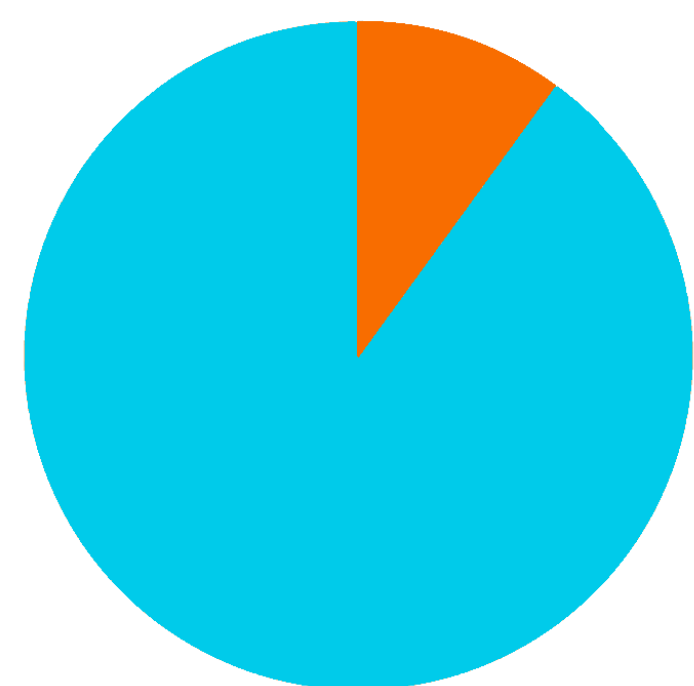


Diversity Reading List.org

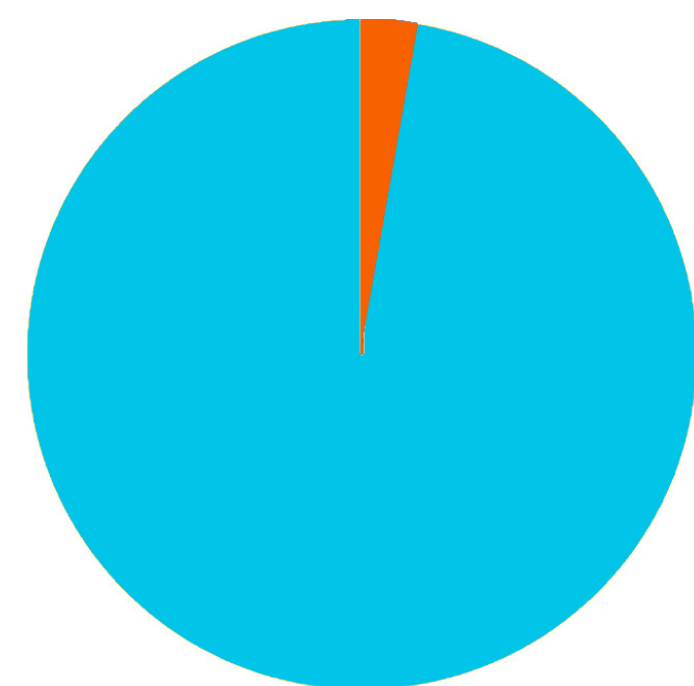
Helping you include authors from under-represented groups in your teaching

Under-Representation in Philosophy



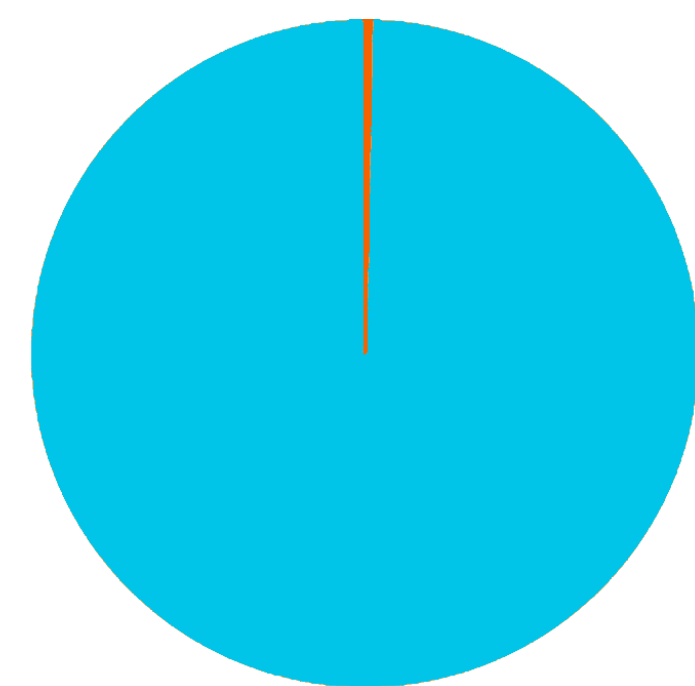
10%

of the most cited authors in the Stanford Encyclopaedia of Philosophy are women



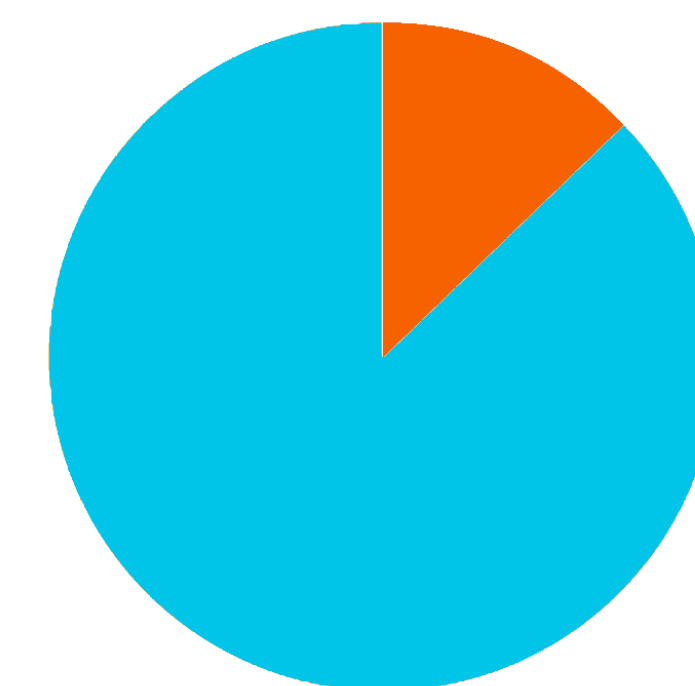
3%

of the most cited authors in the SEP are not white



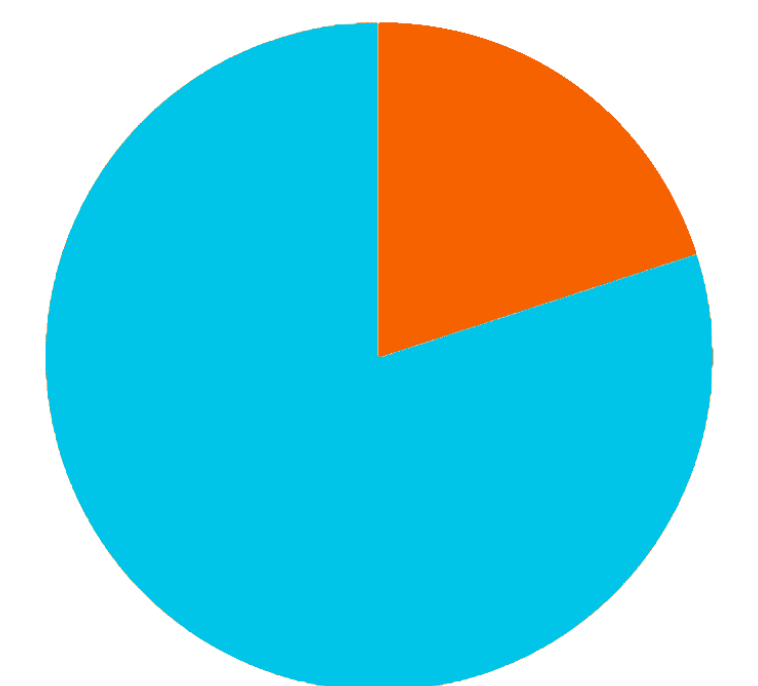
0.32%

of US authors of research publications in top journals are black



13%

of all authors in top journals are women



16-20%

of full-time faculty are women in the US and UK

Theoretical background

The problem of under-representation in professional philosophy starts at the undergraduate level (Paxton et al. 2012: 955; cf. Dougherty et al. 2015 and Thompson et al. 2016). A number of factors contribute to the Perfect Storm which washes non-male and non-white students out of the discipline (Antony 2012). One of them is the stereotype of a philosopher as a white man (Haslanger 2008):

- the majority of the texts typically read in class are **written by white men**
- the philosophical ideals of rationality and objectivity are **associated with maleness and whiteness**

This influences two psychological mechanisms which further disadvantage students and philosophers from underrepresented groups (Saul, 2013):

- **implicit bias** - most people are implicitly biased to expect white males to be better philosophers
- **stereotype threat** - members of under-represented groups perceive themselves as less philosophically able, which makes them likely to under-perform in class and in their careers

What can we do?

One way to help combat this is to decolonise the reading lists used to support teaching, by including philosophical writings by authors from under-represented groups:

- **give students a chance** to read good scholarship written by scholars from different backgrounds
- **decrease the likelihood** that they will perceive the discipline as open only to white men
- **reduce the risk** they will experience stereotype threat or develop an implicit bias

Making sure that a solid proportion of the readings in one's class are by authors from under-represented groups, is not an easy task. Since such texts are likely to be less popular or less immediately available, finding them and assessing their usefulness involves considerable effort, adding to the already busy schedules of teachers and lecturers.

The Diversity Reading List is here to help you address this difficulty. It offers you a quick way to:

- **find texts** which might be otherwise hard to find
- **evaluate their relevance** for your teaching

The DRL's aim is to help you and your students overcome the cause of existing inequalities: the stereotype of the philosopher as a white male.

Using the DRL: quick and easy

The screenshot shows the Diversity Reading List website interface. On the left, there are 'Categories' (Value Theory, Metaphysics & Epistemology, etc.) and 'Keywords' (abortion, action, aesthetics, etc.). The main search area has a search bar with 'testimony' entered, a search button, and a dropdown menu for 'Search in categories' set to 'Epistemology'. Below the search bar, there are filters for 'Medium' (Book, Chapter, Article, Encyclopaedia), 'Recommended use' (Introductory, Overview, Further, Specialised), and 'Difficulty' (Easy, Intermediate, Advanced). The search results show a listing for 'Lackey, Jennifer. *Knowing from Testimony* 2006, *Philosophy Compass* 1(5): 432-448.' with buttons for 'See used', 'Read free', and 'Full text'. Below the listing is an abstract, a comment, and a recommended use section.

Contribute

The DRL is not only a resource you can use, it's a resource you can make!

The List exists largely thanks to the involvement of all who care about making philosophy a discipline of equal opportunity. Many texts it includes have been recommended by philosophers from around the globe, and the project development was informed by their helpful suggestions.

We encourage you to join this effort and help us enrich this resource by contributing your suggestions for list entries and site improvements via our website.

Would you like to join the DRL team?

Volunteer

Would you like to join the DRL team? Here are the sort of things you could do:

- Review public contributions: scan contributions for texts you read and turn them into List entries!
- Small one-off jobs: Did you just teach a course which used texts by authors from under-represented groups? Simply turn your teaching notes into DRL entries!
- Continued involvement: If you have more time to commit, join our team of editors who develop the List on a regular basis!
- Promotion: Help us spread the word at conferences, blogs, social media!

Get Funded

Some of our volunteers went on to apply for grants which paid for their work in adding new List entries. So far, we were successful in applying for direct funding from departments and societies, including teaching innovation and professional development grants - see a list of our sponsors below!

There are a number of other sources of funding and different ways to approach them. We are happy to offer you assistance in developing your applications and support you all the way through. So why not give it a try?

Our sponsors

