

Anthropological Theory

ANTH 251, Spring 2020
9:45-11:00 am, Kerwin Hall 303

David Vine, Professor of Anthropology, Hamilton 311, 202-885-2923, vine@american.edu
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Office hours: Fridays, 11-12:00 pm, location TBD

David's Office Hours: You can always come to office hours without an appointment. To schedule an appointment, please sign up at: <https://calendly.com/vine>. To make an appointment outside regular hours, please talk to me or email suggested dates/times. *The Department is disappointed and apologizes that the Hamilton Building has no elevator, beyond a ground floor lift, and is thus not completely accessible. See below for accessibility information.*

- Tuesday, 11:15-1:15 pm, Hamilton 311 (not accessible; email to meet on accessible ground floor)
- Wednesday, 4-5 pm, Hamilton 311 (not accessible; email to meet on accessible ground floor)
- Thursday, 4-5 pm, Hamilton Ground Floor Lounge (accessible)

INTRODUCTION

This participatory, collaborative, discussion-based course offers a chance to explore some of major ideas, theories, methodologies, texts, authors, and histories that have shaped sociocultural anthropology (aka, social or cultural anthropology) and related fields. The course should offer a base upon which to explore ideas, build further knowledge, and conduct independent research during one's undergraduate education and beyond. The seminar aims to build all our skills as thoughtful researchers, analysts, critics, and theorists of and in our troubled, beautiful, complicated world. Informed by the Department of Anthropology's commitment to *public anthropology*, the course also seeks to provide a foundation for ensuring that anthropology is a tool for helping improve the world. *This course is required for anyone majoring or minoring in Anthropology.*

Engagement and Being Present

As a discussion-based seminar, the course assumes energetic, thoughtful, and collaborative engagement from everyone. Careful and thoughtful reading, active participation in class, and high-quality writing are the most important elements of this course. To prepare for discussions, I recommend using the list of questions in "Suggestions for Academic Reading" below. I expect advance notice for any classes you will miss, just as I will inform you if I must miss any classes.

Respect, Inclusivity, and Freedom of Expression and Dissent

Our classroom will be a space for passionate, engaged discussion. Everyone will be encouraged to express views freely and to dissent with others—especially me—while recognizing the responsibility to respect others' right to express themselves freely.

In keeping with commitments to social justice and a public anthropology, the Department of Anthropology and I are committed to ensuring inclusion, diversity, and equality of opportunity for all, regardless of race/ethnicity, sex, gender, sexuality, class, age, religion, nationality, (dis)ability, and intellectual or political viewpoint, among others dimensions of difference. If you have any questions, concerns, or suggestions, please feel free to speak to me, the Department chair, or the Center for Diversity and Inclusion (202-885-3651).¹

Course Feedback

Beginning with the syllabus and throughout the semester, participants will have opportunities to shape the direction of the class, choose subjects of discussion, and improve the course design. At mid-semester and the semester's end, you will complete self-evaluations. I will ask you to respond to specific questions, but this will be another opportunity to ask any general questions about the class, anthropology, and things that are confusing in the course. The self-evaluations will also be a chance to give me feedback about my teaching, ways I could improve the class, and general frustrations or inspiration.

I always welcome questions raised in class, office hours, and by email—but call with anything truly urgent. Feel free to leave anonymous questions or comments in my mailbox on the ground floor of the Department of Anthropology's Hamilton Building.

LOGISTICS

Technology in the Classroom

Because this course stresses active engagement in class discussions and respect for all course participants, computers, mobile phones, and other personal electronic devices may *never* be used in the classroom except when there is a reason to make an exception to this rule. There are definitely good reasons to make an exception; if this is the case or if you have questions, please come speak to me. Although I do not encourage the use of e-readers, they may be used in class only if they are used to examine course readings and for no other purposes. If an e-reader is used for other purposes in the classroom, it will no longer be permitted in the classroom. Use of technology in the classroom other than as described will indicate a lack of engagement and negatively affect one's grade. Thanks for your understanding and assistance.

Email and Communication

Throughout the semester, I will send emails (via Blackboard or directly to your email) to supplement and clarify class discussions and occasionally to modify readings or other assignments. I consider these emails to be an important part of the course and required reading. This means that everyone must ensure you will receive such emails and that you read them in a timely manner. Note, however, that I will not change a mandatory reading or assignment with less than 48 hours' notice.

If you send me an email and do not get a response within a few days, I apologize in advance. My delay is likely because of the large amount of email faculty receive every day. If the issue is

¹ With thanks to Leena Jayaswal, American University, "Statement of Inclusivity," 2016.

pressing, please call my office phone or talk to me in class. If there is an emergency, please call me on my mobile phone.

Note that I try to check email only once per day, and I do not check email on my phone. I also recommend *not* using email if you have a lengthy question or item to discuss. Talking in person will be much more efficient and effective, so I recommend talking to me (and other faculty) in office hours in such cases. A general guideline: If you have more than three questions, or if your email is more than eight lines long, or if your email would likely require more than eight lines of response, please come to office hours or speak to me after class.

MUTUAL RESPONSIBILITIES

Student Academic Integrity

By registering for this class and at the university, you have acknowledged your awareness of the Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm> or see the “Student Handbook and Planner”). You are responsible for familiarizing yourself and complying with all its standards of academic conduct, including those related to plagiarism, cheating, and fabrication. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university’s Academic Integrity Code closely and ask me if you have any questions.²

Special Note: In addition to plagiarizing others, it is possible to plagiarize oneself when using your own previously written material without proper citation. To avoid self-plagiarism and related academic dishonesty, you must cite any and all material that you have written for any purposes other than this class. If you want to use material written for another class in this course, you must ask for permission in advance to do so.

My Responsibilities

I pledge to the best of my ability to make this as enriching and exciting an academic experience as possible for everyone; to come prepared to lead engaging class sessions; to create a safe and nurturing environment in the classroom that encourages the free exchange of ideas; to remain open to—and encourage—all dissent, critique, suggestions about the class, and other feedback; to adapt the course as appropriate in response to feedback; to meet personally with course participants during my office hours and at other times by appointment or otherwise to discuss any aspect of the course; to read carefully and return all written assignments as quickly as possible; and to be fair in my evaluation and grading.

² Michael Manson, Academic Affairs Administrator, College of Arts and Sciences, American University, Washington, DC, email communication, January 8, 2009.

BOOKS

MacLeod, Jay. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder, CO: Westview Press, 1995. (E-book not recommended but available at [https://wrlc-
amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912268528204101](https://wrlc-
amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912268528204101))

Weston, Kath. *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press, 1997. (E-book not recommended but available at: [https://wrlc-
amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912376549404101](https://wrlc-
amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912376549404101))

OPTIONAL BOOKS THAT COULD BE HELPFUL THROUGHOUT AU AND BEYOND

Lemert, Charles. *Social Theory: The Classic, Global, and Multicultural Readings*, 5th ed. Edited by Charles Lemert. Boulder, CO: Westview Press, 2013. [There is a 6th edition. We are using the 5th to lower costs.]

Erickson, Paul A., and Liam D. Murphy, eds. *Readings for a History of Anthropological Theory*, 3rd edition. Toronto: University of Toronto Press, 2010. [There are two more recent editions. We are using the 3rd to lower costs.]

CLASS SCHEDULE

All assignments and readings are due on the date indicated. Copies of assigned books should be available via the bookstore, used (and generally inexpensive) online, and in Library Reserves. If you have trouble accessing any of the books for any reason, including their cost, please talk to me in office hours or send me an email.

I have listed texts in the suggested reading order. Texts other than books will be available via links provided, in class, or on Blackboard. *I highly recommend printing out all readings* so that you can read them carefully and *bring them to class for discussion*.³ If you do not bring the readings to class, *you should bring detailed notes* to assist you in participating in discussions.

If you cannot find a reading or if a link does not work, please: 1) Look again (look for the title or editor's name); and 2) let Paige or me know immediately if you still cannot find the reading.

1/14 WELCOME AND INTRODUCTIONS

³ Printing has environmental and financial costs. If you can afford printing, I believe it is extremely helpful for educational purposes. I also think it is a far more important use of natural resources than the paper products that many use for generally less important purposes (coffee cups, paper plates and napkins, paper bags and packaging, advertising, wrapping paper, etc.). The politics of printing are complicated, and I am happy to discuss this issue more.

- 1/17 *Due: Answers to figurine ("toy") soldier questions and suggested list of guiding principles for our class discussions.*

[Fresh Air. "How A Few 'Renegade' Thinkers Helped Usher In A New Era Of Anthropology." Fresh Air, NPR, August 20, 2019.](https://www.npr.org/2019/08/20/752630522/how-a-few-renegade-thinkers-helped-usher-in-a-new-era-of-anthropology)
<https://www.npr.org/2019/08/20/752630522/how-a-few-renegade-thinkers-helped-usher-in-a-new-era-of-anthropology>

King, Charles. Epigraph, chapters 1, 14. In *Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex, and Gender in the Twentieth Century*, ix, 1-13, 332-345. New York: Doubleday, 2019.

- 1/21 Miner, Horace. "Body Rituals among the Nacirema." *American Anthropologist* 58, no. 3 (1956): 503-507.

Liebow, Elliot. "Men and Jobs." In *Tally's Corner: A Study of Negro [sic] Streetcorner Men*, 19-45. Lanham, MD: Rowman & Littlefield Publishers, 2003.

WHY DO POVERTY AND INEQUALITY EXIST?

- 1/24 Myerhoff, Barbara. Selection from *Number Our Days*, 18-19. New York: Touchstone, 1978. [Optional: Rest of chap. 1.]

MacLeod, Jay. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder, CO: Westview Press, 1995. Preface, chaps. 1-2. https://wrlc-amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912268528204101 [Note: Chap. 2 is particularly challenging. Read carefully.]

- 1/28 *Due: Participant-observation assignment notes from TDR or another eatery.*

Ain't No Makin' It, chaps. 3-5.

- 1/31 *Due: Short ~5 min. meeting with me in office hours or another time by appointment.*

Ain't No Makin' It, chaps. 6-8.

- 2/4 *Due: 2 pp. participant observation paper.*

SOME IMPORTANT ANTHROPOLOGICAL FOUNDATIONS

- 2/7 Lemert, Charles. "Introduction." In *Social Theory: The Classic, Global, and Multicultural Readings*, 5th ed. Edited by Charles Lemert, 1-17. Boulder, CO: Westview Press, 2013.

Erickson, Paul A., and Liam D. Murphy, eds. Overview to Part One. In *Readings for a History of Anthropological Theory*, 3rd edition, 3-21. Toronto: University of Toronto Press, 2010.

Asad, Talal. "Introduction." In *Anthropology and the Colonial Encounter*. Edited by Talal Asad, 9-19. London: Ithaca Press, 1973.

2/11 Malinowski, Bronislaw. In Erickson and Murphy, 202-217.

Mauss, Marcel. "Marcel Mauss." In *High Points in Anthropology*. Edited by Paul Bohannan and Mark Glazer, 264-271. New York: McGraw-Hill, 1988.

DeLoria, Vine, Jr. "Anthropologists and Other Friends." In *Custer Died for Your Sins: An Indian Manifesto*, 78-100. Norman: University of Oklahoma Press, 1969.

2/14 Marx, Karl, and Friedrich Engels. "Bourgeois and Proletarians" [from *The Communist Manifesto*]. In Erickson and Murphy, 22-29.

Marx, Karl, and Friedrich Engels. "Estranged Labor," "Camera Obscura." In Lemert, 29-34. [Other Marx readings optional.]

2/18 Marx and Engels. "Capital and the Fetishism," "Labour-Power and Capital," "The Patriarchal Family." In Lemert, 47-54.

Gilman, Charlotte Perkins. In Lemert, 130-134.

2/21 Weber, Max. "Class, Status, Party," "The Spirit," "The Bureaucratic." In Lemert, 90-95, skim 95-97, 79-87. [Note suggested reading order. Other Weber selections optional.]

2/25 DuBois, W. E. B. In Lemert, 126-130, 183-186.

2/28 *Review Session for In-Class Mid-Semester Review Exercise: Bring Questions about the Semester So Far*

3/3 MID-SEMESTER IN-CLASS REVIEW EXERCISE

RACE, RACISM, ANTI-RACISM

3/6 Goodman, Alan, Yolanda T. Moses, and Joseph L. Jones. Chaps. 1-4. In *Race: Are We So Different?*, 1-43. Malden, MA: Wiley-Blackwell, 2012.

3/10 SPRING BREAK

3/13 SPRING BREAK

3/17 Erickson and Murphy. Overview to Part Two and "Franz Boas." In *Readings for a History of Anthropological Theory*, 105-123.

[Hurston, Zora Neal. Excerpt from *Their Eyes Were Watching God*. Read and/or listen at <http://zoranealehurston.com/books/their-eyes-were-watching-god>.](http://zoranealehurston.com/books/their-eyes-were-watching-god)

[Hurston, Zora Neal. Excerpt from *Mules and Men*. Read and/or listen at <http://zoranealehurston.com/books/mules-and-men>.](http://zoranealehurston.com/books/mules-and-men)

3/20 Goodman, Moses, and Jones, Part 2 introduction, chapters 7-8, 16.

MacLeod, chaps. 11, 14, Afterword [Read other parts of Parts II-III and Appendices 1-2 if you have time.]

SEX, GENDER, INTERSECTIONALITY

3/24 Mead, Margaret. In Erickson and Murphy, 141-146.

Guest, Kenneth J. "Gender." In *Cultural Anthropology: A Toolkit for a Global Age*, 2nd ed., 270-307. New York: W. W. Norton, 2017.

Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16, no. 3 (1991): 485-501.

3/27 Truth, Sojourner. "Ain't I a Woman?" Speech, Women's Rights Convention, Akron, Ohio, 1951. Available at <https://www.nps.gov/articles/sojourner-truth.htm>. Also, listen to the speech read by Kerry Washington: <https://www.youtube.com/watch?v=yq3AYiRT4no>

Cooper, Anna Julia. In Lemert, 134-139.

Collins, Patricia Hill. In Lemert, 403-411.

SEXUALITY

3/31 Gagnon, John H., and Richard G. Parker. "Introduction: Conceiving Sexuality." In *Conceiving Sexuality: Approaches to Sex Research in a Postmodern World*. John H. Gagnon and Richard G. Parker, eds. Pp. 3-16. London: Routledge, 1995.

Weston, Kath. Chapters 1-2. In *Families We Choose: Lesbians, Gays, Kinship*, xi-41. New York: Columbia University Press, 1997. [Entire book recommended.] https://wrlc-amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912376549404101

- 4/3 Weston, Kath. Chapters 5, 8. In *Families We Choose*, 103-136, 195-213. [Entire book recommended.]

Anzaldúa, Gloria. In Lemert, 411-415.

**INTERPRETIVE & POLITICAL ECONOMIC ANTHROPOLOGIES:
HEALTH, ILLNESS, WAR, & BUILDING SOCIAL JUSTICE**

4/7 *Due: 2 pp. interview paper.*

- 4/10 Geertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*. New York: Basic Books, 1973. [See also the introduction to Geertz in Lemert, 288.]

- 4/14 Wolf, Eric. "Introduction." In *Europe and the People without History*, 3-23. Berkeley, CA: University of California Press, 1982. [Focus especially on pp. 3-7.]

- 4/17 Farmer, Paul. "On Suffering and Structural Violence: A View from Below." In *Social Suffering*. Edited by Arthur Kleinman, Veena Das, and Margaret Lock, 261-283. Berkeley, CA: University of California Press, 1997.

- 4/21 González, Roberto J., Hugh Gusterson, and Gustaaf Houtman. "Alternatives to Militarization." In *Militarization: A Reader*. Edited by Roberto J. González, Hugh Gusterson, and Gustaaf Houtman, 333-354. Durham, NC: Duke University Press, 2019.

Lutz, Catherine. In González, Gusterson, and Houtman, 169-174.

- 4/24 "Alternatives to Militarization." In González, Gusterson, and Houtman, 333-353. Read at least my introduction and the selections by Mead, Aguon, and Solnit.

5/1 FINAL EXAM PERIOD: 8:10-10:40AM

Due: Final assignments due in class.

OTHER ASSIGNMENTS

Class Facilitation

Twice during the semester, you and a group of class participants will be asked to serve as facilitators for part of a day's discussion (generally at the start of class). In *no more than five minutes maximum*, you should answer questions 1, 3, and 5 from the "Suggested Questions to Ask of Each Reading or Other Assigned Work," found below. You should focus your time on questions 1 and 5. If more than one work is assigned, you will need to be especially concise in your presentation.

To conclude your facilitation, you should provide the class with *one* especially provocative and important question raised by the assigned work(s) to provide a lively springboard for class discussion and critical thinking. (It may help to have one or two backup questions to probe and prompt deeper discussion, but *do not* read an unfocused list of questions.) All group members must participate in this exercise in public speaking and the effective communication of ideas to an audience. I highly recommend practicing your presentation. If you have any concerns or questions, please come to office hours to discuss the assignment.

You may use—but this is definitely not a requirement—visuals and other supplementary materials to help your facilitation. *If you need to use the overhead projector, you should arrive early to class to allow sufficient time for set-up.*

WRITING REQUIREMENTS AND HELP WITH WRITING

Unless indicated otherwise, all written assignments must be turned in *on paper* (i.e., not electronically) no later than the start of class on the day it is due. If there is a legitimate reason why you must turn something in late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements (just as you would for a job). I cannot promise detailed comments or editing for any work turned in late. If, for any reason, you have problems printing, please contact the teaching assistant or me *more than 24 hours before* the assignment is due.

Writing Requirements

- Begin with your name, date completed, the course name;
- Always include a title, centered, **bold** or underlined;
- Double space;
- 12-pt. font, 1-inch margins on all sides;
- Page number and your name on each page;
- For guidance on generally accepted rules of writing, style, and proper academic citation, see the following style guides. I generally prefer Chicago's style (below), but you may use any style as long as you follow it *consistently* and *rigorously*.

Chicago Manual of Style (available online through the library):
<http://www.chicagomanualofstyle.org.proxyau.wrlc.org/home.html>

MLA Style Manual and Guide to Scholarly Publishing

Little, Brown Handbook

Help with Writing: AU Writing Center

The Writing Center offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

SUGGESTIONS FOR ACADEMIC READING

In my opinion, detailed note taking and underlining or highlighting are essential to reading academic texts. Another useful way to ensure that you read carefully and are well prepared for class (and for academia generally) is to answer the following questions for each assigned text. I strongly suggest writing out the answers and any other thoughts inspired by a reading. These notes and your underlining will help you write papers and prepare for exams without having to re-read entire pieces of writing. These strategies will also help in future classes and other academic work. Just be sure to *keep your notes!* (I still use my notes from college and graduate school.) Many also find that maintaining an organized bibliography using Zotero (free, open source online), Endnote (free while an AU student), or another computer software program assists in the organization of notes, bibliographic citations, and future research and writing.

Suggested Questions to Ask of Each Reading or Other Assigned Work

- 1) What is the main argument or thesis? What are the other major arguments, findings, and conclusions made by the author (or authors)? What key passages lay out the main argument(s)?
- 2) What evidence does the author provide to support the main argument?
- 3) Are you convinced by the author's argument? Why or why not?
- 4) What questions does the reading raise? What thoughts, ideas, inspiration? What passages are confusing or need discussion?
- 5) What's the significance of the reading—for the world and academic thought? Key passages?

LEARNING OUTCOMES/GOALS

By the end of the semester, my objective is that each of us will have:

- Worked cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive learning environment;
- Analyzed, critiqued, discussed, and understood some of the foundational ideas, theories, methodologies, texts, authors, and histories in sociocultural anthropology (and across the social sciences and humanities);
- Thought critically and developed ideas about how anthropological and other social science perspectives and skills can be applied to understanding the world and issues of broad public significance;
- Practiced key anthropological methods, including participant observation, interviewing, and building holistic, empathetic understandings of other humans;
- Developed personal interests for exploring anthropology in future classes and projects;
- Developed an anthropological and academic base upon which to build further knowledge, explore new ideas, and conduct independent research in the future;
- Improved one's writing, public speaking, and ability to communicate ideas to others;
- Self-critically reflected on the class and one's work in the class, as well as on anthropology and academia as a whole.

EVALUATION (AND, UNFORTUNATELY, GRADING)

I expect your full participation in all aspects of class sessions and the completion of all assignments. My evaluation and (what I hope you will find to be) constructive feedback on your

work will primarily come in the form of written comments returned to you on your assignments. Although I wish all our classes could be pass/fail, AU requires me to assign final grades. Improvement over the course of the semester and effort will also be factored into my evaluation. I will also consider a formal self-assessment that you will complete to review your participation in the seminar and suggest your own grade. I will ultimately assign grades according to the following point system and AU's guidelines:

Participation and engagement (in class and out): 30 points
Facilitation of class discussions (2): 5 pts. each
Papers (2): 10 pts. each
Mid-semester review exercise: 15 pts.
Mid-semester self-evaluation: 5 pts.
Final assignment: 15 pts.
Final self-evaluation: 5 pts.
Improvement and effort: 5 pts. [yes, this totals 105 points]

AU's Guidelines

A: Superior, original, thoughtful work in completion of all course requirements;
B: Very good work in completion of course requirements;
C: Satisfactory work in completion of course requirements;
D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements;
F: Failure to meet minimum course standards for assignments, participation, attendance.⁴

LEARNING & LIFE RESOURCES

If you encounter any difficulty this semester for any reason that affects your participation in the course, please don't hesitate to speak with me. In addition to the department's assistance, the university offers a variety of learning and life resources. See: <https://my.american.edu/content.cfm?load=includes/help.cfm> or the following:

Academic Support Services

Academic Support and Access Center

All students may take advantage of the [Academic Support and Access Center \(ASAC\)](#) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Anderson Hal, Room B-101. A more complete list of campus-wide resources is available in the ASAC.

⁴ See "Guideline of a General Education Syllabus," online document, available at <http://www.american.edu/academics/gened/faculty.htm>.

AU Help Desk

For IT issues (other than Blackboard): 202-885-2550; helpdesk@american.edu, or [AskAmericanUHelp](#) Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [Need Help Now?](#) portal for support.

Blackboard Support

202-885-3904 or blackboard@american.edu for support 24 hours/day, 7 days/week. Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center Students can also log on to [Blackboard Help](#) for support. AU's Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers. DO NOT USE INTERNET EXPLORER.

International Student & Scholar Services

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

Student Conduct & Conflict Resolution Services

Butler 408; 202-885-3328; <https://www.american.edu/ocl/sccrs/>.

Student Health Center

202-885-3380, McCabe 1st Floor; www.american.edu/healthcenter.

Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243. For more information, visit AU's [Disability Accommodations web page](#).

Writing Center: See "Writing Requirements and Help with Writing" above for information.

Student Support Services

Center for Diversity & Inclusion (CDI)

[CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

Counseling Center

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214).

Dean of Students Office

The [Dean of Students Office](#) offers individual meetings to discuss issues that impact the student experience, including academic, social, and personal matters; making referrals to appropriate campus resources for resolution. Additionally, while academic regulations state that medical absences are to be excused, if faculty require documentation to verify the student's explanation, such documentation should be submitted to the Dean of Students. The office will then receive the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Dean of Students to excuse absences. Students should be sent to the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300, Butler Pavilion 408).

Food and Housing Insecurity Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students \(dos@american.edu\)](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Office of Advocacy Services for Interpersonal and Sexual Violence

[OASIS](#) provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. ([oasis@american.edu](#), 202-885-7070, Health Promotion and Advocacy Center – Hughes Hall 105). Students can also book an appointment with one of our two confidential victim advocates.

Respect for Diversity

As stated in the [American University Discrimination and Sexual Harassment Policy](#):

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking.

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Blackboard, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

NON-DISCRIMINATION STATEMENT

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is and equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety 202-885-2527 or the Office of the Dean of Students 202-885-3300 dos@american.edu. Please keep in mind that all faculty and staff—with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center—who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

INFORMATION AU ASKS FACULTY TO INCLUDE

Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see AU's [religious observances policy](#).

Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class-related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any classroom discussions—online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the [ASAC website](#).

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

MY EDITING ABBREVIATION AND SYMBOL GUIDE

Note that I try to provide detailed comments on all written work. I will focus on areas for improvement rather than on providing praise. I do this not to be mean but to help improve your writing and your work. If you can't read or understand my comments, always come and ask me.

¶ = new paragraph
= insert space between lines or characters
? = unclear, clarify
> = more
< = less
= [under a letter] = change to opposite case
adj = adjective
adv = adverb
anth or anthro = anthropology; anthros = anthropologists
assump(s) = assumption(s) (are you making them?)
awk = awkward (construction, phrasing, wording, etc.)
bc = because
b/n = between
cf. = compare [Latin]
e.g. = for example [Latin; sometimes I use this to mean "example"]
gr = grammatical error
graf or ¶ = paragraph
HDYK? = How do you know? (What evidence do you have?)
i.e. = that is [Latin]
intro = introduce/introduction
ital(s) = italicize (italics)
judg(s) = (Are you making) judgment(s)?
l.c. = lower case
passive = ineffective passive voice verb form (use active voice/an active verb)
p. = page; pp. = pages
Q = question (also Q-ing = questioning; Q-ed = questioned)
qte = quote or quotation (also qting = quoting; qted = quoted; note don't use *quote* as a noun)
RO = run-on sentence
SDT = "show don't tell"
sent = sentence
signif = significance or significant
sp = spelling error
tense = error in verb tense
trans = better transition needed between paragraphs or sections
u.c. = upper case
v. = very
w/ = with
w/o = without
wc = word choice? (i.e., is this the best word? Find another?)
WDYT? = What do you think?