ANTH 150a: Race, Ethnicity, and the American Dream

Instructor and Contact Information

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Course Description

This course offers a critical analysis of race and racism in American society. How have conversations about race changed over the last few years? How is the idea of racial hierarchy 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, racism, and racial justice. This class takes up various types of social media (blogs, Twitter, YouTube, online news sources, etc.) to examine current issues in relation to critical race scholarship. Through course readings, in-class activities, and assignments, students will learn to critically analyze the racial messages that surround us.

Course Objectives

This class is designed to develop skills that will help students throughout their academic careers and after they graduate. In addition, we will be learning about a topic of deep personal relevance and global significance. By the end of the course, students should be able to:

1) Think critically about their own racial position, recognize and appreciate racial experiences that differ from their own, and explain the significance of racism in today’s world

2) Describe different forms of racism and racial inequality and identify the “common sense” beliefs that complicate the struggle for racial justice

3) Analyze real world examples in relation to course concepts and interdisciplinary scholarship in critical race studies (see D2L for a summary of “core concepts” that will be taught)
General Education/UA Expected Learning Objectives

This course is designed to:

1) Provide a forum for discussion and analysis of current political issues and political discourse, in line with university policy on political activity: [political activity](http://universityrelations.arizona.edu/political-activity-fact-sheet)

2) Teach information literacy skills including the ability to critically evaluate information and information sources. Students will be taught how to assess the reliability, validity, accuracy, authority, timeliness, and point of view bias of information sources. See: [information literacy](http://www.library.arizona.edu/documents/ust/Outcomes_Activities.pdf)

3) Foster an environment that values diversity and encourages students to leave homogeneous peer groups. This class will also challenge students to think critically about their assumptions and seek out knowledge in order to develop well-informed perspectives. See: [diversity](http://diversity.arizona.edu/best-practices-creating-diverse-and-inclusive-university)

Collaborative Learning Space Objectives

This class will be offered in one of the university’s collaborative learning spaces. As such, this course will feature:

1) Focused lecture segments that promote conceptual understanding of the lesson’s topics, followed by collaborative active-learning strategies

2) Assigned seats and small groups, subject to change periodically, which will allow students to learn and develop course concepts with their peers

3) In-class activities that foster critical thinking and require the active participation of all students. Off-task behavior will not be tolerated.

For more on these innovative learning spaces and pedagogical approaches, see: [innovative learning spaces and pedagogical approaches](http://academicaffairs.arizona.edu/sites/academicaffairs/files/profile_of_a_successful_class_instructor.pdf)

Course Readings

All required readings, videos, and recommended/optional materials can be accessed through the class D2L site. There are no materials that need to be purchased to participate in this class.

Grading Policies

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<th>Participation in Collaborative Learning</th>
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<td>These are participation (not attendance) points</td>
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<td>10 points will be deducted for each class in which you cannot or do not participate actively</td>
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### Weekly Quizzes

15 quizzes @ 10 points each,
Bonus quizzes may appear for extra credit  

### Everyday Examples

1 “guided” paper (2 pages) @ 100 points
3 short papers (3 pages) @ 150 points each  

### Final Project

Creative project on the topic of racial justice, 100 points  

### Bonus Activities

Offered weekly starting in week 3, 10 points per session attended, applied to your participation grade  

### TOTAL

100%

### Participation in Collaborative Learning

Active participation is required in collaborative learning spaces, and attendance is mandatory in this course. Your T.A. will track attendance and expect punctuality and engaged participation during all class sessions. **You will lose 10 points for each discussion section or lecture in which you do not participate fully.** Please pay careful attention to your absences. Excessive unexcused absences (3 or more) may lead to an administrative drop.

Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties within a week. Participation points may be made up at any bonus activity. Failure to submit third-party documentation will result in unexcused absences. 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](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 honored and will not count towards a student’s total number of absences. Participation points may be made up at any bonus activity. See: [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy)

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored and will not count towards a student’s total number of absences. Participation points may be made up at any bonus activity. See: [http://policy.arizona.edu/employmenthuman-resources/attendance](http://policy.arizona.edu/employmenthuman-resources/attendance)

### Weekly Quizzes

There will be a weekly quiz (worth 10 points) on the week’s required readings and videos. This D2L quiz will close Monday at midnight. Bonus questions will occasionally appear for extra credit to allow students to max out their final quiz grade (15%). There will also be a quiz on the syllabus/D2L site during Week 2.

### Writing Requirements
As part of the General Education program, this course has a writing emphasis.

**Guided Everyday Example:** For your first writing assignment, you will be given the example to write about. Workshops will be offered after this first assignment has been graded to show different approaches and common mistakes. **All students will be given detailed feedback on this assignment to use as they write the next assignments. Make sure you open and read this feedback on D2L.** This “guided” paper (2 pages) is worth 100 points.

**Everyday Examples:** You will complete 3 additional papers, selecting an “everyday” example of your choosing (and not presented in class) to analyze in relation to the core concepts of (1) racial stereotypes, racial hierarchy, and/or white privilege (2) structural racism, and (3) colorblindness. Each Everyday Example paper (3 pages) will be worth 150 points.

Late work will be downgraded at a rate of 5 points daily. Failure to turn in any of the written assignments without consulting your TA will result in an administrative drop or failing the course. For assignment guides with specific tips for each paper, see “Assignments” on D2L.

**Final Project**

In the last unit on antiracism, students will design a tribute, memorial, or monument to aid in the struggle for racial justice. Each student will turn in a write-up (2 pages) with their plan and its relationship to course concepts. This assignment is worth 100 points.

**Bonus Activities**

All students are able to receive full credit (200 points) for their participation grade by attending bonus activities to make up for class sessions that they have missed (for any reason). Bonus activities will begin in Week 3 of the semester, and the schedule will be announced on D2L each week. There will be a few activities that can be done online with a short write-up submitted to receive credit. Students will receive 10 points for each bonus activity they complete.

**Honors Credit**

For honors credit, students must actively participate in 8 bonus activities. Honors students may participate in additional bonus activities to add points to their participation grade (10 points per session) and make up any absences. For more information, see the Bonus Activities section above.

**Other Relevant University Policies**

**Classroom Behavior Policy:** No cell phone use, email, reading, or distracting/distracted behavior. Please see additional notes on active and engaged participation in the “Collaborative Learning Space Objectives” section above.

**Threatening Behavior by Students:** This 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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)
Accessibility: If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center, please visit http://drc.arizona.edu

Code of Academic Integrity Students will participate in collaborative learning in this class, and they 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. Students are expected to adhere to the UA Code of Academic Integrity and avoid academic dishonesty, as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity

Plagiarism is a serious academic offense, even if it is not intentional, and it will not be tolerated in this class. We will be using the Turnitin service to track plagiarism in all papers. 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/help/tutorials/plagiarism

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

Subject to Change Statement: 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 Schedule

Students must complete required readings and video assignments before taking the D2L quiz which closes Monday at midnight (except where noted).

Week 1: Introduction
January 12/13

Required Readings:


Week 2: The Social Construction of Race
January 17/19/20

Required Readings and Videos:


Assignment: First 2 D2L quizzes (on assigned readings/videos and syllabus/D2L site) close on Thursday, January 19

**Week 3: The Folk Theory of Racism**

January 24/26/27

Required Readings and Videos:


**Week 4: Active and Passive Racism**

January 31/February 2/3

Required Readings and Videos:


Assignment: Guided Everyday Example due by Sunday, February 5
Week 5: Racial Hierarchy  
February 7/9/10  
Required Readings and Videos:


Week 6: Racial Stereotypes and Microaggressions  
February 14/16/17  
Required Readings and Videos:


Bonus Activity: Everyday Example writing workshops

Week 7: White Privilege  
February 21/23/24  
Required Readings:


**Assignment:** 1st Everyday Example (White Privilege and Racial Hierarchy) due by Friday, February 24

**Week 8: Structural Racism:**
**Drugs, Incarceration, and Police Violence**
February 28/March 2/3

**Required Readings and Videos:**


**Week 9: Structural Racism:**
**Education and Residential Inequality**
March 7/9/10

**Required Readings and Videos:**


Spring Break
March 14/16/17

Week 10: Structural Racism: Health and Environmental Racism
March 21/23/24

Required Readings and Videos:


Week 11: Colorblindness
March 28/30/31

Required Readings and Videos:


Assignment: 2nd Everyday Example (Structural Racism) due by Friday, March 31

Week 12: The Backlash against Colorblindness: “Alt-right,” White Nationalism, and White Supremacism
April 4/6/7

Required Readings and Videos:


**Week 13: Popular Culture and Cultural Appropriation**
April 11/13/14

**Required Readings and Videos:**


**Assignment:** 3rd Everyday Example (Colorblindness) due by Sunday, April 16

**Week 14: Anti-Racism**
April 18/20/21

**Required Readings and Videos:**


**Week 15: The Backlash against Anti-Racism**

April 25/27/28

Required Readings and Videos:


**Assignment:** Final Project due by Monday, April 24

**Week 16: Conclusion**

May 2

In-class presentations of final projects.
Have a nice summer break!