

**Phil 1500-NFA: Major Issues in Philosophy**  
**Friday 2:30 – 5:35 PM | Room: B-Vert 12-116**  
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Socrates: “I see, my dear Theaetetus, that Theodorus had a true insight into your nature when he said that you were a philosopher; for wonder is the feeling of a philosopher, and philosophy begins in wonder.” (Plato, *Theaetetus* 155c-d [~369 B.C.], tr. Jowett)

“Why?... The little twisted sign that comes at the end of a question has a way of making the rich writhe; power and prestige come down upon it with all their weight.” (Virginia Woolf, “Why?” [1942] in *The Death of the Moth and Other Essays*)

### Office Hours

- Primarily for TTC prep: Wednesdays 1-2 PM (or by appointment) on Zoom <https://baruch.zoom.us/j/97490151657> | Passcode: philosophy
- Primarily for general support: Fridays 1-2 PM in person, Room 5-272 (first, enter 5-270)

### Mask Requirement as of 8/12/21

You are **required to properly wear a face covering** (over mouth and nose) in all times in our class, as per the mask mandate detailed by CUNY on August 12<sup>th</sup>, 2021. It clarifies that **everyone, regardless of vaccination status**, must:

- Wear a face mask inside all CUNY campuses and office buildings
- Wear a mask outdoors on campus when unable to maintain physical distance from others

<https://www.cuny.edu/coronavirus/university-updates/welcome-and-new-mask-mandate/>

Because physical distancing will likely not be possible in our classroom, eating is not permitted in class. We will have a short break each day. Please practice respectful habits; remember that none of us know each other’s health or living situations or our families’ particular vulnerabilities.

### Course Overview

What exists? What is the “self,” and how is it that I take myself to be the same person over time? How should we understand the social identity groups to which we belong? What can I know of the external world, and of others? What makes an action “moral”? What does it mean to live well, particularly given the ways in which our lives are impacted by injustices and networks of power?

Philosophy is a discipline of questions; this semester, we will pursue these questions and some possible answers and learn to look at our world, our practices, and ourselves with fresh eyes. As we do, we will practice many of the core methods of philosophy – close reading, charitable listening, careful analysis, clear communication and writing, effective reasoning, critically evaluating arguments, and sitting with uncertainty. Our course will focus on questions of the self, others, and the social world, with a particular interest in the ways that our belonging to and participation in various identity groups, structures, and institutions shape our experiences. However, this is not a survey course, nor is it an overview of the intellectual history of the discipline. In this class we will be *doing* philosophy together – engaging with a set of philosophical questions, methods, and ideas as we try to make better sense of ourselves, our world, and those things we do together. Although the complexity of our subject means that we will not always find clear answers to our questions, we will learn to treat uncertainty and ambiguity as opportunities for further reflection and choice.

You may be familiar with “the philosophical canon,” that is, a list of philosophical works that are dominantly judged to be of the highest significance. The “canon” is almost exclusively white, western, and male – not because of the superior quality of work emanating from such figures,

but because of social power and how “authority” has been historically assigned, leading from the widespread exclusion of marginalized voices from academia and beyond. In this class, I hope, we will see that philosophy is potentially much more inclusive – that the questions and methods of philosophy can come from, and can be answered by, many more voices than have been traditionally included in the “canon.” Although my own limitations and the scope of the course mean that we will not be able to cover all areas or ways of doing philosophy, our course will engage with a variety of approaches both standard and non-standard, from both within and without the formal discipline. Many of the questions we will ask, and the answers we will consider, arise only when knowledge from political and social movements, feminist theory, critical philosophy of race, decolonial studies, and more are brought to bear on the more canonical ideas from metaphysics (the study of reality and being), epistemology (the study of knowledge), and ethics (the study of what we ought to do). My hope is that you will bring your own experiences to bear on these questions as well, and that we will create a space for doing a kind of philosophy that is incredibly rich and relevant to our lives.

### Learning Goals

This course satisfies the Pathways requirement for Category 4, The Individual and Society. By the end of this class you will have:

- 1) acquired an understanding of some central philosophical questions and positions – particularly those that bear on the individual and society – in metaphysics, epistemology, ethics, and other areas (including feminist philosophy, critical philosophy of race, etc.)
- 2) learned how to identify a thinker’s project; honed the skills of reading comprehension, interpretation, and critically examining texts
- 3) read texts sympathetically and been charitable, active listeners to your peers
- 4) identified various thinkers’ claims, support, and lines of reasoning; reconstructed and evaluated thinkers’ answers to the questions of the course, including in discussion board posts and in a formal paper
- 5) improved the clarity and persuasiveness of written and spoken arguments; practiced offering reasons and support to back up a viewpoint or claim, including by raising worries to thinkers’ views, and entertaining objections to one’s own views
- 6) analyzed and defended judgments about philosophical claims in the face of competing judgments, including in respectful dialogue and collaboration with each other
- 7) collaborated with others to “teach the class;” practiced oral communication skills and guided us through some new questions, worries, examples, or lines of reasoning
- 8) made connections between core problems in philosophy and current sociopolitical issues or questions of personal or academic interest, including through a final project
- 9) developed a philosophical curiosity that will serve you outside of the classroom

### Accessibility and Support

Your success in this class is important to me. Your health – both physical and mental – and your safety are important to me. I hope that you will reach out whenever you are confused, need help, or have questions. If there are circumstances (including those brought on by Covid-19) that may affect your performance in this class, or accommodations that would make the course more accessible, please let me know. I know that you may not always feel comfortable sharing aspects of your home life with me, but I hope that you will communicate with me openly this semester. If you are experiencing hardships that may impact your performance in class, I am ready and willing to strategize with you and offer support (including through regular meetings with me, adapting assignments or deadlines, and/or utilizing campus services like the Writing Center, Disability Services, Student Academic Consulting Center, etc.). I am available during my office hours and via

email, but please do not expect me to reply to emails outside of regular business hours (9 AM – 5 PM on weekdays). If you have concerns or suggestions regarding any aspect of the course, please come and see me. I am committed to making this class a meaningful experience for all of you!

### Course Materials

You do not need to purchase any books for this course; all materials are available on Blackboard (BB). You *must* have the assigned text with you during class each day, *no exceptions*. Doing good philosophy almost always requires returning to the text. Cell phones and headphones are not permitted in this class. Laptop use is permitted, *as long as* it does not interfere with our discussions. If I find that laptops are becoming distracting – to you, or to your peers – I will revoke this privilege.

### Grade Breakdown

- Participation and Attendance – 10%
- Weekly Discussion Board – 25%
- Teach the Class – 15%
- Midterm Paper – 25% (5% for the plan; 20% for the paper itself)
- Final Project – 25% (5% for the proposal; 20% for the project itself)

### Weekly Discussion Board

**By Thursday evening each week, post to the relevant Blackboard forum.** Your post may be an independent response, or you may substantively respond to someone else's post(s). I will include some basic questions to help guide your thinking, but you need not respond to them directly. These forum posts are geared towards helping you practice the skills that we will be using in class and in your major assignments: engaging with the significant questions of the course, reconstructing some element of the source material, and offering some analysis, evaluation, or significant question. To fulfill these goals, there are a number of different things you might do in your posts. You might:

- a) explain how one or several of the thinker(s)/source(s) approaches, understands, or answers the questions of the week, and where we find evidence of this in the text/video (with pages noted); tell us your initial thoughts or evaluation of this answer.
- b) offer some criticisms or objections to how a thinker approached or answered the questions for the week (with page numbers or quotes to support your interpretation), and raise a question or commentary on how else we might respond.
- c) detail an area of the source material that you found particularly confusing, explain why you think the section is relevant to understanding the text or the thinker's answers to the week's questions (in other words, why the confusing part *matters*), offer an attempt at an interpretation, and ask your peers what they think. Note relevant pages!
- d) describe how you would have initially responded to the questions of the week, and show how the source material has impacted your thinking, raised some new questions for you, or led you to reconsider your initial viewpoint. Note relevant pages!
- e) respond to a peer's post, explaining what is interesting about their comment, what areas of the sources you find relevant to their comments or questions (with page numbers), what their post led you to think about or see differently, etc. If you are responding to a peer's post, be sure to add something new – a question, a connection, an example, etc.

You need not do all of these, but you must do more than simply summarize; you should critically reconstruct how the source(s) begins to address the week's questions (with page numbers – no formal citations needed) or some relevant section, and explain what initial assessment, thoughts,

curiosities, confusions, or questions you have. Feel free to draw connections to other areas of the class, raise examples, direct us to some relevant contemporary case, etc. You need not address every source for the week; feel free to focus on one, or draw connections between several. Importantly, there's no need to be an expert. When we meet in class, these posts will help me and your peers know what to focus on. So, when in doubt about what to post, ask a complex question about something relevant to the week's core topics – reconstruct which areas of the text(s) led you to think of the question, explain why you think the question matters, and invite your peers to weigh in. We'll aim to discuss it in class!

**Posts are due every Thursday at midnight, so that your peers and I have a chance to review them before class. There is no strict word count, but a good guideline is 200-300 words.** I will grade your submissions out of eight points; for full credit, your comment must reflect critical engagement with the material, sufficient and interesting details, and good reasoning. I will usually accept late work for partial credit, but please be considerate of the purpose of the assignment – to get you, and us, puzzling about the source material prior to our class session – and do submit on time. At the end of the semester, I will drop your lowest grade (meaning that you may miss one post without penalty).

### Participation and Attendance

I expect you to arrive each day ready to discuss the reading, ask questions about its meaning and merit, and help others find the answers. Reading, and contributing to our discussion of the readings, is the most central feature of this class; **if you have not done the reading, you will not be able to successfully participate in our sessions.**

Good participation presupposes attendance. I will assess you each day out of 3 points. You start the day with full credit, because I assume that you will attend and participate. Failure to attend class will result in a 0/3, but, at the end of the semester, I will drop your two lowest grades. This policy gives you the chance at two excused absences. To assess your in-class participation, consider: Did you participate in meaningful ways in our discussions, including by drawing on the readings? Did you enhance others' understanding of the text and its implications? Did you display practices of active listening? Did you encourage the participation of others, e.g. by refraining from monopolizing conversation and by respectfully responding to other students' remarks?

**I do not permit** any form or degree of discrimination against marginalized groups (i.e., on the basis of race, gender, sexual orientation, dis/ability, religion, citizenship, weight, etc.) in my class. Anyone who exhibits behavior of this sort will be reminded of this policy. If the behavior continues, they will be asked to leave.

I know that the coronavirus has impacted so many features of our lives, and that there may be good reasons why you may sometimes have to miss more sessions than you would under normal circumstances. I am **willing to work with you** to improve your grade; please communicate with me as much as you can, and we will strategize together.

### Teach the Class

**Each Friday, 2-3 students will do a partnered assignment called “teach the class.”** The aim of this assignment is for you to develop some expertise on the week's topics, and offer some thoughts, questions, extensions, and/or confusions to your peers. It *isn't* a formal presentation; your job is to “get the juices flowing” and invite your peers into conversation. Thus, the heart and soul of the TTC should consist of *questions* to your peers. In office hours (see below), I will help you plan and organize the TTC.

The TTC should last approximately 15-20 minutes, and there are a number of things that you might choose to do. **You might...** a) invite your peers into conversation about the questions

for the day, providing a backdrop or warm-up for the class session, b) zero in on one source or one section of a text, raising questions geared towards enhancing your peers' understanding, c) draw our attention to some feature of the sources and raise a worry, objection, or criticism, inviting your peers into conversation, d) raise a contemporary case or example that bears on the week's discussion, asking questions and helping to expand the scope of our attention, e) share, discuss, and/or raise questions about something that attracted you from the reading or appeared on the weekly Blackboard forum, f) raise connections between a preceding class and the new topic, and so on.

**Prior to your TTC**, you and your partner(s) should get in touch, meet, and come up with a plan. I *highly* recommend that you and your partner **attend my Zoom office hours on the Wednesday prior** to your presentation; if you cannot (and I insist that you try), then you must email me with your plan in time for me to provide written feedback (we may also be able to schedule an alternative time to meet). It is helpful if you have done the readings and prepped some initial ideas (and questions for me!) by the time we meet.

**During the TTC**, be sure to remind your peers of whatever might be relevant as background, explain the issue, topic, objection, or example you wish to raise, and include questions for discussion – get your peers talking! You may bring materials to share if you wish, but remember that this is a) informal and b) short – don't try to do too much. I will grade you out of 30 points, evaluating the success, clarity, and originality with which you introduce a topic or issue relevant to the week's study and engage your peers in conversation (with you and with each other).

**Note:** unless you plan ahead so as to apply your one “dropped” discussion board post for your TTC day, you *are* responsible for a post the week that you do a TTC. I recommend you do it early, and use it to start exploring your (and your peers') ideas and questions!

### Midterm Paper

Your **midterm paper** will allow you to practice critically reading, analyzing, and evaluating philosophical texts and ideas. The prompt options (from which you will choose) will ask you to engage with one of the core questions for the course by reconstructing the answer or argument given by one or more thinkers we have read – by drawing out their project or goals, their main claim (thesis) and supporting claims, their support, and the strategies they employ to explain and back up their reasoning – and evaluating it, by laying out your own claims and reasoning and supporting your evaluation with other course readings, examples, and discussion. Part of your paper grade will be attached to a “plan” that you will submit by email and discuss with peers during our writing workshop (see schedule below). We will discuss the paper in more detail as it approaches; we will also have a **writing workshop**, during which we will discuss requirements for writing and citing in this class as well as general advice for writing in philosophy.

Late papers cannot receive full credit and will be penalized in relationship to the lateness of the submission (standardly, by one partial-letter grade each day it is late). If you need an extension, email me **before the original due date** so that we can discuss and set an amended date. If you wish to discuss a late submission, feel free to email me. Although late papers cannot receive full credit, my goal is to make the course assignments meaningful and achievable for you. Feel free to see me at any point to discuss your writing!

### Final Project

Your **final project** will enable you to pursue some important question or problem of the course in a more creative manner. The project could take a number of forms – a podcast episode of your own creation, a recorded interview with accompanying analysis, a set of slides and (recorded) presentation, a paper, a work of art, poetry, or original fiction with accompanying analysis, an

application to or engagement with some other text or media, a community-based project with write-up, etc. The goal of the project will be to creatively bring your philosophical questions and analytical skills to bear on some real-world problem, sociopolitical issue, your major or core areas of study, some external text, media, or artwork, or some community or relational context. We will discuss these projects more in detail as they arise, and work together to develop an idea that excites you, allows you to draw on your interests and skills, and fulfills an appropriate standard of philosophical rigor. In pursuit of these goals, you will submit a **project proposal** a few weeks before the project is due and I will give you some feedback. Final projects will be graded on the degree to which they engage with some core question(s) of the course, display rigorous philosophical thinking, reasoning, and analysis, and creatively bring philosophical questions and ideas to bear on your chosen context.

Academic Integrity

Plagiarism – presenting others’ ideas or work as your own – **will not be tolerated** in this class. Please familiarize yourself with Baruch’s policies regarding academic honesty, available here: [https://www.baruch.cuny.edu/academic/academic\\_honesty.html](https://www.baruch.cuny.edu/academic/academic_honesty.html). Plagiarism on an assignment will result in a failing grade. Methods for avoiding plagiarism through proper citation will be discussed in class; additional resources are available here: <https://guides.newman.baruch.cuny.edu/plagiarism>. Remember, questions are always welcome in philosophy, so if in doubt about these policies, ask! I would rather grant an extension than receive plagiarized work.

Reading and Assignment Schedule

This syllabus, including the reading list, is subject to change. It is your responsibility to check your email for updates and refer to the newest version of the syllabus, available on Blackboard.

Date	Questions	Reading	Assignment
F Aug 27	What is philosophy? What goals and questions are driving this course? What is education for?	Plato, selections from the <i>Republic</i> (~375 BC) and <i>Theaetetus</i> (~369 BC)  James Baldwin, “A Talk to Teachers” (1963)	Day 1 Survey Due Friday Sept 3 <sup>rd</sup> at 11:59 PM
F Sept 3	No class	No class	No DB
F Sept 10	Who am “I,” and what is the self?  Identity, selfhood, and multiplicity.  <i>Identifying a project.</i>	Daniel Dennett, “Where Am I?” (1978)  Jorge Luis Borges, “Borges and I” (1960)  Gloria Anzaldúa, from <i>Borderlands/La Frontera: The New Mestiza</i> (1987)  Highly recommended: Mariana Ortega, from <i>In-Between</i> (2016) (more on Anzaldúa’s ideas)	DB post due eve of Th Sept 9

<p>F Sept 17</p>	<p>What makes me the same self that I was, over time?</p> <p>Personal identity over time. Transitions and trauma.</p> <p><i>Reading sympathetically and the principle of charity.</i></p>	<p>John Locke, selections from “Of Identity and Diversity” in the <i>Essay Concerning Human Understanding</i> (1690)</p> <p>Wandavision, “The Ship of Theseus” <a href="https://www.youtube.com/watch?v=cFLdaD4us5I">https://www.youtube.com/watch?v=cFLdaD4us5I</a></p> <p>Susan Brison, “Outliving Oneself” in <i>Aftermath: Violence and the Remaking of a Self</i> (2002) [cw: rape, sexual violence]</p>	<p>DB post due eve of Th Sept 16</p>
<p>F Sept 24</p>	<p>What is/are race(s) and gender(s)?</p> <p>The metaphysics of race and gender. Social construction.</p> <p><i>Philosophical reasoning.</i></p>	<p>Charles Mills, “But What Are You Really? The Metaphysics of Race” (1998)</p> <p>Robin Dembroff, “Is Gender Socially Constructed” (4 mins) <a href="https://www.youtube.com/watch?v=8o_LdRqW2AU">https://www.youtube.com/watch?v=8o_LdRqW2AU</a></p> <p>Lori Watson, “The Woman Question” (2016) [cw: transphobic violence]</p> <p>For further study (totally optional):</p> <ul style="list-style-type: none"> <li>- <i>This American Life</i>, “Black in the USSR” (2020) (podcast; 22 mins)</li> <li>- Robin Dembroff, “Why Be Nonbinary?” (2018)</li> <li>- Linda Martín Alcoff, “Skin in the Game: Whiteness Without White Supremacy?” (2016 article), “Latinos and the Categories of Race” and “Latinos, Asian Americans, and the Black-White Binary” in <i>Visible Identities</i> (2006)</li> </ul>	<p>DB post due eve of Th Sept 23</p>
<p>F Oct 1</p>	<p>What do we know? Do we have knowledge of an external world?</p> <p>Knowledge, skeptical doubts, and proof of an external world.</p> <p><i>Arguments.</i></p>	<p>Al-Ghazālī, selections from <i>Deliverance from Error</i> (1107 AD)</p> <p>René Descartes, selections from <i>Meditations on First Philosophy</i> (1641)</p> <p>Brain in a vat thought experiment: <a href="https://www.youtube.com/watch?v=zO0sSJB1TrI&amp;t=2s">https://www.youtube.com/watch?v=zO0sSJB1TrI&amp;t=2s</a></p> <p>G.E. Moore, selections from “Proof of an External World” (1939)</p>	<p>DB post due eve of Th Sept 30</p>

<p>F Oct 8</p>	<p>How do our positions within social structures and identity groups bear on questions of knowledge and ignorance?</p> <p>Situated knowledge and epistemologies of ignorance.</p> <p><i>Support, reasons, and evidence.</i></p>	<p>“Identity Matters: Standpoint Epistemology with Briana Toole” on the Examining Ethics Podcast (2018; 24 mins)  <a href="https://examiningethics.org/2018/10/33/">https://examiningethics.org/2018/10/33/</a></p> <p>Patricia Hill Collins, “Black Feminist Epistemology” (1990)</p> <p>Ijeoma Oluo, “White People: I Don’t Want You to Understand Me... Understand Yourselves” (2017)</p> <p>For more on active ignorance (totally optional): José Medina, selections from <i>The Epistemology of Resistance</i> (2013)</p>	<p>DB post due eve of Th Oct 7</p> <p>Writing Workshop next week! Bring one copy of your paper plan <b>and</b> email me one copy by class time on the 15<sup>th</sup>.</p>
<p>F Oct 15</p>	<p>What is epistemic oppression and resistance?</p> <p>Epistemic oppression and coloniality; epistemic resistance.</p> <p><b>Writing workshop today!</b> See fourth column →</p>	<p>Nora Berenstain, Kristie Dotson, Julieta Paredes, Elena Ruíz, and Noenoe K. Silva, “Epistemic Oppression, Resistance, and Resurgence” (2021)</p> <p>For further viewing (totally optional): Raoul Peck’s “Exterminate All the Brutes” on HBO, especially episode #2</p>	<p>DB post due eve of Th Oct 14</p> <p>Writing Workshop! Bring one copy of your plan <b>and</b> email me one copy by class.</p>
<p>F Oct 22</p>	<p>What (if anything) can we know of others?</p> <p>The problem of other minds and the possibility of knowing, loving, and understanding across difference.</p> <p>Guest: Nicholas Whittaker (they/them/theirs)</p> <p><i>Raising and answering objections.</i></p>	<p>Vrinda Dalmiya, selections from Ch. 6 of <i>Caring to Know</i> (2016)</p> <p>Nicholas Whittaker, “Antiblackness and Philosophical Duplicity” (2021)</p> <p>For further reading (totally optional):</p> <ul style="list-style-type: none"> <li>- Merle Woo, “Letter to Ma” (1981)</li> <li>- <a href="https://www.reuters.com/article/us-usa-poll-race/many-americans-have-no-friends-of-another-race-poll-idUSBRE97704320130808">https://www.reuters.com/article/us-usa-poll-race/many-americans-have-no-friends-of-another-race-poll-idUSBRE97704320130808</a></li> <li>- <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5053833/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5053833/</a></li> </ul>	<p>DB post due eve of Th Oct 21</p> <p>Midterm Paper Due Sun Oct 24 at 11:59 PM</p>
<p>F Oct 29</p>	<p>What is disciplinary power? How does power</p>	<p>Michel Foucault, selections from <i>Discipline and Punish</i> (1975), and;</p>	<p>DB post due eve of Th Oct 28</p>



	<p>affect our bodies and our sociopolitical lives?</p> <p>Power, discipline, normalization.</p> <p><i>Evaluating and applying philosophical ideas.</i></p>	<p>Read what you can of the following excerpts – the first helps us think about these ideas in the context of medicine &amp; diagnosis; the second, prisons &amp; policing; the third, gender &amp; femininity:</p> <ul style="list-style-type: none"> <li>- Eli Clare, selections from <i>Brilliant Imperfection</i> (2017)</li> <li>- Avery F. Gordon and Angela Davis, “Globalism and the Prison-Industrial Complex” (1998/1999)</li> <li>- Sandra Lee Bartky, selections from <i>Femininity and Domination</i> (1990)</li> </ul>	
F Nov 5	<p>Are my actions free or determined? How does this question bear on q’s of moral responsibility?</p> <p>Determinism, free will, and responsibility.</p> <p><i>Fallacies and poor reasoning.</i></p>	<p>Ted Sider, “Free Will and Determinism” in <i>Riddles of Existence</i> (2005)</p> <p>P.F. Strawson, selections from “Freedom and Resentment” (1962)</p> <p>Adina Roskies, “Neuroscientific Challenges to Free Will and Responsibility” (2006)</p>	DB post due eve of Th Nov 4
F Nov 12	<p>What makes an action “moral”?</p> <p>Right action and questions of motivation – duty and care.</p> <p><i>Analyzing competing viewpoints.</i></p>	<p>Immanuel Kant, selections from <i>The Fundamental Principles of the Metaphysics of Morals</i> (1785)</p> <p>For help with Kant: Barbara Herman, from “On the Value of Acting from the Motive of Duty” (1981)</p> <p>Virginia Held, “The Ethics of Care as a Moral Theory” (2005)</p> <p>Kyle Powys Whyte and Chris J. Cuomo, “Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies” (2017)</p>	DB post due eve of Th Nov 11
F Nov 19	<p>What do we do <i>now</i>?</p> <p>Thinking about repair when wrongdoing has already occurred and harm has already been inflicted and/or is ongoing.</p>	<p>Margaret Urban Walker, from <i>Moral Repair</i> (2006) [cw: sexual violence]</p> <p>The Unmute Podcast with Myisha Cherry, “John Torrey on Reparations” (2020)</p> <p>For further study (totally optional):</p>	<p>DB post due eve of Th Nov 18</p> <p>Final Project Proposal Due by 11:59 PM</p>

	<i>Discussion of final projects.</i>	<ul style="list-style-type: none"> <li>- On the non-consensual normalization of intersex and apology: Konrad Blair, “When Doctors Get It Wrong,” (2015) [cw: medical and sexual trauma]; see, for background, videos on BB</li> <li>- On when reform is impossible: Angela Davis, “The Fallacy of Prison Reform,” YouTube (2015)</li> <li>- On ongoing colonization and occupied lands – plug in your own address: <a href="https://native-land.ca/">https://native-land.ca/</a></li> </ul>	Sun Nov 28 <sup>th</sup> (or earlier)
F Nov 26	No class	No class  Final Project Proposal Due by email at 11:59 PM on Sun Nov 28 <sup>th</sup> (or earlier)	No DB  Final Project Proposal Due by 11:59 PM Sun Nov 28 <sup>th</sup>
F Dec 3	<p>What is happiness? What does it mean to live well?</p> <p>Various perspectives on happiness and human flourishing.</p> <p><i>Thinking philosophically in practice.</i></p>	<p>Aristotle, selections from the <i>Nicomachean Ethics</i> (~340 BC)</p> <p>Sara Ahmed, “Smile!” from the feministkilljoys blog (2017)</p> <p>For further listening (totally optional), from the UnMute podcast: Carrie Jenkins on Love and Happiness, Elizabeth Barnes on Disability and Well Being, Lindsey Stewart on Black Joy <a href="https://unmutetalk.podbean.com/">https://unmutetalk.podbean.com/</a></p>	DB post due eve of Th Dec 2
F Dec 10	<p>The semester is ending... so what do we do about all the questions we still have? What about our failures and limitations? How should we live?</p> <p><i>Listening to uncertainty.</i></p>	<p>Isaiah Berlin, “The Pursuit of the Ideal” (1988)</p> <p>Alexis Shotwell, “Against Purity,” <i>This is Not a Pipe</i> podcast (2017; 45 minutes)</p> <p>Kathryn Norlock, “Perpetual Struggle” (2019)</p>	DB post due eve of Th Dec 9
F Dec 17 at 3:30 PM	Sharing Final Projects & Wrap-Up	No reading – bring some notes to share your final project with your peers!	Final Projects Due F Dec 17 <sup>th</sup> at 12 PM (noon)