

AMERICAN [SIC] UNIVERSITY  
DEPARTMENT OF ANTHROPOLOGY

**Anthropology of Life in the United States**

ANTH-150-080UC, Fall 2015

Tuesday/Friday 11:45 a.m.-1:00 p.m., Anderson Hall 3K

Wednesday Lab: 10:20 a.m.-2:25 p.m.

David Vine: vine@american.edu, 202-885-2923

Office Hours: Hamilton 311, Mon., 4:00-5:00 p.m.; Tue., 1:15-4:15 p.m.; and by appointment

Eric Rosenthal (P.A.): eric.rosenthal@student.american.edu

This class will critically examine the past, present, and future of life in the United States. Major aims of the course include discussing, debating, and analyzing major phenomena in the United States and developing skills as critical analysts of the society in which we are living.

Throughout the semester, we will link our readings with significant current events, examining how anthropological analysis and investigation can help us to understand today's critical issues, including poverty and inequality, police violence, same-sex marriage, and the U.S. wars in Afghanistan and Iraq. The course will also focus on topics including capitalism, race, class, gender, sexuality, poverty, Native American peoples, militarization, empire, the family, and gentrification. In discussing many of these topics, we will devote special attention to understanding the context of Washington, DC.

**EXPECTATIONS**

This class asks for the active and thoughtful participation of every participant. For each class, I expect students 1) to complete all the assigned readings, 2) to think about the readings carefully, and 3) to come prepared to discuss the readings and their relevance in the world around us. Following current events via newspapers, books, the internet and social media, magazines, and other sources will assist your preparation and deepen what I expect to be lively discussions.

The classroom will be a space where everyone is encouraged to express their views freely and to dissent with me and with others, while recognizing one's responsibility to respect the rights of others, including their right to free expression. Throughout the semester, students will have opportunities to shape the direction of the class, choose the subjects of discussion, and improve the course design through regular feedback. The class will emphasize close attention to writing as a craft and as an essential part of producing anthropological and other knowledge. We will also examine anthropological research skills as a distinct way of understanding the world.

**PARTICIPATION AND ATTENDANCE**

Careful and thoughtful reading and active participation in class, in addition to written assignments, are the most important elements of this course. I expect advance notice for any

classes you will miss, just as I will inform you if I must miss any classes. If you must miss a lab, Eric and I expect you to inform him about your absence.

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 should make sure 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. You should pay careful attention to emails about the labs from Eric or me, as logistical details may change during the semester. If you are unsure about a lab, please contact Eric.

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 I get on a daily basis. If the issue is pressing, please call me on my mobile phone or talk to me in class.

To help prepare for seminar discussions, see the list of suggestions at the very end of this syllabus in “Suggestions for Academic Reading.”

*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.*

Anyone interested in working with a non-profit organization off campus and getting a Community Service-Learning Program add-on credit should speak with me right away. For more information, see: <http://www.american.edu/ocl/volunteer/CBLR-How-to-Apply-for-CSLP.cfm>

## **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.

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.

## WRITING REQUIREMENTS AND HELP WITH WRITING

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, please contact me more than 24 hours before the due date to explain the problem and make other arrangements. All written assignments must be double spaced, with 12-pt. font, 1-inch margins on all sides, and include page numbers and your name on each page. Assignments must also comply with generally accepted rules of writing, style, and proper academic citation. For guidance, 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>

*American Anthropological Association style guide*:

[http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)

Good resources for questions of writing, style, grammar, and other conventions include:

*The MLA Style Manual and Guide to Scholarly Publishing*

*The Little, Brown Handbook*

For help with your writing beyond the classroom, 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; information:

<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.

*Undergraduate Research Support Information*

<http://www.american.edu/provost/undergrad/research.cfm>

American University offers undergraduates many opportunities to learn research methodologies, present their findings at conferences, and compete for awards.

## **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.<sup>1</sup>

*Special Note:* In addition to plagiarizing others, it is possible to plagiarize oneself when using your own previously written material without proper citation. To avoid self-plagiarism and related academic dishonesty, you must cite any and all material that you have written for any purposes other than this class. If you want to use material written for another class in this course, you must ask for 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.

## **CLASS LEADERSHIP**

Once during the semester, at the end of one of the six major sections of the course, you and 2-3 other course participants will facilitate part of class discussion. The aim will be to stimulate discussion with one provocative question or argument that addresses the key substance of the day's readings and what your group thinks we should be discussing given previous readings and discussion during that section of the course.

Most likely you will want to frame the week's readings in some way, but do not simply regurgitate what everyone will already have read. *Most importantly, be sure to offer a critical question or argument about the readings and topics at hand that provides a lively springboard for discussion and critical thinking.* Think about how best to creatively engage the class, and don't be afraid to take risks! *Do not*, however, simply summarize the material, offer a perfunctory powerpoint, tell us what you liked and didn't like, provide biographical material about authors, substitute a long video clip for a thoughtful presentation, or read an unfocused list of questions.

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<sup>1</sup> Michael Manson, Academic Affairs Administrator, College of Arts and Sciences, American University, Washington, DC, email communication, January 8, 2009.

Your group should speak for no more than 5-7 minutes before allowing the rest of class to join the discussion. Generally groups will facilitate discussion toward the end of each class period. If you have any technological requirements, please arrive early to class to allow sufficient time for set-up. Every member of your group must speak during your facilitation.

On December 1, you and your group will offer a 10-minute maximum presentation about a significant part of the Costs of War project (costsofwar.org). We will discuss this assignment in greater detail in class. Every member of your group must again speak during this presentation.

## ASSIGNMENTS

- 1) Meeting with me, due by September 15.
- 2) One group facilitation during the semester and one group presentation December 1.
- 3) Mid-semester review exercise, October 23.
- 4) Final project proposal and meeting with me, November 13
- 5) Final project and final project presentation due in class, December 8, 11:45am.

## REQUIRED TEXTS

All the 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. If, for any reason, you have difficulty purchasing the books, please let me know. All other required readings will be available on Blackboard, on 2-hour reserve in the library, on the internet, or in class.

MacLeod, Jay. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. 3<sup>rd</sup> ed. Boulder, CO: Westview, 2008.

Weston, Kath. *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press, 1997.

*Optional*: Gusterson, Hugh, and Catherine Besteman, eds. *The Insecure American: How We Got Here & What We Can Do about It*. Berkeley: University of California Press, 2010.

## 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 Eric and me know immediately if you still cannot find the reading.

## **PERSPECTIVES ON ANTHROPOLOGY AND THE UNITED STATES**

### **September 1**

Introductions

### **September 2**

Lab: 1) Course Ground Rules; 2) Topics to Study to Understand the United States; 3) Questions about the Syllabus; 4) Ethnography and Participant Observation

### **September 4**

Miner, Horace. "Body Rituals among the Nacirema." *American Anthropologist* 58, no. 3 (1956): 503-507. BBo

Liebow, Elliot. *Tally's Corner: A Study of Negro [sic] Streetcorner Men*. Lanham, MD: Rowman & Littlefield Publishers, 2003. Pp. 19-45. BBc

## **HISTORY OF NATIVE AMERICAN PEOPLES AND THE UNITED STATES**

### **September 8**

Wolf, Eric. "Introduction." *Europe and the People without History*. Pp. 3-7 [optional: pp. 7-23]. Berkeley, CA: University of California Press, 1982. BBc

Zinn, Howard. "Columbus, the Indians, and Human Progress." In *A People's History of the United States: 1492-present*. Pp. 1-22. New York: Perennial Classics, 1999. BBc

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*. Pp. xxii-12. New York: Owl Books, 1970. BBc

United States of America. "The Declaration of Independence." July 4, 1776. BBo

United States of America. "The Constitution of the United States." September 17, 1787. Article 1, Sections 1-2. [Skim the rest, especially "The Bill of Rights" and Amendments 11-27.] BBo

### **September 9**

Lab: Meet at 10:20 for September 11 class session (readings below);

Student Involvement Fair—attend 15-45 minutes beginning at 11:30 a.m. on the Quad;

Speaker on Native American mascots in sports, 12:30 p.m.

Group 1 Facilitation and Small Group Discussions

Deloria, Vine, Jr. "Indians Today, the Real and the Unreal." In *Custer Died for Your Sins: An Indian Manifesto*. Pp. 1-27. Norman, OK: University of Oklahoma Press, 1988. BBc

Power, Matthew, and Aaron Huey. "Ghosts of Wounded Knee." *Harper's Magazine* December 2009: 63-73. BBo

Muhammad, Dedrick. "Challenges to Native American Advancement: The Recession and Native America." Report, Institute for Policy Studies, Washington, November 23, 2009. BBo

**September 11**

Watch *Stealing a Nation*, available at <http://johnpilger.com/videos/stealing-a-nation>

**"RACE" AND INEQUALITY**

**September 15**

Meeting with David Due

Goodman, Alan, Yolanda T. Moses, and Joseph L. Jones. *Race: Are We So Different?* Malden, MA: Wiley-Blackwell, 2012. Pp. 1-43, 91-110. BBc

American Anthropological Association, "American Anthropological Association Statement on 'Race,'" Arlington, VA, May 17, 1998. Available at <http://www.understandingrace.org/about/statement.html>

**September 16**

Lab: *Race: The Power of an Illusion* screening.

**September 18**

Goodman, Moses, and Jones, pp. 44-90.

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

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

**September 22**

*The Insecure American*, chaps.13, 7. B

**September 23**

Lab, 12:00-2:25 p.m.: Combined with 9/25 class

Group 2 Facilitation

Readings: *The Insecure American*, chap. 3 B

Alexander, Michelle. "Preface" and "Introduction." In *The New Jim Crow*. New York: New Press, 2012. Pp. xiii-xiv, 1-19. BBc

**September 25: NO CLASS. CLASS 9/23**

**POVERTY, INEQUALITY, CLASS, AND CULTURE**

**September 29**

*Ain't No Makin' It*, Preface, Chaps. 1-3 [Chap. 2 is hard. Do your best, and we will discuss it in class.] B

**September 30**

Lab: Spring Research Fair, 10:20 a.m.-2:25 p.m.

**October 2**

*Ain't No Makin' It*, chaps. 4-6. B

*October 3-4: Department of Anthropology Public Anthropology Conference: Shifting Climates*  
Please attend at least one session

**October 6**

*Ain't No Makin' It*, chaps. 7-8. B

**October 7**

Lab: Small group reading and discussion: *Ain't No Makin' It*, chaps. 11, 14, Afterword, Appendix 2. [Read other parts of Parts II-III and Appendix 1 if you have time.] B

**October 9: FALL BREAK, NO CLASS**

**GENTRIFICATION, NEOLIBERALISM, AND ECONOMIC CRISIS**

**October 13**

Group 3 Facilitation

Final Discussion of *Ain't No Makin' It*

Williams, Brett. *Upscaling Downtown: Stalled Gentrification in Washington, D.C.* Ithaca, NY: Cornell University Press, 1988. Pp. 1-23. BBc

Smith, Neil. *The New Urban Frontier: Gentrification and the Revanchist City.* London: Routledge, 1996. Pp. xiii-xvii, 12-20, 26-29, 30-47. BBc

**October 14**

Lab: 10:30-12:30 p.m., “The Transformation of Chocolate City: Panel Discussion on Gentrification in DC”

Reading: Chris Myers Asch and George Derek Musgrove. “‘We Are Headed For Some Bad Trouble’: Gentrification and Displacement in Washington, D.C., 1920-2014.” Unpublished ms. [NOT FOR DISTRIBUTION OR SHARING WITHOUT AUTHORS’ PERMISSION.] BBo

**October 16**

*Insecure American*, chaps. 1, 4-5. B

**October 20**

Group 4 Facilitation

*Insecure American*, chaps. 11-12. B

**October 21**

Lab, 10:20-11:45 p.m.: Review Session for Mid-semester Review Exercise;  
12-2:00 p.m.: Ben Jealous talk, Kay Spiritual Life Center

**October 23**

*Mid-Semester Review Exercise*

## GENDER/SEX, SEXUALITY, AND THE SOCIAL CONSTRUCTION OF FAMILY

### **October 27**

Weston, Kath. *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press, 1997. Pp. 1-20. B

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.

### **October 28**

Lab, 10:30-12:30 p.m.: Rainbow Speakers Bureau

### **October 30**

*Families We Choose*, pp. 21-76. B

### **November 3**

*Families We Choose*, pp. 77-136. *Optional*: Pp. 137-174. B

### **November 4**

Lab, 11:30-1:30 p.m.: "Same-Sex Marriage and LGBTQ Rights: Looking Back, Looking Forward"

### **November 6**

Group 5 Facilitation

*Families We Choose*, pp. 165-213. B

## MILITARIZATION, THE "WAR ON TERROR," & ALTERNATIVES TO VIOLENCE

### **November 10**

Turse, Nick. *The Complex: How the Military Invades Our Everyday Lives*. New York: Metropolitan Books, 2008, 1-18. BBc

Eisenhower, Dwight D. "Military-Industrial Complex Speech, 1961." Public Papers of the Presidents, Dwight D. Eisenhower, 1960, 1035-40 excerpts. BBo

Abu-Lughod, Lila. "Do Muslim Women Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104, no. 3 (2002). Pp. 783-790. BBc

**November 11**

Lab: War Memorials Bicycle Tour [If it rains, check email for an update]

**November 13**

Final Paper Proposal and Meeting with David Due

*Insecure American*, chaps. 2. B

Bacevich, Andrew. *The New American Militarism: How Americans Are Seduced by War*. Oxford: Oxford University Press, 2005, ix-xiii, 1-7. BBc

González, Roberto, Hugh Gusterson, and David Price. "Introduction: War, Culture, and Counterinsurgency." In *The Counter-Counterinsurgency Manual*. Network of Concerned Anthropologists Steering Committee, eds. Chicago: Prickly Paradigm Press, 2009. Pp. 1-20. BBo

**November 17**

Vine, David. "Introduction." In *Base Nation: How U.S. Military Bases Overseas Are Harming America and the World*. New York: Henry Holt, 2015. Pp. 1-14. BBo

Kaplan, Robert. "Mission Creep Dispatch: Robert Kaplan." *Mother Jones*, September 15, 2008. Available at <http://motherjones.com/mojo/2008/09/mission-creep-dispatch-robert-kaplan>.

**November 18**

Lab, 10:30-2:25pm: "Occupied? Locals Discuss Living with U.S. Military Bases" (combined with 11/20 class)

**November 20: No class. David at American Anthropological Association Annual Meeting Combined**

Gillem, Mark L. *America Town: Building the Outposts of Empire*. Minneapolis: University of Minnesota Press, 2007, 51-70. BBc

Enloe, Cynthia. Selections from *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press, 2014. BBc

**November 24**

Watch *Standing Army*, dir. Thomas Fazi and Enrico Parenti, 2010.

**December 1**

Costs of War Presentations

“Costs of War Project,” Watson Institute for International Studies, Brown University, available at [www.costsofwar.org](http://www.costsofwar.org). Read the “Executive Summary” and “Latest Figures: Summaries” and review the entire site.

**December 2**

Lab, 10:20 a.m.: Final Project Workshop

**December 4**

Group 6 Facilitation

“Alternatives to Militarism,” in *The Anthropology of Militarism Reader*, Network of Concerned Anthropologists eds., manuscript under review, 2015. BBo

**December 8: 11:45 a.m.-2:15 p.m.**

Final Projects and Presentations Due in Class

**MAJOR SEMINAR OBJECTIVES**

By the end of the semester, my objective 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;
- Discuss, debate, and analyze major phenomena in the United States;
- Become a better critical analyst of the past, present, and future of life in the United States, as well as a better analyst of the world and major contemporary issues generally;
- Read, analyze, and critically discuss works of anthropology, ethnography, and the social sciences;
- Write more effectively about major contemporary issues;
- Understand and use key ethnographic methods, including participant observation and interviewing;
- Speak more effectively in public and more effectively 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. Because AU requires me to assign final grades, I will do so primarily based on class 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:

Reading, attendance, and class participation: 40%  
Group Leadership: 10% (5% each)  
Mid-term review exercise: 25%  
Final Project and Final Project Presentation: 25%  
Improvement and effort: 5%

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>2</sup>

### **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?

**And 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).

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

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<sup>2</sup> 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](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 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](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.

*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.

## **GENERAL EDUCATION REQUIREMENTS**

The General Education Program asks faculty to include the following information in all GenEd syllabi:

The General Education Program highlights eight learning outcomes.

1. Aesthetic sensibilities: Critical reflections on the nature and history of beauty and art;
2. Communication skills: Interchanging ideas and information through writing, speech, and visual and digital media;
3. Critical Inquiry: Systematic questioning and analysis of problems, issues, and claims;
4. Diverse perspectives and experiences: Acquiring knowledge and analytical skills to understand a variety of perspectives and experiences, including those that have emerged from the scholarship on age, disability, ethnicity, gender and gender identity, race, religion, sexual orientation, and social class;
5. Innovative thinking: Venturing beyond established patterns of thought in imaginative and creative ways;
6. Ethical reasoning: Assessing and weighing of moral and political beliefs and practices, and their applications to ethical dilemmas;
7. Information literacy: Locating, evaluating, citing, and effectively using information;
8. Quantitative literacy and symbolic reasoning: Applying mathematical, statistical, and symbolic reasoning to complex problems and decision making.

This course is part of General Education Area 4, Social Institutions and Behavior. Area 4 has the following specific goals, all of which will be important elements of course reading, discussions, and writing assignments:

1. Study the institutions, systems, and patterns of governance and of economic and social organization that underlie contemporary societies;
2. Place policy options and their consequences in their appropriate social and political context, drawing on classic and contemporary theories of human organization;
3. Develop your capacity to critically reflect on the organization of societies and the relationship between the individual and the society, using the distinctive methods of inquiry appropriate to the study of social institutions.

### **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.