

ANTH150B1: Many Ways of Being Human  
New Start Program – Summer 2016  
June 13 – July 22

When: Monday-Friday from 7:30 – 10:30am  
Where: Physics & Atmospheric Sciences 304  
Instructor: William Cotter - williamcotter@email.arizona.edu  
Office Hours: Monday, 12:30-2pm, or by appt.  
Office Location: Douglass 228

**Note on communication:** *I will make every effort to respond to email correspondence within 24 hours. However, please note that I do not check or respond to email after 8PM or before 8AM. Also, please don't be afraid to visit me during my office hours or make an appointment to meet with me.*

This class brings critical thinking and personal experience together in an intellectual and frank exploration of inequality in the U.S., largely through the lens of race. How is inequality woven into the fabric of our nation, both historically and in the present? How does it shape our daily life and identities? How does it structure our society? We use the tools of cultural anthropology to explore the answers to these questions. This is an introductory level course, designed for students with no previous background in the study of anthropology. We cover the topic of inequality within a broad range of personal and institutional contexts, and students are invited to think about their own identities, experiences, and beliefs using course discussions, readings, and materials. Above all, this class is a safe and stimulating space where we examine common intellectual and personal assumptions about inequality in order to arrive at a deeper understanding of American society and our place within it. Students will develop their analytic thinking, writing, and presentation skills as we work through this complex issue together.

### **Course Objectives**

This class is designed to develop general education skills that will help you throughout your academic career. In addition, you will be learning about a topic of deep personal relevance and global significance. By the end of this class, you will be able to:

- 1) think critically about the historic and current discourses, ideologies, and structural realities surrounding inequality and race;
- 2) reflect upon your own racial or ethnic position, how it relates to inequality, and recognize and appreciate racial experiences that differ from your own;
- 3) express your own thoughts, ideas, and experiences in constructive, intellectual dialogue that draws on and addresses scholarly research and theory;
- 4) understand essential anthropological perspectives on race, inequality, power, language, and culture.

## **My Teaching Philosophy**



I want to create a learning environment that emphasizes critical inquiry, drawing from diverse experiences and knowledge. Your active participation is crucial to the success of the course, and this class is organized around interactive assignments and discussion.

This is also a General Education course, so I also want you to learn something about how to learn and succeed here at the University of Arizona. Not all of us learn in the same ways, so the class is planned in a way that includes various experiences and learning preferences.

I also try to be accessible to my students, so please contact me via email or attend office hours when you have questions or comments. Don't be afraid to contact me!

## **Inclusion & Accommodation**

All students have important contributions to make to the class, so everyone's learning improves when we foster mutual respect. This class is designed to encourage everyone to participate and, hopefully, to feel that their contributions are valued. We all come to this class with different life experiences, individual learning needs, and various knowledge sets that shape the class. This course is designed to draw upon the diversity of student experiences and knowledge. If there are ways in which this class can better meet your learning needs, please speak with me. If you anticipate the need for specific accommodations, please email me during the first week of class and note if you are registered with the Disability Resource Center (DRC).

## **Assignments and Grading**

Your grades and attendance for this class will be tracked on D2L (<http://d2l.arizona.edu>). Your grade in this course will be based on several types of assignments.

Your grade is calculated based on the following criteria:

Attendance (10%) – 50pts  
Class Participation (20%) – 100pts  
In class writing assignments (10%) – 50pts  
D2L Quizzes (10%) – 50pts (5 @ 10pts each)  
Mini-Ethnographies (30 %) – 150pts (2 @ 75pts each)  
Final Exam (20%) – 100pts

Total points possible: 500

Overall grades will be awarded as such:

450-500 points = A  
400-449 points = B  
350-399 points = C  
300-349 points = D  
0-299 points = E

Assignments must be submitted to the appropriate space on D2L on the day the prompt lists them as due. D2L quizzes are due by 10pm on Saturday, all other assignments are due by class time on the date listed. In general, your grades will be posted within one week of the due date. If you have a reasonable explanation for needing to submit an assignment late, email me at least 24 hours before the due date to request an extension. All work must be submitted by our final class meeting on July 22<sup>nd</sup>.

## **Kinds of Assignments**

### *Class Participation: 100 points*

As part of each class meeting I expect you to be actively engaged in class discussion. You earn participation points by speaking up in class as well as by playing an active role in small group activities or discussion. Your daily grade will be reduced if you are disruptive, disrespectful, or disengaged. This class has a no cell phone and no laptop policy, if you use phones or laptops without approval you will receive a zero for that day. If you are absent your participation grade will be zero that day and cannot be made-up.

### *In-class Writing Assignments: 50 points*

You will write **five** short (~1pg) papers in class over the course of the program. The purpose of these short writing assignments is to allow you to practice writing academically, while applying course concepts from a given week to your own personal experiences. More information about these assignments will be provided in class.

### *D2L Quizzes: 50 points*

You will complete 5 D2L quizzes over the course of the program. These quizzes will be based on the readings or films that are required material for each week. Each quiz will be due Saturday by 10pm on D2L.

### *Mini-Ethnographies: 150 points*

The purpose of these mini-ethnographies is to get you out of the classroom and into the world to apply and analyze some of the concepts we discuss in class. You will complete **two** of these assignments over the course of the program.

As part of these mini-ethnographies you will be asked to observe the interactions you have with others, or interview someone, and relate your experiences of observation to class concepts. In addition, immediately following your first day of observation (i.e. the same day), or prior to conducting interviews, you will provide me with a short summary of your field experience. Then you will be asked to write up a short (2pg) field report of what you observed or of your interview and how it relates to what we discussed in class, due by the end of that week.

### *Final Exam: 100 pts*

On the last day of the program you will complete a cumulative final exam that covers the concepts and materials that we discussed in class. You will be provided a study guide for this final exam and we will have in-class review the week of the final.

## **Required Texts**

Any and all required readings for this course will be posted on D2L under the Content section. You do not have to purchase any textbooks for this class.

## **Academic Integrity**

All assignments, posts, and exams must be your own original, independent work. Do not turn in any work with your name on it that was done by someone else. Any words or ideas that come from another source (books, websites, professors, etc.) must be cited properly. Plagiarism or any other act of academic fraud will result in an automatic zero on the assignment, as well as further academic consequences that may include: being reported to both New Start and the Dean's office, receiving a failing grade in class, being required to take plagiarism courses, and/or a note on your transcript. I take academic honesty seriously; plagiarism threatens not only your academic success but also the integrity of the learning environment.

The UA Code of Academic Integrity (<https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>) should be followed for all academic work.

While some cases of plagiarism are done intentionally, many students are unaware of what plagiarism means. Many students do not know how to properly draw from and reference outside sources in their papers and assignments. The UA Library (<http://www.library.arizona.edu/help/tutorials/plagiarism/>) has many additional resources for learning how to correctly draw from and cite a source. If you have questions or are unsure about how to properly reference or draw from ideas or work that is not your own, please ask me! Even for small questions, it is better to ask!

## **Absence Policy**

Attendance is vital to your success at the University of Arizona. It is your responsibility to attend class and to participate fully. If you miss more than 10 minutes of any class (beginning, middle, or end), you will be marked absent for the day. Remember all absences are counted regardless of the reason. Please note that final determinations about absences are made by your instructor; these decisions are final.

New Start Program attendance policy: Per the attendance policy established by New Start, you are allowed to miss only 2 full days of class during our six-week course. I suggest you miss zero classes. Given the intensive nature of this class, even missing one class could put you behind and make it harder for you to succeed. There are no “excused” absences in the New Start program. If you miss too many days of class, you may be dismissed from the program and fail your enrolled courses!

## Course Outline

This outline includes all readings and assignment due dates.

### **Week 1, June 13-17: Intro, Anthropological thought, and ethnography**

Monday: Intro / Syllabus / Succeeding at U of A

Tuesday: What is Anthropology?

*Read: Guest CH1 Pgs. 5-18*

*In class: Cannibal Tours*

Wednesday: Culture as a concept, and why should we care?

*Read: Guest CH2 Pgs. 33-49*

*In class: The Life and Times of Sara Baartman*

Thursday: Ethnography

*Read: Guest CH3 Pgs. 73-87*

*In class: Coming of Age*

Friday: Anthropological methods, field research, campus resources

*Read: Guest CH3 Pgs. 88-96 & 100-102*

*In class: A Man Called "Bee"*

Saturday 6/18: Quiz 1 **due @ 10pm** on D2L

### **Week 2, June 20-24: The social construction of Race**

Monday: Race is not biology / Race and the U.S. Census

*Read: RAWSD Chs. 7-8, pp.93-110*

*In class: Race - the power of an illusion (episode 1)*

*Optional reading:*

*- Anner, 48-55*

*- RAWSD Ch. 13, 154-172*

Tuesday: Colonialism and the creation of "race"

*In class: Race - the power of an illusion (episode 2)*

*Optional reading:*

*RAWSD Ch. 1, pp. 1-5*

*RAWSD Ch. 3, pp. 15-25*

*Guest, 203-209*

Wednesday: The role of science

*In class: Race - the power of an illusion (episode 3)*

*Optional reading:*  
*RAWSD Ch. 4, pp. 26-40*  
*Graves, ix-xvi*

Thursday: Creating whiteness & white privilege  
*Read: RAWSD Ch. 5, pp. 44-top of 59*  
*Read: Haney López, 9-15*  
*Optional reading:*  
*McIntosh, 165-169*

Friday: Institutional and other racisms (14pgs)  
*Read: Hill "persistence of white racism", 1-13*  
*Optional reading:*  
*RAWSD Ch. 6, pp. 67-88*  
*Tatum, 3-17*

Saturday 6/25: Quiz 2 **due @ 10pm** on D2L

### **Week 3, June 27-July 1: Socioeconomic Class & Education**

Monday: Life chances as enhanced through education and linked to the American Dream, **First Mini-ethnography due**  
*Read: RAWSD Ch. 14, pp. 174-189*

Tuesday: Affirmative action v. legacy admissions in higher education, Racial inequality as the result of cumulative (dis)advantage  
*Read: Carnevale and Strohl, 7-14*

Wednesday: Wealth as a measure of all assets minus debts, redlining, "white flight"  
*Read: RAWSD Ch. 15, pp.195-212*  
In class: People like us, social class in America

Thursday: Urban renewal and Gentrification

Friday: Dispossession and displacement of minority populations  
In class: The Atlanta Way

Saturday 7/2: Quiz 3 **due @ 10pm** on D2L

### **Week 4, July 4-8: Gender & Sexuality**

Monday: No Class (4<sup>th</sup> of July Holiday)

Tuesday: Masculinity  
*Read: Pascoe 2007*

Wednesday: Gender as a social construct  
In class: Straightlaced - how gender's got us all tied up

Thursday: Performing gender

Friday: Intersections of gender, race, ethnicity  
*Read: Barrett 1999*  
*Read: Mendoza Denton 1996*

Saturday 7/9: Quiz 4 **due @ 10pm** on D2L

### **Week 5, July 11-15: Language**

Monday: Marked and unmarked identities  
*Read: RAWSD Ch. 12, pp. 150-153*

Tuesday: Language as a proxy for race  
*Read: Montoya, 435-441*  
*Read: Lippi Green Ch. 5 language subordination 66-77*

Wednesday: Linguistic appropriation  
*Read: Cooper*

Thursday: Racialized labels and epithets  
*Read: Tan, 313-320*  
In class: The N Word

Friday: What are language ideologies really about?

Saturday 7/16: Quiz 5 **due @ 10pm** on D2L

### **Week 6, July 18-22: Health & Final Exam Review**

Monday: Forms healing, health as constructed, **Second Mini-ethnography due**  
*Read: Van Blerkom clown doctors*

Tuesday: Physiological effects of racism  
*Read: RAWSD Ch. 16, pp. 214-227*

Wednesday: Environmental racism, racial disparities in health and healthcare  
*Read: RAWSD Ch. 17, pp. 231-234*

Thursday: Final Exam Review

Friday: **Final Exam!!!**  
-In class, during our normal class time