

**PUBLIC ANTHROPOLOGY CLINIC:
THE COSTS OF WAR PROJECT**

ANTH-544-001, Hamilton Community Room
Thursdays 5:30-8:00 p.m.

David Vine, Professor of Anthropology, Hamilton 311, 202-885-2923, vine@american.edu
www.davidvine.net / www.basestation.us

¿Antropología para qué?

[Anthropology for what? Anthropology to what end?]

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

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.*

- Tuesday, 11:15-1:15 pm, Hamilton 311 (not accessible; email to meet on accessible ground floor)
- Wednesday, 4-5 pm, Hamilton 311 (not accessible; email to meet on accessible ground floor)
- Thursday, 4-5 pm, Hamilton Ground Floor Lounge (accessible)

INTRODUCTION

The AU Public Anthropology Clinic offers an opportunity to use anthropological and related social science skills to assist the work of non-profit organizations working on a range of human rights issues. In Spring 2020, the Clinic will partner with Brown University's Costs of War project. Clinic participants will help research and write one or more published reports about the human and/or financial costs of the US post-2001 wars. Clinic participants will likely have the opportunity to be a co-author on a final report and/or a published article.

Given the stakes involved, the clinic requires work that is theoretically informed, deeply self-reflexive, and of the highest possible rigor. Past clinic members have created an online human rights archive, researched the human and financial costs of U.S. wars, developed educational and lobbying campaigns for an exiled people, and conducted archival research related to military environmental contamination in Guam. Partner organizations have included Codepink, the Institute for Policy Studies, the Chagos Refugees Group, and the Costs of War project.

Teams will develop and follow their own work plans to guide weekly assignments. Generally, each member will be responsible for at least one project-focused deliverable per week. During class, team members will report and discuss progress, challenges, questions, and other issues in their work. During many weeks, teams will likely have to meet outside the classroom to coordinate and advance their work. Throughout the semester, we will also reflect on how anthropology, and social science more broadly, can be effective tools for change.

Engagement and Being Present

The Clinic assumes energetic, thoughtful, and collaborative engagement from everyone. Careful and thoughtful work, active participation during Clinic meetings, and high-quality writing and scholarship are the most important elements of this Clinic. 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 Clinic meetings 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).¹

Course Feedback

Beginning with the syllabus and throughout the semester, participants will have opportunities to shape the direction of the Clinic and improve its design. Twice in the middle of the semester and at semester's end, I will ask you to complete self- and team evaluations. I will ask you to respond to specific questions, but this will be an opportunity to ask any general questions about the Clinic, (public) anthropology, our projects, and things that are confusing or troubling. This will also provide opportunities to give me feedback about my work, ways I could improve the Clinic, and general frustrations or inspiration.

I always welcome questions raised during our Clinic meetings, in 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

Use of any technology in the classroom other than for Clinic purposes 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 as part of team and Clinic communication. These emails will be a critical part of the Clinic, and I consider them required reading. This means that everyone must ensure you will receive such emails and that you read them in a timely manner.

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

¹ With thanks to Leena Jayaswal, American University, "Statement of Inclusivity," 2016.

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, cheating, and fabrication. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university’s Academic Integrity Code closely and ask me if you have any questions.²

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

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

INDIRECT DEATHS TEAM

Assignments: 1. Create an annotated bibliography about literature investigating indirect deaths and the causal pathways therein, including an annotated list of people, organizations who have done this work elsewhere. 2. Paper suggesting how CoW should account for indirect deaths in its work.

Likely Outcomes: Improve future CoW death calculations and reports; possible CoW indirect deaths report; possible infographic.

Other Possible Outcomes and Deliverables: Op-ed(s) and other article(s); public presentation(s); social media strategies; other dissemination strategies.

1. Team Work Plan and Schedule: 2/6
2. Draft Bibliography: 2/13
3. Revised Bibliography: 2/20
4. Outline for Annotated Bibliography Due: 3/5
5. Rough Draft Annotated Bibliography Due: 3/19
6. Draft Annotated Bibliography Due to CoW: 4/2
7. Rough Draft Suggested Approach Paper Due: 4/9
8. Final Annotated Bibliography Due to CoW: 4/23 (4/25)
9. Final Suggested Approach Paper Due: 4/29 OR 5/2 (TBD)

Background Notes from Stephanie Savell: Mac Skelton (Doctoral student, Anthropology, Johns Hopkins University) and others [need to ask Stephanie who] know people in the Middle East who have done this work.

MAP TEAM

Assignments: 1. Design and collect data for a revised version of the “Human Costs” map from my book, especially with refugee statistics and other displacement, but also possibly other human harm (e.g., injuries and deaths, perhaps broken out by type and/or groups affected). 2. Co-write a CoW paper documenting displacement caused by the post-9/11 wars.

Likely Outcomes: 1. New map (likely interactive) and article to be published simultaneously by CoW and the Investigative Reporting Workshop. 2. Displacement paper for CoW.

Other Possible Outcomes and Deliverables: Op-ed(s) and other article(s); public presentation(s); social media strategies; other dissemination strategies.

Deliverables and Due Dates

1. Team Work Plan and Schedule: 2/6
2. Draft Bibliography: 2/13
3. Revised Bibliography: 2/20
4. Rough Draft Displacement Paper Due to CoW: 2/15 [It is likely that I will draft this with your assistance and editing, given the short timeframe.]
5. Outline for Map Design Proposal and Map Data Annotated Bibliography Due: 3/5
6. Rough Draft Map Design Proposal and Map Data Annotated Bibliography Due: 3/19
7. Second Draft Displacement Paper, Draft Map Design Proposal, Map Data Due to CoW: 4/2
8. Final Displacement Paper, 2nd Draft Map Design Proposal and Map Data Due to CoW and IRW: 4/23 (4/25)
9. Final Map Design Proposal and Data Due: 4/29 OR 5/2 (TBD)

Background Emails from Heidi Peltier (Director, CoW's "20 Years of War" Project, Boston University, The Frederick S. Pardee Center for the Study of the Longer-Range Future)

Hello David,

I've heard of your work for a while, and have used data you compiled on US military bases, and I recently learned from Stephanie Savell that you've agreed to write a paper on the global migrations and mass displacements due to the post-9/11 wars. I'd like to be in touch with you directly about this.

I'm directing the "20 Years of War" Project at Boston University, which is an extension of the Costs of War Project at Brown's Watson Institute. We're in the midst of compiling about a dozen different papers on various aspects of the post-9/11 wars, and we plan to workshop these papers on Friday March 6 at the Pardee Center at Boston University. I would like to invite you to participate in that workshop. Are you available to do so? It will be an all-day event, tentatively scheduled for 8:45-5:30 on March 6, 2020.

We're asking authors to submit brief abstracts of their papers now, and then very rough drafts, like 3-5 pages or even just expanded outlines, by mid-February. Then, at the workshop we'll present our drafts and give each other feedback, and thus be able to best coordinate the papers.

We have one other paper on migration, by the Syrian Center for Policy Research, and this will be a more targeted (geographically) paper, while yours would be more of a global overview.

Do you think you'll be able to join us for the March workshop? And would you be able to send me an abstract in the next week or so? (Sorry for the late notice – I recently learned from Stephanie that she had consulted with you about this and that you agreed to write this overview.)

Please let me know if you have any questions, or if you'd like to talk through any of this by phone.

Best,
Heidi

Hi David,

Thanks for getting back to me, and I'm glad to hear you're interested in doing this.

Here's what we're planning for the current papers:

- Abstracts by early January
- Short (3-5 page) rough drafts, or even just extended outlines, by mid-February
- Workshop the papers together (about 12 authors plus a few staff) March 6
- Over the Spring/Summer, complete papers that we will publish on a rolling basis
- We'll do a second round like this, for other authors and papers, for publication in 2021
- Then in summer 2021, leading up to 20-year mark of 9/11, big publicity push and publish an executive summary of all the papers.

We hope to publish about 20-24 papers, written in the same style as previous CoW papers (written for an educated public, not too academic or technical). We will try to turn some into op-eds and have media blasts through both the Watson Institute at Brown as well as the Pardee Center at B.U. We will also have communications help to make infographics, social media promotion, etc.

Papers will mostly be in the 10-20 page range, should have a new finding or new presentation of material that we can publicize.

Have I addressed your questions? If not, please let me know what else would be helpful for you to know. And if you're able to prepare something in time for this upcoming March workshop, for publication possibly this summer, then we can work on travel arrangements.

Thanks!

CLINIC SUPPLEMENTARY READINGS

All assignments and readings are due on the date indicated. All required readings will be available in a shared google drive folder, on the internet, or in class. *If you cannot find a reading, let me know **immediately**.*

1/16: INTRODUCTIONS

1/23: INTRODUCTION TO THE COSTS OF WAR PROJECT

1. Find a notebook or journal for your self-reflection notes, and then begin to reflect on your relationship to war and the post-9/11/2001 wars in particular.
2. Review costsofwar.org, visiting and reading all the pages and looking at the list of papers that have been authored. Open up some papers to get a sense of the work. Check out the "In the News" section to see how the project's work has been used in the media. You might use Google News to search for "Costs of War" and perhaps "Brown University" to see additional media coverage.
3. Read (again, for some): American Anthropological Association (AAA) Code of Ethics (2009): <http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/issues/policy-advocacy/upload/AAA-Ethics-Code-2009.pdf>
4. Read the papers by Bilmes and Crawford in our google drive folder, and the short article by Masco here: <https://drive.google.com/drive/folders/1XN06FjbIfv0v4YVMMv7MyMFfUw9XTLU1?usp=sharing>

1/30: THE POST-9/11 WARS: BACKGROUND AND CONTEXT

Due: Short meeting with me during office hours or another time by appointment.

Washington Post. "Afghanistan Papers." Watch at least the video at <https://www.washingtonpost.com/graphics/2019/investigations/afghanistan-papers/afghanistan-war-confidential-documents/>

González, Roberto J., Hugh Gusterson, and Gustaaf Houtman. "Introduction." In *Militarization: A Reader*. Edited by Roberto J. González, Hugh Gusterson, and Gustaaf Houtman, 1-8 [rest of chapter optional]. Durham, NC: Duke University Press, 2019.

Lutz, Catherine. In González, Gusterson, and Houtman, 169-174, 157-162.

Vine, David, compiler. "Alternatives to Militarization." In González, Gusterson, and Houtman, 333-353.

2/6: ANNOTATED BIBLIOGRAPHIES

Due: Draft semester schedule and work plan.

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

2/13: ETHICS AND RELATIONSHIPS WITH PARTNERS

Due: Draft Un-annotated Bibliographies

Leacock, Eleanor. "Theory and Ethics in Applied Urban Anthropology." In *Cities of the United States*, edited by Leith Mullings, 317-336. New York: Columbia University Press, 1987.

La Roche, Cheryl J. and Michael L. Blakey. "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." *Historical Archaeology* 31, no. 3 (1997): 84-106.

2/20: SCHOLARLY PRACTICE

Due: Revised Un-annotated Bibliographies

Turabian, chapters 14-16, 18, skim 17, 19.

2/27: 1ST SELF- AND TEAM EVALUATION

Due: Evaluations

3/5: WRITING

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.

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

Recommended

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

<https://faculty.washington.edu/rsoder/EDLPS579/HonorsOrwellPoliticsEnglishLanguage.pdf>

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

3/12: SPRING BREAK

3/19: WORK ON DELIVERABLES

Turabian, chapters 7, 9-13.

3/26: WORK ON DELIVERABLES

4/2: 2ND SELF- AND TEAM EVALUATION

Due: Evaluations

4/9: WORK ON DELIVERABLES

4/16: WORK ON DELIVERABLES

4/23: WORK ON DELIVERABLES

4/30: FINAL CLASS MEETING, FINAL EVALUATIONS, AND CELEBRATION

WEEKLY JOURNALING

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

WRITING REQUIREMENTS AND HELP WITH WRITING

All deliverables must be turned in at the beginning of the class on which they are due, unless indicated otherwise. If there is a legitimate reason why you must turn something in late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements (just as you would for a job).

Writing Requirements

- Begin with the team's name, members' names, and date completed;
- Always include a title, centered, **bold** or underlined;
- Double space;
- 12-pt. font, 1-inch margins on all sides;
- Page number and team name on each page;
- We will discuss scholarly practice and citation during one or more classes. For additional guidance on generally accepted rules of writing, style, and proper academic citation, see the following style guides. As a Clinic, we will use Chicago style (below).

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

For Additional Writing Help: 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).

SEMINAR SKILLS AND OBJECTIVES

The clinic aims to improve skills including:

- Collaboration and teamwork;
- Writing, esp. annotated bibliographies and scholarly work for non-academic audience;
- Research and investigation;
- Qualitative and quantitative analysis;
- Political and campaign strategizing;
- Public advocacy;
- Use of the media and multimedia technologies in advocacy;
- Developing public education initiatives; and
- Self-reflexivity.

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

- Worked cooperatively and constructively with other Clinic participants, building a rich, thoughtful, and supportive environment for learning and theoretically informed practice;
- Developed a deeper understanding of the post-2001 U.S.-led wars and their many human, financial, environmental, and other effects; and
- Developed new ideas about the role of scholarship, generally, and anthropology, in particular, in social justice movements and efforts to create progressive social change.

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, 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 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 1st Floor; 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, 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 \(dos@american.edu\)](#) 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](#), 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 and 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.

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) 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.

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 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 and engagement (in Clinic sessions and out, team work, relationship with partner organizations, ethical practice, journaling): 25 pts.

Draft Deliverables (8): 5 pts. each, pass/fail (5 pts./0 pts.), with 1 pt. deducted for each day late

Final Deliverables: 20 pts., with 1 point deducted each day late

Mid-semester (2) self- and group-evaluation: 5 pts.

Final self- and group-evaluation and grading self-assessment: 5 pts.

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.³

³ 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?