

RACE AND RACISM

ANTH-210, Fall 2018, Mondays/Thursdays, 12:55-2:10 pm, SIS 102

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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. in 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.

INTRODUCTION AND OVERVIEW	2
Engagement and Being Present	2
Respect, Inclusivity, and Freedom of Expression and Dissent	2
Course Feedback	2
ASSIGNED TEXTS	3
CLASS SCHEDULE	3
ASSIGNMENTS	9
Critical Reactions	9
Class Facilitation	10
LOGISTICS	11
Technology in the Classroom	11
Email and Communication	11
LEARNING OBJECTIVES	12
MUTUAL RESPONSIBILITIES	12
SUGGESTIONS FOR ACADEMIC READING	13
ON WRITING	13
Requirements	13
Help with Writing: AU Writing Center	14
LEARNING & LIFE RESOURCES	14
NON-DISCRIMINATION STATEMENT	16
FEEDBACK & EVALUATION (WHICH UNFORTUNATELY INCLUDES GRADES)	17
DAVID'S EDITING ABBREVIATION AND SYMBOL GUIDE	19

INTRODUCTION AND OVERVIEW

This course explores 1) the invention and development of *race* as an idea over time; 2) how race and *racism* have operated in different geographic and historical contexts; 3) the effects of racism; and 4) anti-racist efforts to challenge racism. We will devote particular attention to how race and racism have operated over time in the United States, while also discussing other national and local contexts (e.g., Brazil, South Africa, Europe). The course also investigates how racism intersects with sexism, classism, heterosexism, nationalism, and other forms of oppression and discrimination.

We will investigate how scholarship about race has changed over time in anthropology and related disciplines: from the role pseudoscientific research played in creating and providing an intellectual foundation for the idea of race to the role scholarship has played in both debunking race as a valid and useful scientific concept. Ultimately, I hope you leave the course as better critical analysts of the world and of specific phenomena related to race and racism, including the Trump and Obama presidencies, the history of the United States, debates about Confederate and other memorials, white supremacy, racial medicine, the census, and income, wealth, and other forms of inequality.

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

¹ 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.

ASSIGNED TEXTS

It is especially critical that you have the first of these two texts. If you have any trouble buying it used or new, please see Paige or me, as we will have access to low-cost copies.

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

Benson, Peter. *A Lesser Dependency*. New York: Bloomsbury, 1989.

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 Blackboard, the links provided below, or in class. 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) check in the other Blackboard folder containing readings; and then 3) let Paige know immediately if you still cannot find the reading.

8/27: WELCOME, INTRODUCTIONS, MEETING EACH OTHER

8/30: THE HISTORY OF RACE AS AN IDEA: THE ROOTS OF A WORLDVIEW

Smedley, Audrey. Introduction and chapter 1. In *Race in North America: Origin and Evolution of a Worldview*. Boulder, CO: Westview Press, 2007.

Kendi, Ibram X. "The Heartbeat of Racism Is Denial." *New York Times*, January 12, 2018. Available at <https://www.nytimes.com/2018/01/13/opinion/sunday/heartbeat-of-racism-denial.html?smprod=nytcore-iphone&smid=nytcore-iphone-share>

American Anthropological Association. *Race: Are We So Different?* Video, 2009. Available at <https://www.youtube.com/watch?v=8aaTAUAEyho>

9/3: LABOR DAY—NO CLASS

9/6: THE HISTORY OF RACE AS AN IDEA: EXPANSION

Goodman, Alan, Yolanda T. Moses, and Joseph L. Jones. *Race: Are We So Different?* Malden, MA: Wiley-Blackwell, 2012. Chapters 1-4.

Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Nation Books, 2016. Prologue, chapters 1-2.

Smedley, chapter 3.

Race: The Power of an Illusion, part 2, Films Media Group, 2003. [Looks dated but very helpful] <http://proxiau.wrlc.org/login?url=http://fod.infobase.com/proxyau.wrlc.org/PortalPlaylists.aspx?wID=103247&xtid=49736>

9/10: THE HISTORY OF RACE AS AN IDEA: PSEUDO-SCIENCE AND THE STATE

Goodman, Moses, and Jones, chapters 5-6, 13.

Vargas, Camilo, and Marlon Bishop. “The Invention of Hispanics.” *Latino USA*, May 22, 2015. <https://celsowhite.com/latinousa/2015/05/22/the-invention-of-hispanics/> [read, listen to the interview, watch the videos]

9/13: THE HISTORY OF RACE AS AN IDEA: BIOLOGY AND DEBUNKING RACE

Goodman, Moses, and Jones, Part 2 introduction, chapters 7-8, 16.

Race: The Power of an Illusion, part 1, Films Media Group, 2003. <http://proxiau.wrlc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=103247&xtid=49734>

9/17: WHITENESS AND THE EFFECTS OF RACISM

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

Sacks, Karen Brodtkin. “How Did Jews Become White Folks?” In *Race*. Edited by Roger Sanjek and Steven Gregory, 78-102. New Brunswick: Rutgers University Press, 1994.

Goodman, Moses, and Jones, pp. 147-150, 183-185.

David, E. J. R. “Why Are Filipino Americans Still Forgotten and Invisible?” *Psychology Today*, April 6, 2016. <https://www.psychologytoday.com/blog/unseen-and-unheard/201604/why-are-filipino-americans-still-forgotten-and-invisible>

Shams, Alex. “Are Iranians People of Color?” Ajam Media Collective, December 3, 2013. <https://ajammc.com/2013/12/03/are-iranians-people-of-color/>

9/20: STRUCTURAL RACISM

Pager, Devah. “The Mark of a Criminal Record.” *Focus* 23, no. 2 (2003): 44-46.

Goodman, Moses, and Jones, chapters 14-15.

Race: The Power of an Illusion, part 3, Films Media Group, 2003.
<http://proxiau.wrlc.org/login?url=http://fod.infobase.com.proxiau.wrlc.org/PortalPlaylists.aspx?wID=103247&xtid=49735>

Jones, Janelle. “One-third of Native American and African American Children Are (still) in Poverty”. Economic Policy Institute, September 20, 2017. <https://www.epi.org/publication/one-third-of-native-american-and-african-american-children-are-still-in-poverty/>

9/24: PRISON INDUSTRIAL COMPLEX AND EXTRAJUDICIAL VIOLENCE

Alexander, Michelle. Introduction and chapter 1 in *The New Jim Crow*. New York: New Press, 2012.

Kendi, Ibram X. “Sacrificing Black Lives for the American Lie.” *New York Times*, June 24, 2017. Available at <https://www.nytimes.com/2017/06/24/opinion/sunday/philando-castile-police-shootings.html>

Woodard, Stephanie. “The Police Killings No One is Talking About.” *InTheseTimes*, October 17, 2016. http://inthesetimes.com/features/native_american_police_killings_native_lives_matter.html

[WARNING: IMAGES OF LYNCHINGS INCLUDED] Anguiano, Maximo. “The Unknown History of Latino Lynchings.” Independent Creative Services Tumblr July 9, 2014. <http://independentcreativeservices.tumblr.com/post/91265073975/the-unknown-history-of-latino-lynchings>

Optional: For the original article cited above, see Delgado, Richard. “The Law of the Noose: A History of Latino Lynching.” *Harvard Civil Rights-Civil Liberties Law Review*, 44 (2009): 297-312. <http://harvardcrcl.org/wp-content/uploads/2009/07/297-312.pdf>

9/27: REVIEW SESSION

Review all readings and notes from prior classes.

10/1: REVIEW EXERCISE I

Definitions, short answer, and essay questions.

10/4: DISCUSSION OF THE MID-SEMESTER REVIEW EXERCISE

In class: Mid-Semester Self-Evaluation and Journaling

Root, Maria P. P. "A Bill of Rights for Racially Mixed People." In *Race Critical Theories: Text and Context*. Edited by Philomena Essed and David Theo Goldberg, 355-368. Malden, MA: Wiley-Blackwell, 2002.

10/8: WHITE PRIVILEGE

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

McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." Wellesley College Center for Research on Women Working Paper no. 189. Wellesley, MA: 1988.

Yancy, George. "Introduction: Fragments of a Social Ontology of Whiteness." In *What White Looks Like: African-American Philosophers on the Whiteness Question*. Edited by George Yancy, 1-23. New York: Routledge, 2004.

10/11: INTERSECTIONALITY

Truth, Sojourner. "Ain't I a Woman?" Speech, Women's Rights Convention, Akron, Ohio, 1851. Available at <https://www.nps.gov/articles/sojourner-truth.htm>

Also, listen to the speech read by Kerry Washington:

<https://www.youtube.com/watch?v=yq3AYiRT4no>

Cooper, Anna Julia. In Lemert, Charles, ed. *Social Theory: The Multicultural and Classic Readings*, 193-199. Boulder, CO: Westview Press, 1993.

Collins, Patricia Hill, and Sirma Birge. *Intersectionality*. Cambridge: Polity, 2016. Pp. 1-30.

10/15: MIGRATION, ISLAMOPHOBIA, AND THE GLOBALIZATION OF RACE

Goodman, Moses, and Jones, chapter 17.

Anzaldúa, Gloria. "The New Mestiza." In *Social Theory: The Multicultural and Classic Readings*. Edited by Charles Lemert, 626-632. Boulder, CO: Westview Press, 1993.

Considine, Craig. "The Racialization of Islam in the United States: Islamophobia, Hate Crimes, and 'Flying while Brown.'" *Religions* 8, no. 165 (2017). <http://www.mdpi.com/2077-1444/8/9/165>

10/18: RACIALIZATION, ISLAMAPHOBIA, AND WAR

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

Hilal, Maha. "The War on Terror Has Targeted Muslims Almost Exclusively." *Foreign Policy in Focus*, blog post, September 11, 2017. <https://fpif.org/the-war-on-terror-has-targeted-muslims-almost-exclusively/>

Patel, Tina G. "It's Not about Security, It's about Racism: Counter-Terror Strategies, Civilizing Processes and the Post-Race Fiction." *Palgrave Communications* 3 (May 2, 2017). <https://www.nature.com/articles/palcomms201731.pdf>

10/22: RACISM, MEDIA, AND WAR

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

Greenwald, Glenn. "The racism that fuels the 'war on terror.'" *Guardian*, March 25, 2013. <https://www.theguardian.com/commentisfree/2013/mar/25/racism-war-on-terror-awlaki>

10/25: RACE, RACISM, AND U.S. POLITICS

Logan, Enid. "At This Defining Moment": *Barack Obama's Presidential Candidacy and the New Politics of Race*. New York: New York University Press, 2011. Pp. 1-30.

Lopez, German. "The past year of research has made it very clear: Trump won because of racial resentment." *Vox.com*, December 15, 2017. <https://www.vox.com/identities/2017/12/15/16781222/trump-racism-economic-anxiety-study>

Hochschild, Arlie. Interview. NPR, January 24, 2017. <http://www.npr.org/2017/01/24/510567860/strangers-in-their-own-land-the-deep-story-of-trump-supporters>

10/27: PUBLIC ANTHROPOLOGY CONFERENCE

Extra Credit Opportunity: Write up to two critical reviews (maximum 2pp. double-spaced each) of one or more sessions the conference. Reviews should describe the session(s) and offer an original analysis of their content. Maximum 2 points each.

10/29: RACE, RACISM, AND U.S. POLITICS

Some of these readings may change as the election approaches.

Chimamanda Ngozi Adichie: <http://www.newyorker.com/culture/cultural-comment/now-is-the-time-to-talk-about-what-we-are-actually-talking-about>

J.D. Vance: <http://www.cnn.com/videos/tv/2016/08/13/exp-gps-0814-vance-hillbilly-elegy.cnn>

Painter, Nell Irvin. "What Whiteness Means in the Trump Era." *New York Times*, November 12, 2016. <https://www.nytimes.com/2016/11/13/opinion/what-whiteness-means-in-the-trump-era.html>

11/1: REVIEW SESSION

11/5: REVIEW EXERCISE II

11/8: DISCUSSION OF REVIEW EXERCISE II/THE CHAGOSSIAN EXILE

Benson, Peter. *A Lesser Dependency*. New York: Bloomsbury, 1989. 1-49.

Bengali, Shashank. "A Half-Century after Being Uprooted for a Remote U.S. Naval Base, These Islanders Are Still Fighting to Return." *Los Angeles Times*, August 14, 2018. <http://www.latimes.com/world/africa/la-fg-britain-us-diego-garcia-20180814-story.html>

11/12: THE CHAGOSSIAN EXILE

Benson, 50-99.

11/15: THE CHAGOSSIAN EXILE

Benson, 100-144.

11/19: THE CHAGOSSIAN EXILE: THE STRUGGLE TO RETURN

"Let Us Return," dir. Andy Marsh, 2015 <https://vimeo.com/127421628>

Saminaden, Rosemond, Fleury Vencatassen, and Christian Ramdass, et al. Petition to British Government, English translation, Port Louis, Mauritius, 1975.

Selected statements, poetry, and songs by Chagossian authors.

Selected statements by the U.S. Government.

11/22: NO CLASS: NATIONALLY (AND AU) RECOGNIZED HOLIDAY

11/26: GENTRIFICATION AND DISPLACEMENT

Fullilove, Mindy Thompson. *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It*, 1-20. New York: One World, 2004.

11/29: GENTRIFICATION AND DISPLACEMENT

Asch, Christopher Myers, and George Derek Musgrove. *Chocolate City: A History of Race and Democracy in the Nation's Capital*. Chapel Hill: University of North Carolina Press, 2017. Pp. 1-4, 425-457.

12/3: REPARATIONS AND ANTI-RACIST SOCIAL MOVEMENTS

Coates, Ta-Nehisi. "The Case for Reparations." *The Atlantic*, June 2014.
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
 Sections IX-X.

12/6: REVIEW SESSION

Final essay question(s) distributed at the end of class.

12/10: FINAL DISCUSSIONS DURING EXAM PERIOD, 11:20 AM-1:50 PM

Due: Final essay(s) due in class, 11:20 a.m.

ASSIGNMENTS

Critical Reactions

Except when other written assignments are due or there are no assigned texts, please write a 1-paragraph (approximately 3-6 sentences) "critical reaction" in response to the each day's assigned works. The critical reaction must be **posted by 12:30pm** on the day of class.

Your reaction should offer thoughtful reflection about each of the readings. Summarizing the main point of each work in one sentence each is a good place to start. But go beyond this to offer your own original thoughts about the works. This can include any and all ideas, questions, connections, concerns, implications, and any other original thoughts about the work(s). Writing the reactions will help you work through and organize your thinking about the assigned texts and prepare you for each day's discussion. In other words, they will help ensure that you are an active participant in class.

Unlike other academic writing, you do not need to cite any of the assigned texts other than by indicating the author's name and page number(s) (if applicable) when quoting or discussing an author's ideas. I will not grade the reactions, but thoughtful, focused writing will indicate effort and engagement. Failing to submit 20 percent or more of the total number of critical reactions will affect your participation grade.

Class Facilitation

Twice during the semester, you and a group of class participants will be asked to serve as facilitators for part of a day's discussion. The aim is to stimulate discussion by briefly summarizing and framing the assigned texts and offering one provocative question that addresses the key substance of the day'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 texts (readings, video, audio); 2) discuss the significance of the texts in the world today; and 3) offer *one* provocative and important question raised by the texts to provide a lively springboard for discussion and critical thinking.

It may help to have one or two backup questions to probe and prompt deeper discussion, but *do not* read an unfocused list of questions. You will have *6 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.

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. 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.

Intergroup Dialogue Extra Credit

The Center for Diversity & Inclusion (CDI) offers Intergroup Dialogue, a 7-week program where a small group of participants meet with trained facilitators to explore issues of race, gender, sexuality, immigration, campus life, and more. Anyone who participates in and completes one of the programs will receive five points of extra credit. Participants register for one of the following topics. Each meets October 1-November 15 at the times indicated. You must tell me prior to October 1 that you wish to receive extra credit for participating.

- Wakanda Forever (*Mondays 6-8 p.m.*) – a dialogue for the Black African and Black American communities
- Masculinity (*Tuesdays 6-8 p.m.*) —a dialogue for all to explore their experiences and social issues related to masculinity
- Immigration & Nationality (*Wednesdays 2-4 p.m.*) – a dialogue for all to explore issues of borders and citizenship statuses
- Latinx Issues & Experiences (*Thursdays 2-4 p.m.*) – a dialogue for the Latinx community
- Campus Issues & Emotional Safety (*Thursdays 6-8 p.m.*) — a dialogue for all to explore identity-based issues on campus

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:

1. Worked cooperatively and constructively with other seminar participants, building a rich, thoughtful, and supportive learning environment;
2. Examined race and racism and how they have operated beginning prior to the invention of *race* as an idea and continuing through the present;
3. Employed anthropological and related social science and historical perspectives in readings, writing, and a group facilitation to analyze the relationship between race and racism and specific historical, political, economic, and sociocultural contexts;
4. Explored, in a written paper, one important topic of personal interest related to race and racism that we did not discuss in detail in class;
5. Developed new perspectives, or lenses, on the world, including, but not limited to, some of those found in sociocultural anthropology;
6. Become a better critical analyst of the world and important contemporary issues;
7. Read, analyzed, and critically discussed works from anthropology and a variety of social sciences, the arts and humanities, and beyond.

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.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 class sessions; to create a safe and nurturing academic environment in the classroom that encourages the free exchange of ideas; to remain open to—and encourage—all dissent, critique, suggestions about the class, and other feedback; to adapt the course as appropriate in response to feedback; to meet personally with course participants during my office hours and at other times by appointment or otherwise to

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

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.

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 most of the following questions for each assigned text. I strongly suggest writing out the answers and any other thoughts inspired by a reading. These notes will later help you write papers, prepare for exams, and employ your readings in future classes and in other academic work.

I generally believe that underlining/highlighting and note-taking are essential parts of reading assigned academic texts. Another useful way to help you read carefully and ensure that you are prepared for class is to answer the following questions for each reading assignment. I strongly suggest writing out the answers and other thoughts inspired by a reading. These notes will help with assignments later in the semester. They will also help with future classes, research, and teaching (to this day, I use notes from my college classes), so *keep your notes!*

Suggested Questions to Ask of Each Reading

- 1) What is the main argument or thesis? What are the other main arguments, findings, and conclusions made by the author?
- 2) What evidence does the author provide to support the main argument?
- 3) What is the significance of the reading—both for academic thought and for the larger world?
- 4) Are you convinced by the author's argument? Why or why not?
- 5) What questions does the reading raise for you? What other thoughts, ideas, inspiration?

And don't forget to keep your notes! They will be incredibly helpful for future papers, exams, other classes, teaching, and more. (I still use my notes from college.) Many also find that maintaining an organized bibliography using Zotero, Endnote, 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), 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.

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.

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): 35 pts.

Group facilitation: 10 pts.

Mid-semester review exercises (2): 15 pts. each

Final essay: 25 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>.

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?