



## **COURSE OUTLINE**

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**Office Hours:** Book an appointment at <https://calendly.com/nicole-wyatt>

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## **COURSE INFORMATION**

Charles Mills (1951-2021) was once described as by fellow philosopher Christopher Lebron as "our black Socrates". Mills was on the forefront of placing race, class, and gender into mainstream philosophical thought. Perhaps best known for his scathing critique of the whiteness of western political theory, Mills also made important contributions in metaphysics and epistemology. This class will be a deep dive into his views on race, racism, white ignorance, and the prospects for a radical revisioning of the liberal tradition.

## **PREREQUISITE(S)**

*6 units in courses labelled Philosophy with 3 units at the 400 level or above.*

## **COURSE OBJECTIVES/LEARNING OUTCOMES**

- Deep knowledge of Charles Mills' views on race, racism, white ignorance, and the prospects for a radical revisioning of the liberal tradition.
- Ability to critically digest, interpret, and analyze complex sources
- Ability to write a convincing argument that takes adequate account of alternative positions
- Ability to engage in constructive, respectful, oral and written argumentation

## **REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS**

There are three main texts for the class:

- Mills, Charles. 1998. *Blackness Visible: Essays on Philosophy and Race*. Cornell University Press. 978-0801484711
- Mills, Charles. 1999. *The Racial Contract*. Cornell University Press. 978-0801484636
- Mills, Charles. 2017. *Black rights/white wrongs : the critique of racial liberalism*. New York, NY : Oxford University Press. 978-0190245429

These are available as ebooks via the University library, as well as the usual book sellers. Due to the late addition of the course to the schedule they are not currently available via the University bookstore.

Additional readings will be made available via D2L.

## **COURSE ASSESSMENT AND EVALUATION**

Each week students will be provided with a variety of learning activities to choose from both in class and via D2L, including discussions, lectures, core reading assignments, extended readings, audio recordings, videos, short writing assignments, etc. Students should keep track of their activities for the portfolios described below.

### Option One: Maximum Grade B+

Students will submit two learning portfolios, which consist of an inventory of the various learning activities they have engaged in, as well as a learning reflection assignment. Portfolios will be due on February 28<sup>th</sup>, 2022 and April 14<sup>th</sup>, 2022.

Within two weeks of submitting the portfolio students will each meet with me for a learning conference (*via Zoom or telephone*) in which we will discuss the learning reflection and the student's body of work, and collaboratively determine a grade for the portfolio.

The two portfolios will be equally weighted in calculating the final grade. Calculations will be done using the official grade point scale of the university.

Option Two: For students seeking a grade of A- or higher

Students will submit two learning portfolios, which consist of an inventory of the various learning activities they have engaged in, as well as a learning reflection assignment. Portfolios will be due on February 28<sup>th</sup>, 2022 and April 14<sup>th</sup>, 2022.

Within two weeks of submitting the portfolios students will each meet with me for a learning conference in which we will discuss the learning reflection and the student's body of work, and collaboratively determine a grade for the portfolio.

In addition, students will submit a final project, which may be a traditional philosophical essay, but may also be an alternative such as a podcast, video presentation, or other creative work. Students may (but need not) work in groups of up to three people on the project. Both format and groups for projects must be approved by April 1<sup>st</sup>, 2022. The completed project will be due on April 18<sup>th</sup>, 2022.

Within 10 days after submitting the final project (that is, by April 29<sup>th</sup>, 2022) students will meet with me for a learning conference in which we will discuss the project, and collaboratively determine a grade for the portfolio.

The two portfolios will be worth 30% each, and the final project 40%. Calculations will be done using the official grade point scale of the university.

Here is a handy chart for those of you who are more visual information processors:

<b>Component</b>	<b>Due Date</b>	<b>Option 1 (max grade B+)</b>	<b>Option 2</b>
Portfolio 1	February 28 <sup>th</sup>	50%	30%
Learning Conference 1	March 1 <sup>st</sup> -14 <sup>th</sup>		
Portfolio 2	April 13 <sup>th</sup>	50%	30%
Learning Conference 2	April 14 <sup>th</sup> -20 <sup>th</sup>		
Final Project proposal	April 1 <sup>st</sup>	N/A	40%
Final Project	April 18 <sup>th</sup>		
Project Learning Conference	April 19 <sup>th</sup> -29 <sup>th</sup>		

## IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

### Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf](https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf).

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

### Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

### Student Support and Resources

Full details and information about the following resources can be found at [ucalgary.ca/current-students/student-services](https://ucalgary.ca/current-students/student-services)

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

### Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising> for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit [arts.ucalgary.ca/philosophy](https://arts.ucalgary.ca/philosophy). Further academic guidance is available by contacting Jeremy Fantl (Undergraduate Program Director [jfantl@ucalgary.ca](mailto:jfantl@ucalgary.ca)) or David Dick (Honours Advisor [dgdick@ucalgary.ca](mailto:dgdick@ucalgary.ca)).

### Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit [ucalgary.ca/student-services/student-success](https://ucalgary.ca/student-services/student-success).

### Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

### **Responsible Use of D2L**

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit <https://ucalgary.service-now.com/it> for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: <https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>. The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

### **Media Recording**

Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

### **Academic Misconduct/Honesty**

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at [ucalgary.ca/pubs/calendar/current/k.html](http://ucalgary.ca/pubs/calendar/current/k.html).

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

### **University Policies**

The Instructor Intellectual Property Policy is available at [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Intellectual-Property-Policy.pdf](http://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Intellectual-Property-Policy.pdf)

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at <https://www.ucalgary.ca/legal-services/access-information-privacy>. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).