

CHAGOS REFUGEES PUBLIC ANTHROPOLOGY CLINIC

“Public Anthropology,” ANTH-542-001, Fall 2016
Tuesdays 5:30-8:00 p.m., Watkins 114

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Office Hours: Hamilton Building 311, Fridays, 12:45-4:45 p.m., and by appointment

¿Antropología para qué?

[Anthropology for what? Anthropology to what end?]

Gaceta del Tecolote Maya, qtd. in Paul Farmer, *Pathologies of Power* (2005), p. 16.

Modeled in part on a legal clinic, this public anthropology clinic seeks to advance the struggle of the Chagossians, a people who were exiled from their Indian Ocean islands during the creation of the U.S. military base on Diego Garcia. Since their expulsion in the late 1960s and early 1970s, the Chagossians have been seeking the right to return to their homeland and proper compensation for what they have suffered. Clinic members will work with Chagossians, lawyers representing them, AU Washington College of Law students, and other Chagossian supporters. (In exceptional cases, a clinic member can ask to work on a major preexisting project of public anthropology.)

Together, we will also consider how anthropology can be an effective tool for 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.

Throughout the semester, clinic members will explore the work of anthropologists who have worked to and often succeeded in effecting change in realms including human rights, health, poverty and inequality, racial injustice, and war. We will discuss disciplinary ethics and methods. We will reflect on the discipline’s troubling history, “applied” and otherwise, from anthropologists who worked as colonial agents to those who helped promulgate the concept of race to those working as soldiers and spies. Ultimately, the clinic asks every member to shape a personal vision for anthropology as a mechanism for social change.

The first half of the semester involves relatively heavy reading designed to quickly introduce major topics in (public) anthropology, as well as the Chagossians’ history. Following the Department’s Public Anthropology Conference, clinic members will work intensively in teams on discrete but related projects to support the Chagossian struggle. Teams will develop and follow work plans to guide weekly assignments. Generally, each member will be responsible for at least one project-focused deliverable per week. During class, team members will report and discuss progress, challenges, questions, and other issues in their work. Most weeks, teams will also meet with me to discuss progress and refine their work plan for the following week.

RESPECT AND INCLUSIVITY, FREEDOM OF EXPRESSION AND DISSENT

This clinic assumes energetic and thoughtful engagement from every member. The classroom will always be a space for passionate, respectful discussion. Everyone will be encouraged and expected to express views freely and to dissent with others, including and especially me.

Everyone will also be expected to respect others' right to express themselves freely. Beginning with the syllabus and throughout the semester, seminar participants will have opportunities to shape the direction of the class, choose subjects of discussion, and improve the course design through regular feedback. Throughout the semester, we will engage in critical self-reflection about one's own work, the team projects, the clinic, and (public) anthropology.

At various points during the semester, I will ask for your feedback about the course material and structure. In addition to responding to questions I will pose, this feedback will be an opportunity to ask any general questions about the class, anthropology, and things that are confusing in the course. You can also use it to give me feedback of any kind about my teaching, ways I could improve the class, and general frustrations or inspiration. I also always welcome emailed questions (call with anything urgent) as well as anonymous questions or comments placed in my mailbox in the Department of Anthropology on the first floor of the Hamilton Building.

In keeping with commitments to public anthropology and social justice, 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 or to the Center for Diversity and Inclusion (202-885-3651).¹

PARTICIPATION, ATTENDANCE, AND TECHNOLOGY

Active and thoughtful participation in all aspects of the clinic—including team projects, deliverables, reading, and discussions—is critical to the clinic's success. To prepare for seminar discussions, please see the "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.

Because this course stresses active participation in class discussions and respect for all course participants, computers, mobile phones, and other personal electronic devices may never be used in the classroom. If there is a good reason to make an exception to this rule (e.g., a learning or disability issue requires such use), 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 or other device is used for other purposes in the classroom, it will no longer be permitted in the classroom. 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 (if necessary). I consider these emails to be an important part of the course and

¹ Inspired by Leena Jayaswal, American University Photography, "Statement of Inclusivity," 2016.

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 without more 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 I have gotten overwhelmed by the large quantity of email that faculty receive daily. If the issue is pressing, please call me on my mobile phone or talk to me in class.

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.²

Special Note: In addition to plagiarizing others, it is possible to plagiarize oneself when using your own previously written material without proper citation. To avoid self-plagiarism and related academic dishonesty, you must cite any and all material that you have written for any purposes other than this class. If you want to use material written for another class in this course, you must ask for advance permission 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 academic 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. All required readings will be available on Blackboard, on the internet, or in class. Unless a link is noted, almost all of the readings will be in Blackboard's "Course Reserves." Others will be available in Blackboard's "Other Readings."

If you cannot find a reading on Blackboard or if a link does not work, please: 1) Look again on Blackboard (perhaps looking for the title or an editor's name); 2) use your research skills briefly

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

to try to find the text elsewhere and send it to the class if you find it; and 3) let me know immediately if you still cannot find the reading.

8/30: INTRODUCTIONS

9/6: MODELS OF (PUBLIC) ANTHROPOLOGY

Due: Critical Reaction

Paul Farmer, Jim Kim, and Partners in Health

Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*, 18-44. New York: Random House, 2003.

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

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.

Review <http://www.pih.org>

For more, read Kidder, pp. 1-17, and see e.g., *Partner to the Poor: A Paul Farmer Reader*.

Catherine Lutz, De-militarization, and The Costs of War Project

Lutz, Catherine. "Warmaking as the American Way of Life" In *The Insecure American: How We Got Here & What We Can Do About It*, edited by Hugh Gusterson and Catherine Besteman, 45-62. Berkeley: University of California Press, 2010.

Review the "Costs of War Project," at www.costsofwar.org

Watch <http://watson.brown.edu/costsofwar/about>

Read <http://watson.brown.edu/costsofwar/papers/summary>

For more, see e.g., Lutz and others in the *Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*. Chicago: Prickly Paradigm Press, 2009; and Lutz's *Bases of Empire* (2009), *Homefront* (2000), and *Reading National Geographic* (1993).

Jason de Leon and the Undocumented Migration Project

De Leon, Jason. *In the Land of Open Graves*, 1-21. Berkeley: University of California Press, 2015.

Review <http://undocumentedmigrationproject.com/>

View photo essay at <http://www.sapiens.org/culture/prevention-through-deterrence/> [click on “View slideshow”]

Michael Blakey and the New York African Burial Ground

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.

Watch https://www.youtube.com/watch?v=jbCa_djSo6E (0:00-17:32; watch more if particularly interested in archaeology)

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

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

9/13: HISTORY OF ANTHROPOLOGIES (PUBLIC, APPLIED, ENGAGED, BEYOND)
Due: Meeting with David, Critical Reaction

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.]

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

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

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]. [“Other Readings”]

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.

Low, Setha, and Sally Engle Merry. "Engaged Anthropology: Diversity and Dilemmas." *Current Anthropology* 51, no. 2 (2010): S203-S226.

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

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

9/19: FIRST SOCIAL JUSTICE COLLOQUIUM

The department expects all graduate students to attend our weekly Social Justice Colloquium series, Mondays at 4pm, unless work, childcare, or other unavoidable conflicts make attendance impossible. Talks in the series should be especially relevant to our Public Anthropology Clinic.

9/20: ETHICS

Due: Team Rankings, Critical Reaction

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.

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.

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.

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/>

Carefully read the AAA Code of Ethics and review at least one more code.

American Anthropological Association Code of Ethics:
http://www.aaanet.org/coe/Code_of_Ethics.pdf

American Association of Physical Anthropologists Code of Ethics:
<http://physanth.org/association/position-statements/code-of-ethics>

Society for American Archaeology Principles of Archaeological Ethics:
<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

Archaeological Institute of America Code of Ethics:
http://www.archaeological.org/pdfs/AIA_Code_of_EthicsA5S.pdf

World Archaeological Congress Codes of Ethics:
http://www.worldarchaeologicalcongress.org/site/about_ethi.php

9/24-25: World without War Conference

Attendance is highly recommended. There will be a session about military bases on both days, and other relevant events.

9/27: METHODS

Due: Critical Reaction

Rappaport, Joanne. "Beyond Participant-Observation: Collaborative Ethnography as Theoretical Innovation." *Collaborative Anthropology* 1 (2008): 1-31.

Routledge, Paul. "Acting in the Network: ANT and the Politics of Generating Associations." *Environment and Planning D: Society and Space* 26, no. 2 (2008): 199-217.

Borneman, John, and Joseph Masco. "Anthropology and the Security State." *American Anthropologist* 117, no. 4 (2015): 781-785.

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.

Stuesse, Angela. Selections from "Postscript: Home to Roost: Reflections on Activist Research." In *Scratching Out a Living: Latinos, Race, and Work in the Deep South*, 227-247. Berkeley: University of California Press, 2016.

Gusterson, Hugh. "Studying Up Revisited." *Political and Legal Anthropology Review* 20, no. 1 (1997): 114-119.

See also: Nader, Laura. "Up the Anthropologist—Perspectives Gained from Studying Up." In Hymes, 284-311. [See Hymes pdf.]

10/4: PAC SESSION PLANNING

Due: Critical Reaction focused on ideas for clinic PAC session

UNROW Human Rights Impact Litigation Clinic. “Stealing the Islands of Chagos—Another Forgotten Story of Colonial Injustice.” Unpublished article, American University, Washington, DC, n.d. [“Other Readings”]

Vine, David. “Introduction.” In *Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*, 1-19. Princeton, NJ: Princeton University Press, 2009. [“Other Readings”]

Carey, Sean. “The Point of Return Beckons for Chagossians.” *New African Magazine*, February 9, 2015. <http://chagosrefugeesgroup.org/about/key-articles/>

Carey, Sean. “Fifty Years after Being Displaced, the Chagossians Still Hope to Return Home.” *World Weekly*, June 17, 2016. <http://www.theworldweekly.com/reader/view/magazine/2016-06-17/fifty-years-after-being-displaced-the-chagossians-still-hope-to-return-home/8369>

10/8-9: PUBLIC ANTHROPOLOGY CONFERENCE

Details about the Clinic’s Proposed Panel TBA

10/11: THE CHAGOSSIANS AND DIEGO GARCIA

Due: Critical Reaction

Lutz, Catherine. “Introduction.” In *Bases of Empire: The Global Struggle against U.S. Military Posts*, edited by Catherine Lutz. New York: NYU Press, 2009. Pp. 1-7, 30-44 [other pages optional].

Yeo, Andrew. *Activists, Alliances, and Anti-U.S. Base Protests*, 1-27. Cambridge: Cambridge University Press, 2011.

Röhrich, Alyssa. “The Story of the Chagos Islands and Its People.” *Counterpunch*, September 18, 2014. <http://www.counterpunch.org/2014/09/18/the-story-of-the-chagos-islands-and-its-people/>

Röhrich, Alyssa. “What the Torture Report Missed.” *Counterpunch*, March 20, 2015. www.counterpunch.org/2015/03/20/what-the-torture-report-missed/

Röhrich, Alyssa. “The Price for Justice: Resettlement of the Chagos Islands.” *Truthout*, February 16, 2015. <http://www.truth-out.org/opinion/item/29097-the-price-for-justice-resettlement-of-the-chagos-islands>

Robertson, Geoffrey. “Who Owns Diego Garcia? Decolonisation and Indigenous Rights in the Indian Ocean.” *University of Western Australian Law Review* 36, no. 1 (2012-2013): 1-30.

FYI: Vine, David. "Introduction." In *Base Nation: How U.S. Military Bases Abroad Harm America and the World*, 1-14. New York: Metropolitan/Holt, 2015.

Vine, David. "What If You Can't Protest a Base? The Chagossian Exile, the Struggle for Democracy, and the Military Base on Diego Garcia." *South Atlantic Quarterly* 111, no. 4 (2012): 847-856.

10/18: TEAM BIBLIOGRAPHIES, SEMESTER WORK PLANS, JOURNALING DUE

10/25: TEAM LITERATURE PRESENTATIONS (10 mins.), REVISED WORK PLANS, AND MID-SEMESTER SELF-EVALUATION DUE

11/1: WORKING RELATIONSHIPS WITH PARTNERS I

Due: Journaling

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.

11/8: WORKING RELATIONSHIPS WITH PARTNERS II

Due: Journaling

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

11/15: WORKING RELATIONSHIPS WITH PARTNERS III

Due: Outline of Final Deliverables and Journaling

Lassiter, Eric. "Moving Past Public Anthropology and Doing Collaborative Research." *Annals of Anthropological Practice* 29, no. 1 (2008): 70-86.

11/22: NO CLASS, FRIDAY CLASSES MEET

11/29: FINAL TEAM DRAFT DELIVERABLES DUE

Due: Journaling

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

12/6: PRESENTATIONS (10 mins.) AND FINAL DELIVERABLES WORKSHOPPING

12/13: PRESENTATIONS (10 mins. each), FINAL TEAM DELIVERABLES, FINAL ESSAY, AND SELF-EVALUATION DUE

WEEKLY WRITING: CRITICAL REACTIONS AND JOURNALING

With the exception of weeks when major assignments are due, I am asking you to share a relatively short piece of writing with the rest of the clinic. The reactions and journals will not be graded, but thoughtful, focused writing will indicate effort and engagement in the course. Unlike other academic writing, you do not need to cite any of the assigned readings other than by indicating page number(s) when you quote or discuss an author's ideas. Both types of writing are also an opportunity to ask any questions and provide feedback of any kind.

“Critical Reactions”

Please write a minimum 1-paragraph double-spaced “critical reaction” in response to the assigned readings. The critical reaction must be posted to our Blackboard Discussion Board by Monday at 8pm. Please also read the critical reactions of everyone else in class, replying to at least one so we can start our discussion before gathering in person.

Your critical reaction should offer thoughtful reflection about the readings. These thoughts could be a major question or query raised by the readings. They could be what 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.”³ The reaction can also include your critiques, challenges, inspirations, uncertainties, connections, comparisons, concerns, applications, and implications, among other types of original thoughts. The reactions should help you work through and organize your thinking about the readings and clarify the issues you want to discuss each week. In other words, they will help ensure you are prepared to be an active participant in discussions.

Journaling

Throughout the semester, I would like all clinic members to keep a journal to take notes and carefully reflect on one's experience (much like one would during ethnographic research). The journal will be a place to record thoughts and ideas about our clinic work, (public) anthropology, relationships with clinic partners, and teamwork, among other topics. The journal should also allow you to be self-reflexive about your work: that is, to reflect critically about yourself, your relationship to the work, and the feelings, thoughts, and emotions the work arouses.

When indicated, please submit a journal entry to our Blackboard Discussion Board by Monday at 8pm. Your journal entry can be cut and pasted from your journal or posted as an attachment or

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

photograph if you are writing your journal by hand. Either method will allow you to remove any material you would prefer not to share publicly.

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 most or all of the following questions for each assigned text. I strongly suggest writing out the answers and any other thoughts inspired by a reading. These notes will later help you write papers, prepare for exams, and employ your readings in future classes and in other academic work.

Suggested Questions to Ask of Each Reading

- 1) What is(are) the main argument(s) or thesis(es) of the work? What was the author's goal or aim in writing? What was the author trying to accomplish?
- 2) 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) 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.
- 4) 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?
- 5) 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 the work take your mind? Write down any notes, thoughts, and even glimmers of ideas, no matter where they might take you. They will likely be helpful later.

And keep the 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).

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

LEARNING AND 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 to take advantage of. See:

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

Academic Support Center: 885-3360, MGC 243, www.american.edu/ocl/asc.

Counseling Center: 885-3500, MGC 214, www.american.edu/ocl/counseling.

Disability Support Services: 885-3315 (V/TDD), MGC 206, www.american.edu/ocl/dss.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

Gay, Lesbian, Bisexual, Transgender & Ally Resource Center: 885-3347, MGC 201, www.american.edu/ocl/glbta.

International Student and Scholar Services: 885-3340/50, Butler 410, www.american.edu/ocl/iss.

Judicial Affairs and Mediation Services: 885-3328, Butler 408, www.american.edu/ocl/jams.

Multicultural Affairs: 885-3651, MGC 204, www.american.edu/ocl/oma.

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

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

WRITING REQUIREMENTS AND HELP WITH WRITING

All deliverables must be turned in on paper (i.e., *not electronically*) at the beginning of the class on which they are 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).

All written assignments should begin with your name and the date. Please also make sure that assignments are double spaced, with 12-pt. font, 1-inch margins on all sides, and include the page number and your name on each page. For guidance on generally accepted rules of writing, style, and proper academic citation, see:

Chicago Manual of Style (available online through the library):

<http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentType%2CNewspaper+Article%3At%29&q=chicago+manual+of+style>

MLA Style Manual and Guide to Scholarly Publishing

Little, Brown Handbook

For help with your writing, please take advantage of the following resources:

AU Writing Center

Bender Library First Floor; 885-2991 for appointments

<http://www.american.edu/cas/writing/index.cfm>

The Writing Center First floor of Bender Library 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. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Call 202-885-2991 to arrange a session. Meanwhile find handouts, information, and a weekly writer's blog at the Writing Center website and on Facebook.

AU Academic Support Center Writing Lab

MGC 243 <http://www.american.edu/ocl/asac/Writing-Lab-About-Us.cfm>

The Writing Center and the Writing Lab are two separate offices providing similar services to all AU students. The Writing Center is located in the American University library and the Writing Lab is located at the ASAC in Mary Graydon Center 243. If there are no appointments available in one location, please try the other. For appointments: <https://american.mywconline.com>

SEMINAR SKILLS AND OBJECTIVES

The clinic aims to improve skills including:

- Collaboration and teamwork;
- Cross-disciplinary collaboration;
- Writing (e.g., reports, policy papers, online, press releases and press kits, op-eds, and writing for anthropologists and other academics);
- Research and investigation;
- Human rights investigation, documentation, and publicizing violations;
- Qualitative and quantitative analysis;
- Political and campaign strategizing;
- Public advocacy, public policy advocacy, and lobbying;
- Public speaking;
- Use of the media and multimedia technologies in advocacy; and
- Developing public education initiatives.

By the end of the semester, my objective is that each of us will be able to:

- Work cooperatively and constructively with other clinic participants, building a rich, thoughtful, and supportive environment for learning and theoretically informed practice;
- Work cooperatively and constructively with Chagossian partners and other Chagossian supporters;

- Improve one's writing, speak more effectively in public, and more effectively communicate important original ideas to others;
- Understand key histories, debates, ethical questions, and methods related to public anthropology;
- Analyze, critique, and discuss literature related to public anthropology;
- Think critically about how our team projects illuminate theory and other literature about public anthropology;
- Conceptualize and articulate a personal vision for (public) anthropology.

EVALUATION AND GRADING

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. Because AU requires me to assign final grades, I will do so primarily based on participation, the quality of and energy devoted to assignments, and improvement over the course of the semester. I will assign grades in accordance with the following distributions and AU guidelines:

Participation and engagement (in class/out, critical reactions, journaling, meeting with me): 25%
Public Anthropology Conference session participation: 10%

Team bibliography and work plan: 5%

Team literature and work plan presentation: 5%

Mid-semester self- and group-evaluation: 5%

Team deliverables outline: 5%

Draft team deliverables: 5%

Final team deliverables: 25%

Final 6-10 pp. essay: 10%

Final self- and group-evaluation and grading self-assessment: 5%

Improvement and effort: 5% [yes, this totals 105%]

A: Superior, original, thoughtful work in completion of all course requirements;

B: Very good work in completion of course requirements;

C: Satisfactory work in completion of course requirements;

D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements;

F: Failure to meet minimum course standards for assignments, participation, attendance.⁴

LEARNING AND LIFE RESOURCES

If you experience any difficulty this semester for any reason that affects your participation in the course, please don't hesitate to speak with me. *If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can address your needs.* Disability Support Services: 885-3315 (V/TDD), MGC 206, www.american.edu/ocl/dss.

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

The university also offers a variety of learning and life resources. See: <https://my.american.edu/content.cfm?load=includes/help.cfm> or the following:

[Academic Support & Access Center](#) MGC 243, 202-885-3360 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 managing the college workload, stress management, 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](#) are also available.

[Counseling Center](#) MGC 214, 202-885-3500 is here to help students make the most of your 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 insights 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.

[Center for Diversity & Inclusion](#) MGC 201 and 202, 202-885-3651 is 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.

[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 is impacted by sexual violence (sexual assault, dating or domestic violence, and stalking).

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 operates 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 the 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.

[International Student & Scholar Services](#), Butler Pavilion, Rm. 410. 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 resources.

[Services for New Undergraduates](#): www.american.edu/newstudents.

[Student Conduct and Conflict Resolution Services](#): 202-885-3328, Butler Pavilion 409.

[Student Health Center](#): 885-3380, McCabe Hall 1st Floor.

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.