

**PUBLIC ANTHROPOLOGY SEMINAR**  
**ANTHROPOLOGY FOR WHAT? ANTHROPOLOGY FOR WHOM?**  
ANTH-642, Fall 2019, Mondays, 5:30-8:00 pm, Watkins G06

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*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.*

- Thursdays, 10-12:30 pm, 2:20-3:20 pm outside Hamilton Building (accessible) if weather allows or in Hamilton 311 (not accessible; email me to meet on accessible ground floor).
- Thursdays, 5:30-6:00 pm, Hamilton ground floor “lounge” (accessible).

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*¿Antropología para qué? [Anthropology for what?]*  
*Gaceta del Tecolote Maya*, qtd. in Paul Farmer, *Pathologies of Power* (2005), p. 16.

Each anthropologist must reinvent [anthropology], as a general field, for him or herself,  
 following personal interest and talent where best they may lead.  
 Dell Hymes, *Reinventing Anthropology* (1999[1969]), p. 48.

## INTRODUCTION AND OVERVIEW

This course will explore how anthropology can be an effective tool for social change, challenging forms of oppression and injustice, working to ensure the equal enjoyment of basic human rights and opportunities for all peoples, and building a more peaceful world. Through readings, discussion, and theoretically informed practice, we will examine and radically reconsider what anthropology has been, what it is, and what it can be as a tool for helping to change the world. While these may sound like immodest goals, they hopefully help us consider the relevance and purpose of anthropology, as well as of (social) science more broadly.

Throughout the semester, we will explore the work of anthropologists, archaeologists, and others who have worked to, and often succeeded, in effecting change in areas including human rights, health, racial justice, immigrant rights, poverty, inequality, and war. We will discuss disciplinary ethics and methods. We will reflect on the discipline's troubling history, from anthropologists who worked as colonial agents to those who helped promulgate the concept of race to those working as soldiers and spies.

In this participatory, discussion-based seminar, we will discuss and debate the emergence of “public anthropology” and its ability to effect change. Seminar members will also play an active role in planning the Department's annual Public Anthropology Conference (scheduled for spring 2020). Ultimately, every seminar member will shape their own personal vision for 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).<sup>1</sup>

### **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 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

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<sup>1</sup> With thanks to Leena Jayaswal, American University, "Statement of Inclusivity," 2016.

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. 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.<sup>2</sup>

*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.

## 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.

I have listed texts in the suggested reading order. Texts other than books will be available via links provided, in class, or in our seminar’s Google Drive folder. I **highly recommend** printing out all readings so that you can read them carefully and bring them to class for discussion.

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

## 8/26: INTRODUCTIONS

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

## 9/2: LABOR DAY—NO CLASS

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### 9/9: MODELS OF (PUBLIC) ANTHROPOLOGY I

#### Paul Farmer, Jim Kim, Ophelia Dahl, *Partners in Health*

Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. New York: Random House, 2003.

Hodge, G. Derrick. "Walking the Line between Accommodation and Transformation: Evaluating the Continuing Career of Jim Yong Kim." *American Anthropologist* 113, no. 1 (2011): 148-149.

Conover, Ted. "The Fair Ophelia." New York: Ted Conover, 2011.

[https://www.amazon.com/Fair-Ophelia-Kindle-Single-ebook/dp/B005PB5TQ4/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.com/Fair-Ophelia-Kindle-Single-ebook/dp/B005PB5TQ4/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=)

Dubal, Sam. "Renouncing Paul Farmer: A Desperate Plea for Radical Political Medicine." *Being Ethical in an Unethical World* blog, May 27, 2012.

<http://samdubal.blogspot.com/2012/05/renouncing-paul-farmer-desperate-plea.html>

Herz, Ansel. "The Uses of Paul Farmer." *Counterpunch*, January 17, 2013.

<https://www.counterpunch.org/2013/01/17/the-uses-of-paul-farmer/>

Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, 1-22. Berkeley: University of California Press, 2005.

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: University of California Press, 1997.

For more, see e.g., <http://www.pih.org> and *Partner to the Poor: A Paul Farmer Reader*.

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### 9/16: HISTORY OF ANTHROPOLOGIES (PUBLIC, APPLIED, ENGAGED, BEYOND)

*Due: Short ~5 min. meeting with me during office hours or another arranged time*

Mullings, Leith. "Presidential Address: Anthropology Matters." Presidential Address to the American Anthropological Association, November 22, 2013.

<https://www.youtube.com/watch?v=T0pYT0KzzQo> [Watch 10:00-1:05:00 min.]

Wolf, Eric. "Introduction." In *Europe and the People without History*. Berkeley: University of California Press, 1982. Pp. 7-23.

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

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

Hymes, Dell. "The Use of Anthropology: Critical, Personal, Political." In *Reinventing Anthropology*, edited by Dell Hymes. Ann Arbor: University of Michigan Press, 1969. Pp. 3-79 [skim sections II, VI].

Gough, Kathleen. "New Proposals for Anthropologists." *Current Anthropology* 9, no. 5 (1968): 403-407 [comments that follow are optional].

*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>

### **9/23: HISTORY OF ANTHROPOLOGIES (PUBLIC, APPLIED, ENGAGED, BEYOND)**

*Due: Your pick for Public Anthropology: Your Picks article and presentation*

Harrison, Faye. Preface and Introduction. In *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation*, edited by Faye Harrison, vi-15. Arlington, VA: Association of Black Anthropologists, 1997 [1991].

Borofsky, Rob. "To Laugh or Cry?" *Anthropology Newsletter*, February 2000, 9-10.

Singer, Merrill. "Why I Am Not a Public Anthropologist." *Anthropology News*, August 2000, 6-7.

Borofsky, Rob. "Defining Public Anthropology." Center for a Public Anthropology blog, May 11, 2011[2007]. <http://www.publicanthropology.org/public-anthropology/>

Rylko-Bauer, Barbara, Merrill Singer, and John van Willigen. "Reclaiming Applied Anthropology: Its Past, Present, and Future." *American Anthropologist* 108, no. 1 (2006): 178-190.

McGranahan, Carole. "Introduction: Public Anthropology." *India Review*, 5, no. 3-4 (2006): 255-267. [You can skim the overview of articles in the special issue.]

Besteman, Catherine. "Three Reflections on Public Anthropology." *Anthropology Today* 29, no. 6 (2013): 3-6.

Borofsky, Rob. "Shifting the Paradigm toward a Public Anthropology." In *An Anthropology of Anthropology: Is It Time to Shift Paradigms?* Kailua, HI: Center for a Public Anthropology, 2019. Pp. 123-142 [skim rest of chapter].

**9/30: ETHICS I**

Due: CITI online ethics training certificate: <http://www.american.edu/irb/IRB-Training.cfm>

American Anthropological Association (AAA) Code of Ethics (2009):

<http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/issues/policy-advocacy/upload/AAA-Ethics-Code-2009.pdf>

American Anthropological Association “Principles of Professional

Responsibility” (2012): <http://ethics.americananthro.org/category/statement/>

Forte, Max. “How to Protect Yourself from an Anthropologist: A Code of Ethics from the Bottom Up (2.0).” Zero Anthropology blog, September 21, 2008.

<http://zeroanthropology.net/2008/09/09/how-to-protect-yourself-from-an-anthropologist-a-code-of-ethics-from-the-bottom-up/>

Mwaria, Cheryl. “Biomedical Ethics, Gender, and Ethnicity: Implications for Black Feminist Anthropology.” In *Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*, edited by Irma McClaurin, 187-210. New Brunswick, NJ: Rutgers University Press, 2001.

Bourgois, Philippe. “Confronting Anthropological Ethics: Ethnographic Lessons from Central America.” *Journal of Peace Research* 27, no. 1 (1990): 43-54.

Pearson, Charles, and Philippe Bourgois. “Hope to Die a Dope Fiend.” *Cultural Anthropology* 10, no. 4 (1995): 587-593.

*Read at least one more code, below, according to your interests:*

American Association of Physical Anthropologists Code of Ethics:

<http://physanth.org/association/position-statements/code-of-ethics>

Archaeological Institute of America Code of Ethics:

[http://www.archaeological.org/pdfs/AIA\\_Code\\_of\\_EthicsA5S.pdf](http://www.archaeological.org/pdfs/AIA_Code_of_EthicsA5S.pdf)

Society for American Archaeology Principles of Archaeological Ethics:

<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

Society for Applied Anthropology Statement of Ethics & Professional Responsibilities:

<https://www.appliedanthro.org/about>

World Archaeological Congress Codes of Ethics:

[http://www.worldarchaeologicalcongress.org/site/about\\_ethi.php](http://www.worldarchaeologicalcongress.org/site/about_ethi.php)

**10/7: PUBLIC ANTHROPOLOGY: YOUR PICKS**

Due: 5-6 pp. Critical review article and presentation of work you consider public anthropology:

The work can be an individual anthropologist's project, their entire body of work, a book, a group project of some kind, or some other work of public anthropology. (If in doubt, talk to me.) The article should be written in the style of G. Derrick Hodge's review of Dr. Jim Kim or in the style of a book review or similar review of an artistic work in a major newspaper or magazine (e.g., *New York Times*, *Washington Post*, *Harper's*, *New Yorker*). The article must include endnotes or footnotes. Well researched essays will consult additional materials beyond the central focus of your piece. The essay must follow all the writing guidelines in the syllabus. Presentations based on your article will be a maximum of 5 minutes.

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#### **10/14: WRITING AND REPRESENTATION**

Orwell, George. "Politics and the English Language," 1946.

<https://faculty.washington.edu/rsoder/EDLPS579/HonorsOrwellPoliticsEnglishLanguage.pdf>

Gwaltney, John Langston. Selection from *Drylongso: A Self-Portrait of Black America*. New York: New Press, 1993. Pp. xix-9.

Zinsser, William. "Simplicity" and "Clutter." In *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction*, 6-16. New York: Harper Paperbacks, 2006.

Claus, Annie. "How a Professional Writer Improved My Academic Writing." *Savage Minds* blog, February 16, 2015. <https://savageminds.org/tag/savage-minds-writing-group/>

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#### **10/21: MODELS OF (PUBLIC) ANTHROPOLOGY II**

##### **Jason de León and the Undocumented Migration Project**

De León, Jason. *In the Land of Open Graves*. Oakland: University of California Press, 2015.

De León, Jason, Eduardo "Lalo" García, and The Undocumented Migration Project. "A View from the Tracks." *Sapiens*, February 16, 2016. <http://www.sapiens.org/culture/prevention-through-deterrence/> [click on "View slideshow"]

Review: <http://undocumentedmigrationproject.com/>

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#### **10/28: METHODS**

*In class: Mid-Semester Self-Evaluation*

Mullings, Leith, et al. "Qualitative Methodologies and Community Participation in Examining Reproductive Experiences: The Harlem Birth Right Project." *Maternal and Child Health Journal* 5, no. 2 (2001): 85-93.

Mullings, Leith. "African American Women Making Themselves: Notes on the Role of Black Feminist Research." *Souls* 2, no. 4 (2000): 18-29.



Leacock, Eleanor. "Theory and Ethics in Applied Urban Anthropology." In *Cities of the United States*, edited by Leith Mullings, 317-336. New York: Columbia University Press, 1987.

D'Andrade, Roy. "Moral Models in Anthropology." *Current Anthropology* 36, no. 3 (1995): 399-408.

Scheper-Hughes, Nancy. "The Primacy of the Ethical: Propositions for a Militant Anthropology." *Current Anthropology* 36, no. 3 (1995): 409-420. [Including responses.]

#### **11/4: PUBLIC ANTHROPOLOGY CONFERENCE: COLLABORATIVE PROPOSAL**

*Due: Proposal to the Department*

Together, the seminar will prepare and present a proposal to the rest of the department for this academic year's Public Anthropology Conference. Your challenge will be to consider and respond to the simple question: If the department is going to have an event dedicated to public anthropology, what should that event be? The proposal should be written. The seminar can choose to disseminate the proposal to the department orally or in another medium. The seminar can use some or all of a class session during the semester to advance this project. We will dedicate parts of other classes to discussing this project.

#### **11/11: MODELS OF (PUBLIC) ANTHROPOLOGY III**

##### **Michael Blakey and the New York African Burial Ground Project**

La Roche, Cheryl J. and Michael L. Blakey. "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." *Historical Archaeology* 31, no. 3 (1997): 84-106.

Blakey, Michael L. "African Burial Ground Project: Paradigm for Cooperation?" *Museum International* 62, No. 1-2 (2010): 61-68.

Watch at least 0:00-17:32 at: [https://www.youtube.com/watch?v=jbCa\\_djSo6E](https://www.youtube.com/watch?v=jbCa_djSo6E)

Rothstein, Edward. "A Burial Ground and Its Dead Are Given Life." *New York Times*, February 25, 2010. [http://www.nytimes.com/2010/02/26/arts/design/26burial.html?\\_r=0](http://www.nytimes.com/2010/02/26/arts/design/26burial.html?_r=0)

Examine Blakey, Michael L., and Lesley M. Rankin-Hill, eds. *The New York African Burial Ground: Unearthing the African Presence in Colonial New York*. Washington, DC: Howard University Press with General Services Administration, 2009.

For more on Blakey and the NYABG Project, see:

<http://archive.archaeology.org/online/interviews/blakey/> and <https://www.c-span.org/person/?michaelblakey> and <https://www.nps.gov/afbg/index.htm>

## 11/18: METHODS II: POWER AND STUDYING UP

Nader, Laura. "Up the Anthropologist—Perspectives Gained from Studying Up." In Hymes, 284, 289-293, 301-311 (other pp. optional).

Gusterson, Hugh. "Studying Up Revisited." *Political and Legal Anthropology Review*, 20, no. 1 (1997): 114-119. <https://doi.org/10.1525/pol.1997.20.1.114>

Gusterson, Hugh. Selections from *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*. Berkeley: University of California Press, 1996. Pp. ix-14, 38-67.

Enloe, Cynthia. Preface to the 2<sup>nd</sup> edition and chapter 1. In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 1-36, xiii-xxiv. Berkeley: University of California Press, 2014. [I recommend reading chapter 1 first.] <https://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=17469609>

Gill, Lesley. Prologue and Introduction. In *The School of the Americas: Military Training and Political Violence in the Americas*. Durham: Duke University Press, 2004. Pp. xiii-22.

See also, below, Lutz, González, and Network of Concerned Anthropologists Steering Committee's Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society.

## 11/25: MODELS OF (PUBLIC) ANTHROPOLOGY IV

### Catherine Lutz and the Costs of War Project

*Due: 1 paragraph proposal for final project*

Lutz, Catherine. "The Military Normal." In *The Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*, edited by Network of Concerned Anthropologists Steering Committee, 19-38. Chicago: Prickly Paradigm Press, 2009.

Read <http://watson.brown.edu/costsofwar/papers/summary> and review the "Costs of Wars" website at [www.costsofwar.org](http://www.costsofwar.org)

Crawford, Neta. "Human Cost of the Post-9/11 Wars: Lethality and the Need for Transparency." Costs of War project, Brown University, Providence, RI, November 8, 2018. <https://watson.brown.edu/costsofwar/files/cow/imce/papers/2018/Human%20Costs%2C%20Nov%208%202018%20CoW.pdf>

Bilmes, Linda A. "The Credit Card Wars: Post-9/11 War Funding Policy in Historical Perspective." Statement in Congressional Briefing, Washington, DC, November 8, 2017.

Stephanie Savell and 5W Infographics, "This Map Shows Where in the World the U.S. Military Is Combatting Terrorism," *Smithsonian Magazine*, January 2019,

<https://www.smithsonianmag.com/history/map-shows-places-world-where-us-military-operates-180970997/>

Masco, Joseph. "Auditing the War on Terror: The Watson Institute's Costs of War Project." *American Anthropologist* 115, no. 2 (2013): 312-313.

For more on Lutz, see, e.g., *Homefront* (2000) and *Reading National Geographic* (1993) and Lutz, Catherine, ed. *Bases of Empire: The Global Struggle against U.S. Military Posts*. New York: NYU Press, 2009.

## **12/2: ETHICS II: EMPLOYERS AND THE HUMAN TERRAIN TEAMS DEBATES**

McFate, Montgomery. "Anthropology and Counterinsurgency: The Strange Story of their Curious Relationship." *Military Review*, March-April (2005): 24-38.

González, Roberto, Hugh Gusterson, and David Price. "Introduction: War, Culture, and Counterinsurgency." In *The Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*, edited by Network of Concerned Anthropologists Steering Committee. Chicago: Prickly Paradigm Press, 2009. Pp. 4-18.

González, Roberto J., "The Rise and Fall of the Human Terrain System." *Counterpunch*, June 29, 2015. <https://www.counterpunch.org/2015/06/29/the-rise-and-fall-of-the-human-terrain-system/>

Network of Concerned Anthropologists Steering Committee, eds. "Pledge of Non-participation in Counterinsurgency." *The Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*, 192-193. Chicago: Prickly Paradigm Press, 2009.

## **12/9: PRESENTATIONS AND FINAL DISCUSSION**

*Due: Final essay must be emailed to [vine@american.edu](mailto:vine@american.edu) by 12/11, 9:00 am EST*

In approximately 8-12 pages minimum, please complete one of the following:

- 1) Produce a work of public anthropology.
- 2) Discuss and outline your plans for pursuing or using (public) anthropology (and/or skills, ideas, and methods from this seminar) through the rest of your time in the department and perhaps beyond. Please use and draw on readings and discussions from the semester extensively.

I hope it is clear that I will not be looking for you to subscribe to any particular vision of anthropology or public anthropology. Instead, in the spirit of Dell Hymes's insistence that each of us personally reinvent anthropology, I will be looking for you to outline a vision for specific projects and ways you hope to pursue anthropology and anthropologically-inspired work in the future. I hope the planning exercise helps focus and sharpen your future work, ensuring you get

as much as possible from the program—and that you contribute as much to the world as possible during your time in the department and beyond.

3) Discuss the significance of public anthropology within the history of the discipline, using and drawing on readings and discussions from the semester extensively.

4) Design another final project of your choice, provided that it is in the spirit of public anthropology. This could include a project that is not primarily written (although some writing will be required). Like the other options, the project should use and draw on readings and discussions from the semester extensively.

We will discuss the final project in class. If you have further questions, please come talk to me.

## OTHER ASSIGNMENTS

### Weekly “Critical Reaction” Writing Assignment

Each week (except when another assignment is due), please **submit by Sunday, 5:30 pm**, an approximately 250-500 word “critical reaction” in response to the assigned readings for the week. You will submit your critical reaction to a shared Google doc in our Google Drive folder for the relevant week.

After posting, please do your best to read as many of the other critical reactions as possible before class (though please post your reaction before you read others’ work, so you don’t inadvertently constrain your thoughts and writing). To start our discussion before gathering in person, you can reply to other critical reactions with the *comment* function (command+option+M or control+alt+M).

Your reaction should offer thoughtful reflection about the week’s readings as a way to help you organize your thinking and clarify the key issues you want to discuss each week. Go beyond summarizing the readings to offer your own original thoughts about the texts. These thoughts could be a major question or query raised by the readings. They could be what Professor of Anthropology Emerita Brett Williams calls a “keeper”: “A *keeper* is like a gift. It is a concept the author introduces to you, a question she or he poses... a problem so movingly invoked you want to fix it.”<sup>3</sup> Alternatively, your reaction could focus on a critique, challenge, inspiration, uncertainty, connection, comparison, concern, application, implication, or any other original idea about the texts. In discussing readings, short and carefully chosen quotations from the texts can often be helpful when interwoven with your own prose.

I will not grade the reactions, but thoughtful, focused writing will indicate effort and engagement. When quoting an assigned reading, you do not—unlike other academic writing—need to cite other than by indicating the following: author’s last name + date, page number(s) (e.g., Williams 1991, 45-47). Failing to submit 20 percent or more of the total number of critical reactions will affect my assessment of your participation in the course.

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<sup>3</sup> Brett Williams, “ANTH 632 Contemporary Theory: Culture, Power, History,” class syllabus, American University, Washington, DC, Spring 2014, 5.

### **Seminar Facilitation**

At least once during the semester, you will be asked to serve as facilitator for *around 20 minutes* of a day's discussion. The aim is to stimulate discussion by briefly discussing the assigned texts and offering one provocative question that addresses the key substance of the week's readings and the ideas you and your partner think we should be discussing. Thus, you should, in some fashion, 1) *briefly* summarize the major arguments of each of the week's readings; 2) discuss what you see as the significance of the readings to our class and the wider world; and 3) most importantly, offer *one* especially provocative and important question raised by the text(s) to provide a lively springboard for discussion and critical thinking.

You will have *10 minutes maximum* to present material before posing your central question. It may help to have backup questions to probe and prompt deeper discussion, but *do not* read an unfocused list of questions. Generally, groups will facilitate discussion at the start of class. Every member of the group must participate in the presentation.

Think deeply and carefully about how best to engage the class. Be deliberate and creative in your pedagogical choices. Don't be afraid to take risks. You may use visuals and other supplementary materials to help your facilitation. Do not, however, offer a perfunctory PowerPoint, simply tell us what you liked and didn't like, or substitute a long video for a thoughtful presentation. Remember, too, that your goal is to lead and facilitate an energetic conversation, not to dominate the conversation. I highly recommend practicing your presentation. If you have any concerns or questions, please come to office hours to discuss the assignment.

*If you have any technological requirements, please arrive early to class so we have enough time to set up a computer.*

### **MAJOR SEMINAR OBJECTIVES**

My objective for the semester is that, among other outcomes, each of us will have:

- Worked cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive environment for learning and theoretically informed practice;
- Understood and grappled with key histories, debates, ethical questions, and methods related to (public) anthropology;
- Analyzed, critiqued, and discussed literature related to (public) anthropology;
- Improved one's writing, public speaking, and ability to effectively communicate important original ideas to others;
- Conceptualized and articulated a personal vision for (public) anthropology as part of an ongoing process of reinventing anthropology for oneself (as Dell Hymes suggests);

### **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/out, critical reactions, meeting with me): 30 pts.

Group Facilitation: 10 pts.

Public Anthropology: Your Pick Article and Presentation: 15 pts.

Public Anthropology Conference Collaborative Project: 25 pts.

Final Essay, 12/10: 20 pts.

Improvement and Effort: 5 pts. [yes, this totals 105 pts.]

#### 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.<sup>4</sup>

### 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 you have any problems printing, Jeanie Wogaman can assist you with printing on the department printer/copier.

#### Writing Requirements (except Critical Reactions)

- Begin with your name, date completed, and the course name;
- 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. The AAA and 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*

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

*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).

### **How to Write Op-eds**

There are many guides available online. Here are a few helpful ones.

ShIPLEY, David. “And Now a Word from Op-Ed.” *New York Times*, February 1, 2004.  
<http://www.nytimes.com/2004/02/01/opinion/01SHIP.html>

HALL, Trish. “Op-ed and You.” *New York Times*, October 14, 2013.  
<http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html>

Duke University. “Op-ed Articles: How to Write and Place Them.” Duke University, Durham, NC. [http://newsoffice.duke.edu/duke\\_resources/oped](http://newsoffice.duke.edu/duke_resources/oped)

The Earth Institute. “How to Write Op-ed Columns.” Columbia University, New York, February 2010. [www.earth.columbia.edu/sitefiles/file/pressroom/media\\_outreach/OpEdGuide.doc](http://www.earth.columbia.edu/sitefiles/file/pressroom/media_outreach/OpEdGuide.doc)

The Op-ed Project [resources for writing op-eds]: <http://www.theopedproject.org>

## **GENERAL 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. *And keep your notes!* They will be incredibly helpful for future papers, other classes, comprehensive exams, dissertations and theses, and teaching (I still use my notes from college).

### **Suggested Questions to Ask of Each Reading**

- 1) **Thesis and Findings?** What is(are) the main argument(s) or thesis(es) of the work? What are the other primary conclusions and findings of the work? What was the author’s goal or aim in writing?
- 2) **Methods and Evidence?** What evidence does the author provide to support the main argument? What research methods did the author employ to collect evidence? What key authors or theories does the author build upon, advance, and/or critique?
- 3) **Significance?** What is the significance of the text—both for academic thought and the larger world? How might it help us understand related issues and phenomena?

4) **Your Analysis?** Are you convinced by the author's argument? Why or why not? How is the text helpful? What, if anything, is missing from the analysis, discussion, or the presentation of data? How is the text weak or problematic? How could it be strengthened or improved (perhaps linked to the work of others)? Don't just critique! Think critically about how an analysis can be usefully improved and built upon.

5) **Questions and Thoughts?** What questions does the reading raise for you? What other thoughts, ideas, or inspiration? What parallels do you draw with other ideas or writing? Where does your mind go? Write down any notes, thoughts, and even glimmers of ideas, no matter where they might take you. They will likely be helpful later.

Many also find that maintaining an organized bibliography using Endnote, Zotero, or another computer software program greatly assists future research and writing.

## 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**

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 Hall, Room B-101. A more complete list of campus-wide resources is available in the ASAC.

#### **AU Help Desk**

For IT issues (other than Blackboard): 202-885-2550; [helpdesk@american.edu](mailto: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](mailto: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 1<sup>st</sup> Floor; [www.american.edu/healthcenter](http://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](mailto:asac@american.edu), or drop by MGC 243. For more information, visit AU's [Disability Accommodations web page](#).

**Writing Center:** See "On Writing" above for more 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 \(dos@american.edu\)](mailto: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](mailto: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 American University'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](http://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; anthro(s) = anthropologist(s)

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?