

Teaching Portfolio  
Ariana Peruzzi Sancio

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# Teaching Statement

*Discussion is not only a way to learn, but is also a skill to be learned.*

*– Diana Hess, Controversy in the Classroom*

As an instructor, I prioritize two things: teaching students to discuss in the mode of democratic deliberation, and honing their exegetical skills. My students learn to listen actively, interpret charitably, and reconstruct arguments carefully and creatively.

My teaching practice is informed by my own love of philosophy. My first exposure to philosophy was in classics and history of philosophy classes, where I was taught to approach the texts with excitement and reverence. I want my students to experience the joy and exhilaration of decoding a difficult text and finding a gem of insight or wisdom. This is why I prioritize teaching the skills of exegesis including close-reading, argument reconstruction, and charitable interpretation. I also believe these skills are the foundations of all good philosophy. We learn to construct our own arguments by reconstructing the arguments of others.

Throughout the semester assignments are scaffolded: students turn in close-reading notes, argument reconstructions, then intros, outlines, short essays, and essay revisions, before they are assigned a final longer essay at the beginning, I devote several class periods to the practice of close-reading. For example, when I taught PPE 300, my students worked together in pairs to interpret passages from assigned readings by F. Hayek and Adam Smith. Since the students really struggled with this exercise, we then worked as a full group to break the passage down line by line on the board and identify the context clues that allow them to follow the line of argument.

Once students have some level of comfort with close reading, I assign them argument reconstructions. They take key passages and translate them roughly into premise-conclusion format. I encourage my students to see themselves as paleontologists working to carefully unearth the bones of the argument. I want them to know that exegesis requires creativity. Just as a paleontologist has to reorder the bones they find and infer the existence of missing ones, my students learn how to distinguish and reorder the different premises in a jumbled passage, and to infer the existence of implicit premises and assumptions. In this way students develop the capacity for systematic thinking and the skills to construct original arguments of their own.

Since I usually teach classes in ethics, political philosophy and PPE (philosophy, politics, economics), I have adapted the usual methods of teaching exegesis to better fit the subject matter, and to be more collaborative and inclusive. Some of the common ways of teaching exegesis can alienate students from philosophy and from each other. This is why, in contrast to the traditional methods, I teach my students that interpretation and argumentation are activities that *we do together*, in conversation with our peers. I also emphasize that close textual engagement is not just an end in itself, but a platform for discussions where students learn from testing ideas out with each other.

Hence, the second thing I prioritize in the classroom is learning how to discuss together productively. The mode of discussion that I teach is democratic deliberation, a concept borrowed from Diana Hess' *Controversy in the Classroom*. By democratic deliberation, I mean productive, authentic, and respectful deliberation undertaken by participants who recognize each other as equals and have differing views. As Hess has argued, when we model democratic deliberation in the classroom we prepare students for their roles as decision-makers in our democracy (Hess 28).

This mode of discussion is particularly well-suited to value-theory and political philosophy classes, where students must confront genuine public controversies together. My students discuss wide-ranging matters of policy, such as the legality of sex work, whether the death penalty can be justified, and the nature of social categories like race and gender. These debates are tricky, which is why I work with students to build their capacity to disagree productively and learn from their disagreements.

In this context, it is key to encourage students to trust and respect their peers as sources of insight. Democratic deliberation, by definition, requires that deliberators stand on equal footing and relate to each other as equals. I encourage students to engage with each other as intellectual and moral equals by giving students clear guidelines on how discussion fits with the educational goals of the course, and setting boundaries regarding acceptable speech early. I also explicitly teach students to engage horizontally in the classroom, that is, to talk directly with each other and not *just to me*.

I use various exercises to teach students to listen and make space for each other. On day one we start with an exercise to encourage active listening: every student who speaks must begin by summarizing the idea of the person who spoke before them, before they have a chance to reply. This exercise helps the student learn to listen actively, respond directly and charitably to each other, and ask intellectually curious questions of each other. This is one of several active listening exercises I employ in the first few weeks. I also ask students to post on Canvas discussion forums about once a week answering a prompt and replying to each other's answers. Students are required to respond substantively to each other, and I give them feedback privately on whether their replies are actually charitable and substantive.

I want my students to be the protagonists of their own education. This is why I focus on building the skills necessary for students to learn directly from the texts, and from each other. I hope that they leave my class with the capacity and the drive to negotiate difficult conversations and read difficult texts.

## Recent Student Evaluations

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During the past four academic years (five courses), my student evaluation averages have been higher than or equal to the university and school averages for every instructor question. On the following pages you can find the full instructor report for the course that I solo-taught, and aggregated and unedited comments from the other four courses I have taught in the last four years.

Question	My Avg	University-Wide Avg	School/College Avg
Overall, was an excellent teacher	4.84	4.67	4.8
Seemed well prepared for class	4.95	4.8	4.88
Explained material clearly	4.86	4.7	4.74
Treated students with respect	4.96	4.86	4.88
Put material across in an interesting way.	4.7	4.55	
Appeared to have a thorough knowledge of the subject.	4.83	4.83	
Sensitive to student difficulty with course work.	4.8	4.67	
Acknowledged all questions insofar as possible.	4.88	4.8	
Willing to meet and help students outside class.	4.88	4.8	
Encouraged student participation in an equitable way.	4.8		

### Student Evaluation Instructor Questions (Quantitative)

\*spaces left blank when data was not available

# University of Michigan

## Summer 2021 Instructor Report With Comments PHIL 154-201: SciFi & Phil

### Ariana Peruzzi

20 out of 40 students responded to this evaluation.

#### Responses to University-wide questions about the course:

	SA	A	N	D	SD	N/A	Your Median	Univ-wide Median	School/College Median
This course advanced my understanding of the subject matter. (Q1631)	14	6	0	0	0	0	4.8	4.6	4
My interest in the subject has increased because of this course. (Q1632)	12	4	2	2	0	0	4.7	4.3	4
I knew what was expected of me in this course.(Q1633)	15	4	1	0	0	0	4.8	4.6	4
Overall, this was an excellent course.(Q1)	12	7	0	0	0	0	4.7	4.4	4
I had a strong desire to take this course.(Q4)	9	6	3	2	0	0	4.3	4.0	3
As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier). (Q891)	1	6	9	4	0	0	3.2	2.9	2
How did you participate in this course? (SA=Attended most synchronously, A=Attended most asynchronously, N=Attended most in person, D=Attended some in person and some online) (Q1854)	17	2	0	1	0	0	4.9	4.6	4

#### Responses to University-wide questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median	Univ-wide Median	School/College Median
Overall, Ariana Peruzzi was an excellent teacher.(Q2)	16	4	0	0	0	0	4.9	4.7	4
Ariana Peruzzi seemed well prepared for class meetings.(Q230)	19	1	0	0	0	0	5.0	4.8	4
Ariana Peruzzi explained material clearly.(Q199)	18	2	0	0	0	0	4.9	4.7	4
Ariana Peruzzi treated students with respect.(Q217)	19	0	0	0	0	0	5.0	4.9	4

#### Responses to questions about the course:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median
I developed plans to take additional related courses. (Q144)	9	1	5	3	1	1	4.0	3
Writing assignments were interesting and stimulating. (Q319)	13	6	1	0	0	0	4.7	4
Grades were assigned fairly and impartially. (Q365)	14	5	0	0	0	0	4.8	4

## Responses to questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median
Ariana Peruzzi put material across in an interesting way. (Q205)	14	6	0	0	0	0	4.8	4.6
Ariana Peruzzi appeared to have a thorough knowledge of the subject. (Q207)	17	3	0	0	0	0	4.9	4.9
Ariana Peruzzi was sensitive to student difficulty with course work. (Q211)	16	4	0	0	0	0	4.9	4.7
Ariana Peruzzi acknowledged all questions insofar as possible. (Q216)	17	3	0	0	0	0	4.9	4.8
Ariana Peruzzi was willing to meet and help students outside class. (Q219)	16	3	0	0	0	1	4.9	4.8

The medians are calculated from Summer 2021 data. University-wide medians are based on all UM classes in which an item was used. The school/college medians in this report are based on classes that are lower division with enrollment of 16 to 74 in Division of Humanities in the College of LS&A.

## Written Comments

**How did the teaching techniques (e.g., certain technologies used, specific approaches to testing and assignments, asynchronous or synchronous teaching methods, instructor flexibility, class interaction, small group work, other teaching methods) of this course serve the aims of this course/ or serve your learning in this course? (Q1872)**

Comments
The techniques served the course well. During this time of Covid, Zoom is the best option and it worked well for the discussions.
Kahoot was fun! The readings were interesting and managable!
The readings were all in one place and easy to access. The schedule in the first class announcement made accessing readings and lecture videos simpler. The breakout room discussions gave each person more time to speak. The use of reactions in class made it easier for each individual person to contribute without monopolizing class time. The kahoots were great for review. I liked that there were options for the discussion posts and papers.
Videos were really helpful in understanding extra material, the readings often just confused me more though.
synchronous discussion on zoom helped with group discussions
We split into smaller groups for our synchronous meetings and it made the discussions much better.
I think the discussions generally worked pretty well, but it's a little awkward sometimes to get the right timing and they varied a lot by who else was in the group.
I appreciated the lectures sent ahead of time. I also thought the mix of small- group work and full-class talking was beneficial.
Breakout rooms in discussion were very helpful in advancing my understanding and having access to lecture recordings allowed me to rewatch sections that I did not understand.
N/A
Giving specific instructions about each assignment helped me learn more about the course.
I like how the lecture videos always provide a good summary of the reading & philosophy concept because sometimes the ideas could be hard to grasp

**Given your experience in this course, what teaching techniques do you think the instructor should continue to use in the future (e.g., certain technologies used, specific approaches to testing and assignments, other testing methods, asynchronous or synchronous teaching methods, instructor flexibility, class interaction, small group work, other teaching methods)? (Q1873)**

Comments
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Breakout rooms and stimulated class interaction were very helpful
Ariana should continue to hold discussions as she does. When there is a standstill in a certain question, Ariana should continue to pose questions to get the group's mind stimulated.
I thought the 10% of the grade for the revision was a unique approach for allowing students to improve their previous writing and work on argumentation skills.
Having students write down responses helped in getting people to participate once breakout rooms met up again, so that will be useful in the future if a class is hesitant to speak. Everything I mentioned in the above response was also useful.
I really liked that you split up the discussion sections. I think this helped in allowing everyone to participate. I think if that is able to happen in the future again, it should!
using zoom and kahoot to start the class
I really liked that every time we were given material to read, it would be followed by an asynchronous lecture on the material. It helped me understand what I was supposed to get out of the readings.
I think the kahoots were a fun way to review the reading assignments and they help break up the pace of the lecture.
I really appreciated the organized assignment sheet.
Kahoots and small group discussion like breakout rooms would be helpful even for in-person class. Having access to lecture recordings would also be helpful for review/paper writing.
N/A
I enjoyed watching the lecture videos before class, this allowed me to understand the concept prior to the start of class.

### Comment on the quality of instruction in this course. (Q900)

Comments
Great teacher. One of my favorite classes at my years at UofM. I learned a lot about philosophy and have a completely different outlook in life. Will be looking for classes with her in the future.
Discussion was good and engaging. Students seemed to be engaged in both sessions. Questions that Ariana posed helped pick our brains and gave a good flow to the class.
Them mfn Kahoots were fire 🙌🙌🙌
I thought this class was really well done and I had an enjoyable time despite the obstacles of zoom. Ariana was a really good teacher and always really prepared and professional. She really is passionate about the subjects and it shows.
Ariana did a great job in giving a broad overview of philosophy even in a shortened semester. Her lectures made difficult ideas more digestible. She fostered a comfortable space for students to discuss relevant issues and compare different opinions while respecting one another.
Quality of this course was really well done. Encouraging everyone to talk and validating each student's comments was very encouraging and helpful.
Overall it was a really enjoyable and fun class
Professor Peruzzi is an excellent instructor. She is extremely knowledgeable about philosophy and explains it in a way that makes sense. She's very adaptive to students and makes time for everyone. The workload is interesting and manageable.
I think Ariana did a good job of balancing discussion and lecture sections of the class and encouraged a lot of participation. I also felt that she was good at understanding different students' perspectives and putting them back into the context of the material for the class.
Ariana is a great teacher. I really enjoy her explanations of complex topics, because she breaks them down in a way that I aspire to be able to! She is really great at repeating ideas back to individuals to clarify what is being said. A great communicator and a very interesting course!
The class was very interesting and did a good job of giving an overview of different areas of philosophy.
Love it!! Really enjoyed the discussions and how we were able to bounce ideas off each other. The materials were generally explained really clearly, and I would def take more philosophy classes in the future:)
Was very understanding when I had to miss class! :) I'm an incoming freshman and this course makes me excited to go into UMich and maybe check out the philosophy department

## How can Ariana Peruzzi improve the teaching of this course? (Q901)

### Comments

Maybe with more class activities, but I feel like she was very engaging and very accommodating for other students' problems.

If the class had an exam, posting the questions as a quizlet would be pretty useful. To look at the schedule, I would always scroll to the first announcement to click on it, so putting it in an easier to access spot could make it simpler to see the schedule. One annoying thing was that the asynchronous lectures on bluejeans would not save where you left off, but I don't think there's any way to fix this.

The readings were very lengthy for a summer term. I think in the future they should be shortened for a term this short. In addition, I would have appreciated if the lecture videos were posted more than a day in advance. A couple times I wasn't able to watch them or fully comprehend them because I would have to work the day before and day of and would have to listen to them in the car or clips at a time.

More podcasts > the rabbit hole one was amazing

I personally thought the synchronous meetings could have been longer. I felt like we were rushing to get through material sometimes. I know that this is probably due to the shortened summer semester however.

I wish it were longer honestly, which I usually would not say about courses.

I wish each class period had more time for idea sharing, it felt like the ball would really get rolling by the end of the course always, which cannot necessarily be avoided without more time.

Reading/watching or even listing examples of other uses of the philosophical concepts in science fiction might help clarify ideas and the connection to science fiction.

More interactive opportunities in class for students to participate. Students learn best from other students.

maybe offer a peer review optional session for the final essay, especially for the underclassmen newer to this.

## Student Comments

– for all four courses for which I served as GSI-instructor, since Winter 2020  
[Comments for each course are complete and unedited]

Phil 444: Groups and Choices, Winter 2023

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### **Comment on the quality of instruction in this course.**

- Ariana is excellent in a discussion setting and I am grateful to have had her as my GSI this term. Really, she was phenomenal and an excellent person to talk to about the subject.
- Ariana was an excellent GSI. I thought the discussion activities were well-designed and super helpful. I learned the most from Ariana because she was able to explain it way more clearly than the professor
- Really enjoyed having Ariana as my GSI as she helped simplify really complicated concepts at times!
- Ariana is one of the best teachers I have ever had. She is friendly, knowledgeable, and helpful. She consistently goes above and beyond to help her students. I wish we had more time in the course to learn from her expertise. Ariana is truly a talented educator, and a joy to be around. I know that she will be an asset to whichever university she goes to next.
- Ariana was an excellent GSI and she was honestly the reason why I am passing this course. She was super available to help me with my weekly assignments and writing assignments (even the day before the strike) to answer all of my questions. Ariana explained material way more clearly than Professor Weatherson and I was so grateful to have her as a GSI. I wish that the semester did not have to end the way that it did so she could have helped us with our final paper, but I am glad that the grading is lenient as a result of the situation.

### **How would you change this course?**

- Less focus on the nuts and bolts of game theory and more focus on making clear arguments related to readings. The course frequently seemed to veer away from the main arguments of O'Connor's book, for instance, and into obscure points that, while interesting, did not serve to help develop a coherence around the ideas in the course.
- I think the lecture needs some major reconstruction because there is so much material and it is very confusing. The discussion section was the most beneficial to me, though, because I felt like a lot of my questions could be answered there.

### **What are one to two things your instructor did to support your learning?**

- 1. give comprehensive feedback very quickly, for the problem sets at least and 2. discussion sections were seriously helpful
- Ariana was available often for office hours, and was very open to answering any range of questions about the course content. She was incredibly helpful and kind, and offered numerous resources every step of the way. The paper-writing guides were not only fantastic, but went completely above and beyond what, in my experiences, GSIs and instructors provide to students.
- Willing to help me when office hours didn't work with my schedule and had organized plans for discussion each week.

Phil 110: Introduction to Ethics, Fall 2021

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### **Comment on the quality of instruction in this course.**

- I thought Ariana did a great job of diversifying the discussion every week and inspiring a lot of engagement from the class! She was very kind and respectful of students always.
- Excellent, a very understanding instructor who always made me feel like my concerns and problems were heard and understood.
- I really enjoyed this course and the quality of instruction. The two-hour discussion can just be a bit long.
- High quality! She was a great instructor
- I was very impressed with the detail Ariana put into each class.
- Ariana is an amazing GSI and often stimulated class discussion in a thought provoking way. She was very approachable and made the class feel like a comfortable space to be in.
- very organized and easy to follow
- Ariana was very knowledgeable, which was useful in course instruction, but the actual teaching sometimes put students on the spot and interaction occasionally felt unprepared in the classroom setting. Sometimes assignments or activities meant to encourage more open responses by offering anonymity would become moot as students would be asked to share their responses after the activity was complete. Overall, though, this class was helpful in clarifying and advancing my understanding of lecture material.
- Very thorough and effective!
- It was ok. I felt confused a lot and I felt like the discussion section didn't do much to help me but probably more so the course's fault rather than Ariana's fault.
- The quality of instruction for this course was great. A good mix of lecture, discussion, and group work. I think Ariana did a great job touching on all the significant points in lecture efficiently and thoroughly.
- I really enjoyed how this section was taught and I think that Ariana did a great job of clarifying difficult material from the lecture!
- Great job helping understand difficult concepts
- I loved the engagement and in class activities with all students together and groups
- Ariana was a fantastic instructor. She was really great about hearing out student ideas and fairly considering all sides of a debate. She was also really knowledgeable about the material and answered questions really well. Overall, I felt really comfortable speaking up and participating in class.
- Ariana is a great GSI and demonstrated knowledge of the subject.
- I thought the material was communicated very well and got us to really think about the topics being discussed in various ways
- N/A
- Instruction in this course was excellent. Ariana did a great job of teaching uses a variety of ways (kahoots, group work, large discussions, etc.)
- Ariana was amazing. Definitely helped spark my interest in the course as she guided the learning in a way where I was able to teach myself a lot of the information.
- Ms. Peruzzi made sure to make the material accessible and understandable to us, and was very accommodating of questions. She was a great teacher!

### **How would you change this course?**

- I would make the discussion section a bit shorter. I found that by the end of section many people felt drained and a bit less inspired. I think the activities could be consolidated into 1 hour or 1.5 hours and encourage stronger participation.
- I wouldn't change a thing
- I would make note outlines.

- N/A
- I would not!
- more real world examples
- More grade specificity on writing assignments (only one of three writing assignments submitted came back to me with individual comments. On the others, it was difficult to figure out where I lost points, especially considering the subjective nature of argument and topics in philosophy). More open discussion and structured assignments (I thought the "taking sides" activities were interesting and effective--could be nice to implement more similar tasks and activities) that can still hold up when the class isn't feeling particularly engaged.
- I don't know if there's anything I would necessarily change but the one thing that did become challenging at times was the overall length of the discussion sections: it made it hard to hold focus sometimes but overall it was great!
- I think taking Fivers before being able to talk about it at all is a bad way to go about things because a lot of the readings are tremendously confusing and a lot of people are confused going into discussion hoping to get a better understanding of the concept yet then we have to take a quiz on it.
- The one thing I noticed was during group work there seemed to be hesitation and non participation in groups. The one thing I would change is somehow requiring all group members to participate in one way or another so a couple people in the group are not doing nothing.
- I think it would be nice to do a wider variety of activities
- Clarifying lecture concepts would be helpful
- I would maybe have more in class assignments ?
- I wouldn't. I think having the course revolve heavily around student discussion was really helpful.
- I would adjust the discussion time from being 2 hours to an hour or 1.5 hours.
- I think I would do more of the exercises where the class participates as a whole as opposed to the ones where we break off into small groups. When the whole class participates we get to hear from quite a few people and the conversation was able to be stimulated by Mrs. Peruzzi which I found very helpful, but once we broke off into small groups to work independently, people did not really have much to say and it felt more difficult to fully participate.
- N/A
- I would add more time discussing the readings. Although the kahoots and fivers helped cover the readings, a longer discussion about the main points may have been useful.
- N/A
- For some of the moral dilemmas we discussed, I would have liked to see more of a debate between two sides. For some topics, our readings argued strongly for one specific viewpoint, and I would have liked to see multiple viewpoints.

Phil 359 Law and Philosophy, Winter 2021

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[This class fulfilled the Race & Ethnicity requirement. It was also taught remotely.]

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#### **Comment on the quality of instruction in this course**

- Very good. Ariana was great at both explaining and being prepared for class
- Ariana was amazing! She guided discussion very well and always tried ways to keep the discussion engaging. She was receptive to our feedback and the discussion was a joy.
- Ariana is one of my favorite GSI I have had yet. She was so kind and a really great instructor. I wouldn't have done as well in this class as I did without her willingness to always help and clarify concepts.

- Excellent. I always left discussion with a better understanding than before. The facilitation of discussion was very effective at getting different opinions and voices, and that helped me to see how different people can have different views on a topic as well as (most importantly) how we can defend our views and arguments.
- I thought Ariana was an excellent instructor. She always came prepared to explain the class materials further and help distill what was to be taken away from the material. She listened to students and was considerate of their needs, and always helped us to have a safe and comfortable learning environment. I know that at certain points I was struggling this semester, and Ariana cared and listened when I brought my concerns to her, illustrating how good of an instructor she was.
- Ariana was an excellent course instructor who properly utilized the professional/personal boundary as a GSI. This helped the class to buy into the method of instruction and created more effective discussions.
- Ariana is an excellent GSI! She answered all questions and facilitated very engaging discussions.
- Ariana was excellent. I really couldn't have asked for a better instructor. I would take another course that she was instructing just to have her in class again.
- The GSI was a great instructor. The quality of her work was great and I really liked how she came prepared with her own handout. She had extensive knowledge of the material so she was able to answer my questions thoroughly.
- Ariana did an excellent job with this class – I ended up finding it way more interesting than I was expecting and I attribute much of that to her teaching. She was consistently engaged in the teaching process, getting feedback from students and implementing it as she best saw fit. She made what was an already-interesting class exceptional.
- Ariana is really knowledgeable about the course content and always helped explain and reinforce the material during discussion section. Ariana was also really good at moderating the discussion so that we stayed on topic but also were able to drive the discussion in directions that were most interesting to us. I appreciated that Ariana also took time to help us with our papers and provide us resources on writing philosophy papers in general.
- Ariana was a very knowledgeable and thorough teacher. She took care to ensure all students felt familiar with the material and regularly reviewed core concepts. She kept discussions organized and facilitated ample participation.

**Please comment on how your understanding of race or ethnicity has changed as a result of this course.**

- Comments
- I further understand the racial underpinnings in the constitutions constructed through SCOTUS rulings and more recent legislation
- I have a much stronger understanding of the moral and legal implications that accompany race and ethnicity.
- I learned a lot more about what is considered race under the law. I think my knowledge on race and ethnicity definitely expanded.
- I have learned more about the legal history and current laws surrounding race and ethnicity, especially regarding discrimination.
- I have also learned about different ways we can define and consider race and ethnicity, which I hadn't thought about before this class.
- I think there were thought provoking discussions of race and ethnicity throughout the course, and how law and philosophy relate to those heavy concepts.
- my understanding of race and ethnicity changed as a result of discussion about racial issues in the context of hiring discrimination and other legal practices that enshrine racial bias in the law.
- Both race and ethnicity are understood through multiple dimensions, so our approach to combating racism and discrimination must be multi-dimensional. This course allowed me to sharpen my understanding of

discriminatory precedents within the law, as well as my understanding of the precedents meant to combat discrimination. As I move forth in my education and a future career in law, I will be able to make sharper arguments around topics of justice.

- We had a section where we talked about race and ethnicity in politics, especially in court cases. It showed me that race and ethnicity is a huge factor in politics.
- I have a much better understanding of the legal history of race and ethnicity in the United States and how it has evolved through the country's development. I also understand much better some of the philosophical questions and potential responses on ideas of race.
- I have taken multiple classes at Michigan that meet the race and ethnicity requirement, and this class has by far addressed the requirement most thoroughly. Even though the class took a particular lens (moral and legal), I still felt like I got a good introduction to the social construction/philosophical principles of race and ethnicity.
- I gained a more nuanced understanding of different racial theories (realism, subjectivism, constructivism, etc.) and types of discrimination (e.g., agential and structural).
- great communication and she made students comfortable, making discussion enjoyable
- Great.
- Ariana cared about each of her students and strived for each of us to gain group experience. This was the class where I felt like it was almost in-person.
- excellent
- Ariana was a wonderful GSI, she was very helpful in answering questions and making the course material understandable and engaging.
- Ariana was wonderful. I am grateful to of had her as my instructor for this course.
- The quality of instruction was phenomenal and I think that Ariana did a great job!
- clearly very prepared for class meetings, created a positive environment that facilitated participation
- Very good
- I believed that she taught this section very well. However, I thought that the grading was a bit harsh when it came to papers. Some of my peers agree with me on this. This will likely be the main reason why my grade is going to be a B. I am not going to say my papers were perfect, but I believe they were not borderline B->C level.

#### **How can Ariana Peruzzi improve the teaching of this course?**

- breakout rooms were the only issue with the class being on zoom. Ariana did really well with keeping us engaged, but the breakout rooms were an issue. Im not sure how to fix this besides the method that Ariana used, which was prompting everyone to talk at least once in our big group discussions.
- Many times I felt a sort of "imposter syndrome" and therefore did not speak up. This is more of a me thing but I figured I would bring it up.
- n/a
- Nothing can be improved because she did amazing already teaching this course
- I think she was great, but she can do even better with things not all online.
- I think that Ariana did a great job this semester!
- None, she was a great teacher.
- Perhaps less harsher grading. People's lives depend on grades. I understand harder grading is to encourage better work, but I believe it should be shown in the comments, not the grade.
- I think the simulation conversation was a solid idea but you made it somewhat hard for her to manage which I feel like could have been made easier.
- More kahoots!
- Overall, the teaching was excellent – the variety of discussion structure allowed for a lot of different skills and concepts to be learned in different ways.

- I don't think there was much, if anything, to improve. I would say that I wish we talked a little more about how to write/structure philosophy papers before the first was due instead of before the second (so that we were better prepared for the differences between philosophy papers and normal academic papers).
- I thought that Ariana had very few areas for improvement, she was truly an excellent GSI and made this class very enjoyable despite the rigor.
- Maybe I am suffering from a lack of imagination, but I really can't think of how Ariana could have done better. She was an amazing instructor, in a very tough semester to be both an educator and a student. I have no doubt that any classroom would be better off with her in it.
- She was a great instructor. She did everything I wanted to see in an instructor and more. The only thing I would suggest is to not stress participating so much, as it makes people think that they are forced to do something.
- Though I do not think that there are specific things that Ariana could change to improve her teaching, I wish that we did more breakout rooms, though I understand her reasoning for limiting them as the semester went on.
- Maybe providing alternate modes of earning participation points than speaking frequently in class, because this was difficult to do over Zoom.
- As mentioned earlier, participation could be distributed a bit more evenly. I also think discussion sections could do a little less---we are almost always running out of time and trying to tackle less per 50 minute interval would be helpful.

**Please comment on how your understanding of race or ethnicity has changed as a result of this course**

- I further understand the racial underpinnings in the constitutions constructed through SCOTUS rulings and more recent legislation
- I have a much stronger understanding of the moral and legal implications that accompany race and ethnicity.
- I learned a lot more about what is considered race under the law. I think my knowledge on race and ethnicity definitely expanded.
- I have learned more about the legal history and current laws surrounding race and ethnicity, especially regarding discrimination.
- I have also learned about different ways we can define and consider race and ethnicity, which I hadn't thought about before this class.
- I think there were thought provoking discussions of race and ethnicity throughout the course, and how law and philosophy relate to those heavy concepts.
- my understanding of race and ethnicity changed as a result of discussion about racial issues in the context of hiring discrimination and other legal practices that enshrine racial bias in the law.
- Both race and ethnicity are understood through multiple dimensions, so our approach to combating racism and discrimination must be multi-dimensional. This course allowed me to sharpen my understanding of discriminatory precedents within the law, as well as my understanding of the precedents meant to combat discrimination. As I move forth in my education and a future career in law, I will be able to make sharper arguments around topics of justice.
- We had a section where we talked about race and ethnicity in politics, especially in court cases. It showed me that race and ethnicity is a huge factor in politics.
- I have a much better understanding of the legal history of race and ethnicity in the United States and how it has evolved through the country's development. I also understand much better some of the philosophical questions and potential responses on ideas of race.
- I have taken multiple classes at Michigan that meet the race and ethnicity requirement, and this class has by far addressed the requirement most thoroughly. Even though the class took a particular lens (moral and legal), I still felt like I got a good introduction to the social construction/philosophical principles of race and ethnicity.

- I gained a more nuanced understanding of different racial theories (realism, subjectivism, constructivism, etc.) and types of discrimination (e.g., agential and structural).
- I've learned more than I expected about race and ethnicity entertaining with laws and the government.
- I learned lots of stuff about race and ethnicity, such as its essence, past discrimination due to it, laws relating to it, and why it matters in our lives.
- Diving into our morals in relation to Affirmative Action drove me to understand my perception of race and ethnicity more than I expected. Not only did we learn about court cases but we focused on how we feel about them.
- not much
- I feel like I have a better understanding of race and ethnicity from the class, especially the historic and systemic issues in the U.S. surrounding race.
- I really think I just gained a better understanding of the ways that race and ethnicity are underlying themes that aren't always explicitly noticeable
- I really started to learn more about race and ethnicity simply by reading resources written by different people from different backgrounds. Also, our discussion section had people from different walks of life and I was really able to learn more about race and ethnicity simply by listening to my peers.
- This course has taught me how making up for past discrimination has had a huge hand in shaping the ideals of our society today. It's also showed me the futility in continuing to make race more important than it ought to be, as trying to over-analyze the importance of race in society ends up doing more harm than good.
- I now better understand how race and law work in tandem.

**How did the teaching techniques (e.g., certain technologies used, specific approaches to testing and assignments, asynchronous or synchronous teaching methods, instructor flexibility, class interaction, small group work, other teaching methods) of this course serve the aims of this course/ or serve your learning in this course?**

- complete transparency between our professor and GSI leaving almost no questions unanswered.
- Discussions, different teaching methods rather than just speaking. Kahoots were awesome.
- Ariana had amazing flexibility with what we needed to go over and often gave us options about how we like our class run. I really enjoyed this because I felt like I was in control of my education.
- great techniques
- Ariana, did a great job setting up this discussion section by having us discussion synchronously in a large group and smaller groups. This allowed us to hear a variety of perspectives and made the course work more interesting.
- Ariana was very flexible when asked of her, I really appreciated the amount of effort she put into making sure we all understood everything thoroughly (making kahoots, extra handouts, infographics, etc)
- Ariana was really great in coming up with new teaching techniques. For example, she would develop reference documents that really helped both that day's discussion and future discussions. She also made some Kahoot games to play which were extremely fun and a good way to learn the material. Also, we did this thing called a "game" discussion which helped involve a lot more people in our big group discussions. Lastly, Ariana's accessibility via email and office hours were a really big resource for me, especially during the two papers.
- Initially we did a blend of breakout rooms and full section discussion, however once most once of the people in the class stopped enjoying breakout rooms we just did whole group discussions. Both methods worked fine
- She used Zoom for discussion sections and asked questions to everyone. I thought it was good.
- They were fantastic and well prepared--specifically the handouts worked very well to help understand the different units.

- I liked how discussion was directly after lecture. It encouraged me watch lecture synchronously and the information from lecture was reinforced during discussion.
- Ariana always kept the class engaged by varying the different activities we would do in class.
- Discussion sections were very helpful with reinforcing (and often clarifying) what was learned in class. The documents with important concepts from class and discussion questions were very useful for reference for studying and essay-writing.
- The discussion posts were also good for solidifying concepts, encouraging extra attention to certain themes, and also helpful to see how my peers were understanding the material.
- I think the teaching techniques worked well. Discussion sections (either in break out rooms or in the overall class) were lively and ran well. I think Ariana was smart to change how discussion was graded so it was more a self evaluation, since she couldn't see how we were talking in breakout rooms. Also, I'm glad she heard us when we did not want to gamify discussion; it showed how our thoughts and ideas were being taken into account by Ariana. Another example of that was when Ariana stopped the normal weekly proceedings because she saw we didn't understand substantive due process; she recognized our confusion and helped explain the concept clearly.
- I thought that the structure of discussions was innovative, creative, and helped enhance student understanding.
- Ariana was able to maintained a holistic approach with structure. Ariana was flexible with due dates on papers for students with extraordinary circumstances, and explicitly defined her expectations of us (students). Ariana encouraged feedback and was always willing to discuss topics related to the course at further depth. She was an excellent facilitator of democratic deliberation, and encouraged our excitement around the course material.
- The GSI always had a handout explaining and clarifying the information we learned from lecture during discussion. This made it much easier to understand the material and clarify anything that I was confused on during lecture. The GSI also always had breakout rooms during our discussion to talk about our individual ideas which allowed us to exchange ideas which was really good.
- Ariana did a great job. Especially with the introduction of Kahoot halfway through the semester, I could tell how much she cared about student feedback and really making it work for us in what was undoubtedly the most difficult semester anyone has ever faced. I also really appreciated doing the break-out rooms as I liked getting the opportunity to go into greater depth with classmates, each of us sharing multiple times and helping each others' views develop.
- I liked that our discussions were flexible in that our questions that day could guide the discussion or that we would spend more time on a topic that we were interested in as a class. At the same time, Ariana was really good at moderating the discussion/moving things along so that we could get to all of the relevant course material.
- Breakout groups and google docs were very helpful. Participation could have been more evenly distributed---it was heavily slanted towards those who immediately raised their hand rather than a little later, after a thought came to mind.

**Given your experience in this course, what teaching techniques do you think the instructor should continue to use in the future (e.g., certain technologies used, specific approaches to testing and assignments, other testing methods, asynchronous or synchronous teaching methods, instructor flexibility, class interaction, small group work, other teaching methods)?**

- playing kahoot in discussion
- Kahoots.
- Kahoots!! It was a great way to solidify the facts of our lectures before diving into the morals of it.
- keep all of them
- Ariana, should definitely continue the larger group discussions we had. The way these discussions were set up allowed for everyone to participate and gave us new ideas from students who didn't speak out as much.
- Definitely making use of the way she conducted the discussions in section with the gameified method

- I think that the documents that Ariana developed were extremely beneficial. Second, I thought that the Kahoot games were great and I felt that I really learned a lot from playing something as simple as a Kahoot. Ariana's office hours were also a great resource especially when papers were due.
- balance of large group and breakout room discussions, Kahoot content reviews
- Group discussions and the lax online discussion post method
- Zoom, maybe not discussion sections on Canvas
- Handouts/Worksheets. Simulated conversation, but try to make it easier to figure out and manage for students and the instructor.
- Kahoot
- Class topic review documents for discussion
- I think the class should continue as it is, I have no real critiques.
- If taught online in the future, I think that the structure of discussion sections should not be changed. My only recommendation might be a change in the overall course structure, with 2 hour discussions 1 time a week instead of 1 hour discussions 2 times a week.
- Literally everything Ariana did was spot on. I couldn't have asked for a better instructor. I would suggest she continue her method.
- I think the GSI should definitely continue to make handout for each discussions as it helped clarify information tremendously. The breakout rooms were a little difficult to do in the beginning of the semester, but after getting used to it, it actually became very helpful and I allowed me to interact with my peers.
- I would continue the Kahoots and breakout rooms (though with in-person classes coming in the Fall I am not sure how applicable that will be!). I also liked the weekly presentations as they were always very interesting and let to some interesting discussions as well.
- Including multiple ways to earn participation points, such as talking in discussion section or posting on the discussion board (and maybe adding some other option as well).
- I think continuing to use both breakouts and google docs is a good move. The lecture powerpoints and Kahoots were also helpful/engaging.

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**Phil 101: Introduction to Philosophy, Winter 2020** [This class shifted to remote instruction mid-semester]

**Comment on the quality of instruction in this course**

- Every discussion was engaging!
- Ariana's section was great, lots of student interaction, really helped me understand complex ideas from the course.
- Ariana did a great job teaching this course.
- very well planned out
- great introductory course, would highly recommend to other students
- I almost always left discussion still thinking about conversations we just had in class. Ariana fostered an environment where there were minimal barriers to participating and where debate and follow-up comments/questions were encouraged. She also was very accessible and more than happy to answer lingering questions that I had during office hours. Easily one of the most engaging discussion sections that I've been a part of so far in college.
- excellent
- Ariana did a good job at helping deliver key terms/ideas from each weekly reading and promoted lots of good discussion among peers. Overall the quality of her teaching for discussion section was great.

- Both Maegan and Ariana are INCREDIBLE instructors, who treat students with so much respect, and it's clear they both enjoy teaching. They're so accessible, kind, and really willing to explain anything whether or not it's outside of course purview. Thanks guys!
- This was my favorite course and discussion section. The entire class was so engaging and interesting. We were always posed challenging questions that as a class we had the opportunity to think about and discuss as a group.
- I think Ariana was a great instructor that allowed students to meaningfully engage in the material and was also great at adapting to remote teaching. I'm very appreciative of her for being an understanding person in this difficult time.
- i really loved ariana. very humorous and explained concepts in a very smooth way. engaged class discussion in a great manner.
- I think section was very helpful for clearing up any confusion from the lectures. I also think it was helpful to hear the perspectives of the other people in section about the readings and topic for that week.
- Very Good
- Ariana knows the content very well and was able to effectively guide discussions to increase understanding of the content. Extremely well taught!
- I really appreciated Ariana's enthusiasm for the course's material and philosophy in general. She fostered a really engaging environment where students were allowed to speak up, question each other and our often differing views, and further complicate the philosophical discussions we were learning about in the course. Ariana did so by constantly relating the topics we learn about to real world examples because my section (at least) kept questioning the "so what" and abstractness of certain topics. For example, it was quite difficult to wrap our heads around the rather absurd and abstract example cases in the readings for the Paradoxes of Time Travel unit and Personal Identity unit. Ariana also was able to take on the views of multiple philosophers when comparing differing views on key issues. In this way, she demonstrated a strong understanding of the material and was really helpful in clarifying the relevant views that students found confusing. She would also provide her own opinion on the issue at hand, but would clearly distinguish between her or a student's view with those of the relevant philosophers by saying something like "Well, Sider would argue...".

**How would you change this course?**

- No COVID would help significantly
- -
- n/a
- no way
- More application of lecture ideas to real-world examples -- the activity we did where we came up with a situation in groups and had to decide how a utilitarian would resolve it was really interesting!
- I wouldn't. Excellent experience
- I would definitely make more solid expectations. The exams may have very generic questions, so I would write answers only pertaining to the generic question. However, I would get points marked down for itty bitty details that haven't crossed my mind as worth mentioning on the exam. These would also be things rarely/not discussed in section at all. The second exam did a better job at listing what to include in each answer, and it would be a lot more helpful if they continued to establish specific things to include within each answer of the exam in order to make it more fair to the students.
- more freedom with writing assignments
- I loved this class, but it wasn't what I expected. In an intro to philosophy class, I would have hoped for some material on more classic philosophy, and it's almost all modern stuff. I think it would be good to have a more varied perspective, especially for students who may never take another phil class.
- maybe more lecture. so maybe 1:20 instead of 50 minutes.

- Maybe put the skepticism week/topic somewhat earlier on in the course? I only say this because I thought it was a topic a bit of a clash covering that with the worldwide pandemic going on, so the current order is probably fine under normal circumstances.
- One discussion section per week
- N/A – no changes

**What teaching methods worked well? [e.g. videoconferencing; asynchronous interaction**

[Due to the unexpected shift to remote instruction, this and the following question were added to all end-of-term Winter 2020 teaching evaluations.]

- Discussions
- video conferencing during lectures and alternate versions of lectures (powerpoints)
- using small groups in discussion the last few times
- zoom
- live video conferencing for our discussion section and weekly discussion posts
- Zoom discussions worked best.
- Using the discussion board worked really well for me
- in person lectures.
- Zoom for discussion worked well.
- Zoom Conferencing
- Zoom – almost felt like nothing changed
- discussion over video chat
- Videoconferencing for section was very helpful because we got to work through the important questions and takeaways of the readings for the week. Discussion boards was also helpful in reviewing the material because we needed to form well-thought out questions and answers using key concepts/terminology.
- I think having optional videoconferencing was a useful resource for those who were interested in taking advantage of it.
- Lectures worked well, especially with the workshop structured sections
- discussion boards
- office hours, group work
- video conferencing
- posting the readings and online lectures for us to read at any time during the week
- Discussion boards – helped me still critically think through the material and engage with other students

**What were your greatest challenges in remote learning for this course? [e.g. internet connectivity; personal motivation; managing life stresses; etc.]**

- Personal motivation was definitely my greatest challenge in remote learning for this course.
- Staying up to date with readings
- keeping track of due dates
- Personal motivation, understanding of material–in person discussion really pushed my learning
- internet connectivity
- nothing really it got a lot easier
- I was unable to make the discussion time, which I know can't be helped, but would've loved to be able to discuss the readings in conversation with others.
- Discussions

- Managing life stress and personal motivation
- Discussion section was not the same, could not discuss things as well (I think the best discussion comes out of small groups because a lot of people who are too afraid to speak in front of the class will participate in small groups)
- motivation
- lack of live lectures
- Personal motivation and stress.
- Managing life stresses
- personal motivation to read. so 90% of the time i didnt
- I missed having section twice a week the day after lecture, although I really enjoyed the once a week remote section we had on Fridays.
- Personal Motivation
- N/A - no significant challenges
- my own internet connectivity
- Personal motivation to watch Professor Fairchild's lectures was a challenge. I felt like part of what made lecture really engaging and helpful was being able to ask questions throughout the lecture for clarification or for giving counterexamples/further questioning certain philosophical views.

# The Philosophy of Migration

“A half-million people moving over the country; a million more restive, ready to move; ten million more feeling the first nervousness. And tractors turning the multiple furrows in the vacant land.”

—John Steinbeck, *The Grapes of Wrath*

Migration raises rich ethical and political questions. In this class we will address some of the central questions in the philosophy of migration debate—**When are borders and border-control justified? How does migration law perpetuate inequality?** We will also think about some neglected questions in the philosophy of migration—**What do migrants owe to themselves and their own communities? What do you do when you’re torn between multiple cultures? Do you have a right not to migrate?**

This class will take an interdisciplinary, empirically-informed approach to these philosophical questions. Put differently, we will confront the normative dilemmas raised by migration **in context** by integrating the scholarship of philosophers with the commentary of social scientists, historians, and in one case, a novelist. The goal is to make ethical judgments about the world we *actually* live in, taking account as much as possible of the messy realities of both migration practice, and the institutions that govern migration. Our main goal is to become comfortable integrating insights from various disciplines into our responses to philosophical dilemmas.

## Reading Schedule

Date and Topic	Readings	Type	Lecture Videos
1a	None ~Welcome to Class		
1B	<a href="#">Interactive World Migration Report 2022</a>	Report	
Debunking Migration Myths & Migration Before Borders	<a href="#">“Q&amp;A: South-South migration has long been overlooked. Why”</a>	News Article	
2a	Warsan Shire, <a href="#">“Home”</a>	Poetry	
Debunking Migration Myths & Migration Before Borders	Joseph M. Marshall III, Excerpt from <i>The Day the World Ended at Little Bighorn</i> , 173-179  Heide Castañeda, <a href="#">“Migration is part of the human experience but is far from natural”</a>	History, excerpt  Anthropology, article	

2b	Ronald Trosper, "Resilience in Pre-contact Pacific Northwest Social Ecological Systems"	Ecology, article	
Migration Before Borders	Vicente Diaz, "Voyaging for Anti-Colonial Recovery: Austronesian Seafaring, Archipelagic Rethinking, and the Re-mapping of Indigeneity"	Anthropology, article	
3a Dispossession and Displacement: What do the dispossessed owe to each other?	John Steinbeck, <i>The Grapes of Wrath</i> , Chapters 1-3	Chapter, novel	
3b Dispossession and Displacement: What do the dispossessed owe to each other?	John Steinbeck, <i>The Grapes of Wrath</i> , Chapters 4-6	Chapter, novel	
4a Dispossession and Displacement: What do the dispossessed owe to each other?	John Steinbeck, <i>The Grapes of Wrath</i> , Chapter 7-9	Chapter, novel	
4b Dispossession and Displacement: What do the dispossessed owe to each other?	John Steinbeck, <i>The Grapes of Wrath</i> , Chapter 10-12	Chapter, novel	
5a	Valeria Ottonelli, and Tiziana Torresi, "When is Migration Voluntary?"	Philosophy Article	
Nonvoluntary Migration			
5b	<a href="#">"Justice and Internal Displacement,"</a> Jamie Draper	Philosophy Article	
Nonvoluntary Migration			
6a	Serena Parekh, "Ch 3: Reasons for and Against Accepting Refugees," in <i>No Refuge</i>	Philosophy Book Chapter	
Nonvoluntary Migration			
6b	Serena Parekh, "Ch 6: Structural Injustice," in <i>No Refuge</i>	Philosophy Book Chapter	
Nonvoluntary Migration			
7a	Roger Nett, 1971 "The Civil Right We Are Not Ready For."	Philosophy Article	

The Classic Open Borders Debate			
7b	Michael Walzer, 1983 <a href="#">“Membership”</a> (Chapter 2 of Spheres of Justice)	Philosophy Book Chapter	
The Classic Open Borders Debate			
8a	Joseph Carens, 1987, “Aliens and Citizens: The Case for Open Borders”	Philosophy Article	
The Classic Open Borders Debate			
8b	David Miller, 2005, “Immigration: The Case for Limits”	Philosophy Article	
The Classic Open Borders Debate	Joseph Bruchac, “Ellis Island”	Poem	
9a	Arash Abizadeh (2008): “Democratic Theory and Border Coercion”	Philosophy Article	
Immigration Enforcement			
9b	David Miller (2010): “Why Immigration Controls Are Not Coercive”	Philosophy Article	
Immigration Enforcement			
10a	<a href="#">Mendoza, (2020): Crimmigration and the Ethics of Migration</a>	Philosophy, Article	
Immigration Enforcement			
10b	Paulina Ochoa Espejo (2016): "Taking Place Seriously: Territorial Presence and the Rights of Immigrants”	Philosophy, Article	
Immigration Enforcement			
11a	José Jorge Mendoza, (2016): Juan Crow and The Future Of Immigration Reform	Philosophy, Article	
Discrimination and Deportation	Optional: Cecilia Márquez, Juan Crow and the Erasure of Blackness in the Latina/o South	American Culture, Article	
11b	Amy Reed-Sandoval, “Deportations as Theaters of Inequality”	Philosophy, article	
Discrimination and Deportation			

12a	Amy-Reed Sandoval, Excerpt of “Chapter 2, Socially not Legally Undocumented,” in <i>Socially Undocumented</i>	Philosophy, Chapter in book	
Discrimination and Deportation	Desiree Lim, “Socially Undocumented, Civically Ostracized, or Both?”	Philosophy: Book Review	
12b	Sarah Song and Irene Bloemraad, Immigrant legalization: A dilemma between justice and the rule of law	Philosophy Article	
Respecting and Resisting Immigration Law			
13a	Javier Hidalgo, (2019): "People Smuggling" (Chapter 6 of <i>Unjust Borders</i> )	Philosophy, Chapter in book	
Respecting and Resisting Immigration Law			
13b	Pardis Mahdavi, Excerpt of “Trafficking Trafficking,” in <i>Gridlocked</i>	Anthropology, Chapter in book	
Respecting and Resisting Immigration Law			
14a	Javier Hidalgo (2019): "Complicity and the Duty to Resist" (Chapter 7 of <i>Unjust Borders</i> )	Philosophy, Chapter in book	
Respecting and Resisting Immigration Law			
14b	Gloria Anzaldua, Chapter 1, <i>La Frontera/Borderlands: The New Mestiza</i>	Philosophy, Chapter in book	
Migrant Subjectivity			
15a	Gloria Anzaldua, Chapter 2, <i>La Frontera/Borderlands: The New Mestiza</i>	Philosophy, Chapter in book	
Migrant Subjectivity			
15b	Maria Lugones, “Playfulness, "World"- Travelling, and Loving Perception	Philosophy Article	
Migrant Subjectivity & Farewell			

# The State: Sovereignty and Territorial Rights

*Any human power can be resisted and changed by human beings. Resistance and change often begin in art, and very often in our art, the art of words. – Ursula Le Guin*

*“The state benefits and it threatens. Now it is “us” and often it is “them” It is an abstraction but in its name men are jailed or made rich on oil depletion allowances and defence contracts, or killed in wars.” –Murray Edelman, The Symbolic Uses of Politics*

As Murray Edelman points out, the state is both an abstraction, and everywhere in our lives. It conditions all our interactions, yet we struggle to define it abstractly or determine which of our institutions are part of the state and which aren't. The state is the most powerful and ubiquitous modern institution, which may be why political philosophers often take it for granted.

In this class, we will don our detective hats and investigate an overlooked subject in political philosophy: the nature of the state. We pursue a range of philosophical questions, such as—**What exactly is the state? What is characteristic about the state? What is in its power to do? Is that power justified? Are we better off for having states?** Our main goal will be to grow our intellectual curiosity. We will learn how to ask and pursue incisive questions about the political institutions that quietly (and sometimes not so quietly) govern our lives.

Along the way, you'll master a number of core philosophical skills. Among them: the ability to carefully read and discuss philosophical texts and the ability to write clearly and concisely about complex problems.

Reading Schedule

Week	Date and Topic	Readings	Type	Lecture Videos
1a	Welcome to Class	None		
1b	What is the State?	Henry Sidgwick, The Elements of Politics, Chapter 14, <a href="#">Section 2</a>  Max Weber, “The Vocation of Politics”	Philosophy, Excerpt  Sociology/Philosophy, Excerpt	

2a	Theories of Sovereignty: What is it? Is it justified?	Jean Bodin, Six Books of the Commonwealth, Book 1, Sections 1-VII and XII	Philosophy, Chapters	
2b	The Natural Rights Theory of Sovereignty	“The State Theory of Grotius”, Nehal Bhuta	Philosophy, Secondary Source, Article	
3a	Contract Theory of Sovereignty	Thomas Hobbes, <i>The Leviathan</i> , (1651) <a href="#">Selections on the State of Nature, State of War and formation of the State</a>	Philosophy, Excerpt	
3b	Proprietarian Contract theory	John Locke, 2nd Treatise, <a href="#">Sections II, V, VIII-X</a>	Philosophy, Excerpt	
4a	A Contemporary Lockean Theory of Sovereignty	A. J. Simmons, <a href="#">“On The Territorial Rights of States,”</a> 2001	Philosophy, Article	
4b	A Contemporary Kantian Theory of Sovereignty	Kant, “Theory and Practice,” Section 2  Lea Ypi, <a href="#">A Permissive Theory</a>	Philosophy, Excerpt  Philosophy, Article	
5a	A Hybrid Account of Sovereignty	Anna Stilz, <i>Territorial Sovereignty</i> , Chapter 2: Occupancy Rights	Philosophy, Chapters	
5b	A Hybrid Account of Sovereignty continued	Anna Stilz, <i>Territorial Sovereignty</i> , Chapter 4: Legitimacy and Self-Determination	Philosophy Chapters	
6a	A Hybrid Account of Sovereignty continued	Anna Stilz, Chapter 5: Refining the Political Autonomy Account	Philosophy Chapters	
6b	A Topian Theory of Territorial Rights	Paulina Ochoa Espejo, <i>On Borders</i> , Chapters 2 and 3	Philosophy Chapters	
7a	A Topian Theory of Territorial Rights Continued	Paulina Ochoa Espejo, <i>On Borders</i> , Chapters 4 and 5	Philosophy Chapters	
7b	Is Sovereignty A Myth?	Carasco, Changes in the Westphalian Order: Territory, Public Authority, and Sovereignty	International Legal Theory, Article	

8a	Upward Diffusion of Sovereign Power	Sayla Benhabib: “Twilight of Sovereignty or the Emergence of Cosmopolitan Norms? Rethinking Citizenship in Volatile Times”	Philosophy, Article	
8b	Downward Diffusion of Sovereign Power	Thomas Ilgen, <i>Reconfigured Sovereignty: multi-layered governance in the global age</i> , Intro and Chapter 1	International Legal Theory, Chapter in Book	
9a	Downward Diffusion: Blurred Boundaries between the State and Non-state political institutions	Akhil Gupta, “Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State”	Anthropology, Article	
9b	Downward Diffusion: Blurred Boundaries between the State and Non-state political institutions	Beek, 'There should be no open doors in the police': criminal investigations in northern Ghana as boundary work	Anthropology, Article	
10a	Downward Diffusion: Corporations as Governments	Elizabeth Anderson on Private Government, Chapter 2, “Private Government”	Philosophy, Chapter	
10b	Downward Diffusion: The Politics Of Recognition	Charles Taylor, “The Politics of Recognition”	Philosophy, Article	
11a	Downward Diffusion: The Politics Of Recognition and Indigenous Sovereignty	Roderic Pitty and Shannara Smith, <a href="#">The Indigenous Challenge to Westphalian Sovereignty</a>	Political Science, Article	
11b	Downward Diffusion: The Politics Of Recognition and Indigenous Sovereignty	Glenn Coulthard, <i>Red Skins, White Masks</i> , Chapter 1: “The Politics of Recognition in Colonial Contexts”	Philosophy, Chapter in Book	
12a	Downward Diffusion: The Politics Of Recognition and Indigenous Sovereignty	Glenn Coulthard, <i>Red Skins, White Masks</i> , Chapter 2: “For the Land: The Dene Nation’s Struggle for Self-Determination”	Philosophy, Chapter in Book	
12b	What’s Left? The State without Sovereignty	Don Herzog, <i>Sovereignty, R.I.P.</i> , Preface, and Chapter 5: “Remnants”	Legal Theory, Chapter	

13a	Arguments for and against the nation-state system: The Case for the State	Phillip Pettit, <i>The State</i> , Intro and Chapter 1	Philosophy, Chapter in Book	
13b	Arguments for and against the nation-state system: The Case for the State	Phillip Pettit, <i>The State</i> , Chapters 2-3	Philosophy, Chapter in Book	
14a	Anarchism: the argument Against the State System	James C Scott, <i>Seeing Like A State</i> , Chapter 1	Political Science, Philosophy, Chapter in Book	
14b	Anarchism: the argument Against the State System	Peter Kropotkin, Chapter 3, "On Anarchist Communism."  Emma Goldman, "Anarchism, What it Really Stands For."	Philosophy, Chapter in Book  Philosophy, Article	
15a	Anarchism: the argument Against the State System	Ursula Le Guin, <i>The Dispossessed</i> , Excerpt from Chapter 10.  "The Ones Who Walk Away from Omelas."	Fiction, Excerpt  Short Story	
15b	Closing Reflections	"The Day Before the Revolution."	Short Story	

# Latin American Feminist Philosophy

*As I often say on observing these things, if Aristotle had cooked, he would have written much more.*

–Sor Juana Inés de La Cruz

*“Latin American feminism is grounded in the material lives of people, often women, as it explores the tensions engendered by the confluence of histories that generate relationships among gender, citizenship, race/ethnicity, sexuality, class, community, and religion.” – Stephanie Rivera Berruz*

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## A Brief Introduction

This class is built around the contributions of six major Latin American/Latina feminists: **Sor Juana, Luisa Capetillo, Rigoberta Menchú, Gloria Anzaldúa, María Lugones and Mariana Ortega**. The theme for the first half of the semester is entanglements. We focus on thinkers who integrate their feminism commitments into larger belief systems—Catholicism, anarchism, and Quiché traditions, respectively. The theme for the second half of the semester is identity and liminality. Anzaldúa, Lugones and Ortega each explore matters of “in-between-ness”, e.g., the phenomenology of *mestizidad*, what it means to live in diaspora, and how to make a home in the borderlands.

### Who are the figures?

**Sor Juana:** this famous 17th century nun was a polymath, who wrote poetry and philosophy and studied the stars and the natural world. Her work represents some of the first proto-feminist writings in Latin America.

**Luis Capetillo:** a Puerto Rican anti-capitalist activist who composed one of Latin America’s first feminist treaties in 1911. We will study excerpts of her translated work alongside her contemporary and feminist-anarchist peer Emma Goldman.

**Rigoberta Menchú:** This Quiché activist’s memoir details her families’ struggle as leaders of the Guatemalan Indian rights movement in the 1980s. Her work illustrates the oppression of women under colonialism as well as the empowerment of Indigenous women in the human rights struggle. We will read her book alongside Linda Alcoff’s essay, “The Problem of Speaking for Others,” which raises framing questions about Menchú’s work.

**Gloria Anzaldúa:** Perhaps the most famous Latina feminist philosopher in the United States, her 1987 book *The Borderlands*, which is written in Spanglish, examines the Chicana experience through the lenses of gender, race, colonialism, and Nahua philosophy.

**María Lugones:** a formidable Argentinian philosopher whose work explores feminism, the legacy of colonialism, and the migrant experience. She is especially famous for the concept of “world-traveling.”

**Mariana Ortega:** A contemporary philosopher whose research focuses on questions of self, identity, and visual representations of race, gender, and sexuality.

Reading Schedule

Date and Topic	Readings	Type	Lecture Videos
1a Sor Juana	<i>I, The Worst of All</i>	Movie about the life of Sor Juana Inés de la Cruz	
1B Sor Juana	<a href="#">"Admonition of Sor Juana Inés de la Cruz"</a> Sor Juana, <a href="#">Response to Sor Filotea de la Cruz</a> (1691)	Primary Documents: Letters	
2a Sor Juana	Sor Juana Inés de la Cruz, poems: "Foolish Men that Accuse," "In Persecuting Me, World"	Poetry	
2b Luisa Capetillo in Context	Emma Goldman, "The Traffic in Women."	Philosophy, Essay	
3a Luisa Capetillo in Context	Emma Goldman, Excerpt from <i>Living My Life</i>	Memoir	
4a Luisa Capetillo in Context	Emma Goldman, Excerpt from <i>Living My Life</i> Luisa Capetillo, <i>A Nation of Women: An Early Feminist Speaks Out</i> Foreword	Memoir  Book, Foreword	
4b Luisa Capetillo in Context	Luisa Capetillo, <i>A Nation of Women: An Early Feminist Speaks</i> "To My Daughter Manuela Ledesma Capetillo"	Essay	
5a Luisa Capetillo	Luisa Capetillo, "My Profession of Faith," "Impressions of a Trip, July 1909."	Essay	

5b Rigoberta Menchú	<i>I, Rigoberta Menchú</i> Intro and Ch. 1-5 (“The Family”- “First Visit to Guatemala City”)	Memoir	
6a Rigoberta Menchú	<i>I, Rigoberta Menchú</i> Ch. 6-11 (“An Eight year old...” - “Marriage Ceremonies”)	Memoir	
6b Rigoberta Menchú	<i>I, Rigoberta Menchú</i> Ch. 12-17 (“Life in the community” - Self-Defence...”)	Memoir	
7a Rigoberta Menchú	<i>I, Rigoberta Menchú</i> Ch. 18-23 (“The Bible and...” - “Political Activity.”)	Memoir	
7b Rigoberta Menchú	<i>I, Rigoberta Menchú</i> Ch. 24-29 (“The Torture...” - Fiestas”)	Memoir	
8a Rigoberta Menchú	<i>I, Rigoberta Menchú</i> Ch. 30- 34 (“Lessons Taught...” -- “Exile”)	Memoir	
8b Linda Alcoff & Rigoberta Menchú	Linda Alcoff, “The Problem of Speaking for Others”	Philosophy, Essay	
9a Gloria Anzaldua	<i>Chapter 1: The Homeland, Aztlán/El Otro México</i> Chapter	Philosophy, Book Chapter	
9b Gloria Anzaldua	2: Movimientos de Rebeldía y Las Culturas que Traicionan	Philosophy, Book Chapter	
10a Gloria Anzaldua	Chapter 3: Entering Into the Serpent	Philosophy, Book Chapter	
10b Gloria Anzaldua	Chapter 5: How to Tame a Wild Tongue	Philosophy, Book Chapter	
11a Gloria Anzaldua	Chapter 7: La Conciencia de Ia Mestiza: Towards a New Consciousness	Philosophy, Book Chapter	
11b María Lugones	María Lugones: Pilgrimages/Peregrinajes Chapter 4: Playfulness, “World”-Traveling, and Loving Perception	Philosophy, Book Chapter	

12a	María Lugones	Chapter 6: Purity, Impurity, and Separation	Philosophy, Book Chapter	
12b	Mariana Ortega,	Mariana Ortega, In-Between : Latina Feminist Phenomenology Introduction Chapter 1: The New Mestiza and La Nepantlera	Philosophy, Book Chapter	
13a	Mariana Ortega,	Chapter 2 Being-between-Worlds, Being-in-Worlds	Philosophy, Book Chapter	
13b	Mariana Ortega,	Chapter 3 The Phenomenology of World-Traveling	Philosophy, Book Chapter	
14a	Mariana Ortega,	Chapter 4 World-Traveling, Double Consciousness, and Resistance	Philosophy, Book Chapter	
14b	Mariana Ortega,	Chapter 5 Multiplicitous Becomings: On Identity, Horizons, and Coalitions	Philosophy, Book Chapter	
15a	Mariana Ortega,	Chapter 6 Social Location, Knowledge, and Multiplicity	Philosophy, Book Chapter	
15b	Mariana Ortega,	Chapter 7 Hometactics Afterword	Philosophy, Book Chapter	
16a	Closing Reflections:	None		

# PHIL 154:

## Philosophy and Science Fiction

*Lasers, rocketships! Bug-eyed aliens and utopian cities!*

These are a few of the common images associated with science fiction, reinforced by the media and popular films. But science fiction is more than just its trappings. So what, really, is this thing called "science fiction"? In the strict etymological sense, it's literature about *scientific discovery* or *technological change*, but that definition both misses the mark and constricts the field. Certainly some SF is about those things, but you can find its true essence in the word "change." In fact, many of today's scholars prefer the term "speculative fiction," because more important than the science in SF is the speculation contained... Core to good SF is a philosophical perspective on what it means to be human in a changing world.

-Christopher McKitterick

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### Course Syllabus

**Group 1: TuTh 4-4:50 p.m.**

**Group 2: TuTh 5-5:50 p.m.**

**Summer Semester 2021**

**Instructor:** Ariana Peruzzi Sancio

**Office Hours:** Wednesday, 4-6 p.m., and by appointment

**\*Email Address:** [acpe@umich.edu](mailto:acpe@umich.edu)

\*FYI: If you have a question about course content or want help with an assignment please come to office hours or make an appointment. Logistics questions about the class are best handled over email. Emails sent on weekends or after 6pm will be responded to the next business day

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**Have you ever wondered if you were living in a dream or the matrix? Why does it matter if you are?** In this course, we'll engage with a range of philosophical problems and puzzles (like whether we are dreaming!) by engaging works of speculative fiction. Speculative fiction has been called the literature of ideas because it offers us visions of alternate worlds to help us explore philosophical ideas. Among other things, these stories are thought experiments: hypothetical explorations that shed light on philosophical questions. Our main goal will be to motivate and explore philosophical questions by appeal to thought experiments from important works of science fiction.

Over the course of this semester you'll master a number of core philosophical skills. Among them: the ability to carefully read and discuss philosophical texts and the ability to write clearly and concisely about complex (and sometimes kooky) cases. Along the way, you'll get to explore some of the main subfields of philosophy, including epistemology, metaphysics, ethics and political philosophy, and you will get a sense of what to expect from future courses.

## **COURSE OBJECTIVES**

- learn the basics of essay composition
- learn concepts necessary for grappling with philosophical problems
- become familiar with influential philosophical arguments
- evaluate philosophical arguments
- develop original philosophical arguments, taking a position on an issue or proposing a solution to a problem
- support arguments using course readings and materials gathered through research
- use genuine public controversies to discuss and envision political and philosophical possibilities
- Learn how to democratically deliberate in an atmosphere of intellectual and political freedom

## **RULES FOR DEMOCRATIC DELIBERATION**

1. Assume the equality of others—we all stand on equal footing as members of a deliberative body.
2. Refrain from expressing views that are inherently disrespectful to others, in particular views that disrespect others based on their inherent identities.
3. When discussing controversial topics, speak with tact to minimize potential offense: consider the life experiences of others before you speak.
4. Listen actively and respond directly to other's views.
5. Engage critically and productively with opinions you disagree with; you can learn from opinions you think are wrong!
6. Respect difference of opinion- productive deliberation requires difference of opinion.
7. Leave intervention to the moderator; if a student says something that makes you uncomfortable or offends you, resist the temptation to respond angrily.

## **COURSE EXPECTATIONS**

In Phil 154 you will be expected to:

- 1) Attend discussion with your assigned group 2x weekly
- 2) Watch lecture videos and read assigned texts prior to discussion
- 3) Prepare to contribute to discussion by taking notes and preparing questions beforehand
- 4) Complete 6 discussion posts on canvas
- 5) Complete 2 short writing assignments
- 6) Complete full essay (5 pages)
- 7) Turn in a revision of your essay (only for those who scored less than an A)

*TEXTS, all course materials will be made available through canvas*

## **COURSE POLICIES**

**Attendance and Participation:** I take attendance. The success of workshops and discussions depends upon your active participation, so your contributions are important to me. Please note, then, that your attendance isn't enough to make this course successful; I expect that you will also participate regularly in class by sharing your own observations and ideas. Because this is an accelerated summer course you cannot miss classes without penalty to your participation grade. Every unexcused absence results in the loss of 1/2 of a point of your total grade.

**Late Work:** I accept late work up to two weeks after the date. Students may also receive extensions for medical illness, family emergency, school recognized holidays, and if they are working more than 20 hours a week.

**Polished Written Work:** All written work should be double-spaced and typed, in an easy-to-read font, 12 point typeface or smaller. (By the way, don't quadruple space between paragraphs. Simply indent to show a new paragraph begins.)

**Evaluation:** Your final grade will be calculated according to the following percentages:

Class Participation and Attendance	7%
Discussion Posts 1-6	18%
Short Writing Assignment #1 (Intro)	10%
Short Writing Assignment #2 (Reconstruction + Objection)	15%
Essay	40%
Essay Revision	10%

We will discuss evaluation so that you will better understand how you are being graded, and also so that you begin to develop more sophisticated forms of self-evaluation. The better you can read and evaluate your own work, the better writer you will become. As we get closer to each assignment, I will give you the specific criteria I'll use to evaluate it.

**A NOTE ON ACCOMODATIONS**

Students who require academic accommodations can work with the office for Services for Students with Disabilities to arrange for (among other things) assistive technology, academic coaching, testing and other accommodations. Please notice that many students don't receive adequate diagnoses or discover that they have access to academic accommodations until late in their academic careers. If you find yourself struggling in your courses, check out the documentation and registration pages at SSD to see if you might qualify. (Helpful pages include those on registering temporary disabilities, Learning Disability Criteria, ADHD Criteria, and some discussion of Mental Health Conditions covered through SSD.

At the University of Michigan, students are responsible for communicating any need for accommodations to instructors early in the semester, usually by presenting instructors with a Verified Individualized Services and Accommodations letter. Whether or not you are able to secure formal accommodations, I will work with you to find a way to ensure you can get the most out of the course, and complete all of the required coursework during the term.

**FINALLY**

Finally, I look forward to working with you this semester. Don't hesitate to let me know if you have questions—that's often the only way I know that I need to be more clear. Please see me or email me if you require special accommodations due to learning disabilities, religious practices, physical requirements, medical needs, or any other reasons.

Date and Topic	Readings	Type	Lecture Videos
Thursday 7/1 _____	None ~ Welcome to Class	None	Kaplan, <u>What is Philosophy?</u> 1:00 - 27:00

Introduction to course:			
Tuesday 7/6 The ethics of belief	Excerpt from Orwell's, <u>1984</u> Clifford, "The Ethics of Belief" 1-6	Novel Excerpt Article Excerpt	Donaldson, " <u>Is it Immoral to Believe Without Evidence</u> "
Thursday 7/8 Intro to social epistemology: Echo Chambers and Epistemic Bubbles	Nguyen's "Echo Chambers and Epistemic Bubbles" <u>Down the Rabbit Hole</u> , episode 1 and episode 2, 26:15 -38:24 <b>*First Discussion Post Due Friday Night*</b>	in <i>Aeon</i> NY Times Podcast	Peruzzi, <u>Social Epistemology Lecture</u>
Tuesday 7/13 Skepticism and epistemic crisis	Al Ghazali "Deliverance from Error" Zuangzhi Excerpts on Dreams <b>**INTRO HOMEWORK DUE**</b>	Philosophy excerpt Illustrated Philosophy	Nagel <u>Problems of Skepticism</u> , Optional: <u>3 Responses to Skepticism</u>
Thursday 7/15 What is reality? Idealism	Berkeley, Read "Dialogue 1", p 1-10. <b>**Second Discussion Post Due Fri**</b>	Excerpt from Book	Peruzzi, <u>Berkeleyan Idealism Lecture</u> (2) Crash Course Philosophy, " <u>Locke, Berkeley, and Empiricism</u> "
Tuesday 7/20 Imagining Alternate Idealist Worlds	Borges, <i>Uqbar, Tlon, and Orbis Tertius</i>	Short Fiction	Peruzzi, <u>Berkeley &amp; Borges Lecture</u>
Thursday 7/22 Why does it matter what our reality is?	Pryor "What's so bad about Living in the Matrix" <b>You can skip section 2 of this reading!</b> <u>The Matrix</u> <b>**Reconstruction HW due**</b> <b>*Third Discussion Post Due Fri*</b>	Article Movie	(1) Rowland, " <u>Ethics: Hedonism and the Experience Machine</u> "

Tuesday 7/27  What matters? Consequentialist Morality	Shaw, the Consequentialist Perspective pages 1-9	Overview Article Excerpts	(1) Driver, <u>“Consequentialism”</u> (2) The Good Place, <u>“The Trolley Problem”</u>
Thursday 7/29  Critiques of Consequentialism	Ursula Le Guin, “The Ones Who Walk Away from Omelas”  <b>*Fourth Discussion Post Due Fri*</b>	Short Fiction	Peruzzi, <u>“Omelas and Utilitarianism”</u>
Tuesday 8/33	Writing Workshop	None	None
Thursday 8/5  Racial Identity What is race?	Mills “But what are you really?” p 41-54 NYTimes, <u>“A Conversation with Latinos on Race”</u> Al Jazeera, <u>“Are Arabs White?”</u>  <b>***Argumentative Paper Due***</b> <b>*Fifth Discussion Post Due Friday*</b>	Philosophy Article Youtube Clip Youtube Clip	Peruzzi, <u>“Race and Ethnicity”</u>
Tuesday 8/10  What is race? Part II	Mills “But what are you really?” 60-62 George Schuyler, <i>Black No More</i> Chapter 1 & 3 (text available under files)	Book Chapters	Peruzzi, <u>“Racial Constructivism and Black No More”</u>
Thursday 8/12  What is racism?	Lawrence Blum, <u>“On ‘Systemic Racism’”</u> George Schuyler, <i>Black No More</i> Chapter 7 and ch 8 up to page 69 (page #s specific to this version of the book).  <b>*Sixth Discussion Post Due Friday*</b>	Blog Post Book Chapters	Peruzzi, <u>“What is Racism?”</u>
Tuesday 8/17  Why speculative fiction and philosophy?	Octavia Butler, “Positive Obsession” Foster Wallace, <u>“This is Water”</u>	Short Nonfiction Speech Transcript	None