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Hours: T/Th after class and (for maximum flexibility) by apt.
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POLS 3740/PHIL 3930: Theorizing Structural Power: Capitalism, Racism, Patriarchy

This course concerns both (a) the metaphysics of material social phenomena and (b) the methodological and epistemic assumptions that are presupposed by the investigation of such phenomena. It is thus a course in both social ontology and the philosophy of social science. L P S R U W D Q W W K D W \ R X D S S U H t J u s t D o w n t h a s W a k A d v a n c e d P h i l o s o p h y c l a s s i t F R X U V actually is an advanced philosophy class

Unlike similar courses, this course is designed to teach you to think (philosophically) about structural power. , W · V H D V \ W R L P D J L Q H W K n D i v i d u a l s p e o p l e , a f f e c t i n g o r (or don't)-- or, we might say, exercising causal power(s) (or don't). But individuals are not the only type of social entity that causes effects in the world. Organized relationships between people and between groups of people (e.g. institutions such as the state) as well as whole systems of activity such as capitalism, racism and patriarchy too. R U H

We will begin by thinking carefully about the nature of irreducibly sociological phenomena, of social facts, - D V ' X U N K H L P W e d o c o n s i d e r w h a t (a) irreducibly sociological entities and the properties thereof; and (b) irreducibly sociological properties had by individuals contrast the view that such entities and such properties exist and ought to be studied by social scientists with the view W K H \ G R O G W W K H U H I R U t h a t , i n t h e e n d , t h e o n l y i n d i v i d u a l s b e a r i n g - relational properties that exist.

Next we will identify the distinct logics of capitalism, white supremacy and patriarchy respectively, by considering each of these systems on its own, in the form of what is sometimes called analytic abstraction. We will then

Often these questions are addressed via investigation of entities, subjective experience and the notion of "I". We will be mindful of these issues, but they will not serve as our primary lens. Rather than thinking about individuals (or even pluralities of individuals) we will be thinking about social formations² and at the meta-level about how to think about them most astutely

Given that this is an upper-level course in philosophy I am assuming that you enjoy thinking abstractly,

3. 2 short analytic papers² 15%

- #1 (5pps)- 7% H Q F K P D U N Q l y for the purpose of feedback and you cannot pass the class without doing it, but doesn't count toward final mark;
- #2 (5pps)- 15%

4. Final paper (67pp) ² 25%

This paper will be an analysis of ~~same~~ of your choosing, using the tools of the ~~class~~ will be required to address, and critique, alternate accounts of the issue, in the course of developing your own analysis. Due at the end of the term.

Mid-semester, you will be required

Additional University Information

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood mean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

[http://www.slu.edu/Documents/provost/academic_affairs/University wide%20Academic%20Integrity%20Policy%20FINAL%202015.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University%20wide%20Academic%20Integrity%20Policy%20FINAL%202015.pdf)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any faculty academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report to the University. If you speak with a faculty member about an incident of PLVFRQG XFW WKDW IDFXOW\ PHPEHU PXVW QRWLI\ 6/8·V 7LW Hall, room 366, akratky@slu.edu (814977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and requirements. Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once

POLSCI 3740/PHIL 3930: Capitalism, Racism and Patriarchy
Projected Reading Schedule Note: schedule may change to accommodate class learning needs
Spring 2019

Introductory Concepts

Week 1² Framing the Intellectual Project

Jan 15 First meeting: what to expect from the course

Jan 17: Introductory discussion? : K D W L V D ¶ V R F L D O I D F W · " μ

Emile Durkheim, *Rules of Sociological Method*, ch. 1 [scan]

For examples Peggy O'F, Q W R V K vilege Unpacking the Invisible

. Q D S V D F N μ

<http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>

Week 2² Philosophical Vocabulary

Lecture based (any readings t.b.a)

Jan 22 Entities & the properties thereof

Jan 24 Positivism & ontological individualism vs. structural explanations & emergent phenomena

Week 3² The Reality of Sociological Phenomena Structures

Jan 29 & 31

Additional reading t.b.a.

Sally Haslanger, *What is Social Structure?* : K D W L V D ¶ R F L D O ¶ W U X F W X U D O ([S O D Q D

<http://sallyhaslanger.weebly.com/uploads/1/8/2/7/18272031/haslangerwhatissocialstructuralalexplanation.pdf>

Week 4² On the Relationship Between Structures and Individuals

Feb 5 & Feb 7

Mainly lecture; new readings t.b.a.

Week 8² Abstraction #3 & DSLWDOLVPμ´ERQWV 2ZQ

March 5 & 7

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:RRG ´7KH YHUVXV ¶:H WKH 3HRSOH)URP \$QFLHQW WF
&LWLJHQVKLSμ >VFDQ@

SPRING BREAK

Week 9² Discussion continued if needed; otherwise begin Part 2 of the course

March 19 & 21

Dialectical Dynamics: Patriarchy, Racism Capitalism

Week 10² Thinking Dialectically About Gender

March 26 & 28

Week 1415 ²Discussion Continued
April 23, 25, 30

May 2 (review)