

PUBLIC ANTHROPOLOGY SEMINAR
ANTHROPOLOGY FOR WHAT? ANTHROPOLOGY FOR WHOM?
ANTH-642, Fall 2018, Mondays, 5:30-8:00 pm, EQB 209

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Office Hours: The Department is disappointed and apologizes that the Hamilton Building has no elevator, beyond a 1st floor lift, and is thus not accessible for some. Thus, my office hours are: Mondays, 4:15-5:15 p.m., lobby or outside School of International Service building (accessible) Thursdays, 10:30 a.m.-12:30 p.m., Hamilton 311 (not accessible, although meetings can be held in the accessible first floor Community Room)

You can always come to office hours without an appointment. To schedule an appointment, please sign up at: <https://calendly.com/vine/davids-office-hours>

To make an appointment outside regular hours, please talk to me or email suggested dates/times.

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¿Antropología para qué? [Anthropology for what?]
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 AND OVERVIEW

This course will explore how anthropology can be an effective tool for social change, challenging forms of oppression and injustice, working to ensure the equal enjoyment of basic human rights and opportunities for all peoples, and building a more peaceful world. Through readings, discussion, and theoretically informed practice, we will examine and radically reconsider what anthropology has been, what it is, and what it can be as a tool for helping to change the world. While these may sound like immodest goals, they hopefully help us consider the relevance and ends of anthropology, as well as (social) science more broadly.

Throughout the semester, we will explore the work of anthropologists, archaeologists, and others who have worked to, and often succeeded, in effecting change in areas including human rights, health, racial justice, immigrant rights, poverty, inequality, and war. We will discuss disciplinary ethics and methods. We will reflect on the discipline's troubling history, from anthropologists who worked as colonial agents to those who helped promulgate the concept of race to those working as soldiers and spies.

In this participatory, discussion-based seminar, we will discuss and debate the emergence of “public anthropology” and its ability to effect change. Seminar members will play an active role in the Department's Public Anthropology Conference, October 27 (*if other commitments prevent attendance, please let me know as soon as possible*). Ultimately, the seminar asks every member to pursue and shape their own personal vision for anthropology.

Engagement and Being Present

As a participatory, discussion-based seminar, the course assumes energetic, thoughtful, and collaborative engagement from every participant. Careful and thoughtful reading, active participation in class, and high-quality writing are the most important elements of this course. To help prepare for seminar 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).¹

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 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.

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.

I have listed texts in the suggested reading order. Texts other than books will be available via links provided, in class, or in our seminar's Google Drive folder. I highly recommend printing out all readings so that you can read them carefully and bring them to class for discussion.

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

8/27: INTRODUCTIONS

9/3: LABOR DAY—NO CLASS

9/10: MODELS OF (PUBLIC) ANTHROPOLOGY I **Paul Farmer, Jim Kim, Ophelia Dahl, Partners in Health**

Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. New York: Random House, 2003.

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

Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, 1-22. Berkeley: University of California Press, 2005.

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.

Hodge, G. Derrick. "Walking the Line between Accommodation and Transformation: Evaluating the Continuing Career of Jim Yong Kim." *American Anthropologist* 113, no. 1 (2011): 148-149.

Conover, Ted. "The Fair Ophelia." New York: Ted Conover, 2011.

https://www.amazon.com/Fair-Ophelia-Kindle-Single-ebook/dp/B005PB5TQ4/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

For more, see e.g., <http://www.pih.org> and *Partner to the Poor: A Paul Farmer Reader*.

9/17: HISTORY OF ANTHROPOLOGIES (PUBLIC, APPLIED, ENGAGED, BEYOND)

Due: Short ~5 min. meeting with me during office hours or another arranged time

Mullings, Leith. "Presidential Address: Anthropology Matters." Presidential Address to the American Anthropological Association, November 22, 2013.

<https://www.youtube.com/watch?v=T0pYT0KzzQo> [Watch 10:00-1:05:00 min.]

Hymes, Dell. "The Use of Anthropology: Critical, Personal, Political." In *Reinventing Anthropology*, edited by Dell Hymes. Ann Arbor: University of Michigan Press, 1969. Pp. 3-79 [skim sections II, VI].

DeLoria, Vine, Jr. "Anthropologists and Other Friends." In *Custer Died for Your Sins: An Indian Manifesto*, 78-100. Norman: University of Oklahoma Press, 1969.

Harrison, Faye. Preface and Introduction. In *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation*, edited by Faye Harrison, vi-15. Arlington, VA: Association of Black Anthropologists, 1997 [1991].

9/24: HISTORY OF ANTHROPOLOGIES (PUBLIC, APPLIED, ENGAGED, BEYOND)

PAC Session Planning

Borofsky, Rob. "To Laugh or Cry?" *Anthropology Newsletter*, February 2000, 9-10.

Singer, Merrill. "Why I Am Not a Public Anthropologist." *Anthropology News*, August 2000, 6-7.

Borofsky, Rob. "Defining Public Anthropology." Center for a Public Anthropology blog, May 11, 2011[2007]. <http://www.publicanthropology.org/public-anthropology/>

Rylko-Bauer, Barbara, Merrill Singer, and John van Willigen. "Reclaiming Applied Anthropology: Its Past, Present, and Future." *American Anthropologist* 108, no. 1 (2006): 178-190.

Besteman, Catherine. "Three Reflections on Public Anthropology." *Anthropology Today* 29, no. 6 (2013): 3-6.

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://savageinds.org/tag/savage-minds-writing-group/>

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.

Optional: Low, Setha, and Sally Engle Merry. "Engaged Anthropology: Diversity and Dilemmas." *Current Anthropology* 51, no. 2 (2010): S203-S226.

10/1: WHAT IS PUBLIC ANTHROPOLOGY TO YOU?

Due: 5-6pp. Critical Review Article and Presentation of work you consider public anthropology:

The work can be an individual anthropologist's body of work or a specific project, a book, a group project of some kind, or some other work (if in doubt, ask me). The essay should be written in the style of G. Derrick Hodge's review of Dr. Jim Kim and must include a "Works Consulted" section including all the works, written or otherwise, that you consulted in preparing the essay. Well researched essays will consult additional materials beyond the central focus of your piece. The essay must also follow all the writing guidelines in the syllabus. Presentations will be a maximum of 5 minutes.

10/8: ETHICS I

Due: Online ethics training certificate at <http://www.american.edu/irb/IRB-Training.cfm> (I recommend NIH, but complete the CITI training if you have completed NIH's)

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>

American Anthropological Association "Principles of Professional Responsibility" (2012): <http://ethics.americananthro.org/category/statement/>

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

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

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

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

Pearson, Charles, and Philippe Bourgois. “Hope to Die a Dope Fiend.” *Cultural Anthropology* 10, no. 4 (1995): 587-593.

Read at least one more code, below, according to your interests:

American Association of Physical Anthropologists Code of Ethics:
<http://physanth.org/association/position-statements/code-of-ethics>

Society for American Archaeology Principles of Archaeological Ethics:
<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

Archaeological Institute of America Code of Ethics:
http://www.archaeological.org/pdfs/AIA_Code_of_EthicsA5S.pdf

World Archaeological Congress Codes of Ethics:
http://www.worldarchaeologicalcongress.org/site/about_ethi.php

10/15: MODELS OF (PUBLIC) ANTHROPOLOGY II

Jason de Leon and the Undocumented Migration Project

PAC Session Planning

De Leon, Jason. *In the Land of Open Graves*. Oakland: University of California Press, 2015.

Review: <http://undocumentedmigrationproject.com/>

View photo essay at <http://www.sapiens.org/culture/prevention-through-deterrence/> [click on “View slideshow”]

10/22: RELATIONSHIPS WITH PUBLICS AND SOCIAL CHANGE

PAC Session Preparation

Public Sociology, Live! Watch:

“Frances Fox Piven – Power from Below” (esp. 0:00-3:50; 24:45-end);

“Michael Burawoy & Laleh Behbehani – Dilemmas of Public Sociology”; and

“Michael Burawoy – What is Public Sociology?” (0:00-1:40, 23:35-31:30). Available at <https://www.isa-sociology.org/en/publications/videos/global-courses/public-sociology/>

Optional: Watch one or more other videos. <https://www.isa-sociology.org/en/publications/videos/global-courses/public-sociology/>

10/27: PUBLIC ANTHROPOLOGY CONFERENCE

Class Session Date/Time TBA (if accepted)

10/29: REPRESENTATION AND MULTIPLYING MEDIUMS

In class: Mid-Semester Self-Evaluation

Collins, Samuel G., Matthew Durlington, and Harjant Gill. “Multimodality: An Invitation.” *American Anthropologist* 119, no. 1 (2017): 142–153. [Optional: review other articles in the section.]

Gill, Harjant. *Roots of Love*. Directed by Harjant Gill. PSBT, Prasar Bharati, India, 2011. Available at <https://vimeo.com/17477281>.

Review, as best you can, the following resources:

Antiracist Research and Policy Center: <https://www.american.edu/centers/antiracism/>

Center for a Public Anthropology: <http://www.publicanthropology.org>

Anthropology Now: <http://anthronow.com>

Anthro{dendum}: <https://anthrodendum.org>

“Anthropology Podcasts” list: <https://player.fm/featured/anthropology> [Another list: <https://www.mattartz.me/best-anthropology-podcasts/>]

Sapiens: <https://www.sapiens.org>

FYI: AU Ph.D. Harjant Gill’s other films are available at http://www.tilotamaproductions.com/Tilotama_Productions/HOME.html

11/5: WHAT IS PUBLIC ANTHROPOLOGY?

Due: Public Anthropology Conference Critical Review Article

Please write a 5-6 pp. critical review of the Public Anthropology Conference. Your article should be modeled after a book review or review of a film, museum exhibition, concert, or other intellectual and/or artistic work of the kind found in publications such as The New York Times, New York Times Book Review, Washington Post, New Yorker, or New York Review of Books.

Any short additional readings TBA.

11/12: METHODS

Mullings, Leith, et al. "Qualitative Methodologies and Community Participation in Examining Reproductive Experiences: The Harlem Birth Right Project." *Maternal and Child Health Journal* 5, no. 2 (2001): 85-93.

Mullings, Leith. "African American Women Making Themselves: Notes on the Role of Black Feminist Research." *Souls* 2, no. 4 (2000): 18-29.

Lassiter, Eric. "Moving Past Public Anthropology and Doing Collaborative Research." *Annals of Anthropological Practice* 29, no. 1 (2008): 70-86.

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

Nader, Laura. "Up the Anthropologist—Perspectives Gained from Studying Up." In Hymes, 284, 289-293, 301-311 (other pp. optional).

11/19: MODELS OF (PUBLIC) ANTHROPOLOGY III

Michael Blakey and the New York African Burial Ground Project

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.

Watch at least 0:00-17:32 at: https://www.youtube.com/watch?v=jbCa_djSo6E

Rothstein, Edward. "A Burial Ground and Its Dead Are Given Life." *New York Times*, February 25, 2010. http://www.nytimes.com/2010/02/26/arts/design/26burial.html?_r=0

For more, see: <http://archive.archaeology.org/online/interviews/blakey/> and <https://www.c-span.org/person/?michaelblakey> and <https://www.nps.gov/afbg/index.htm>

11/26: MODELS OF PUBLIC ANTHROPOLOGY IV

Catherine Lutz, Network of Concerned Anthropologists, and Costs of War Project

Lutz, Catherine. "The Military Normal." In *The Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*, edited by Network of Concerned Anthropologists Steering Committee, 19-38. Chicago: Prickly Paradigm Press, 2009.

Review the "Costs of War Project," at www.costsofwar.org

Costs of War. “Costs of War: The Human Toll of the Post-9/11 Wars.” Brown University, November 9, 2016. Available at https://www.youtube.com/watch?time_continue=2&v=aVr0MSEW2SU.

Read <http://watson.brown.edu/costsofwar/papers/summary>

Bilmes, Linda A. “The Credit Card Wars: Post-9/11 War Funding Policy in Historical Perspective.” Statement in Congressional Briefing, Washington, DC, November 8, 2017.

Crawford, Neta. “Human Cost of the Post-9/11 Wars: Lethality and the Need for Transparency.” Costs of War project, Brown University, Providence, RI, November 8, 2018.

Masco, Joseph. “Auditing the War on Terror: The Watson Institute’s Costs of War Project.” *American Anthropologist* 115, no. 2 (2013): 312-313.

For more on Lutz, see, e.g., *Homefront* (2000) and *Reading National Geographic* (1993) and Lutz, Catherine. “Introduction.” In *Bases of Empire: The Global Struggle against U.S. Military Posts*, edited by Catherine Lutz. New York: NYU Press, 2009. Esp., 1-7, 30-44.

12/3: ETHICS II

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.

McFate, Montgomery. “Anthropology and Counterinsurgency: The Strange Story of their Curious Relationship.” *Military Review*, March-April (2005): 24-38.

González, Roberto, Hugh Gusterson, and David Price. “Introduction: War, Culture, and Counterinsurgency.” In *The Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*, edited by Network of Concerned Anthropologists Steering Committee. Chicago: Prickly Paradigm Press, 2009. Pp. 4-18.

González, Roberto J., “The Rise and Fall of the Human Terrain System.” *Counterpunch*, June 29, 2015. <https://www.counterpunch.org/2015/06/29/the-rise-and-fall-of-the-human-terrain-system/>

Network of Concerned Anthropologists Steering Committee, eds. “Pledge of Non-participation in Counterinsurgency.” *The Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*, 192-93. Chicago: Prickly Paradigm Press, 2009.

12/10: FINAL DISCUSSION

Due: Final essay must be emailed to vine@american.edu by 9:00:00 am EST

In an essay of approximately 6-10 pages minimum, please either:

1) Discuss and outline your plans for pursuing or using (public) anthropology (and/or skills, ideas, and methods from this seminar) through the rest of your time in the department and perhaps beyond. Please use and draw on readings and discussions from the semester extensively.

I hope it is clear that I will not be looking for you to subscribe to any particular vision of anthropology or public anthropology. Instead, in the spirit of Dell Hymes's insistence that each of us reinvent anthropology for oneself, I will be looking for you to outline a vision for specific projects and ways you hope to pursue anthropology and anthropologically-inspired work in the future. No one will hold you to this plan, of course. But I hope the planning exercise helps focus and sharpen your future work, ensuring you get as much as possible from the program—and that you contribute as much to the world as possible during your time in the department and beyond.

2) Discuss the significance of public anthropology within the history of the discipline, using and drawing on readings and discussions from the semester extensively.

3) Design a final project of your choice, provided that you clear the project with me. This could include a project that is not entirely written (although some writing will be required). Like the other options, the project must use and draw on readings and discussions from the semester extensively.

We will discuss the final project in class. If you have further questions, please come talk to me.

ASSIGNMENTS

Weekly “Critical Reaction” Writing Assignment

Each week (except when another assignment is due), please **submit by Sunday, 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 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). Please try to reply to at least one other critical reaction by using the *comment* function (command+option+M/control+alt+M) so we can start our discussion before gathering in person.

Your reaction should offer thoughtful reflection about each of the week's readings as a way to help you organize your thinking and clarify the key issues you want to discuss each week. In some way, you should summarize the main argument(s) of each reading (on weeks with multiple readings, you will have to be especially concise). However, go beyond summary 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.”² Or your thoughts could be a critique, challenge, inspiration, uncertainty, connection, comparison, concern, application, implication, or any other original idea about the texts. 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. 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 affect your participation grade.

Class Facilitation

At least once during the semester, you and another seminar participant will be asked to serve as facilitators for part of a day’s discussion. The 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 what you see as the significance of the readings to our class and the wider world; and 3) most importantly, offer *one* especially provocative and important question raised by the text(s) to provide a lively springboard for discussion and critical thinking.

It may help to have backup questions to probe and prompt deeper discussion, but *do not* read an unfocused list of questions. You will have *10 minutes maximum* to present material before posing your central question. 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 and don’t be afraid to take risks. You may use visuals and other supplementary materials to help your facilitation. Do not, however, offer a perfunctory PowerPoint, simply tell us what you liked and didn’t like, or substitute a long video clip for a thoughtful presentation. Remember, too, that your goal is to lead and facilitate an energetic conversation, not to dominate the conversation. I highly recommend practicing your presentation. If you have any concerns or questions, please come to office hours to discuss the assignment.

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

Public Anthropology Conference

If the session proposal I have submitted is accepted, the seminar will be charged with organizing and leading an open discussion about *public anthropology* at the Department’s Public

² Brett Williams, “ANTH 632 Contemporary Theory: Culture, Power, History,” class syllabus, American University, Washington, DC, Spring 2014, 5.

Anthropology Conference (October 27). The challenge will be to creatively engage the audience in an exploration and discussion of a simple question: “What is *Public Anthropology*?” The proposal below identifies some potential elements for discussion; however, the seminar need not feel confined by the proposal. Some planning and preparation will take place during class, but you will also need to prepare outside of class time. Every seminar participant must participate in planning and orchestrating the session.

Session Proposal: “What is Public Anthropology?”

Organizers: American University Public Anthropology Seminar and David Vine

Public anthropology has been defined and practiced differently by many since its emergence almost two decades ago. Anthropologists have used the concept to describe many kinds of anthropological work in many contexts, as well as book series, centers, graduate programs, and conferences. In this session, American University graduate students in the Department of Anthropology’s Public Anthropology Seminar will organize and lead an open conversation about public anthropology. Seminar participants will creatively engage the audience in an exploration and discussion of what public anthropology is, what it should be, and whether it should exist at all. The session will describe the history of the term, some prominent definitions, and the political-economic and sociocultural context surrounding its emergence. The session will compare and contrast public anthropology with other forms (brands?) of anthropology such as applied, engaged, public interest, practicing, activist, academic, and advocacy anthropology. Ultimately, the audience and panel organizers will discuss and debate the potential and perils of this thing called *public anthropology*.

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 (if necessary). I consider these emails to be an important part of the course and required reading. This means that everyone must ensure you will receive such emails and that you read them in a timely manner. Note, however, that I will not change a mandatory reading or assignment 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 I have gotten overwhelmed by the large quantity of email that faculty

receive daily. If the issue is pressing, please call me on my office phone or talk to me in class. If there is an emergency, please call me on my mobile phone.

Note, also, 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.

LEARNING OBJECTIVES

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

- Worked cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive environment for learning and theoretically informed practice;
- Understood and grappled with key histories, debates, ethical questions, and methods related to (public) anthropology;
- Analyzed, critiqued, and discussed literature related to (public) anthropology;
- Improved one's writing, public speaking, and ability to effectively communicate important original ideas to others;
- Conceptualized and articulated a personal vision for (public) anthropology as part of an ongoing process of reinventing anthropology for oneself (as Dell Hymes suggests);

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.³

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

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

nurturing academic environment in the classroom that encourages the free exchange of ideas; to remain open to—and encourage—all dissent, critique, suggestions about the class, and other feedback; to adapt the course as appropriate in response to feedback; to meet personally with course participants during my office hours and at other times by appointment or otherwise to discuss any aspect of the course; to read carefully and return all written assignments as quickly as possible; and to be fair in my evaluation and grading.

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, dissertations and theses, and teaching (I still use my notes from college).

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?
- 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 is the significance of the text—both for academic thought and the larger world? How might it help us understand related issues and phenomena?
- 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.
- 5) **Questions and Thoughts?** What questions does the reading raise for you? What other thoughts, ideas, or inspiration? What parallels do you draw with other ideas or writing? Where does your mind go? Write down any notes, thoughts, and even glimmers of ideas, no matter where they might take you. They will likely be helpful later.

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

ON WRITING

Requirements

All written assignments must be turned in *on paper* (i.e., not electronically) no later than 5:30 p.m. on the day it is due, unless indicated otherwise. If there is a legitimate reason why you must turn something in late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements (just as you would for a job). I cannot promise detailed comments or editing for any work turned in late. If you have any problems printing, Jeanie Wogaman can assist you with printing on the department printer/copier.

Writing requirements (except for Critical Reactions):

- Begin with your name, date completed, and the course name;
- 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 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

Bender Library 1st Floor; 202-885-2991 for appointments; <http://www.american.edu/cas/writing>

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.

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

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

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 and Access Center: MGC 243; 202-885-3360;

<https://www.american.edu/ocl/asac> 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.

Accommodations for Students with Disabilities: MGC 243; 202-885-3360;

asac@american.edu AU is committed to making reasonable accommodations for qualified students with disabilities. The Academic Support and Access Center assists students with disabilities and promotes full participation in academic programs and other campus activities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. 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, asac@american.edu, or drop by MGC 243. For more information, visit AU's [Services for Students with Disabilities web page](#).

AU Help Desk (IT issues other than Blackboard—see below): 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: Participants will use their AU credentials to log in at <https://blackboard.american.edu>. 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.

Blackboard Support: 202-885-3904 or blackboard@american.edu or for 24/7 support 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.

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

Counseling Center: MGC 214; 202-885-3500; www.american.edu/ocl/counseling

Here to help students make the most of their university experience, both personally and academically. We offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

Dean of Students Office: Butler Pavilion 408; 202-885-3300; <http://www.american.edu/ocl/dos/>

Offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.

Disability Support Services: See “Accommodations” above.

International Student & Scholar Services: Butler Pavilion Room 410; 202-885-3340/3350; www.american.edu/ocl/iss/ Resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

New Student Programs: 202-885-3303/74, Butler 407; www.american.edu/ocl/orientation.

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.

Sexual Violence Advocacy Services: See “OASIS” above.

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.

Writing Center/Support: See “On Writing” section above for more information.

NON-DISCRIMINATION STATEMENT

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety 202-885-2527 or the Office of the Dean of Students 202-885-3300 dos@american.edu. Please keep in mind that all faculty and staff—with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center—who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

INFORMATION AU ASKS FACULTY TO INCLUDE

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.

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).

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

Group facilitation: 10 pts.

Articles due 10/1 and 11/12: 15 pts. each

Article presentation, 10/1: 5 pts.

Public Anthropology Conference session participation, 10/27: 10 pts.

Final Essay, 12/10: 15 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.⁴

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

DAVID'S EDITING ABBREVIATION AND SYMBOL GUIDE

¶ = 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?