

Anthropology 150B1-061: Many Ways of Being Human
New Start Summer Session
June 11-July 20, 2018
Chavez 104
School of Anthropology
The University of Arizona

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COURSE DESCRIPTION

According to the General Catalog, ANTH 150B1 Many Ways of Being Human: “introduces the student to anthropological perspectives on cultural diversity. The course focuses on gender, race, ethnicity and class through readings by and about peoples of the non-western world.”

Anthropology seeks to understand and build respect for the many ways people understand and interact with each other and their surroundings. In this course, we will discuss how anthropologists and other social scientists engage in research, cover some of the foundational writing in the discipline, read material by non-western authors, and review writings about the peoples of the non-western world.

Course Objectives and Expected Learning Outcomes

By the end of the course, students will be able to:

- understand more clearly issues of self-identity, social difference and social status, and the effects of major institutions on individual experiences
- demonstrate knowledge of the formal and informal structures and processes that make social systems, governments, and economies work
- 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
- 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
- have knowledge of the variability of lifestyles and worldviews across cultures.
- students will gain exposure to a wide array of different cultures that illustrate how people work to create a sense of distinctiveness (a sense of self and other) through culturally meaningful practices.
- 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
- students will gain exposure to a wide array of different cultures that illustrate how people work to create a sense of distinctiveness (a sense of self and other) through culturally meaningful practices.

Course Format and Teaching Methods

New Start is an intense, engaged summer course. Classes are a mix of daily lectures, in-class discussion, small group activities, social science lab activities, field research training, field trips and guest lectures.

COURSE REQUIREMENTS

There are three to five (3-5) required readings each week totaling approximately 50 pages a week. The course syllabus lists an article or book chapter for each day of the session. These readings 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 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 in total). We will do the first quiz together in class on Wednesday June 13. The subsequent quizzes must be completed **every Wednesday by 5pm on D2L** (June 20, June 27, July 4, July 11, July 13).
- **Four (4) short papers**, worth **10 points** each (**40%** of the grade in total). A short paper is due **every Thursday at midnight on the D2L dropbox. You must also bring a printed copy** at the beginning of class on **Friday** for the first five weeks (June 15, June 22, June 29, July 6, and July 13).
- **Final term paper**, worth **24 points** (**24%** of the grade in total). The term paper is a revised, edited compilation the four short papers. The **first draft is due Thursday July 12** and is worth **8 points**. The **final, corrected version** of your paper is **due Thursday, July 19** and is worth **16 points**. A printed copy with all revised versions is due on Friday July 20 at the beginning of class. 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 in total).

Description of the requirements:

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.

Proposal (Short Paper 1): The first essay is a proposal, due June 15th (Friday 1). 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.

Literature Review (Short Paper 2): The second essay is a literature review, due June 22th (Friday 2). 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.

Methods (Short Paper 3): The third is a methods section, due June 29th (Friday 3). 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.

Preliminary Findings (Short Paper 4): The fourth assignment, due July 6th (Friday 4), 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.

First Draft: You are expected to submit a first draft of the final paper on July 12 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.

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.

PLEASE NOTE: When you turn in the final draft you must include all previous drafts of the paper sections stapled to the back. If you do not include past drafts you will not receive a final grade.

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; and posting relevant comments or information on the D2L discussion board..

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

NEW START REQUIREMENTS

As a New Start student, you have the opportunity to be involved in academic and social life at UA in a very unique way.

New Start Tutoring

Peer tutoring is available to all students at UA, but New Start students are able to get help on coursework from specially trained tutors who attend our classes, so are familiar to you and also are experts in our

course content. I encourage you to visit any of the New Start Anthropology tutors as soon as you start to feel unsure about any class content, rather than when it might be too late to improve your grade.

As part of your **class participation grade**, you must see an Anthropology tutor at least twice during New Start. The tutor assigned to this class has tutoring hours between 1pm-4pm on Mondays and Tuesdays in the Think Tank at Bear Down Gym, 1pm-5pm on Thursdays in Think Tank at Bear Down Gym, and 3pm-7pm on Sundays in Think Tank at the Campus Recreation Center.

She may also be contacted via email - dem2@email.arizona.edu. She will check and respond to emails between 7am-9pm every day except Saturday and Sunday morning. If an email is sent on a Friday after 9pm, Saturday, or Sunday morning, she will respond 12pm noon of the following Sunday.

COURSE POLICIES

All papers are due at the beginning of class. Students must upload their assignment to the D2L Dropbox before class and also bring a printed copy to class.

Final grades are given on a 100-point scale. Grades are not rounded (i.e. 89.9 is a B).

- 90-100 = A
- 80-89.9 = B
- 70-79.9 = C
- 60-69.9 = D
- 0-59.9 = E

Web-based communication

Please feel free to communicate with me via email, and with your colleagues through the D2L online forum. If you send me an email, I will make my best attempt to reply within 24 hours during the working week. Also, you always are welcome to ask questions during, before or after class, or during office hours.

Announcements

Do not forget to check D2L for course announcements. Make sure you check the account where you get D2L email. If you do not regularly check that account please have your D2L messages forwarded to an email account you check frequently. *I cannot accept excuses for assignments and projects missed because you did not see a D2L announcement.*

Required Texts and Course Materials

There is no textbook for this course. All materials for this course are available through the D2L website <http://d2l.arizona.edu>. Some of the content may require access through a VPN or other secured connections. Access to a computer with reliable internet and sound capability (speaker or headphones) is a requirement for this course. Computers are available at many locations on campus, including in the libraries and student union, and in some place you can check them out overnight.

D2L support can be found at <http://help.d2l.arizona.edu/students/home>. If you have difficulties with any of the technical aspects of this course, including accessing outside websites, or have any computing issues in general, contact The 24/7 IT Support Center (<http://247.arizona.edu>). This is a **free, 24/7** service provided by the University to assist members of the University community with computing needs.

Submitting your work

All written assignments must be submitted to D2L. Quizzes must be completed through the Quiz link on D2L. *I cannot accept late work* except with advance permission, after *documented* emergencies, in

accordance with University of Arizona regarding religious holidays and events, or as approved by New Start or the UA Dean of Students. Failure to submit third-party documentation will result in 0 points awarded for the assignment.

Attendance policy

Summer session courses are fast paced and *New Start has a strict attendance policy*. Students can miss *no more than two classes* before being dismissed from the program. The only exceptions granted will be for *documented* emergencies, in accordance with University of Arizona regarding religious holidays and events, and as approved by the New Start Program Coordinator or the UA Dean of Students. Failure to submit third-party documentation will result in an unexcused absence.

Tardiness policy

Arriving late to class is disruptive and disrespectful to me and to your peers. Arriving late will count as ½ of an absence. Please note, four incidents of tardiness equals two unexcused absences, and you may be dismissed from the New Start program.

The New Start policy concerning Class Attendance and dismissal from the program is available at: <http://newstart.arizona.edu/parents/new-start-coursework>.

The UA policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>.

The UA policy regarding absences on and accommodation of religious holidays is available at: <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: <http://hr.arizona.edu/policy/appointed-personnel/7.04.02>.

Classroom Behavior

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the internet during class time. Students must refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave 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>.

Controversial and potentially offensive subject matter

In this course we will discuss matters that may be considered controversial or deemed offensive by some students. The discipline of anthropology encompasses many aspects of humanity, but above all we will learn how to understand and appreciate difference, and this process may force us to get out of our comfort zone. Being uncomfortable with some ideas presented in this class is unavoidable. But remember, we are studying other cultures not to dis/agree with, imitate or judge the varying ways others live their lives but in order to recognize the ‘Many Ways of Being Human.’

Topics include, but are not limited to, evolution, alternative worldviews, race, gender, sexuality, class, religion, politics and violence. We will hear coarse and vulgar language and see visual images that are not

rated PG. Such materials are deemed important for the learning process. Students are expected to engage academically with course content. Students are not excused from interacting with such materials, but they certainly are encouraged to express well-formed opinions to explain those objections and their reasons for them.

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.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Student 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. 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.

Cheating and Plagiarism

Assignments will be checked with Turnitin, the plagiarism detection software built into D2L. All acts of plagiarism will be awarded 0 points. Intentional acts of plagiarism will be reported to the Dean of Students. Remember, plagiarism is the use of ideas that are not *entirely* your own without attribution. If you are having difficulty identifying when to quote or when to cite, please ask!

For further assistance with learning how to cite or how to avoid plagiarism please visit the UA Writing Center, <http://thinktank.arizona.edu/services/writing>, or the Library website, <http://www.library.arizona.edu/library/type1/tips/data/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>

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.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Changes to the syllabus:

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

Please note that this schedule is subject to change.

June 10: Student Welcome

Introduction to anthropology; Anthropological methods

Week 1 June 11: Introduction to class and Four fields anthropology

June 12: Cultural anthropology and ethnography

June 13: Methods activity (fieldwork)

Quiz 1 together in class

June 14: How to write a research paper; Plagiarism

June 15: Peer review of papers / Guest speaker

Short paper 1 due at the start of class

Kinship and Family; Environmental Anthropology

Week 2 June 18: Family and Kinship

June 19: Environmental Anthropology

June 20: New Start Student Orientation - NO CLASS

Quiz 2 due by 5pm

June 21: Environmental Anthropology

June 22: Peer review/Guest speaker in Harvill 150

Short paper 2 due at start of class

Local and global forms of social and economic stratification

Week 3 June 25: Social stratification in the US

June 26: Globalization

June 27: Structural violence

Quiz 3 due by 5pm

June 28: "Development" here and there

June 29: Peer review of papers / Guest lecture in Harvill 150

Short paper 3 due at start of class

Race and Ethnicity

Week 4 July 2: Defining ethnicity and race (videos)

July 3: Nationalism and Colonialism (Orientalism)

July 4: **"Independence" day - no class**

Quiz 4 due by 5pm

July 5: Social movements and social justice

July 6: Peer review of papers / Guest lecture in Harvill 150

Short paper 4 due at start of class

Belief systems; Medicine and health

Week 5 July 9: Belief systems

July 10: Medicine and Health (Rebecca Crocker ?)

July 11: **2018 New Start Academic Conference (be in class at 7:30 to pick up conference materials)**

Quiz 5 due by 5pm

July 12: **2018 New Start Academic Conference**

July 13: Peer review of papers / Guest lecture in Harvill 150

First draft due at start of class

Gender and Sexuality; Language

Week 6 July 16: Gender and Sexuality Intro

July 17: LGBTQ

July 18: Introduction to linguistics; Gender and language

Quiz 6 due by 5pm

July 19: Case studies from linguistic anthropology

July 20: Class Evaluation; Guest lecture in Harvill 150; Award Ceremony – 11 AM

Final version of term paper due at the beginning of class

ASSIGNED READINGS

Readings need to be completed BEFORE the date that they are listed. Come to class on the date where the reading is listed prepared to discuss its content.

NOTE: this list is subject to change. Additional recommended (optional) reading might be added at any time. Please consult D2L for the most up-to-date assignments.

Week 1: Introduction to anthropology; Anthropological methods

Monday, June 11: Introduction to Anthropology

No assigned reading

Tuesday, June 12: Introduction to Anthropology

Miner, H. (1956). Body Ritual among the Nacirema. *American Anthropologist*, 58(3),

Wednesday, June 13: Ethnography

Luke Eric Lassiter. 2002. Ethnography. Chapter 3 in *Invitation to Anthropology*. Walnut Creek, CA: AltaMira Press, 69-98. (D2L) / **Quiz 1 due in class**

Thursday, June 14: Ethnography

Wax Rosalie. 1971. Excerpts from in *Doing Fieldwork*. University of Chicago Press. (D2L)

Friday, June 15: Guest lecture

No assigned reading (Guest lecture in Harvill 150); *Peer review of papers*

Short paper 1 due at start of class

Week 2: Kinship and Family; Environmental Anthropology

Monday, June 18: Kinship and Family

Goldstein Melvyn. When brothers share a Wife in *Cultural Anthropology: a reader for the Global Age*. New York: Norton and Company, 213-220.

Tuesday, June 19: Environmental Anthropology

Dove Michael and Carpenter Carol (ed.). Introduction to *Environmental Anthropology: a historical reader*. Blackwell Publishing, 2008.

Wednesday, June 20:

New Start Student Orientation - **NO CLASS**

Thursday, June 21: Environmental Anthropology

Geertz Clifford. (1972). *The Wet and the Dry: Traditional Irrigation in Bali and Morocco*, Human Ecology. Vol 1 (1): 23-39.

Friday, June 22: Guest lecture

No assigned reading (Guest lecture); *Peer review of papers*

Short paper 2 due at start of class

Week 3: Local and global forms of social and economic stratification

Monday, June 25: Economic stratification in the US

Ehrenreich, B. (2001). Evaluation. In *Nickel and Dimed: On (Not) Getting By in America* (pp. 106–120). New York: Henry Holt and Company.

Tuesday, June 26: Globalization

No assigned reading.

Wednesday, June 27: Structural Violence

Farmer, P. (2004). On suffering and structural violence: social and economic rights in the global era. In *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (pp. 29–50). University of California Press.

Thursday, June 28: International “Development”

Escobar, A. (2011). Introduction. In *Encountering Development: The Making and Unmaking of the Third World* (pp. 3–20). Princeton, New Jersey: Princeton University Press (to discuss with guest)

Friday, June 29: Guest lecture

No assigned reading (Guest lecture); *Peer review of papers*

Short paper 3 due at start of class

Week 4: Race and Ethnicity

Monday July 2: Defining ethnicity and race

Alan Goodman. 2000. Why Genes Don't Count (for Racial Differences in Health). *American Journal of Public Health* 90(11):1699-1702. (D2L)

Tuesday July 3: Nationalism

Richard Rodriguez. 1990. Complexion. In: *Out There: Marginalization and Contemporary Cultures*. Russell Ferguson et al., eds. Cambridge: MIT Press, 265-280.

Wednesday July 4:

No assigned reading

Thursday July 5: Social movements

Bonilla, Yarimar and Jonathan Rosa. #Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States in *Cultural Anthropology: a reader for the Global Age*. New York: Norton and Company, 213-220.

Friday, July 6: Guest lecture

No assigned reading (Guest lecture); *Peer review of papers*

Short paper 4 due at start of class

Week 5: Belief systems; Medicine and health

Monday, July 10: Belief systems

Gmelch G. Baseball Magic in *Cultural Anthropology: A reader for Global Age*. Norton and Norton Company, New York. 2018.

Tuesday, July 11: Medicine and Health

Andrew Jacobs and Matt Richel. How Big Companies got Brazil Hooked on Junked food. New York Times. <https://www.nytimes.com/interactive/2017/09/16/health/brazil-obesity-nestle.html?smid=pl-share>

Wednesday, July 12: Academic Conference

2018 New Start Academic Conference (be in class at 7:30 to pick up conference materials)

Quiz 5 due by 5pm

No assigned reading.

Thursday, July 13: Academic Conference

2018 New Start Academic Conference

No assigned reading

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Friday, July 14: Guest lecture

No assigned reading (Guest lecture); Peer review of papers

Short paper 5 due at start of class

Week 6: Gender and Sexuality; Language

Monday, July 17:

Candace West and Don Zimmerman. 1987. Doing Gender. *Gender and Society* 1(2):125-51.

Tuesday, July 18:

No assigned reading.

Wednesday, July 19:

C. J. Pascoe. 2005. 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities* 8: 329-346 (see in particular pp333-343; D2L)

Thursday, July 20: Linguistic anthropology

Ahearn, Laura. 2012. Chapter One in *Living Language: An Introduction to Linguistic Anthropology*. Blackwell Publishing.

Friday, July 21: Guest lecture

No assigned reading (Guest lecture); Peer review of papers

Final Paper due at start of class