Course Description:

This class brings personal experience and critical thinking together in an intellectually stimulating and frank exploration of race in American society. Do Americans talk about race all the time or not enough? How is the idea of race woven into the fabric of our nation? How does it shape our daily life and our sense of self? How does it structure inequality in our society? In this course, we draw from the fields of Anthropology and Ethnic Studies to explore the meanings of race, racial identity, and racism.

This is an introductory level course, designed for students with no previous background in the study of race and ethnicity. We will cover a broad range of people and experiences in this class, and all students will find a way to think through their own identities, experiences, and beliefs in the course readings and materials. This class is an opportunity for students to join a safe and stimulating space where they will be
personally challenged. All students will be encouraged to develop their thinking, writing, and presentation skills as we work through this complicated issue together.

**Course Goals:**

This class is designed to develop general education skills that will help you throughout your academic careers. 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 your own racial position, recognize and appreciate racial experiences that differ from your own, and explain the significance of race in today’s world.

2) Express your own thoughts, ideas, and experiences in constructive, intellectual dialogue that draws on and addresses scholarly research and theory.

**Course Requirements:**

1. **Attendance and Daily Quizzes:**

   The class format includes both lecture and discussion, and your participation is vital to the success of this class. Attendance is mandatory and will be tracked through daily quizzes. To ensure that everyone is keeping up with the assigned readings, a daily quiz will be given at the start of each lecture. These quizzes count for 25% of your final grade. You will receive 6 points for attendance and 2 points for each of the 2 questions (10 points each day, 250 points total). If you are late to lecture, you must check in with your TA and sign in up front, but you cannot make up the daily quiz. **You will lose 10 points for each section or class you miss. There is no distinction between “excused” and “unexcused” absences.** Please pay careful attention to your absences! Students who miss more than six classes (lectures or sections), without contacting their TA, will be automatically dropped from the class.

   If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

2. **Section and Participation:**

   All students will attend required weekly sections, held on Fridays. An assignment will be due each week – check the syllabus carefully. If you come
unprepared, you may be marked absent. Attendance and participation in your weekly discussion section is worth 10% of your grade (100 points).

Remember: Students who miss more than six classes (lectures or sections), without contacting their TA, will be automatically dropped from the class. If you fail to turn in any assignment (for any reason) without contacting your TA within one week of the deadline, you may be dropped from the class.

3 Bonus Activities:

Because you will receive points for the amount of time you put into this class, you will lose points every time you miss class or section. You may make up absences by attending bonus activities (6 points each), to be arranged by Undergraduate Assistants. These activities will include movies and discussion, “meet the professor” events, field trips to local high schools, and other events. They will take place in the afternoons, evenings, and on weekends to try and accommodate different schedules. Bonus activities can count towards your attendance, weekly posts, and/or daily quiz grades. They do not count towards late or missed assignments. Students who violate the academic code of conduct may forfeit these extra points. Please don’t wait until the end of the semester to take advantage of these extra credit opportunities! A schedule of these out-of-class activities will be available online at the class D2L site and announced daily in class.

⇒ Join us on Facebook: http://bit.ly/beSGRb to get updates on bonus activity times and locations.

4 Online Discussion Board:

D2L:

In classes that take race as their topic, students often learn as much from each other as they do from the professor, assignments, and readings. In order to extend our classroom discussions and to expand your opportunities to share your thoughts and experiences, you will be required to participate in online discussion boards, which will be organized by section. You must have computer access to participate in this class. (Computers are available for your use in the Library Information Commons as well as in several other locations on campus.) You will be asked to post approximately once a week, and your comments will be graded (6, 8, or 10 points) based on length and quality. You must post at least 10 times over the course of the semester in 10 different weeks. If you choose to post more often (and you are encouraged to do so), we will take your highest 10 grades. You may check your progress online at the D2L site. Discussion posts are worth 10% (100 points) of your grade. Posts are due before your section each week.

Your weekly comments should be at least 200 words in length (a long paragraph). Your posts should address the topic for that week – bringing in your own
personal experiences, your reflections on the readings, and/or any relevant examples from politics or popular culture. You MUST keep up with reading your fellow section-mates’ posts every week, and you should feel free to build on things they have said. This forum is an extension of our in-class discussions. It is especially helpful for those students who do not speak up often in class (for whatever reason) to contribute their ideas and experiences in this space.

The online discussion boards are provided as an additional forum for students to talk to each other about class material. Professors and TAs will read and grade comments, but (with the exception of the “Talk to the Professor” group) this is designed as a student-only space. While students are often less formal in this online forum, there are certain rules that must be followed. Opinions expressed must be respectful of fellow students, TAs, and the professor. When a comment is perceived as offensive, disrespectful, or in any other way violates the safe space of the discussion board, students will be required to meet with the professor and/or TA to resolve the matter. Repeated offenses (online, in section, or in lecture) will be grounds for dismissal from this class. Students who fail to participate will be dropped from the class.

To access the discussion board: http://d2l.arizona.edu
To get help with the discussion board: http://help.d2l.arizona.edu/forstudents.html

⇒ Your first post is due by Friday, September 2\textsuperscript{nd} – no exceptions.

Facebook:

Students in this course often enjoy discussing the topics raised with friends, family, and other classmates. In order to provide another outlet for your discussions, we have created a Facebook group that you may choose to join. Facebook contributions must follow the code of conduct outlined in the syllabus, and our class Facebook group will be moderated by TAs and undergraduate assistants. This is a more informal space where students should feel free to share thoughts and reactions without a grade or the need to cite from course readings. Active participation on Facebook can help boost your overall section participation grade.

To join: The ANTH 150 Facebook group can be found at http://bit.ly/beSGRb
Please note that only class members will be able to join this group and read or contribute to our discussion. Participation on Facebook is entirely optional.

Group Projects:

During the first week of class, you will be assigned to a 3-5 person group. You will sit with this group both in lecture and section, and you will be responsible for meeting with them periodically outside of class. These groups will be changed three times over the course of the semester so that you get a chance to interact with different people in this class. Together, you will work on three different group projects; each one will be worth 5% (50 points) of your final grade.
While you will each contribute different parts to the group project, you will need to discuss your project together as a group. You should exchange information (email and phone numbers) and plan to meet well in anticipation of the project deadlines.

**Papers:**

In addition to group projects, you will also be writing individually about your personal experiences with race. You will have multiple opportunities to talk about your own thoughts and experiences and interview others about theirs. You will receive more detailed guidelines on this and all other assignments throughout the semester, and you should check the D2L site for how-to guides. **All writing assignments are due at the beginning of your section.** If you are late to section that day, your paper is also late. Late papers will be downgraded at a rate of 5 points per day late.

Please be aware of your role in preserving academic honesty and fairness. You are responsible for presenting your own ideas, research, and writing. If you do not understand how to quote from readings and give proper credit to authors, please ask for help or consult: [http://www.library.arizona.edu/library/type1/tips/data/plagiarism](http://www.library.arizona.edu/library/type1/tips/data/plagiarism). **Plagiarism is a violation of academic integrity, and it will not be tolerated in this class.** We will be using the Turnititin service to track plagiarism in class papers. University policies allow for various penalties, including expulsion from this class. See the UA Code of Academic Integrity at: [http://web.arizona.edu/~dos/uapolicies/cai1.html](http://web.arizona.edu/~dos/uapolicies/cai1.html).

**Grading:**

- **Daily Quizzes:** 25% 10 points each 250 total
- **Section Participation:** 10% 100 points max. 100 total
- **Online D2L Posts:** 10% 10 points each 100 total
- **Group Projects:** 15% 50 points each 150 total
- **Papers:** 40% 100-150 points each 400 total

**Total:** 100% 1000 points

**Honors Students:**

There is a special honors section for this class. Honors students will be working on group presentations on the topic of colorblindness to present to the class.

**Undergraduate Assistants:**

Returning students who have been nominated by their TA are eligible to join our Undergraduate Assistant Program, receiving 1 unit of academic credit and student leadership experience. Undergraduate Assistants will help run all bonus activities and coordinate field trips and other class projects.
Course Readings:

There are no textbooks required for this class. We will be working with articles and chapters that are available to you through the class D2L site. It is recommended that you print these out to help you on daily quizzes and writing assignments. Readings may change over the semester; check the class website. All students will be required to purchase a Turning Point responder to participate in this class.

Class Schedule:

<table>
<thead>
<tr>
<th>Section One: Why Race? What Racism?</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> Introductions</td>
</tr>
<tr>
<td><strong>T 8/23:</strong> Welcome to ANTH 150!</td>
</tr>
<tr>
<td><strong>F 8/26:</strong> Read the syllabus – carefully!</td>
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<tr>
<td>➔ There is a $25 fee for dropping this class after August 30th.</td>
</tr>
<tr>
<td><strong>Week 2:</strong> What is Race?</td>
</tr>
<tr>
<td><strong>F 9/2:</strong> ➔ First online post due before your section. No exceptions!</td>
</tr>
<tr>
<td>➔ Proposal for your Critical Race Autobiography due (5 points).</td>
</tr>
<tr>
<td><strong>Week 3:</strong> What is Racism?</td>
</tr>
</tbody>
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F 9/9: Critical Race Autobiography (3 pages, 100 points) due in section.

Week 4: Racial Violence


F 9/16: Bring in a statistic that illustrates the concept of institutional racism.

→ Last day to drop this course (deleting it from your record)

Week 5: White Privilege


→ Plan for your White Privilege Group Project due to your TA by end of the day (detailed email copied to your entire group).


F 9/23: White Privilege Group Project (50 points) due in section.
Section Two: Racial Identities and Experiences of Racism

Week 6: Native American Experiences


F 9/30: Research plan and interview questions for your Race Interviews Paper due (10 points).

Week 7: African American Experiences


F 10/7: If required by your TA, Race Interviews Research Plan Rewrite due.
Week 8:  **Latino/a Experiences**


**F 10/14:**

⇒ *Race Interviews Paper (5 pages, 150 points) due in section.*

⇒ Last day to drop this class with a grade of "W" (if passing)

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Week 9:  **Asian American Experiences**


F 10/21: Bring a racist image of Asians or Asian Americans into section.

**Week 10:** White Ethnic and Arab American Experiences


F 10/28: ⇒ Sign up to meet with your TA if you plan to do a Race Interviews Rewrite.

**Week 11:** Multiracial Experiences


Section Three: Race in Politics and Popular Culture

Week 12: Race in Popular Culture


F 11/11: Veteran’s Day. No class.

⇒ Plan for your Race in Popular Culture Group Project due to your TA by end of the day (detailed email copied to your entire group).

Week 13: Colorblindness


F 11/18: ⇒ Race in Popular Culture Group Project (50 points) due in section.

Week 14: Institutional Racism


⇒Proposal for your Final Paper: Thinking Critically about Colorblindness due (10 points).

11/24-25: Thanksgiving Holiday. No class.

**Week 15:** Anti-Racism


**F 12/2:** ⇒Final section! *Be prepared to discuss your final paper with your group.*

**Week 16:** Where do we go from here?


⇒Final Paper: Thinking Critically about Colorblindness (4-5 pages, 150 points) due in class.

*Have a great winter break!*