

## Craft of Anthropology II

ANTH 602-001, Spring 2020  
Wednesdays, 5:30-8 pm, MGC 248

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*David's Office Hours:* You can always come to office hours without an appointment. To schedule an appointment, please sign up at: <https://calendly.com/vine>. To make an appointment outside regular hours, please talk to me or email suggested dates/times. *The Department is disappointed and apologizes that the Hamilton Building has no elevator, beyond a ground floor lift, and is thus not completely accessible. See below for accessibility information.*

- Tue., 11:15-1:15 pm, Hamilton 311 (not accessible; email to meet on accessible ground floor)
- Wed., 4-5 pm, Hamilton 311 (not accessible; email to meet on accessible ground floor)
- Thu., 4-5 pm, Hamilton Ground Floor Lounge (accessible)

I will never again play anything that does not have social significance.  
Max Roach, 1961<sup>1</sup>

*¿Antropología para qué?*  
[Anthropology for what? Anthropology to what end?]  
*Gaceta del Tecolote Maya*, qtd. in Paul Farmer, *Pathologies of Power* (2005), p. 16.

Each anthropologist must reinvent [anthropology], as a general field, for him or herself, following personal interest and talent where best they may lead.  
Dell Hymes, *Reinventing Anthropology* (1999[1969]), p. 48.

## INTRODUCTION

This participatory, collaborative, discussion-based course is half of the Craft of Anthropology's second semester. Professor Dan Sayers and I have designed this semester's "Craft" in collaboration with you and other students and faculty in the Department of Anthropology. This semester will build on your work last semester as an introduction to some of anthropology's major ideas, theories, methodologies, texts, authors, and history. This semester will focus on more recent work in anthropology and related fields, generally spanning the mid-twentieth century to the present.

While Professor Sayers will focus on archaeology and bio/physical anthropology, this section will focus on sociocultural anthropology and linguistic anthropology. No matter your interests, the aim of Craft of Anthropology is to provide holistic anthropological and transdisciplinary training. I have thus designed each week to revolve around a core set of topics and themes that are relevant to all or most of the sub-disciplines.

<sup>1</sup> See <http://www.democracynow.org/article.pl?sid=07/08/27/1425234>.

As with last semester, Craft should offer a base upon which to build further knowledge, explore ideas, and conduct independent research during one's graduate education and beyond. The seminar aims to build all our skills as thoughtful researchers, analysts, critics, and theorists. Informed by a public anthropology dedicated to advancing progressive social change, I have designed the course to provide foundations for making anthropology relevant and useful to helping improve the world.

Any course—but especially one attempting to provide such a broad overview of a discipline—will necessarily be partial and subjective, specific to those who designed it. With this in mind and building on Dell Hymes' entreaty above, this seminar asks each participant to engage in an ongoing process of inventing and reinventing anthropology for oneself. This should include active efforts to reflect on and define what anthropology means for you.

We will divide the seminar into small groups, which will be expected to meet on a weekly basis (except during weeks when papers are due) to discuss the assigned readings in advance of class. Groups will also be responsible for leading 1-2 class discussions during the semester (see below). Every member of each group should share the leadership responsibility equally.

## SPIRIT OF THE COURSE

### Engagement and Being Present

As a discussion-based seminar, the course assumes energetic, thoughtful, and collaborative engagement from everyone. Careful and thoughtful reading, active participation in class, and high-quality writing are the most important elements of this course. To prepare for discussions, I recommend using the list of questions in “Suggestions for Academic Reading” below. I expect advance notice for any classes you will miss, just as I will inform you if I must miss any classes.

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

Our classroom will be a space for passionate, engaged discussion. Everyone will be encouraged to express views freely and to dissent with others—especially me—while recognizing the responsibility to respect others’ right to express themselves freely.

In keeping with commitments to social justice and a public anthropology, the Department of Anthropology and I are committed to ensuring inclusion, diversity, and equality of opportunity for all, regardless of race/ethnicity, sex, gender, sexuality, class, age, religion, nationality, (dis)ability, and intellectual or political viewpoint, among others dimensions of difference. If you have any questions, concerns, or suggestions, please feel free to speak to me, the Department chair, or the Center for Diversity and Inclusion (202-885-3651).<sup>2</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. At mid-semester and the semester’s end, you will complete self-evaluations. I will ask you to respond to specific questions, but this will be another opportunity to ask any general questions about the class, anthropology, and things that are confusing in the course. The self-evaluations

<sup>2</sup> With thanks to Leena Jayaswal, American University, “Statement of Inclusivity,” 2016.

will also be a chance to give me feedback about my teaching, ways I could improve the class, and general frustrations or inspiration.

I always welcome questions raised in class, office hours, and by email—but call with anything truly urgent. Feel free to leave anonymous questions or comments in my mailbox on the ground floor of the Department of Anthropology's Hamilton Building.

## LOGISTICS

### Technology in the Classroom

Because this course stresses active engagement in class discussions and respect for all course participants, computers, mobile phones, and other personal electronic devices may **never** be used in the classroom except when there is a reason to make an exception to this rule. There are definitely good reasons to make an exception; if this is the case or if you have questions, please come speak to me. Although I do not encourage the use of e-readers, they may be used in class only if they are used to examine course readings and for no other purposes. If an e-reader is used for other purposes in the classroom, it will no longer be permitted in the classroom. Use of technology in the classroom other than as described will indicate a lack of engagement and negatively affect one's grade. Thanks for your understanding and assistance.

### Email and Communication

Throughout the semester, I will send emails (via Blackboard or directly to your email) to supplement and clarify class discussions and occasionally to modify readings or other assignments. I consider these emails to be an important part of the course and required reading. This means that everyone must ensure you will receive such emails and that you read them in a timely manner. Note, however, that I will not change a mandatory reading or assignment with less than 48 hours' notice.

If you send me an email and do not get a response within a few days, I apologize in advance. My delay is likely because of the large amount of email faculty receive every day. If the issue is pressing, please call my office phone or talk to me in class. If there is an emergency, please call me on my mobile phone.

Note that I try to check email only once per day, and I do not check email on my phone. I also recommend *not* using email if you have a lengthy question or item to discuss. Talking in person will be much more efficient and effective, so I recommend talking to me (and other faculty) in office hours in such cases. A general guideline: If you have more than three questions, or if your email is more than eight lines long, or if your email would likely require more than eight lines of response, please come to office hours or speak to me after class.

## MUTUAL RESPONSIBILITIES

### Student Academic Integrity

By registering for this class and at the university, you have acknowledged your awareness of the Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm>) or see the “Student Handbook and Planner”). You are responsible for familiarizing yourself and complying

with all its standards of academic conduct, including those related to plagiarism. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university's Academic Integrity Code closely and ask me if you have any questions.<sup>3</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 permission in advance to do so.

### **My Responsibilities**

I pledge to the best of my ability to make this as enriching and exciting an academic experience as possible for everyone; to come prepared to lead engaging class sessions; to create a safe and nurturing environment in the classroom that encourages the free exchange of ideas; to remain open to—and encourage—all dissent, critique, suggestions about the class, and other feedback; to adapt the course as appropriate in response to feedback; to meet personally with course participants during my office hours and at other times by appointment or otherwise to discuss 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.

### **SEMINAR OBJECTIVES SUMMARIZED**

By the end of the semester, my aim is that each of us will have:

- Worked cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive learning environment;
- Analyzed, critiqued, and understood some of the foundational ideas, theories, methodologies, texts, authors, and histories in sociocultural anthropology (and across the social sciences and humanities);
- Thought critically about how anthropological and other social science perspectives and skills can be applied to issues of broad public significance;
- Articulated (or begun to articulate) a personal vision for what anthropology has been, what anthropology is, and what anthropology can be, as part of an ongoing process of reinventing anthropology for oneself (as Dell Hymes suggests);
- Practiced key ethnographic methods, including participant observation and interviewing;
- Improved one's writing, public speaking, pedagogical skills, and ability to communicate original ideas to others;
- Developed an anthropological and academic base upon which to build further knowledge, explore new ideas, and conduct independent research in the future, in graduate school and beyond;
- Self-critically reflected on the seminar and one's work in the seminar, social theory, anthropology, and one's future work in the discipline.

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

## WEEKLY “CRITICAL REACTION” ASSIGNMENT

Each week (except when another assignment is due), please **submit before Tuesday, 5:30 pm**, an approximately 250-500 word “critical reaction” in response to the assigned readings for the week. You will submit your critical reaction to a shared Google doc in our Google Drive folder for the relevant week.

After posting, please do your best to read as many of the other critical reactions as possible before class (though please post your reaction before you read others’ work, so you don’t inadvertently constrain your thoughts and writing). To start our discussion before gathering in person, you can reply to other critical reactions with the *comment* function (command+option+M or control+alt+M).

Your reaction should offer thoughtful reflection about the week’s readings as a way to help you organize your thinking and clarify the key issues you want to discuss each week. Go beyond summarizing the readings to offer your own original thoughts about the texts. These thoughts could be a major question or query raised by the readings. They could be what Professor of Anthropology Emeritx 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>4</sup> Alternatively, your reaction could focus on a critique, challenge, inspiration, uncertainty, connection, comparison, concern, application, implication, or any other original idea about the texts. Another way to start would be to answer questions 3-5 in the “General Suggestions for Academic Reading” below. In discussing readings, short and carefully chosen quotations from the texts can often be helpful when interwoven with your own prose.

I will not grade the reactions, but thoughtful, focused writing will indicate effort and engagement. Superficial reactions will indicate a lack of effort. When quoting an assigned reading, you do not—unlike other academic writing—need to cite other than by indicating the following: author’s last name + date, page number(s) (e.g., Williams 1991, 45-47). Failing to submit 20 percent or more of the total number of critical reactions will negatively affect my assessment of your participation in the course.

## CLASS FACILITATION

Twice during the semester, each small group will serve as facilitators for *around 20 minutes* of a day’s discussion. The aim is to stimulate discussion by briefly discussing the assigned texts and offering one provocative question that addresses the key substance of the week’s readings and the ideas you and your partner think we should be discussing. Thus, you should, in some fashion:

- 1) *Briefly summarize* the major arguments of each of the week’s readings;
- 2) Discuss the *significance* of the readings to our class and the world; and, most importantly,
- 3) Offer *one provocative and important question* raised by the text(s) to provide a lively springboard for discussion and critical thinking.

<sup>4</sup> Brett Williams, “ANTH 632 Contemporary Theory: Culture, Power, History,” class syllabus, American University, Washington, DC, Spring 2014, 5.

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

Think deeply and carefully about how best to engage the class. Be deliberate and creative in your pedagogical choices. Don't be afraid to take risks (but do not ignore the instructions above). 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 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 talk.

*If you have any technological requirements, please arrive early to class so we have enough time to set up a computer.*

## **BOOKS WE WILL READ IN FULL**

Farmer, Paul. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley, CA: University of California Press, 2006 [or other edition].

Weston, Kath. *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press, 1997. Available at [https://wrlc-amu.primo.exlibrisgroup.com/permalink/01WRLC\\_AMU/2vq0oa/alma9912376549404101](https://wrlc-amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma9912376549404101)

## **Recommended But Not Required**

Lemert, Charles, ed. *Social Theory: The Classic, Global, and Multicultural Readings*, 5<sup>th</sup> ed. Boulder, CO: Westview Press, 2013.

All readings will be available as PDFs, but this is a good resource for this class and your graduate education. There is a slightly updated 6<sup>th</sup> edition, but we are using the 5<sup>th</sup> for cost purposes. There are at least two copies in the grad student lounge.

## **For Additional History about Anthropology and Key Figures in the Discipline**

Erickson, Paul A., and Liam D. Murphy. *A History of Anthropological Theory*, 4<sup>th</sup> edition. Toronto: University of Toronto Press, 2013. [Or other edition.]

## **Key Scholarly and Graduate School Reference Texts**

Turabian, Kate L. Overview of Part I and chapters 1, 3-4, 7, 9-13, 14-15, 25. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th or 9th edition. Chicago: University of Chicago Press, 2013 or 2018. [Likely worth buying. Also available at American University Library Reference Collection, 1st Floor LB2369 .T8 2013]

*Chicago Manual of Style Online*. Chicago: University of Chicago Press, [https://wrlc-amu.primo.exlibrisgroup.com/permalink/01WRLC\\_AMU/2vq0oa/alma99185965113004102](https://wrlc-amu.primo.exlibrisgroup.com/permalink/01WRLC_AMU/2vq0oa/alma99185965113004102)

## CLASS SCHEDULE

All assignments and readings are due on the date indicated. Copies of assigned books should be available via the bookstore, used (and generally inexpensive) online, and in Library Reserves. If you have trouble accessing any of the books for any reason, including their cost, please talk to me in office hours or send me an email.

I have listed texts in the suggested reading order. Texts other than books will be available via links provided, in class, or on Blackboard. *I highly recommend printing out all readings* so that you can read them carefully and *bring them to class for discussion.*<sup>5</sup> If you do not bring the readings to class, *you should bring detailed notes* to assist you in participating in discussions.

If you cannot find a reading or if a link does not work, please: 1) Look again (look for the title or editor's name); and 2) let me know immediately if you still cannot find the reading.

### 1/15 WELCOMES AND INTRODUCTIONS

*Topics:* Nature of the seminar; guiding principles for the semester; pedagogy; syllabus revision; plan for the semester; methods training: interviewing.

### 1/22 SEXUALITY, KINSHIP, FAMILY

*Topics:* Ethnography; ethnographic methods; interviewing; ethnographic writing; gender; LGBTQ lives; culture; social change; structure/agency; methods training: kinship and social network charts.

Weston, Kath. Selections. In *Families We Choose: Lesbians, Gays, Kinship*, xi-41, 103-136, 195, 213. New York: Columbia University Press, 1997. [Entire book recommended.]

Anzaldúa, Gloria, "The New Mestiza." In Lemert, 411-415.

### 1/29 HISTORIES OF ANTHROPOLOGIES

*Topics:* History of anthropology; history of the social sciences; anthropology as "four fields"; recent intellectual trends in anthropology; power and knowledge production; social change; racism, sexism, and other bias in anthropology; "fieldwork"; methods training: participant observation and description.

Wolf, Eric. "Introduction." In *Europe and the People without History*, 3-23. Berkeley: University of California Press, 1982. [Read pp. 3-7 with special care. Reading also found in Erickson and Murphy.]

<sup>5</sup> Printing has environmental and financial costs. If you can afford printing, I believe it is extremely helpful for educational purposes. I also think it is a far more important use of natural resources than the paper products that many use for generally less important purposes (coffee cups, paper plates and napkins, paper bags and packaging, advertising, wrapping paper, etc.). The politics of printing are complicated, and I am happy to discuss this issue more.

King, Charles. Epigraph, chapters 1, 14. In *Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex, and Gender in the Twentieth Century*, ix, 1-13, 332-345. New York: Doubleday, 2019.

Ortner, Sherry B.. "Theory in Anthropology since the Sixties." *Comparative Studies in Society and History* 26, no. 1 (1984): 126-166. [Also in Erickson and Murphy, chap. 37.]

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

[Read/review] Hymes, Dell. "The Use of Anthropology: Critical, Personal, Political." In *Reinventing Anthropology*, ed. Dell Hymes, 3-79 [skim sections II, VI]. Ann Arbor, MI: University of Michigan Press. 1999[1969]. [Never fear: almost 20 pp. are references and notes.]

## 2/5 RACE, RACISM, ANTI-RACISM: ANTHROPOLOGISTS' ROLES

*Topics:* Anthropological understandings of the race concept and racism; human biological diversity; educating publics; museums; history of anthropology; anti-racist anthropology.

*Due:* Participant observation or other description research notes (aka "fieldnotes").

*Due:* [If not submitted previously] CITI online ethics training certificate, "Social-Behavioral-Educational (SBE) Basic": <http://www.american.edu/irb/IRB-Training.cfm>

Proctor, Robert. "From Anthropologie to Rassenkunde in the German Anthropological Tradition." In *Bones, Bodies, Behavior: Essays on Biological Anthropology*, ed. George Stocking, 138-179. Madison: University of Wisconsin Press, 1988.

Hall, Stuart. "The West and the Rest: Discourse and Power." In *Modernity: An Introduction to Modern Societies*, edited by Stuart Hall, David Held, Don Hubert, and Kenneth Thompson, 184-227. Cambridge, MA: Blackwell, 1996.

Said, Edward. "Knowing the Oriental" [from *Orientalism*]. In Erickson and Murphy, chap. 31.

[Important resource as background, esp. if you are going to teach race at any level.] Goodman, Alan, Yolanda T. Moses, and Joseph L. Jones. *Race: Are We So Different?* Malden, MA: Wiley-Blackwell, 2012. Chapters 1-4, 7.

Thomas, Deborah A. and M. Kamari Clarke. "Globalization and Race: Structures of Inequality, New Sovereignties, and Citizenship in a Neoliberal Era." *Annual Review of Anthropology* 42 (2013): 305–25.

Kendi, Ibram. Prologue. In *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Nation Books, 2016.

*Optional:*

[Recommended for additional background on the history and pseudo-science of the race concept] Race: The Power of an Illusion. Parts 1-3. Films Media Group, 2003.  
<http://proxyau.wrlc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=103247&xtid=49734>

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

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

## 2/12 INTERVIEWING METHODS

*Topics:* Methods training; seeking meaning and understanding; building rapport; empathy; informed consent.

*Due:* Paper 1.

Myerhoff, Barbara. Chapter 1. In *Number Our Days*, 1-39. New York: Touchstone, 1978. [Read pp. 18-19 with special care.]

Lofland, John and Lyn H. Lofland. Selections. In *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 66-79. Belmont, CA: Wadsworth Publishing, 1995.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. Selections. In *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> ed., 108-141, 226-230. Chicago: University of Chicago Press, 2011.

Bourgois, Phillippe. "Crackhouse Management." In *In Search of Respect: Selling Crack in El Barrio*, 77-113 [read at least through p. 99 and more if you have time]. Oxford: Oxford University Press, 2003 [1996].

## 2/19 ANTONIO GRAMSCI AND HEGEMONY

*Topics:* Hegemony; ideology; oppression; class domination; force vs. consent; activism; the role of ideas and culture in organizing and political struggle; *National Geographic*; war; Marxism.

Marx, Karl. "Theses on Feuerbach." In *Selected Writings*. Edited by Lawrence H. Simon, 98-101. Indianapolis, IN: Hackett Publishing, 1994.

Gramsci, Antonio. Excerpts in *The Antonio Gramsci Reader*. Edited by David Forgacs, 10-25, 53-59, 70-72, 189-221 [key section], 246-262, 275-296, 300-349, 360-362, 420-31. New York: New York University Press, 2000.

Lutz, A. Catherine, and Jane L. Collins. Chapters 1-2. *Reading National Geographic*, 1-46. Chicago: University of Chicago Press, 1993.

## 2/26 LANGUAGE AND SEXUALITY

*Topics:* Language; discourse; sexuality; queer; methods training: linguistic analysis.

Butler, Judith. In Lemert, 419-426.

Morgen, Sandra. "Gender and Anthropology: Introductory Essay." In *Gender and Anthropology: Critical Reviews for Research and Teaching*. Edited by Sandra Morgen, 1-20. Arlington, VA: American Anthropological Association, 1999.

Gagnon, John H., and Richard G. Parker. "Introduction: Conceiving Sexuality." In *Conceiving Sexuality: Approaches to Sex Research in a Postmodern World*. Edited by John H. Gagnon and Richard G. Parker, 3-16. London: Routledge, 1995.

Leap, William L. "Studying a Not-So-Secret 'Secret Code.'" In *Language Before Stonewall, 1-80*. New York: Palgrave, 2020.

Kulick, Don. "No." *Language & Communication* 23 (2003): 139–151.

OR

Boellstorff, Tom. "Queer Studies in the House of Anthropology." *Annual Review of Anthropology* 36 (2007): 17–35.

OR

McElhinny, Bonnie. "The Audacity of Affect: Gender, Race, and History in Linguistic Accounts of Legitimacy and Belonging." *Annual Review of Anthropology* 39 (2010): 309–28.

## 3/4 DEBATES OVER "WRITING CULTURE" & THE "CRISIS OF REPRESENTATION"

*Topics:* Politics and ethics of writing and representation; (self-)reflexivity; feminist anthropology; sexism, Eurocentrism, other bias in anthropology; the culture concept.

Marcus, George E., and Dick Cushman. "Ethnographies as Texts." *Annual Review of Anthropology* 11 (1982): 25-69.

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

Behar, Ruth. "Introduction: Out of Exile." In Women Writing Culture, edited by Ruth Behar, 1-32. Berkeley: University of California Press, 1995.  
<https://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=15882856>

Craven, Christa, et al., eds. "Foreword," "Introduction," and "Closing Questions." In Feminist Activist Ethnography: Counterpoints to Neoliberalism in North America. Lanham, MD: Lexington Books, 2013.  
<https://ebookcentral.proquest.com/lib/aul/detail.action?docID=1203904>

Abu-Lughod, Lila. "Writing against Culture." In *Recapturing Anthropology: Working in the Present*, edited by Richard G. Fox, 137-162. Santa Fe, NM: School of American Research Press, 1991.

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

### **3/11 SPRING BREAK**

### **3/18 THE CRAFT OF ETHNOGRAPHIC WRITING**

*Topics:* Citation and style rules; grammar, spelling, punctuation; politics and ethics of writing; quoting; disseminating our work; methods training: writing, editing, proofing.

*Due:* Paper 2.

Read the Du Bois, Liewbow, Belmonte, Williams, Behar, Striffler, Kelly, and Goffman selections from "Ethnographic Writing Selections" pdf.

Read the Engels, Sinclair, Fadiman, Conover, Schlosser, Ehrenreich, and Gopal selections from "Writing for Social Change Selections" pdf.

*Helpful Writing Inspiration (for some)*

Lamott, Anne. Excerpts from *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor, 1995.

Zinsser, William. "Simplicity" and "Clutter." In *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction*, 6-16. New York: Harper Paperbacks, 2006.

Claus, Annie. "How a Professional Writer Improved My Academic Writing." Savage Minds blog, February 16, 2015. <https://savageminds.org/tag/savage-minds-writing-group/>

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

### 3/25 URBAN ANTHROPOLOGY

*Topics:* Culture of poverty, class, inequality, race, representation, anthropology, capitalism, ethics.

DuBois, W.E.B. Excerpts from *The Philadelphia Negro: A Social Study*, iii-17. Boston: University of Pennsylvania Press, 1899.

Liebow, Elliot. "Introduction," "Men and Jobs," and "Conclusion" in *Tally's Corner: A Study of Negro [sic] Streetcorner Men*, 2<sup>nd</sup> ed. New York: Rowman & Littlefield Publishers, 2003, 1-46, 135-150.

Leacock, Eleanor. "Introduction." In *The Culture of Poverty: A Critique*, edited by Eleanor Leacock, 9-37. New York: Simon and Schuster, 1971.

Gwaltney, John Langston. "Introduction" and chap. 1. In *Drylongso: A Self-Portrait of Black America*, xix-9. New York: New Press, 1993. [Found in "Ethnographic Writing Selections" pdf.]

Kelley, Robin D.G. "Looking for the 'Real' Nigga: Social Scientists Construct the Ghetto." In *Yo' Mama's Dysfunktional: Fighting the Culture Wars in Urban America*, 15-42. Boston: Beacon Press, 1998.

Susser, Ida. "The Construction of Poverty and Homelessness in US Cities." Annual Review of Anthropology 25 (1996): 411-435.

Hopper, Kim. Chapters 7-8. In *Reckoning with Homelessness*, 175-218. Ithaca, NY: Cornell University Press, 2003.

### 4/1 PIERRE BOURDIEU

*Topics:* social reproduction; inequality; types of capital; types of violence.

Bourdieu, Pierre. In Lemert, 329-333.

Other readings TBA.

### 4/8 POLITICAL ECONOMY & HISTORY, POWER & LOCAL MEANING: CRITICAL MEDICAL ANTHROPOLOGY

*Topics:* Health and illness; symbolic and interpretive anthropology; structural violence; imperialism; colonialism; capitalism; HIV/AIDS; Haiti; US; conspiracy theories; World-Systems Theory.

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

#### 4/15 UNDERSTANDING VIOLENCE

*Topics:* Typologies of violence; “human nature”; social suffering; violence continuum; genocide.

*You may want to read Mead and Sponsel from the first reading in the following week.*

Žižek, Slavoj. Videos on 2 violence. Available at

<https://www.youtube.com/watch?v=saeEeMviH88&index=98&list=PLCHXJqRQxNQ2dTjNZYI9f7-HBTJq6xWif>

AND

[https://www.youtube.com/watch?v=\\_x0eyNkNpL0&t=0s&list=PLUoHG37tbThSThs7eHnyn6\\_NtzmzLpz6Y&index=64](https://www.youtube.com/watch?v=_x0eyNkNpL0&t=0s&list=PLUoHG37tbThSThs7eHnyn6_NtzmzLpz6Y&index=64)

Williams, Brett. “A River Runs through Us.” *American Anthropologist* 103, no. 2 (2001): 409-431.

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

Harvey, David. In Lemert, 453-454.

*Recommended if you haven't read it:*

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.

#### 4/22 MILITARIZATION, WAR, SOCIAL JUSTICE

*Topics:* Militarism; empire/imperialism; gender; public anthropology; building social justice; alternatives to war and militarization; methods training: studying up.

González, Roberto J., and Hugh Gusterson. “Introduction.” In *Militarization: A Reader*, 1-25. Edited by Roberto J. González, Hugh Gusterson, and Gustaaf Houtman. Durham, NC: Duke University Press, 2019.

Lutz, Catherine. “Warmaking as the American Way of Life.” In *The Insecure American: How We Got Here & What We Can Do about It*. Edited by Hugh Gusterson and Catherine Besteman, 45-62. Berkeley: University of California Press, 2010.  
<https://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=17431000>

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

Vine, David, compiler. "Alternatives to Militarization." In *Militarization: A Reader*. Edited by Roberto J. González, Hugh Gusterson, and Gustaaf Houtman, 333-354. Durham, NC: Duke University Press, 2019.

Gusterson, Hugh. Selections. In *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*, ix-14, 38-67. Berkeley: University of California Press, 1996.

OR

Gill, Lesley. Prologue and Introduction. In *The School of the Americas: Military Training and Political Violence in the Americas*, xiii-22. Durham: Duke University Press, 2004.

Optional: Enloe, Cynthia. Preface to the 2nd edition and chapter 1. In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, xiii-xxiv, 1-36. Berkeley: University of California Press, 2014. [I recommend reading chapter 1 first.]  
<https://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=17469609>

#### **4/29 FINAL PRESENTATIONS AND PAPER DUE 48 HOURS AFTER THIS FINAL CLASS MEETING**

#### **GENERAL SUGGESTIONS FOR ACADEMIC READING**

In my opinion, detailed note taking and underlining or highlighting are essential to reading academic texts. Another useful way to ensure that you read carefully and are well prepared for class (and for academia generally) is to answer the following questions for each assigned text. I strongly suggest writing out the answers and any other thoughts inspired by a reading. *And keep your notes!* They will be incredibly helpful for future papers, other classes, comprehensive exams, SRPs, theses and dissertations, and teaching (I still use my notes from college and grad school). Many also find that maintaining an organized bibliography using Zotero (free, open source online), Endnote (free while an AU student), or another computer software program assists in the organization of notes, bibliographic citations, and future research and writing.

#### **Suggested Questions to Ask of Each Reading**

**1) Thesis and Findings?** What is(are) the main argument(s) or thesis(es) of the work? What are the other primary conclusions and findings of the work? What was the author's goal or aim in writing? What sentences or passages lay out the main argument(s)?

**2) Methods and Evidence?** What evidence does the author provide to support the main argument? What research methods did the author employ to collect evidence? What key authors or theories does the author build upon, advance, and/or critique?

**3) Significance?** What's the significance of the text—for the world and for academic thought? How might the text help us understand related issues and phenomena? Key quotations, passages?

**4) Your Analysis?** Are you convinced by the author's argument? Why or why not? How is the text helpful? What, if anything, is missing from the analysis, discussion, or the presentation of data? How is the text weak or problematic? How could it be strengthened or improved (perhaps linked to the work of others)? Don't just critique! Think critically about how an analysis can be usefully improved and built upon. Key quotations, passages?

**5) Questions and Thoughts?** What questions does the text raise? What thoughts, ideas, inspiration? What passages are confusing or need discussion? What parallels or connections do you find with other texts, other authors? What disagreements with other texts, authors? Where does your mind go as you think about the work? Write down any notes, thoughts, and glimmers of ideas, no matter where they might take you. They will likely be helpful later.

## WRITING REQUIREMENTS AND GUIDANCE

Unless indicated otherwise, all written assignments must be turned in *on paper* (i.e., not electronically) no later than the start of class on the day it is due. If there is a legitimate reason why you must turn something in late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements (just as you would for a job). I cannot promise detailed comments or editing for any work turned in late. If you have any problems printing, let me know at least 48 hours before our deadline.

### Writing Requirements (except Critical Reactions)

- Begin with your name, date completed, the course name;
- Always include a title, centered, **bold** or underlined;
- Double space;
- 12-pt. font, 1-inch margins on all sides;
- Page number and your name on each page;
- For guidance on generally accepted rules of writing, style, and proper academic citation, see the following style guides. I generally prefer Chicago's style (below), but you may use any style as long as you follow it *consistently* and *rigorously*.

*Chicago Manual of Style* (available online through the library):  
<http://www.chicagomanualofstyle.org.proxyau.wrlc.org/home.html>

*MLA Style Manual and Guide to Scholarly Publishing*

*Little, Brown Handbook*

### Help with Writing: AU Writing Center

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

## 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>

## LEARNING & LIFE RESOURCES

If you encounter any difficulty this semester for any reason that affects your participation in the course, please don't hesitate to speak with me. In addition to the department's assistance, the university offers a variety of learning and life resources. See:

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

### *Academic Support Services*

#### **Academic Support**

All students may take advantage of the [Academic Support and Access Center \(ASAC\)](#) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Anderson Hall, Room B-101. A more complete list of campus-wide resources is available in the ASAC.

#### **AU Help Desk**

For IT issues (other than Blackboard): 202-885-2550; [helpdesk@american.edu](mailto:helpdesk@american.edu), or [AskAmericanUHelp](#). Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [Need Help Now?](#) portal for support.

#### **Blackboard Support**

202-885-3904 or [blackboard@american.edu](mailto:blackboard@american.edu) for support 24 hours/day, 7 days/week. Students should immediately report any problems to their course instructor and also contact the

Blackboard Support Center Students can also log on to [Blackboard Help](#) for support. AU's Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers. DO NOT USE INTERNET EXPLORER.

### **International Student & Scholar Services**

[International Student & Scholar Services](#) has 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. (202-885-3350, Butler Pavilion 410).

### **Student Conduct & Conflict Resolution Services**

Butler 408; 202-885-3328; <https://www.american.edu/ocl/sccrs/>.

### **Student Health Center**

202-885-3380, McCabe 1<sup>st</sup> Floor; [www.american.edu/healthcenter](http://www.american.edu/healthcenter).

### **Students with Disabilities**

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu), or drop by MGC 243. For more information, visit AU's [Disability Accommodations web page](#).

**Writing Center:** See "On Writing" above for more information.

### ***Student Support Services***

#### **Center for Diversity & Inclusion (CDI)**

[CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

#### **Counseling Center**

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214).

#### **Dean of Students Office**

The [Dean of Students Office](#) offers individual meetings to discuss issues that impact the student experience, including academic, social, and personal matters; making referrals to appropriate campus resources for resolution. Additionally, while academic regulations state that medical

absences are to be excused, if faculty require documentation to verify the student's explanation, such documentation should be submitted to the Dean of Students. The office will then receive the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Dean of Students to excuse absences. Students should be sent to the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300, Butler Pavilion 408).

### **Food and Housing Insecurity Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students](#) ([dos@american.edu](mailto:dos@american.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

### **Office of Advocacy Services for Interpersonal and Sexual Violence**

[OASIS](#) provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. ([oasis@american.edu](mailto:oasis@american.edu), 202-885-7070, Health Promotion and Advocacy Center – Hughes Hall 105). Students can also book an appointment with one of our two confidential victim advocates.

## **AU NON-DISCRIMINATION STATEMENT AND OTHER AU POLICIES**

*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](mailto: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.

### **Respect for Diversity**

The [American University Discrimination and Sexual Harassment Policy](#) website explains how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Blackboard, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable.

Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

### **Religious Observances**

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

### **Sharing of Course Content**

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class-related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any classroom discussions—online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the [ASAC website](#).

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

### **Emergency Preparedness**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([american.edu/emergency](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 & EVALUATION (WHICH UNFORTUNATELY INCLUDES GRADES)**

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 engagement, 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. If you have questions or concerns about your overall grade or grade on any specific assignment, feel free to come talk to me at any point during the semester (including after final grades are posted).

Engagement (in class/out, critical reactions, meeting with me): 30 pts.

Group facilitation (2): 5 pts. each

Papers 1-2: 15 pts. each

Paper 3: 25 pts.

Mid-semester, final self-evaluation: 2.5 pts. each

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

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>6</sup>

<sup>6</sup> See "Guideline of a General Education Syllabus," online document, available at <http://www.american.edu/academics/gened/faculty.htm>.

## MY EDITING ABBREVIATION AND SYMBOL GUIDE

¶ = new paragraph  
# = insert space between lines or characters  
? = unclear, clarify  
> = more  
< = less  
= [under a letter] = change to opposite case  
adj = adjective  
adv = adverb  
anth or anthro = anthropology; anthros = anthropologists  
assump(s) = assumption(s) (are you making them?)  
awk = awkward (construction, phrasing, wording, etc.)  
bc = because  
b/n = between  
cf. = compare [Latin]  
e.g. = for example [Latin; sometimes I use as “example”]  
ethnog = ethnography  
gr = grammar error  
graf or ¶ = paragraph  
HDYK? = How do you know? (What evidence?)  
i.e. = that is [Latin]  
intro = introduce/introduction  
ital = italicize  
judg(s) = (Are you making) judgment(s)?  
l.c. = lower case  
n. = noun  
passive = ineffective passive voice verb form (use active voice)  
p/o = participant observation  
p. = page; pp. = pages  
Q = question (also Q-ing = questioning; Q-ed = questioned)  
qte = quote or quotation (also qting = quoting; qted = quoted)  
r.o. = run-on sentence  
SDT = “show don’t tell”  
sent = sentence  
signif = significance or significant  
sp = spelling error  
tense = error in verb tense  
trans = better transition needed between paragraphs or sections  
u.c. = upper case  
v. = very  
vb = verb  
w/ = with  
w/o = without  
wc = word choice? (i.e., is this the best word? Find another?)  
WDYT? = What do you think?