

**Advanced Research Methods:
Writing Ethnography for Social Change¹**

ANTH 640-001, Spring 2016
Tuesdays, 5:30-8:00 p.m., EQB 11

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Office Hours: Hamilton 311, Mondays, 1:30-5:30 p.m.; and by appointment

This writing-intensive seminar explores the craft, art, and politics of ethnographic writing through intensive ethnographic research, writing, and reading. Seminar participants will conduct a semester-long ethnographic study and produce frequent writing assignments while dissecting exemplary ethnographic texts from anthropology and related disciplines, including sociology and other social sciences, narrative/creative nonfiction, investigative journalism, fiction, radio, film, television, and beyond. The seminar is particularly interested in the importance of ethnography and its potential as a force for social change in the era of “big data.”

I have designed the course with the belief that ethnography, defined broadly, has the radical potential to be a force for social change by sensitively portraying the lived experience and context of human lives, by engaging readers emotionally and intellectually, and by building empathy and understanding and provoking new ways of seeing the world. The course will thus be a writing-intensive seminar aimed at improving the quality and impact of participants’ ethnographic writing and maximizing the potential our writing has to be a tool for social change.

During the first half of the semester, we will read, analyze, and dissect exemplary ethnographic works that will serve as models for our writing. We will focus on works aimed at nonacademic audiences with an explicit interest in effecting social change. During the second half of the semester, we will write, analyze, and collaboratively edit short ethnographic writing assignments based on semester-long ethnographic investigations leading to a longer final piece of writing.

RESPECT AND INCLUSIVITY, FREEDOM OF EXPRESSION AND DISSENT

As a participatory, discussion-based seminar, the course assumes energetic and thoughtful engagement from every participant and careful attention to all assigned readings. The course demands a commitment not just to improving one’s own writing but also to working collaboratively with the rest of the class to assist one another’s writing (and improving one’s own writing in the process). This will require the ability to give and receive constructive criticism and advice in an environment of trust, cooperation, and mutual respect.

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

¹ This course is inspired by and draws on a class taught by Mitchell Duneier at the Graduate Center, City University of New York, entitled, “Seminar in Urban Ethnographic Research,” Department of Sociology, Spring 2002.

opportunities to shape the direction of the class, choose subjects of discussion, and improve the course design through regular feedback.

In keeping with commitments to public anthropology and social justice, the Department of Anthropology and I are committed to ensuring diversity, inclusion, 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 socially constructed 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).²

PARTICIPATION, ATTENDANCE, AND TECHNOLOGY

Active participation in all facets of the seminar (writing, reading, discussion, feedback for others, etc.) is critical in this course. To help prepare for seminar discussions, see the list of suggestions below, in “Preparation for Seminar.” I expect advance notice for any classes you will miss, just as I will inform you if I must miss any classes.

Because this class 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 the seminar 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, 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. 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 the large quantity of email that I get on a daily basis has overwhelmed me. If the issue is pressing, please call me on my mobile phone or talk to me in class.

COURSE FEEDBACK

At various points during the semester, I will ask for your feedback about the course material and structure. 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 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.

² Inspired by Leena Jayaswal, American University Photography, “Statement of Inclusivity,” 2016.

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.

ASSIGNMENTS

Ethnographic Research and Writing

This course holds that the writing and “doing” of ethnography are inseparable. Course participants will pursue both through a semester-long ethnographic project of your choosing. Beginning no later than the second half of the semester, you will need to conduct ethnographic research in a research site for about five hours per week. The site(s) of your research should be somewhere where you will have regular access (perhaps near your home or work). The project can continue prior research and may be usefully seen as an exploratory project leading toward future thesis, dissertation, or other research. *Other than in exceptional circumstances, research may not be conducted with people under 18 years of age or any other vulnerable populations.*

Throughout the conduct of your project, you will be responsible for protecting the safety of all research participants and abiding by all other ethical standards of anthropology (see the American Anthropological Association’s Code of Ethics: http://www.aaanet.org/coe/Code_of_Ethics.pdf). Students interested in writing about ethnographic research that they have recently conducted may make special arrangements to use that research as the basis for their writing.

During the semester, we will write four short papers, each of which must be a *maximum* of two double-spaced pages, focused on different skills of ethnographic writing. The assigned books and other assigned readings will serve as models for these exercises.

Please bring three copies of each paper to class. On the day when the class will discuss your paper (which will happen at least once during the semester), please bring a copy for everyone in class (that includes me). If you need me to make copies, you must put the paper under my office door up to 30 minutes before class starts or make other arrangements with me.

The four papers and a project proposal will culminate in a final paper of ten double-spaced pages (minimum). Students writing about previously conducted research will need to submit approximately 20-30 pages of writing.

You will not be able to paste together the previous assignments to complete the final paper, but you may be able to draw upon and incorporate some of your earlier writing in the ten-page paper. I encourage you to pursue publication of the final work (ten pages is about the length of an average popular magazine feature article: 3,000 words) and/or to incorporate it into future research and writing (e.g., an academic article, thesis, dissertation, book). This will likely mean that as you design your project, you should think about your longer-term plans, future publishing venues for your work, and developing a writing style that accords with your plans.

Book Review And Presentation

You will also write a 5-7 page (maximum) double-spaced textual analysis of an ethnography or ethnographically-minded book of your choosing. The review should 1) briefly summarize the book; 2) discuss the strengths and weaknesses of the textual strategies employed by the author; and 3) discuss the relative effectiveness of the book as a tool for social change and how, if at all, the writing may have influenced the book's impact.

Like any good book review (or academic paper), the paper must offer original arguments about the reviewed work. If you review a book that is not a formal ethnography, you must explain why you consider the work to be a model for ethnographic writing. On the day the paper is due, you will offer a 5-minute (maximum) critical presentation of the book based on your paper. Your presentation should share at least one exemplary passage from the book.

Preparation for Seminar

For each book we read, please identify at least one exemplary passage to share with the class that you believe offers a model for effective ethnographic writing. Be prepared to explain why the passage is effective and the specific writing techniques from which we can learn.

In addition to considering the content of each work, please consider the following questions as you read:

What textual strategies make this work effective and why? Ineffective and why?
How can the work be a model for our writing? What strategies should we avoid and why?
What methodological strategies make this work effective and why? Which do not?
What textual strategies make this work potentially effective as a tool for social change and why?
What textual strategies limit the work's potential to effect change and why?

See also my general "Suggestions for Academic Reading" after the schedule below.

WRITING REQUIREMENTS

All writing 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 in a paper late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements.

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:

American Anthropological Association style guide:
http://www.aaanet.org/publications/style_guide.pdf

Society for American Archaeology style guide:

<http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>

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

[http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentTy](http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentType%2CNewspaper+Article%3At%29&q=chicago+manual+of+style)
[pe%2CNewspaper+Article%3At%29&q=chicago+manual+of+style](http://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentTy)

MLA Style Manual and Guide to Scholarly Publishing

Little, Brown Handbook

HELP WITH WRITING

Please take advantage of these resources and feel free to see me:

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>

Appointments: <https://american.mywconline.com>

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.

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 be sure to ask me if you have any questions.³

³ 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 in a timely fashion; and to be fair in my evaluation and grading.

PRIMARY TEXTS

All texts should be available in the campus bookstore, on 2-hour reserve in the library, and at inexpensive prices when purchased (often used) online. All other required readings will be available on Blackboard, on 2-hour reserve in the library, on the internet, or in class.

Bourgois, Philippe. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press, 2002.

Fadiman, Anne. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux, 1998.

Optional: Zinsser, William. *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction*. New York: Harper Paperbacks, 2006.

CLASS SCHEDULE

All assignments and readings are due on the date indicated.

Notes for where to find texts

B=Book

BBc=Blackboard “Course Reserves”

BBo=Blackboard “Other Readings”

BBx=In-class handout

If you cannot find a reading on Blackboard or if a link does not work, please do the following: 1) Look again on Blackboard (perhaps looking for the title or an editor’s name or looking in another folder); 2) use your research skills 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 12: INTRODUCTIONS: WRITING, ETHNOGRAPHY, SOCIAL CHANGE

JANUARY 19: HISTORIES OF ETHNOGRAPHY AND SOCIAL CHANGE

“Ethnographic Writing Selections.” BBo

Stocking, George W., Jr. “The Ethnographer’s Magic: Fieldwork in British Anthropology from Tylor to Malinowski.” In *The Ethnographer’s Magic and Other Essays in the History of Anthropology*. Madison: University of Wisconsin Press, 1992. Pp. 12-59. BBo

JANUARY 26: HISTORIES OF ETHNOGRAPHICALLY-INCLINED WRITING AND SOCIAL CHANGE

Due: Meeting With David

“Writing for Social Change Selections.” BBo

Boynton, Robert S. “Introduction.” In *The New New Journalism: Conversations with America’s Best Nonfiction Writers on Their Craft*. New York: Vintage, 2005. Pp. xi-xvii. BBo

FEBRUARY 2: ETHICS AND METHODS [Guest speaker: Angela Stuesse]

Due: Project Proposal

Describe your semester-long ethnographic project in about 1-2 pages. The proposal must include 1) your research site(s); 2) the focus of your investigation and central research question(s); 3) the specific ethnographic methods you expect to employ; 4) how you will safeguard your research participants and any other ethical issues you will confront; and 5) the significance of the work.

American Anthropological Association. Code of Ethics. Arlington, VA, 2012.

http://www.aaanet.org/coe/Code_of_Ethics.pdf

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

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

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

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

Duneier, Mitchell. “Appendix.” In *Sidewalk*. New York: Farrar, Strauss, and Giroux, 1999. BBo

Recommended: Emerson, Robert M., Rachel Fretz, and Linda Shaw. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press, 1995. Chaps. 1-2. [Entire book recommended] BBo

FEBRUARY 9: WRITING, EDITING, AND REPRESENTATION

Due: Revised proposal and selection of book to review and present March 1 (indicate the title at the bottom of the proposal)

Clifford, James. "Introduction: Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*. Eds. James Clifford and George E. Marcus. Berkeley: University of California Press, 1986. 1-26. BBc

Behar, Ruth. Introduction: Out of Exile. *Women Writing Culture*. Ed. Ruth Behar. Berkeley: University of California Press, 1995. Pp. 1-32. BBo

Narayan, Kirin. "How Native Is a 'Native' Anthropologist?" *American Anthropologist* 95, no. 3 (1993): 671-686. BBc

Jackson, John L. "Toward an Ethnography of a Quotation-marked Place." *Souls*, Winter 1999. Pp. 23-35. BBc

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

Optional: Geertz, Clifford. Selections from *Works and Lives: The Anthropologist as Author*. Stanford, CA: Stanford University Press, 1988. Pp. 1-6, 73-101. BBo

February 12-14: Lavender Languages and Linguistics Conference

Please attend at least one session. Saturday plenary, 3:45-5:00 p.m., about the book *Queer Brown Voices* and Sunday, 9:30-12:30 p.m., "Research Practices" may be of special interest.

FEBRUARY 16: IN SEARCH OF RESPECT: SELLING CRACK IN EL BARRIO. B

FEBRUARY 23: THE SPIRIT CATCHES YOU AND YOU FALL DOWN. B

MARCH 1: PICK-EM BOOK WEEK

Due: Book review and 5-minute presentation in class

March 6-13: SPRING BREAK

MARCH 15: PARTICIPANT OBSERVATION AND DESCRIPTION

Due: 2-Page Paper

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

MARCH 22: WRITING ABOUT PEOPLE

Due: 2-Page Paper

Selections from Zinsser, William. *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction*. Harper Paperbacks, 2006.

MARCH 29: DIALOGUE AND QUOTING

Due: 2-Page Paper

APRIL 5: CAPTURING STRUCTURAL FORCES AND HISTORY

Due: 2-Page Paper

APRIL 12: ETHNOGRAPHICALLY-ORIENTED FILM, VIDEO, TV, AND AUDIO

Works TBA by Frederick Wiseman, Anna Deavere Smith, “The Wire,” Storycorps

APRIL 19: FINAL PAPER WORKSHOP

Due: Draft final paper

MAY 3: FINAL PRESENTATIONS

Due: Final Paper

SUGGESTIONS FOR ACADEMIC READING

I generally believe that underlining/highlighting and note-taking are essential parts of reading assigned academic texts. Another useful way to help you read carefully and ensure that you are prepared for class is to answer the following questions for each reading assignment. I strongly suggest writing out the answers and other thoughts inspired by a reading. These notes will later help you prepare for the exam, write the final paper, and even make use of your readings in future classes and other academic work.

Suggested Questions to Ask of Each Reading

- 1) What is the main argument or thesis of the reading? (What was the author’s goal in writing?)
- 2) What evidence does the author provide to support the main argument? What methods did the author employ to collect evidence?
- 3) Are you convinced by the author’s argument? Why or why not?
- 4) What is the significance of the reading—both for academic thought and the larger world?
- 5) What questions does the reading raise for you? What other thoughts, ideas, inspiration?

Keep your notes! They will be incredibly helpful for future papers, other classes, comprehensive exams, dissertations and theses, and teaching (to this day, I use notes from my college classes).

I highly recommend maintaining an organized bibliography using Zotero, Endnote or another bibliographic organization software program. It will greatly assist your research and writing, now and in the future.

MAJOR SEMINAR OBJECTIVES

My objective for the semester is that 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 ethnographic writing and one's writing more broadly;
- Become a better critical reader and analyst of ethnography and ethnographically-inclined writing;
- Think critically about the political and artistic complexities of ethnographic representation;
- Think critically about how ethnography and other writing can contribute to progressive social change;
- Improve one's ability to use key ethnographic methods, including participant observation and interviewing;
- Improve one's public speaking skills and ability to communicate original ideas to others.

EVALUATION (AND, UNFORTUNATELY, GRADING)

I expect your full participation in all aspects of class sessions and the completion of all assignments. My evaluation and (what I hope you will find to be) constructive feedback on your work will primarily come in the form of written comments returned to you on your assignments. Although I wish all our classes could be pass/fail, AU requires me to assign final grades. Improvement over the course of the semester and effort will also be factored into my evaluation. I will also consider a formal self-assessment that you will complete to review your participation in the seminar and suggest your own grade.

I will ultimately assign grades according to the following point system and AU's guidelines:

Participation = 30 points

Proposal = 5 points

Book review = 5 points

Book presentation = 5 points

2-page papers = 5 points each

Final Paper = 35 points

Improvement and effort = 5 points

A: Superior, original, thoughtful work in completion of all course requirements (90-100 points);

B: Very good work in completion of course requirements (80-89 points);

C: Satisfactory work in completion of course requirements (70-79 points);

D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements (60-69 points);

F: Failure to meet minimum course standards for assignments, participation, attendance (below 60 points).⁴

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

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
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
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.

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 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
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.

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 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 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.

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.