too. If you have friends in the class, feel free to come as a small group. If you want to meet but have a schedule conflict, let me know and we can find a different time. I'll also hold extra office hours each time a paper deadline is coming up.

Participation: You will get much more from the course if you participate actively in class! Active participation means showing up prepared, having done the readings more than once and coming in with questions and reactions. But it also means more than that. It means taking responsibility for the class going well for everyone, including you. That can include: pointing to an interesting passage; asking a clarificatory question; emphasizing the importance of someone else's comment; raising a problem; directing discussion in a productive direction; and making procedural suggestions that help the class go well, either in class, in office hours, or over email. It might also include occasional tiny assignments, like coming in with a question about the reading.

Presentations: Starting September 17, most classes will begin with student presentations, usually two per class. You will each do three of these. Each presentation should include both a summary of the reading *and* your own views about it, in a way that helps us understand the topic and start a productive discussion. In your own way, and not necessarily in this order, your presentation should answer the following five questions:

- (1) What is the main view / set of views expressed in this reading?
- (2) How do the author(s) support that view / set of views?
- (3) What do you like about this reading?
- (4) What are the most important problems or challenges for this author's views, and how well can a view like the author's address them?
- (5) What parts or aspects of this reading would be most useful for us to talk through in class?

Think of yourself as co-leading that day's class. Your job is to get everyone started on thinking through what the reading is saying, and what we think about it. Quote, criticize, and/or build on the reading in whatever ways make sense to you. Drawing on personal experience or other sources can be great, but is not required, and should leave time for thinking through the reading. You might or might not coordinate with whoever else is presenting in the same class to split up different parts of the reading, or different reactions to it, or to combine your presentations; that's up to you. After your presentation, be ready to take questions, participate actively, and help guide the day's discussion. Your presentation should take less than 15 minutes and must include

a visual component such as a handout, PowerPoint, or video, which you must **email me by Monday at noon** of the week in which you will present.

Plagiarism: *All* written work for this course must be your own. Be sure to cite any works you use, including web sites, books, and articles. Presenting *anyone* else's work as your own is considered plagiarism. Please read Temple University's Policy on Academic Honesty: http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm

Disabilities: Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as is practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. Temple University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

FINAL PAPER AND PROPOSAL ASSIGNMENT

Write a term paper of 8-10 pages on a topic of your own choosing, from within the topics covered in this class. Defend your view through discussion of relevant parts of the readings for the course, as well as your own thoughts and examples. Explain all key terms so that someone *who has not taken the course* can understand your paper. Consider explicitly the best reasons *why someone might disagree with you*, and how you might convince that person. Your paper should show an understanding of course readings and class discussion, and of which parts of the readings are relevant for your topic. But the assignment is to work out and defend your own view. Summary of what we have covered so far should take up less than half your paper. When choosing a topic, think about what you're most interested in, and also what you have something to say about that goes beyond what we have covered in class.

Logistics: Your paper is due **Thursday, December 12, by noon**. Please email your paper as a Word file or PDF (I slightly prefer Word, but either is fine) to chislenko@temple.edu, with your name and a title at the top of the first page. Use 12-point font, double-spaced, with 1-inch margins. *Late papers* will be marked down one third of a grade (from A to A-, A- to B+, etc.) for each day or fraction of a day they are late, including Saturday and Sunday. I'm open to *extensions* in extenuating circumstances, but only if you ask at least at least two weeks before the deadline.

Proposals: This assignment includes a *required proposal* of at most two pages, due Monday, December 2 *at the latest*, by noon as a Word file or PDF to chislenko@temple.edu. Your proposal must include: (1) a direct statement of the view you will defend in the paper; (2) a brief explanation of what the view is saying, including what you mean by any key terms; (3) a brief list of the texts you will focus on, including specific titles and page numbers; and (4) a summary of the planned line of thought of the paper, including your central reasons for holding your view to begin with, the main objections or problems you anticipate, and how you plan to address them. Of these, (4) should take up more than half of your proposal. These proposals will not be graded, but they are required, and will be discussed in class. Your final *paper* will be marked down one third of a grade for each day the proposal is late. A plan to "explore" a topic is not a complete proposal, and incomplete proposals will not be accepted; I strongly recommend submitting your proposal early, so you can revise it in time if it is incomplete. Feel free to come to class and/or office hours with any questions!