

*Class, Sexuality, Ethnicity, Nationality, Religion...*  
**Race, Gender, ^ and Social Justice Seminar:  
Understanding Violence and War**  
ANTH-635, Spring 2017  
Wednesdays, 5:30-8:00pm, Watkins 102

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Office Hours: Hamilton Building 311, Wednesdays/Thursdays 3:45-5:15pm, and by appointment

*Note: You can always come to office hours without an appointment. To schedule an appointment during regular hours: <http://bit.ly/2es1J1q> Please email or talk to me in class to schedule an appointment outside regular hours.*

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## **INTRODUCTION AND OVERVIEW**

Syria. Iraq. Honduras. South Sudan. Congo. Palestine/Israel. Ciudad Juárez. Ferguson. Washington, D.C. Violence and war are all too prominent worldwide as people clash in struggles often marked by ideas about human difference linked to terms such as race, gender, class, sexuality, ethnicity, nationality, religion, sect, caste, tribe, people, and culture. This course attempts to understand contemporary violence, wars, and other conflicts through such ideas—human-made ideas—about difference. The course also attempts the opposite: to understand various kinds of socially-constructed difference through the lens of violence, wars, and conflict.

The course will address related issues including nationalism, the state, identity, imperialism, colonialism, genocide, structural violence, and liberation struggles. We will devote special attention to understanding what Donald Trump's election says about the workings of at least race, gender, class, sexuality, nationality, and religion in the United States. In addition to some of the examples above, the course will devote attention to contexts including China, South Africa, Rwanda, Mauritius, Trinidad and Tobago, Brazil, Germany, and Europe.

Throughout the course, we will 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 of socially constructed difference, to analyze the role socially constructed difference plays in violence and wars, and to use these understandings to advance conflict resolution and efforts to build a more just world.

Structurally, the class will be a discussion-based seminar. As such, and as a graduate-level course, the class assumes active and thoughtful participation from every seminar participant. The class will emphasize close attention to writing as a craft and as an essential part of producing anthropological and other knowledge. I encourage you to use the seminar as an opportunity to explore social justice work related to course topics outside the classroom.

### **Respect, Inclusivity, and Freedom of Expression and Dissent**

The classroom will always 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 or to 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 through regular feedback. In addition to responding to specific questions I will pose, this feedback will be an opportunity to ask any general questions about the class, anthropology, and

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

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 on the ground floor of the Department of Anthropology's Hamilton Building.

### **Participation and Attendance**

Careful and thoughtful reading, active participation in discussions, and the completion of all assignments are the most important elements of this course. 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.

### **Technology Rule**

*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 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've gotten overwhelmed by the large quantity of email faculty receive daily. If the issue is pressing, please call me or talk to me in class or office hours. If the issue is urgent, please call me on my mobile phone.

### **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>

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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.

*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.

## **ASSIGNMENTS**

### **Weekly Critical Reactions**

Each week (except when another assignment is due), please write a minimum 1-paragraph “critical reaction” in response to the assigned readings for the week. The critical reaction must be posted to our Blackboard Discussion Board by Tuesday at 8pm. There will be one thread for the entire class per week (labeled by date of the class), so submit your reaction as a “reply” to the last post you see on each week’s thread.

After posting, please read as many of the other critical reactions as possible (though please post your reaction before you read others’ work so you don’t inadvertently constrain your thoughts and writing). Please reply to at least one other critical reaction so we can start our discussion before gathering in person.

Your reaction should offer thoughtful reflection about each of the week’s readings. While summarizing the main argument(s) of each reading will be helpful, go beyond this 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 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> 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.

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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.

(I will not grade the reactions, but thoughtful, focused papers will indicate effort and engagement in the course. Failing to submit more than 20 percent of the total number of critical reactions will affect your participation grade.)

### **Class Facilitation**

At least once during the semester, you and another seminar participant will be asked to serve as facilitators for part of a day's discussion. The ultimate aim is to stimulate discussion with one provocative question or argument that addresses the key substance of the week's readings and what you and your partner think we should be discussing. To that end, you should 1) briefly summarize the day'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 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 a *maximum of ten minutes* to present material before posing your central question. Generally, groups will facilitate discussion mid-way through each class period.

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.

### **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 reaction papers except when another assignment is due.
- 2) Group facilitation, date to be determined.
- 3) Informal meeting with me, due by the end of office hours, February 2.
- 4) Project proposal of approximately 1-2 double-spaced pages describing your semester-long research project. The proposal should include a) the project's focus and aim, b) a central question you will attempt to answer, c) methodologies employed to answer the question, d) any possible ethical concerns involved in the project, and e) expected outcomes, due February 15.
- 5) 1-2 page preliminary bibliography (including works from class), due March 22.
- 6) Draft final paper outline, due April 5.
- 5) Draft final paper and opinion piece summary/abstract, due April 26.
- 6) Final project presentation on April 26 or May 3.
- 7) Final project paper (approx. 15-20 pp.) and opinion piece (500-800 words maximum), due in my mailbox on the ground floor of the Hamilton Building by 7:00 pm, May 4.

### **CLASS SCHEDULE**

All assignments and readings are due on the date indicated. All article-length required readings and other required materials will be available on Blackboard, on the internet, or in class. All full-length books should be available in the campus bookstore, on 2-hour reserve in the library, and at inexpensive prices when purchased (often used) online. Unless otherwise noted, readings will be in Blackboard's "Course Reserves."

*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 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.*

### **January 18: Welcomes and Introductions**

### **January 25: Nation and Nationalism**

*Carefully read the syllabus and bring questions to class.*

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2006. B

**February 1: Nationalism, Imperialism, and Colonialism**

*Please meet with me by the end of office hours, February 2.*

Chatterjee, Partha. "Whose Imagined Community?" In *The Nation and its Fragments: Colonial and Postcolonial Histories*, 3-13. Princeton: Princeton University Press, 1993.

Held, David. "The Development of the Modern State." In *Modernity: An Introduction to Modern Societies*. Edited by David Held, et al., 55-89. Malden, MA: Blackwell Publishers, 1996.

Hobson, J.A. *Imperialism: A Study*, 3-27. Ann Arbor: University of Michigan Press, 1978. [For the rest of the book, see <http://marxists.org/archive/hobson/1902/imperialism/index.htm>.]

McClintock, Anne. *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest*. 352-89. New York: Routledge, 1995.

Foster, Robert J. "Making National Cultures in the Global Ecumene." *Annual Review of Anthropology* 20 (1991): 235-260.

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

*For further study*

"The Nationalism Project." [www.nationalismproject.org](http://www.nationalismproject.org)

King, Martin Luther, Jr. "The Birth of a New Nation," Sermon, Montgomery, AL, April 7, 1957. <http://okra.stanford.edu/media/audio/570407003.mp3>

**February 8: Race and the Social Construction of Difference**

Hall, Stuart. "The West and the Rest: Discourse and Power." In Held, et al., 184-227.

Smedley, Audrey. Introduction and Chapter 1. In *Race in North America: Origin and Evolution of a Worldview*, 1-36. Boulder, CO: Westview Press, 2007.

Goodman, Alan, Yolanda T. Moses, and Joseph L. Jones. *Race: Are We So Different?*, 1-100. Malden, MA: Wiley-Blackwell, 2012.

Sacks, Karen Brodtkin. "How Did Jews Become White Folks?" In *Race*. Edited by Roger Sanjek and Steven Gregory, 78-102. New Brunswick: Rutgers University Press, 1994.

Mullings, Leith. "Interrogating Racism: Toward an Anti-Racist Anthropology." *Annual Review of Anthropology* 34 (2005): 667-693.

Pager, Devah. "The Mark of a Criminal Record." *Focus* 23, no. 2 (2003): 44-46.

*For further study*

Templeton, Alan R. "Human Races: A Genetic and Evolutionary Perspective." *American Anthropologist* 100, no. 3 (1998): 632-650.

Harrison, Faye V. "Introduction: Expanding the Discourse on 'Race.'" *American Anthropologist* 100, no. 3 (1998): 609-631.

Harrison, Faye V. "The Persistent Power of 'Race' in the Cultural and Political Economy of Racism." *Annual Review of Anthropology* 24 (1995): 47-74.

Pager, Devah, Bruce Western, and Bart Bonikowski. "Discrimination in a Low-Wage Labor Market: A Field Experiment." *American Sociological Review* 74 (2009): 777-799.

***February 9: Mathias Research Conference Abstract Submissions Due***

**February 15: Race, Identity, Privilege**  
***Project proposal due***

Marx, Anthony. Preface, chapters 1, 11 in *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil*. Cambridge: Cambridge University Press, 1998.

Hall, Stuart. Section 3 from "The Question of Cultural Identity." In Hall, et al., 611-618. [Other sections optional].

Kroeger, Brooke. Introduction and Chapter 7. In *Passing: When People Can't Be Who They Are*, 1-9, 209-219. New York: Public Affairs, 2003.

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

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." Wellesley College Center for Research on Women. Wellesley, MA: 1988.

McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." Wellesley College Center for Research on Women Working Paper no. 189. Wellesley, MA: 1988.

***Recommended***

*Race: The Power of an Illusion*, parts 1-3, Films Media Group, 2003. [Looks a little dated but very helpful]

<http://proxyau.wrlc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=103247&xtid=49734>

<http://proxyau.wrlc.org/login?url=http://fod.infobase.com.proxyau.wrlc.org/PortalPlaylists.aspx?wID=103247&xtid=49736>

<http://proxyau.wrlc.org/login?url=http://fod.infobase.com.proxyau.wrlc.org/PortalPlaylists.aspx?wID=103247&xtid=49735>

**February 22: Ethnicity and the Social Construction of Difference**

Barth, Fredrik. "Ethnic Groups and Boundaries." In *Ethnicity*. Edited by John Hutchinson and Anthony D. Smith, 75-83. Oxford: Oxford University Press, 1996.

Munasinghe, Viranjini. Preface, chapters 1-2, 9. In *Callaloo or Tossed Salad: East Indians and the Cultural Politics of Identity in Trinidad*. Ithaca, NY: Cornell University Press, 2001.

Bourgois, Philippe. "Conjugated Oppression: Class and Ethnicity among Guayami and Kuna Banana Workers." *American Ethnologist* 15, no. 2 (1988): 328-348.

Vail, Leroy. "Ethnicity in Southern African History." In *Perspectives on Africa: A Reader in Culture, History, and Representation*. Edited by Roy Richard Grinker and Christopher B. Steiner, 52-68. Malden, MA: Blackwell Publishing, 1997.

Mullaney, Tom. *Coming to Terms with the Nation: Ethnic Classification in Modern China*, xv-17, 134-36, 149-53, 183. Berkeley: University of California Press, 2011.

*For further study*

Williams, Brackette F. "A Class Act: Anthropology and the Race to Nation across Ethnic Terrain." *Annual Review of Anthropology* 18 (1989): 401-444.

### **March 1: The Racial Order in a "Post-Racial" Era**

Alexander, Michelle. *The New Jim Crow*. New York: New Press, 2012.

### **March 8: Intersectionality**

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.

### **March 15: SPRING BREAK—NO CLASS**

### **March 22: Gender, Sexuality, Violence**

*Draft project bibliography due*

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

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*, 2<sup>nd</sup> ed. New York: New York University Press, 2007. 1-21, 33-48.

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.]

Puar, Jasbir K. "Rethinking Homonationalism." *International Journal of Middle East Studies* 45 (2013): 336-339.

**March 29: Genocide and Violence**

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.

Gass, William H. "Kinds of Killing: The Flourishing Evil of the Third Reich." *Harper's Magazine* August 2009: 75-82.

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

Mamdani, Mahmood. "Conclusion." In *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. 264-282. Princeton: Princeton University Press, 2001.

International Center for Žižek Studies. "Slavoj Žižek On Violence." Interview with Diane Myers, 2013. <https://youtu.be/WCOv8X-u2Ko>

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.

Minow, Martha. "Breaking the Cycles of Hatred: Memory, Law, and Repair." In *Breaking the Cycles of Hatred* 14-76. Edited by Martha Minow. Princeton, NJ: Princeton University Press, 2009.

*For further study*

Schwab, Gabriele. "Introduction." In *Haunting Legacies: Violent Histories and Transgenerational Trauma*. 1-40. New York: Columbia University Press, 2010.

Wolf, Eric. "Nationalist Socialist Germany." In *Envisioning Power: Ideologies of Dominance and Crisis*. 197-273. Berkeley, CA: University of California Press, 1999.

**April 5: Wars in the Middle East, Religion and Refugees, Immigration and Islamophobia**  
**Draft final project paper outline due. Akbar Ahmed special event. Location TBA**

Ahmed, Akbar. *The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam*, 1-42. Washington, DC: Brookings Institution Press, 2013.

Bunzl, Matti. "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe." *American Ethnologist* 32, no. 4 (2005): 499-508.

Schiller, Nina Glick. "Racialized Nations, Evangelizing Christianity, Police States, and Imperial Power: Missing in Action in Bunzl's New Europe." *American Ethnologist* 32, no. 4 (2005): 526-532.

Brodkin, Karen. "Xenophobia, the State, and Capitalism." *American Ethnologist* 32, no. 4 (2005): 519-520.

*For further study*

Brodkin, Karen. "Global Capitalism: What's Race Got to Do with It?" *American Ethnologist* 27, no. 2 (2000): 237-256.

### **April 12: Trump and the Politics of Race, Gender, and Sexuality**

1. Arlie Hochschild: <http://www.npr.org/2017/01/24/510567860/strangers-in-their-own-land-the-deep-story-of-trump-supporters>
2. Chimamanda Ngozi Adichie: <http://www.newyorker.com/culture/cultural-comment/now-is-the-time-to-talk-about-what-we-are-actually-talking-about>
3. The Geography of Trumpism: [https://www.nytimes.com/2016/03/13/upshot/the-geography-of-trumpism.html?\\_r=0](https://www.nytimes.com/2016/03/13/upshot/the-geography-of-trumpism.html?_r=0)
4. Breitbart: <http://www.breitbart.com/big-government/2016/11/15/donald-trump-won-7-5-million-popular-vote-landslide-mainstream-america/>
5. J.D. Vance: <http://www.cnn.com/videos/tv/2016/08/13/exp-gps-0814-vance-hillbilly-elegy.cnn>
6. Painter, Nell Irvin. "What Whiteness Means in the Trump Era." *New York Times*, November 12, 2016. <https://www.nytimes.com/2016/11/13/opinion/what-whiteness-means-in-the-trump-era.html>
7. Why Did the Rust Belt Flip? *Cultural Anthropology*: <https://culanth.org/fieldsights/1047-why-did-the-rust-belt-flip>
8. David Wong: <http://www.cracked.com/blog/6-reasons-trumps-rise-that-no-one-talks-about/>
9. Aziz Ansari's SNL monologue: <https://www.youtube.com/watch?v=Whde50AacZs>

### **Data and Voting Demographics**

1. <http://www.telegraph.co.uk/news/0/us-election-results-and-state-by-state-maps/>
2. <http://www.pewresearch.org/fact-tank/2016/11/09/behind-trumps-victory-divisions-by-race-gender-education/>
3. <http://www.cnn.com/election/results/exit-polls>
4. <http://www.dailykos.com/story/2017/1/30/1627319/-Daily-Kos-Elections-presents-the-2016-presidential-election-results-by-congressional-district>
5. <http://www.bbc.com/news/election-us-2016-37889032>
6. <https://fivethirtyeight.com/features/demographics-arent-destiny-and-four-other-things-this-election-taught-me/>

### **Other Sources**

1. Trump Syllabus: <http://www.publicbooks.org/trump-syllabus-3-0/>

2. *Cultural Anthropology*'s "The Rise of Trump": <https://culanth.org/fieldsights/1030-the-rise-of-trumpism>
3. Good history/context from PBS's Frontline focused on divisions that expanded during the Obama administration: <http://www.pbs.org/wgbh/frontline/film/divided-states-of-america/>
4. What So Many People Don't Get About the U.S. Working Class. From Harvard Business Review: <https://hbr.org/2016/11/what-so-many-people-dont-get-about-the-u-s-working-class>
5. Offutt, Chris. "In the Hollow." *Harper's Magazine*, November 2016, 53-60.: <http://harpers.org/archive/2016/11/in-the-hollow-2/>
6. Mumia Abu-Jamal: <https://vimeo.com/159300098>
7. <http://www.theamericanconservative.com/dreher/trump-us-politics-poor-whites/>
8. Glenn Greenwald: <https://theintercept.com/2016/11/09/democrats-trump-and-the-ongoing-dangerous-refusal-to-learn-the-lesson-of-brexit/>
9. Rebecca Solnit: <https://www.theguardian.com/commentisfree/2017/jan/20/president-trump-learn-lessons-republican>
10. Mark Blyth on Brexit: <https://www.youtube.com/watch?v=nwK0jeJ8wxg>

#### 11. First person accounts:

- Canvassing for Hillary in Las Vegas (<https://medium.com/@angelinaburnett/whats-next-cabfb543de2e>)

- Elizabeth Kolsky's op-ed about white women voting along racial lines rather than gender ([http://www.philly.com/philly/opinion/20161125\\_Commentary\\_Continuity\\_with\\_a\\_racist\\_past\\_is\\_hardly\\_change.html](http://www.philly.com/philly/opinion/20161125_Commentary_Continuity_with_a_racist_past_is_hardly_change.html)),

- and this piece from a reformed white nationalist ([https://www.nytimes.com/2016/11/26/opinion/sunday/why-i-left-white-nationalism.html?\\_r=0](https://www.nytimes.com/2016/11/26/opinion/sunday/why-i-left-white-nationalism.html?_r=0))

- here's a great account from the ED of Demos about her conversation with a C-SPAN caller ([https://www.nytimes.com/2016/12/10/opinion/sunday/im-prejudiced-he-said-then-we-kept-talking.html?\\_r=0](https://www.nytimes.com/2016/12/10/opinion/sunday/im-prejudiced-he-said-then-we-kept-talking.html?_r=0))

- what it was like for a Muslim reporter to cover this election (<http://www.npr.org/2016/12/07/504486620/reporters-notebook-what-a-muslim-on-the-campaign-trail-in-2016>)

#### 12. Comic relief:

- Samantha Bee <https://www.youtube.com/watch?v=s1SaD-gSZO4>

- Dave Chappelle's SNL monologue (esp. after 6:50 min): <https://www.youtube.com/watch?v=-IS0XiNdpk>

**April 19: Palestine/Israel**

Kanaaneh, Rhoda Ann. *Surrounded: Palestinian Soldiers in the Israeli Military*. Stanford, CA: Stanford University Press, 2008.

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

**April 26: Final Presentations I**

*Draft final paper and opinion piece summary/abstract due*

**May 3: Final Presentations II**

*Final paper and opinion piece due in my mailbox in the Hamilton Building by 7:00pm, May 4*

## ON WRITING

### Requirements

All written assignments 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). I cannot promise detailed comments and editing for any work turned in late.

*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 the following style guides. I prefer Chicago's style, 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://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*

### 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>

### Help with 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>

### **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 Zotero, 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. See:

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

Academic Support and Access Center: MGC 243, 202-885-3360, [www.american.edu/ocl/asc](http://www.american.edu/ocl/asc)  
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.

Counseling Center: MGC 214, 202-885-3500, [www.american.edu/ocl/counseling](http://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 and appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

Disability Support Services: 885-3315 (V/TDD), MGC 206, [www.american.edu/ocl/dss](http://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 address your needs.*

Center for Diversity & Inclusion: MGC 201, 202-885-3651, <http://www.american.edu/ocl/cdi/index.cfm>  
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.

International Student & Scholar Services: Battelle 4th Floor Butler Pavilion, Room 410, 202-885-3340/3350, [www.american.edu/ocl/iss](http://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.

Judicial Affairs and Mediation Services: 885-3328, Butler 408, [www.american.edu/ocl/jams](http://www.american.edu/ocl/jams).

Multicultural Affairs: 885-3651, MGC 204, [www.american.edu/ocl/oma](http://www.american.edu/ocl/oma).

New Student Programs: 885-3303/74, Butler 407, [www.american.edu/ocl/orientation](http://www.american.edu/ocl/orientation).

Student Health Center: 885-3380, McCabe Hall 1<sup>st</sup> Floor, [www.american.edu/healthcenter](http://www.american.edu/healthcenter).

Writing Support: See section of the syllabus above for more information.

**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.

### **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 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](http://www.american.edu/dos) 202-885-3300 [dos@american.edu](mailto: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.

### **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.

### **FEEDBACK AND EVALUATION (WHICH UNFORTUNATELY INCLUDES GRADES)**

I will provide what I hope to be constructive feedback and evaluation in written comments on your work and in one-on-one conversations. (I cannot promise detailed comments and editing for any work submitted after a deadline.) Although I wish all classes could be pass/fail, AU requires me to assign (simplistic and reductionist) letter 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 also consider a formal self-assessment that you will complete to review your participation in the seminar and suggest your own grade. I will then assign grades using the point system and AU guidelines below. If you have worries, concerns, or questions about grading at any time, please come speak with me or ask me to discuss grading in class.

#### **My Point System**

Seminar participation: 20 pts.

Critical reactions: 10 pts. (Subtractions: missing more than 20%, insufficient effort)

Seminar facilitation: 5 pts. (Subtractions: insufficient effort)

Project proposal: 5 pts. (Subtractions: lateness; insufficient effort)

Preliminary bibliography: 5 pts. (Subtractions: lateness; insufficient effort)

Draft final paper outline: 5 pts. (Subtractions: lateness; insufficient effort)

Draft final paper, opinion piece abstract: 5 pts. (Subtractions: lateness; insufficient effort)

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

Final project paper: 30 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.<sup>4</sup>

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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>.

## David's Editing Abbreviation and Symbol Guide

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, though sometimes I use as "example"]  
ethnog = ethnography  
gr = grammar error  
HDYK? = How do you know? (what evidence?)  
i.e. = that is [Latin]  
intro = introduction/introduce  
ital = italicize  
judg(s) = (Are you making) judgment(s)?  
l.c. = lower case  
para or ¶ = paragraph  
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?

¶ = new paragraph  
# = insert space between lines or characters  
? = unclear, clarify  
> = more  
< = less  
= [under a letter] = change to opposite case