

ANTH150B1: Many Ways of Being Human
New Start Program – Summer 2018
June 11 – July 20

When: Monday-Friday from 7:30 – 10:30am

Where: Chavez, Room 109

Instructor: William Cotter - williamcotter@email.arizona.edu – cotterw.com

Tutor: Kolton Stephens

Tutor Hours: Mon (2-5pm), Tues (1-5pm), Wed (1-5pm), Thurs (1-4pm)

Office Hours: Mondays & Tuesdays: 12:15-1:15pm

Office Location: Haury 317 – Diebold Linguistic Anthropology Laboratory

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 exploration of inequality and race in the U.S., largely through discussions of immigration and the border. 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? How does it structure how we talk about and view different people? 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 background in anthropology. We cover inequality within a broad range of personal/institutional contexts. Students are invited to think about their identities, experiences, and beliefs using course discussions, readings, and materials. Above all, this class is a safe space where we examine common intellectual/personal assumptions about inequality 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 these complex issues 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.) Understand more clearly issues of self-identity, social difference and social status, and the effects of major institutions on individual experiences.*
- 2.) Demonstrate knowledge of the formal and informal structures and processes that make social systems, governments, and economies work.*
- 3.) Have an informed opinion about socio-cultural problems and issues, which can be expressed orally or in writing, and based on knowledge about social, cultural, political, economic, philosophical, and religious theory.*

4.) *Demonstrate a well-developed critical faculty for distinguishing among the various theoretical and ideological interpretations of world events as they are presented in the media.*

5.) *Have knowledge of the variability of lifestyles and worldviews across cultures.*

6.) *Learn how cultural differences are linked to inequality and the distribution of power and how people engage in practices that are influenced by both local and global dynamics.*

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 at the U of A. Not all of us learn in the same way, so the class is planned to include 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!!!

Inclusion and 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

You will be reading two books over the course of the summer, including a number of additional shorter readings. The course syllabus lists an article or book chapter for each day of the session. These readings come either from the required text or are available on the D2L website. You must complete this reading *before* you arrive in class that day.

This is a writing intensive course. The main project is a "build-a-research paper." **Each paper assignment is due both before class uploaded in electronic form to the D2L dropbox and at the beginning of class printed in hard copy.**

Here are the course requirements and deadlines in a nutshell:

Six (6) review quizzes, worth **5 points** each (**30%** of the grade). There is a brief review quiz each week to complete on D2L. We will do the first quiz together in class on Friday June 15. The subsequent quizzes must be completed **every Wednesday by 5pm** (June 20, June 27, July 4, July 11, July 18).

Four (4) short papers, worth **10 points** each (**40%** of the grade). A short paper is due **every Friday** at the beginning of class for the first four weeks (June 15, June 22, June 29, July 6).

Final term paper, worth **24 points** (**24%** of the grade). The term paper is a revised, edited compilation of the four short papers. The **first draft** is due **July 13** and is worth **8 points**. The **final, corrected version** of your paper is due **Friday, July 20** at the beginning of class and is worth **16 points**. Note: you must turn in a final version in order to receive credit for the term paper.

Class participation grade, worth **6 points** (**6%** of the grade). New Start offers tutoring for students enrolled in the program, and we have a tutor designated for this course who holds tutoring hours on Mon (2-5pm), Tues (1-5pm), Wed (1-5pm), Thurs (1-4pm). As part of your participation grade, you are required to attend tutoring at least twice.

Description of the requirements

30% Quizzes: The quiz questions are easy to answer if you read the required readings and attend class. They are open book and open note. There are six (6) quizzes total. Each quiz is worth five (5) points. During the first week, we will do the quiz in class so everyone can learn how to navigate D2L. After this, you will do the quizzes outside of class. Each subsequent quiz must be completed on **Wednesday**.

Term Paper: The main project for this course is a "build-a-research paper." It is composed of four short papers, each 500-700 words long (approximately 2-3 double-spaced pages). The four short papers will be brought together into a single narrative for the final term paper. The term paper must be **at least** 2,500 words long (about 10 double spaced pages, excluding figures and tables).

The term paper is your chance to engage in a short social science research project. During the course, we will discuss social science research methods and the ethics of research. Remember, anthropology is a very broad discipline, and you may need assistance refining your topic into a question you can answer in the short time we have for this course. For full credit, students must make a thesis statement. This means the final paper cannot be just a book report or a summary of your findings, and you must attempt to analyze and interpret your data.

10% Proposal (Short Paper 1): The first essay is a proposal, due June 15th. In this assignment, you will pick a topic you would like to investigate. Remember, this is a short semester, so your project must be narrow and focused. We will discuss this more during the first week.

10% Literature Review (Short Paper 2): The second essay is a literature review, due June 22nd. In this assignment you will go to the library and find out what has been written on your subject. Remember, this task will be easier if you choose a narrow topic.

10% Methods (Short Paper 3): The third is a methods section, due June 29th. In this assignment, you will write up the methods you have chosen to use to test or investigate the topic you are studying. This section will also allow students to demonstrate the progress they are making on their research project and how they will move forward.

10% Preliminary Findings (Short Paper 4): The fourth assignment, due July 6th, can either be preliminary findings or a description of how you will write up your data. This will be your first chance to write up your research findings. It will also be your opportunity to find out what additional data you need to gather before the term project is due.

8% First Draft: You are expected to submit a first draft of the final paper on July 13th for which you put all four short essays together into one narrative. To receive full credit, students are expected to: revise each assignment based on peer and instructor comments; assemble the four sections so that the paper flows smoothly; and include additional research completed.

Please note that first drafts will be graded based on completion. Students will receive feedback and a “ghost grade” reflecting content. Students will have an opportunity to revise for content.

16% Final Paper: Final Paper is a revised, edited compilation of the four papers that addresses feedback from the instructor and peers and includes any additional research gathered. Please note that the final paper will be graded on content. **The final paper is due Friday, July 20** at the beginning of class.

6% Class Participation: This course provides a dynamic classroom environment in which there are many ways to engage with both the academic material and your peers. Many factors comprise the class participation grade, including but not limited to: asking questions in class; sharing thoughtfully during discussions; actively contributing during group activities; attending my office hour; meeting with a tutor at the Think Tank *at least once per week*; and posting relevant comments or information on the D2L discussion board.

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 22nd.

Your grade is calculated based on the following criteria:

Class Participation (6%) – 6pts

Final Paper (24%) – 24pts

Short Papers (40%) – 40pts

Quizzes (30%) – 30pts

Total points possible: 100

Overall grades will be awarded as such:

90 – 100 points = A

80 – 89 points = B

70 – 79 points = C

60 – 69 points = D

0 – 59 points = E

Required Texts

You will need to purchase:

Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press. (\$29.95 from publisher, \$27.94 on Amazon; Available at UA bookstore; Free ebook available through UA library).

Any other required readings for this course will be posted on D2L under the Content section.

Classroom Behavior

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. 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. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.

Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Absence Policy

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. If you miss more than 10 minutes of any class (beginning, middle, or end), you will be marked absent for the day. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. 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!

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Subject to Change

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Outline

This outline includes all readings and assignment due dates.

Unit One: Course introduction, anthropological thinking, critically examining migration Mon June 11th: Intro to the Course, Syllabus, What is Anthropology?

Tues June 12th: What is Anthropology?

Read: Guest CH1 (p. 5 – 18)

Read: Holmes (p. 1 – 8)

Wed June 13th: Culture as a concept, and why should we care?

Read: Guest CH2 (p. 33 – 49) (skim, but read closely 35-41, 44-45)

Read: Holmes (p. 8 – top of 18)

In class: Quiz 1

Thurs June 14th: Methods/Doing Anthropology

Read: Guest CH3 Pgs. 73-87 (skim, but read closely 77-81, 84 – participant observation)

Read: Holmes (p. top of 18 – top of p. 25)

Fri June 15th: Setting the scene for migration & the border

Read: Holmes (p. top of 25 – 29)

Due: Paper 1 (proposal) by the beginning of class (submit to D2L and bring hard copy)

In class: Paper 1 Peer Review

Unit 2: Methods, privileges, and institutions

Mon June 18th: Framing Race

Read: RAWSD Ch. 1, pp. 1-5

Read: Holmes (p. 30 – top of 40)

Tues June 19th: Why do people migrate?

Read: Holmes (p. top of 40 – 44)

Wed June 20th: NO CLASS (Orientation), but you still have some work to do!

Read: Holmes (p. 45 – middle of 60)

Due: Quiz 2 by 5pm on D2L

Thurs June 21st: Understanding and Recognizing Privilege

Read: Holmes (middle of 60 – top of 71)

Fri June 22nd: Institutional inequality I

Read: Holmes (p. top of 71 – top of 83)

Due: Paper 2 (lit review) by the beginning of class (submit to D2L and bring hard copy)

In class: Paper 2 Peer Review

Mon June 25th: Institutional inequality II

Read: Holmes (p. top of 83 – 87)

Unit 3: Violence, displacement, and health

Tues June 26th: What suffering does to us

Read: Holmes (p. 88 – 98)

Wed June 27th: Displacement(s) I

Read: Holmes (p. 99 – middle of 103)

Due: Quiz 3 by 5pm on D2L

Afternoon Observation activity

Thurs June 28th: Displacement(s) II

Read: Holmes (p. middle of 103 – 110)

Fri June 29th: Catching up, taking a breath

Due: Paper 3 (methods) by the beginning of class (submit to D2L and bring hard copy)

In class: Paper 3 Peer Review

Mon July 2nd: Constructing health and healing

Read: Holmes (p. 111 – bottom of 125)

Tues July 3rd: Health disparities linked to inequality

Read: Holmes (p. bottom of 125 – bottom of 135)

Wed July 4th: NO CLASS 4th of July

Due: Quiz 4 by 5pm on D2L

Thurs July 5th: Making the environment a tool for inequality

Read: Holmes (p. bottom of 135 – top of 144)

Fri July 6th: Environmental inequality

Read: Holmes (p. top of 144 - 154)

Due: Paper 4 (prelim findings) by the beginning of class (submit to D2L and bring hard copy)

In class: Paper 4 Peer Review

Unit 4: Making suffering natural and pushing for change

Mon July 9th: The erasing of people and their suffering

Read: Holmes (p. 155 – 161)

Tues July 10th: Race and place

Read: Holmes (p. 161 – 169)

Wed July 11th: Normalizing suffering

Read: Holmes (p. 169 – top of 176)

Due: Quiz 5 by 5pm on D2L

Thurs July 12th: Rejecting suffering

Read: Holmes (p. top of 176 - 181)

Fri July 13th: Catching up, taking a breath

Due: First draft by the beginning of class (submit to D2L)

Friday Guest Lecture

Mon July 16th: Thinking towards the future

Read: Holmes (p. 182– bottom of 185)

Tues July 17th: Learning how to speak

Read: Holmes (p. bottom of 185 – bottom of 190)

Wed July 18th: Denaturalizing inequality

Read: Holmes (p. bottom of 190 – top of 196)

Due: Quiz 6 by 5pm on D2L

Thurs July 19th: Zooming out – from local to global

Read: Holmes (p. top of 196 - 201)

Fri July 20th: Course wrap up – where we started, where we are, where you're headed

Due: Final Paper by the beginning of class (submit to D2L)