

Class, Sexuality, Ethnicity, Nationality, Religion, Sect...,
**Race, Gender, ^ and Social Justice Seminar:
Understanding Violence**

ANTH-635, Spring 2019
Thursdays, 5:30-8:00pm, Hamilton 104

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Office Hours: *Office Hours* times and locations this semester will be posted at the following link, where you can also schedule an appointment: <https://calendly.com/vine>

As always during office hours, no appointment is required, but they help to minimize waiting. To make an appointment outside regular hours, please talk to me or email suggested dates/times.

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INTRODUCTION AND OVERVIEW

What is violence? How should we understand violence, its roots, causes, dynamics, and effects? What is the relationship between violence and categories such as race, gender, class, sexuality, ethnicity, nationality, religion, sect, caste, and culture? What role do these ideas play in violence and wars? We will explore these and related questions through contemporary and historical examples of violence, conflict, and war. Major topics will include various forms of violence (structural, symbolic, political, everyday, interpersonal, and gendered, among others), the state, imperialism, colonialism, racism, capitalism, intersectionality, genocide, love, and social justice. Throughout the semester, we will focus on imagining and building alternatives to violence, as well as peacebuilding, social movements challenging violence, reconciliation, reparations, and liberation struggles. We will also consider how the phenomena under discussion have shaped our own lives, as well as how anthropology has played a role in each. Ultimately, the course hopes to offer tools to understand various forms and examples of violence, as well as the impetus to use these understandings to advance conflict resolution and efforts to build a more just world.

Engagement and Being Present

As a participatory, discussion-based seminar, the course assumes energetic, thoughtful, and collaborative engagement from every participant. Careful and thoughtful reading, active participation in class, and high-quality writing are the most important elements of this course. To help prepare for seminar 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

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

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

Note, also, 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.

ASSIGNMENTS

Weekly “Critical Reaction” Writing Assignment

Each week (except when another assignment is due), please **submit by Wednesday, 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/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.”² 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.

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.

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

² Brett Williams, “ANTH 632 Contemporary Theory: Culture, Power, History,” class syllabus, American University, Washington, DC, Spring 2014, 5.

Think deeply and carefully about how best to engage the class. Be deliberate and creative in your pedagogical choices and 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 clip 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.

Semester-Long Investigative Project

The major assignment for this course is a semester-long project. Although this can be a traditional research paper, I encourage you to make the paper an investigative or experientially-based project that will seek to understand some significant phenomenon related to topics addressed in the course. Investigative projects may involve original research in or around DC and may involve ethnography, interviewing, participant observation, archival research, surveys, and other research methodologies. The projects should result in a *final paper of around 15-20 pages and an op-ed, blog post, or other opinion piece of 500-800 words* based on the findings of your investigation.

Experiential projects may involve an internship or service learning activity with an organization working on issues relevant to the seminar and out of which a final project could be arranged. Those interested in this option should speak to me as soon as possible to make necessary arrangements. Projects involving internships or service learning will require a final portfolio of work completed and a minimum 10-page paper. I am also open to discussing other kinds of projects, but writing is a basic requirement of the course.

As the assignments below should indicate, the projects are intended to be ones that you explore throughout the semester, not just in the last weeks before the final paper is due. Most of all, you are encouraged to select a project that will inspire you and sustain your interest and attention for at least the course of the semester. I also strongly encourage you to design your project so that it makes some impact in the world beyond fulfilling a course requirement. This could mean writing your paper as a publishable article, writing a short article as part of the final assignment, producing a project aimed at assisting the work of a specific organization, among other possibilities. I am open to receiving final projects that are not entirely written, although the format of your project must be approved in consultation with me and outlined in your project proposal (see below).

Assignments Summarized

- 1) Weekly critical reactions except when another assignment is due.
- 2) Seminar facilitation, date to be determined.
- 3) Informal meeting with me, due by the end of office hours, January 31.
- 4) Project proposal of approximately 1-2 double-spaced pages, due January 31.

- 5) Ethnography in-class presentation of no more than 10 minutes, due February 14.
- 6) Preliminary bibliography of approx. 2-3 pp. (including works from class), due February 28.
- 7) Final paper outline, due March 28.
- 8) Final project presentation, May 3.
- 9) Final project paper (approx. 15-20 pp.) and opinion piece (500-800 words maximum), due via email to vine@american.edu by 7:00 pm, May 4.

MAJOR SEMINAR OBJECTIVES

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

- Work cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive learning environment;
- Improve one's theoretical and empirical understanding of violence generally and specific types and examples of violence in particular;
- Complete a high-quality semester-long investigation of a topic related to violence;
- Complete a long-form final paper and short opinion piece discussing the findings of one's research and articulating at least one major research finding and/or central argument;
- Improve one's public speaking skills and ability to communicate original ideas to others.

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.³

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

³ Michael Manson, Academic Affairs Administrator, College of Arts and Sciences, American University, Washington, DC, email communication, January 8, 2009.

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.

PRIMARY TEXTS

Farmer, Paul. *AIDS and Accusation: Haiti and the Geography of Blame*. Updated edition. Berkeley: University of California Press, 2006.

Optional

Scheper-Hughes, Nancy, and Philippe Bourgois, editors. *Violence in War and Peace: An Anthology*. Malden, MA: Blackwell Publishing, 2003.

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 (try looking for the title or an editor's name or in another folder); and 2) let me know immediately if you still cannot find the reading.

1/17: WELCOMES, INTRODUCTIONS, CONNECTIONS

1/24: OVERVIEW AND THEORETICAL PERSPECTIVES ON VIOLENCE

CLASS BEGINS 6PM. Carefully read the syllabus and bring questions to class. Start developing ideas about your semester-long project. Note a proposal is due 1/31.

King, Martin Luther, Jr. "Beyond Vietnam: A Time to Break Silence, Declaration of Independence from the War in Vietnam," speech, Riverside Church, New York, April 4, 1967. <https://kinginstitute.stanford.edu/king-papers/documents/beyond-vietnam> or listen at <https://www.youtube.com/watch?v=AJhgXKGldUk>

Scheper-Hughes, Nancy, and Philippe Bourgois. "Introduction: Making Sense of Violence." In *Violence in War and Peace: An Anthology*. Edited by Nancy Scheper-Hughes and Philippe Bourgois, 1-31. Malden, MA: Blackwell Publishing, 2004.

Bourgois, Philippe. "The Continuum of Violence in War and Peace: Post-Cold War Lessons from El Salvador." In Scheper-Hughes and Bourgois, 425-434.

Arendt, Hannah. "From *On Violence*." In Scheper-Hughes and Bourgois, 236-243.

International Center for Žižek Studies. “Slavoj Žižek On Violence.” Interview with Diane Myers, 2013. [MISSING; ½ HERE: <https://www.youtube.com/watch?v=G5HHhrRnco0>]

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

Berry, Maya J., Claudia Chávez Argüelles, Shanya Cordis, Sarah Ihmoud, and Elizabeth Velásquez Estrada. “Toward a Fugitive Anthropology: Gender, Race, and Violence in the Field.” *Cultural Anthropology* 32, no. 4 (2017): 537–565. <https://culanth.org/articles/929-toward-a-fugitive-anthropology-gender-race-and>

Sponsel, Leslie E. Excerpts to be published in *Militarism: A Reader* (Duke University Press, In press) from “Reflections on the Possibility of a Nonkilling Society and a Nonkilling Anthropology.” *Toward a Nonkilling Paradigm*, edited by Joám Evans Pim, 17-54. Honolulu: Center for Global Nonkilling, 2009.

1/31: AIDS AND ACCUSATION: HISTORY, POLITICAL ECONOMY, INTERSECTING FORMS OF VIOLENCE

Due: Project proposal. Please also meet with me before the end of office hours on this date.

Farmer, Paul. *AIDS and Accusation: Haiti and the Geography of Blame*. Updated edition. Berkeley: University of California Press, 2006.

2/7: VIOLENCE: CAUSES AND EFFECTS

Pine, Adrienne. “Introduction.” In *Working Hard, Drinking Hard: On Violence and Survival in Honduras*. Pp. 1-25. Berkeley: University of California Press, 2008.

Bourdieu, Pierre, and Loïc Wacquant. “Symbolic Violence.” In Scheper-Hughes and Bourgois, 272-274.

Fanon, Franz. Selections from *The Wretched of the Earth*, 37-62, 94-5, 148-162, 203-5, 311-316. New York: Grove Press, 1963.

Kleinman, Arthur, Veena Das, and Margaret Lock. “Introduction.” In *Social Suffering*. Edited by Arthur Kleinman, Veena Das, and Margaret Lock, ix-xxvii. Berkeley: University of California Press, 1997.

Singer, Merrill, and Hans Baer. “Confronting Juan Garcia’s Drinking Problem: The Demedicalization of Alcoholism. In *Critical Medical Anthropology*, 301-328. New York: Baywood Publishing Company, 1995.

Quesada, James. “Suffering Child: An Embodiment of War and Its Aftermath in Post-Sandinista Nicaragua.” In Scheper-Hughes and Bourgois, 290-296.

Scheper-Hughes, Nancy. "Two Feet Under and a Cardboard Coffin." In Scheper-Hughes and Bourgois, 275-280.

Goldhill, Olivia. "Palestine's Head of Mental Health Services Says PTSD Is a Western Concept." *Quartz*, January 13, 2019. <https://qz.com/1521806/palestines-head-of-mental-health-services-says-ptsd-is-a-western-concept/>

February 8: AU's Mathias Research Conference Abstract Submissions Due. See <http://www.american.edu/cas/src/>.

2/14: PICK 'EM ETHNOGRAPHY WEEK

Due: Ten-minute maximum presentation in class of an ethnography you have not read previously and that is relevant to your semester project. The presentation should 1) briefly summarize and contextualize the book; 2) discuss the strengths and weaknesses of the book; and 3) discuss the significance of the ethnography, if any, for understanding violence beyond the book's immediate context. This class will also be an opportunity to discuss and receive feedback about your semester-long project.

2/21: WAR, IMPERIALISM, ETHNOGRAPHIES OF EMPIRE

Vine, David. Selections from unpublished manuscript *If You Build Them, Wars Will Come: Military Bases, Permanent War, and American Empire from Columbus to Today*.

Lutz, Catherine. "Empire Is in the Details." *American Ethnologist* 33, no. 4 (2002): 593-611.

Dunbar-Ortiz, Roxanne. "Introduction: This Land." In *An Indigenous Peoples' History of the United States*. Boston: Beacon Press, 2014, 1-14.

Arendt, Hannah. From *Eichmann in Jerusalem: A Report on the Banality of Evil*. In Scheper-Hughes and Bourgois, 91-100.

Hodge, G. Derrick, and Merrill Singer. "Conclusion: The Political Economy and Critical Geography of the War Machine." In *The War Machine and Global Health*. Edited by Merrill Singer and G. Derrick Hodge, 303-329.

2/28: CLASS MOVED TO 3/6, WAR MEMORIAL TOUR, OR ANOTHER DATE TBD

Due by 2/28: Project bibliography of approximately 2-3 pages (including works from class) by email to vine@american.edu.

3/6: "What's the Feminist Frequency? Anita Sarkeesian" 6pm, Mary Graydon Center 3-5

For background, watch the following *Feminist Frequency* videos and check out some others too (e.g., see "Intersectionality" week below). If you don't know *Feminist Frequency*, it's a great

teaching tool that explains and uses complicated academic concepts using and deconstructing pop culture. The first video below is recent; the others are some of the earliest Sarkeesian made. Sarkeesian was also at the center of the [Gamergate “controversy”](#) (note, she has said publicly that she does not want to be defined by Gamergate).

“It’s a Privilege Party and Most of You Are Not Invited”:

<https://feministfrequency.com/video/the-freq-show-is-back-watch-our-new-episode-on-privilege-now/>

“Toy Ads and Learning Gender”: <https://feministfrequency.com/video/toy-ads-and-learning-gender/>

“Gender and Lego” Part 1: <https://feministfrequency.com/video/lego-gender-part-1-lego-friends/>

“Gender and Lego” Part 2: <https://feministfrequency.com/video/lego-gender-part-2-the-boys-club/>

“Tropes vs. Women #3: The Smurfette Principle”: <https://feministfrequency.com/video/tropes-vs-women-3-the-smurfette-principle/>

“The Oscars and the Bechdel Test”: <https://feministfrequency.com/video/the-2012-oscars-and-the-bechdel-test/>

Pick at least one from the “Tropes vs. Women in Video Games” series:

<https://feministfrequency.com/series/tropes-vs-women-in-video-games/>

3/7: GENDER, SEXUALITY, VIOLENCE

[NOTE: THIS IS SOME OF THE MOST GRAPHICALLY VIOLENT MATERIAL OF THE SEMESTER.]

Hynes, H. Patricia. “Women in the Battlefield and the Barracks.” *Truthout*, January 2012. Read at least the Introduction and the subsequent three parts of this five-part series.

<https://truthout.org/articles/women-in-the-battlefield-and-the-barracks-a-fivepart-series-on-two-war-fronts-for-women-soldiers/>

Belkin, Aaron. *Bring Me Men: Military Masculinity and the Benign Facade of American Empire, 1898-2001*, 1-20, 79-102. Oxford: Oxford University Press, 2012.

Sanday, Peggy R. *Fraternity Gang Rape: Sex, Brotherhood and Privilege on Campus*, 2nd ed. New York: New York University Press, 2007. 1-21, 33-48.

Burke, Tarana. “Me Too Is a Movement, Not a Moment.” TED Talk, November 30, 2018.

https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?language=en

The Stream. “#NiUnaMenos: Tackling Femicide in Latin America.” July 30, 2015.
<https://www.youtube.com/watch?v=h4xFSksSK3U>

3/14: SPRING BREAK—NO CLASS

3/21: MIGRATION, REFUGEES, VIOLENCE

De León, Jason. Introduction, Chapters 1-2. In *The Land of Open Graves: Living and Dying on the Migrant Trail*, 1-61. Berkeley: University of California Press, 2015.

Anzaldúa, Gloria. “The New Mestiza.” In *Social Theory: The Multicultural and Classic Readings*. Edited by Charles Lemert, 626-632. Boulder, CO: Westview Press, 1993.

Granito. Directed by Pamela Yates. Skylight Pictures, 2011. https://wrlc-amu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99186025361004102&context=L&vid=01WRLC_AMU:prod&search_scope=MediaColl&tab=MediaColl&lang=en [See also, Yates’s *When the Mountains Tremble* and *500 Years*.]

Optional

Harvest of Empire. Directed by Peter Gretzels and Eduardo Lopez. SnagFilms, 2012.
<https://www.youtube.com/watch?v=UyncOYTzfHE>

3/28: MASS INCARCERATION AND THE PRISON INDUSTRIAL COMPLEX

Class meets in different location TBA for Dr. Orisamni Burton talk.

Due: Final paper outline.

Alexander, Michelle. Introduction and chapter 1. In *The New Jim Crow*. New York: New Press, 2012.

Forman, Jr., James. “Racial Critiques of Mass Incarceration: Beyond the New Jim Crow.” *New York University Law Review* 87 (April 2012): 21-69.

Roberts, Dorothy. “Introduction.” In *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, 3-21. New York: Pantheon Books, 1997.

Burton, Orisamni. “Organized Disorder: The New York City Jail Rebellion of 1970.” *The Black Scholar* 48, no. 4 (2018): 28-42.

4/4: INTERSECTIONALITY AND VIOLENCE

Crenshaw, Kimberle. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43 (1993): 1241-1299.

Collins, Patricia Hill. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41 (2015): 1–20.

Sarkeesian, Anita. "What Is Intersectionality? The FREQ Show: Meet Me at the Corner (of Oppression and Marginalization)." *Feminist Frequency*, June 7, 2018.
<https://feministfrequency.com/video/what-is-intersectionality-the-freq-show-meet-me-at-the-corner-of-oppression-and-marginalization/>

Patel, Tina G. "It's Not about Security, It's about Racism: Counter-Terror Strategies, Civilizing Processes and the Post-Race Fiction." *Palgrave Communications* 3 (May 2, 2017).
<https://www.nature.com/articles/palcomms201731.pdf>

Puar, Jasbir K., and Amit S. Rai. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots." *Social Text* 20, no. 3 (2002): 117-130, 139-140. [Other pp. optional.]

Hilal, Maha. "The War on Terror Has Targeted Muslims Almost Exclusively." *Foreign Policy in Focus*, blog post, September 11, 2017. <https://fpif.org/the-war-on-terror-has-targeted-muslims-almost-exclusively/>

4/11: POST-2001 US WARS AND THE COSTS OF WAR PROJECT

4/9: Committee for the Republic event: Costs of War Project with Dr. Catherine Lutz (and me), 6:30 pm, Metropolitan Club, 1700 H Street NW, Grill Room on 1st Floor.

Carefully note the following (which is a reminder that this will also be an ethnographic experience): "Business attire for men and cocktail attire for ladies is required for entry to Metropolitan Club." Rough translation: male presenting humans need a "sport" or suit jacket and pants that are not jeans; female presenting people should wear a dress, skirt and blouse or similar top, pant suit, or something of that ilk.

Costs of War. "Costs of War: The Human Toll of the Post-9/11 Wars." Brown University, November 9, 2016. https://www.youtube.com/watch?time_continue=2&v=aVr0MSEW2SU.

Read <http://watson.brown.edu/costsofwar/papers/summary> and review the website at 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>

Gopal, Anand. Selections from *No Good Men among the Living: America, the Taliban, and the War Through Afghan Eyes*. New York: Metropolitan Books, 2014, x-27.

Wool, Zoë H. Selections from *After War: The Weight of Life at Walter Reed*. Durham, NC: Duke University Press, 2015, vii-24.

Vine, David. Chapter TBD from *If You Build Them, Wars Will Come*.

4/18: ALTERNATIVES, PREVENTION, REPARATIONS, EDUCATION

Due: Museums' Depictions of Violence discussion in class.

Johnston, Barbara Rose. "Waging War, Making Peace: The Anthropology of Reparations." *Waging War, Making Peace: Reparations and Human Rights*, edited by Barbara Rose Johnston and Susan Slyomovics. Walnut Creek, CA: Left Coast Press, 2009. Pp. 11-28.

Coates, Ta-Nehisi. "The Case for Reparations." *The Atlantic*, June 2014.
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
Sections IX-X.

Selections from "Alternatives to Militarism. In *Militarism: A Reader*. Durham, NC: Duke University Press, in press.

4/25: REPRESENTATIONS OF VIOLENCE AND BUILDING SOCIAL JUSTICE

Bourgois, Philippe. "US Inner City Apartheid" and "The Everyday Violence of Gang Rape." In Scheper-Hughes and Bourgois, 301-307, 343-347. [NOTE: AS THE SECOND TITLE SUGGESTS, THIS IS ONE OF THE MOST DIFFICULT READINGS ALL SEMESTER.]

Bourgois, Philippe. Selections from *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press, 1996.

Revisit sections beginning on pp. 427, 432 in Bourgois, Philippe. "The Continuum of Violence in War and Peace: Post-Cold War Lessons from El Salvador." In Scheper-Hughes and Bourgois, 425-434.

Kleinman, Arthur, and Joan Kleinman. "The Appeal of Experience; The Dismay of Images: Cultural Appropriation of Suffering in Our Times." In Kleinman, Das, and Lock, 1-24.

Oppenheimer, Joshua. *The Act of Killing*. Directed by Joshua Oppenheimer. Cinedigm Entertainment Corp., 2014. Library on reserve at Media Services: [DVD 12262](#). [Also on Amazon Prime.]

Orwell, George. "Politics and the English Language," 1946.
<https://faculty.washington.edu/rsoder/EDLPS579/HonorsOrwellPoliticsEnglishLanguage.pdf>

5/3: FINAL PRESENTATIONS

Final paper and opinion piece due via email to vine@american.edu by 7:00pm, May 4.

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.

ON WRITING

Requirements

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, unless indicated otherwise. 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 for 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 American Anthropological Association 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

Little, Brown Handbook

Help with Writing: AU Writing Center

Bender Library 1st Floor; 202-885-2991 for appointments; <http://www.american.edu/cas/writing>
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.

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

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

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

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:

<http://my.american.edu/content.cfm?load=includes/help.cfm> or the following:

Academic Support and Access Center: MGC 243; 202-885-3360; <https://www.american.edu/ocl/asac> Supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and The Writing Lab.

Accommodations for Students with Disabilities: MGC 243; 202-885-3360; asac@american.edu AU is committed to making reasonable accommodations for qualified students with disabilities. The Academic Support and Access Center assists students with disabilities and promotes full participation in academic programs and other campus activities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. 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, asac@american.edu, or drop by MGC 243. For more information, visit AU's [Services for Students with Disabilities web page](#).

AU Help Desk (IT issues other than Blackboard—see below): 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: Participants will use their AU credentials to log in at <https://blackboard.american.edu>. 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.

Blackboard Support: 202-885-3904 or blackboard@american.edu or for 24/7 support 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.

Center for Diversity & Inclusion: MGC 201; 202-885-3651; <http://www.american.edu/ocl/cdi/> Dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

Counseling Center: MGC 214; 202-885-3500; www.american.edu/ocl/counseling Here to help students make the most of their university experience, both personally and academically. We offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make

an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

Dean of Students Office: Butler Pavilion 408; 202-885-3300; <http://www.american.edu/ocl/dos/>
Offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.

Disability Support Services: See “Accommodations” above.

International Student & Scholar Services: Butler Pavilion Room 410; 202-885-3340/3350; www.american.edu/ocl/iss/
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.

New Student Programs: 202-885-3303/74, Butler 407; www.american.edu/ocl/orientation.

OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence: 202-885-7070, provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence or stalking.

Sexual Violence Advocacy Services: See “OASIS” above.

Student Conduct & Conflict Resolution Services: Butler 408; 202-885-3328; <https://www.american.edu/ocl/scdrs/>

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

Writing Center/Support: See “On Writing” section above for more information.

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 an 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) 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.

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:

My Point System

Seminar participation (including Critical Reactions, meeting with me): 25 pts.

Seminar facilitation: 10 pts.

Project proposal: 5 pts.

Ethnography Presentation: 10 pts.

Preliminary bibliography: 5 pts.

Draft final paper outline: 5 pts.

Final project presentation: 5 pts. (Subtractions: insufficient effort)

Final project paper: 25 pts.

Opinion piece: 10 pts.

Improvement and effort: 1-5 bonus 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.⁴

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

MY EDITING ABBREVIATION AND SYMBOL GUIDE

¶ = 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 as “example”]
ethnog = ethnography/ethnographic
gr = grammar error
graf or ¶ = paragraph
HDYK? = How do you know? (What evidence?)
i.e. = that is [Latin]
intro = introduce/introduction
ital = italicize
judg(s) = (Are you making) judgment(s)?
l.c. = lower case
n. = noun
passive = ineffective passive voice verb form (use active voice)
p/o = participant observation
p. = page; pp. = pages
Q = question (also Q-ing = questioning; Q-ed = questioned)
qte = quote or quotation (also qting = quoting; qted = quoted)
r.o. = 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
vb = verb
w/ = with
w/o = without
wc = word choice? (i.e., is this the best word? Find another?)
WDYT? = What do you think?