

Refugees, War, & Human Rights

CORE-105-025, Fall 2019
Mondays/Thursdays 12:55-2:10 pm, Watkins 106

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

Sophia Halpin, Program Leader, sh6145a@student.american.edu
Office hours: Tuesdays, 9:45-11:15am at the SIS steps (in the SIS lobby)

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

- Thursdays, 10-12:30 pm, 2:20-3:20 pm outside Hamilton Building (accessible) if weather allows or in Hamilton 311 (not accessible; email me to meet on accessible ground floor).
- Thursdays, 5:30-6:00 pm, Hamilton ground floor “lounge” (accessible).

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INTRODUCTION AND OVERVIEW

Millions of refugees are fleeing war and violence from the Middle East to Central America to Myanmar/Burma and far beyond. This course will examine one of the world’s least well-known refugee crises—the expulsion of the Chagossian people during construction of the U.S. military base on Diego Garcia, an isolated Indian Ocean island. The class will use this one case to explore topics of global significance, such as the effects and causes of displacement and refugee situations, the health consequences of exile, race and racism, imperialism, and struggles against human rights abuses. The class will embrace a diversity of perspectives and a diversity of disciplines, including anthropology, sociology, history, political science, psychology, economics, medicine, art, literature, and the law, among others. Course participants will have opportunities to interact—at very least by skype—with Chagossians struggling to return to their homeland.

Structurally, the class will be a discussion-based seminar. The course asks for the active and thoughtful engagement of every participant. I expect everyone to be a leader and to work cooperatively as a group in class. For each class, I expect students 1) to complete all the assigned readings, 2) to think about the readings carefully, and 3) to come prepared to discuss the readings and their relevance in the world. Following current events about refugees and other displaced peoples via newspapers, books, the internet and social media, magazines, and other sources will assist your preparation and deepen what I expect to be lively discussions.

Engagement and Being Present

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

Respect, Inclusivity, and Freedom of Expression and Dissent

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

In keeping with commitments to social justice and a public anthropology, the Department of Anthropology and I are committed to ensuring inclusion, diversity, and equality of opportunity for all, regardless of race/ethnicity, sex, gender, sexuality, class, age, religion, nationality, (dis)ability, and intellectual or political viewpoint, among others dimensions of difference. If you

have any questions, concerns, or suggestions, please feel free to speak to me, the Department chair, or the Center for Diversity and Inclusion (202-885-3651).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.

LOGISTICS

Technology in the Classroom

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

Email and Communication

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

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

Note that I try to check email only once per day, and I do not check email on my phone. I also recommend *not* using email if you have a lengthy question or item to discuss. Talking in person

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

will be much more efficient and effective, so I recommend talking to me (and other faculty) in office hours in such cases. A general guideline: If you have more than three questions, or if your email is more than eight lines long, or if your email would likely require more than eight lines of response, please come to office hours or speak to me after class.

MUTUAL RESPONSIBILITIES

Student Academic Integrity

By registering for this class and at the university, you have acknowledged your awareness of the Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm> or see the “Student Handbook and Planner”). You are responsible for familiarizing yourself and complying with all its standards of academic conduct, including those related to plagiarism, cheating, and fabrication. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university’s Academic Integrity Code closely and ask me if you have any questions.²

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

My Responsibilities

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

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.

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

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

PART I: INTRODUCTIONS

8/26: INTRODUCTIONS AND COMMUNITY BUILDING

8/29: REFUGEES AND DISPLACEMENT

Due: 1) Read syllabus carefully 2) "What would you take?" 3) suggested guiding principles, expectations

Listen: All Things Considered. "The Refugees' Author Says We Should All Know What It Is to Be an Outsider." All Things Considered, NPR, February 10, 2017.

<http://www.npr.org/2017/02/10/513694099/the-refugees-author-says-we-should-all-know-what-it-is-to-be-an-outsider>

UNHCR. *Global Trends: Forced Displacement in 2018*. New York: United Nations, 2019.
<https://www.unhcr.org/5d08d7ee7.pdf>. Pp. 1-26.

UNHCR. "UNHCR's global trends in forced displacement—2018 figures." Video. June 18, 2019. <https://www.youtube.com/watch?v=ax5f9KsGfv8>.

Zolberg, Ariside R., Astri Suhrke, and Sergio Aguayo. "Who Is a Refugee?" In *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*, 3-33. New York: Oxford University Press, 1989.

For definitions of key terms, see: <https://www.iom.int/key-migration-terms>

9/2: LABOR DAY—NO CLASS

9/5: REFUGEES AND DISPLACEMENT

Due: 2-page narrative of your personal and familial history of migration and displacement

In no more than two pages, summarize your family's and your own relationship to migration and displacement. Clearly identify and underline the type of migration or type of migrant involved in each case you discuss in your narrative (e.g., refugees, internally displaced people, voluntary migration, asylum seeker, etc.). Follow all the rules on writing outlined in the syllabus below. Like all your writing, I will be the only person to read your narrative. I will never share or allow others to read your writing without asking for and gaining your permission to share it. For clarification about definitions, see the "Refugees and Migration: Key Definitions" slide presentation in our Google Docs folder and see: <https://www.iom.int/key-migration-terms>

Review and be ready to discuss readings for 8/29

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>

9/5, 7pm, Anderson: Stealing a Nation film screening and discussion

9/9: THE CHAGOSSIANS

Due: Short, 5-minute meeting with me during office hours or another time

Jeffery, Laura. Maps, Introduction, Chapters 1-2. In *Chagos Islanders in Mauritius and the UK: Forced Displacement and Onward Migration*. Manchester: Manchester University Press, 2011. Pp. ix-53 (you can skip the section at pp. 42-45).³

Optional: Vine, David. "Introduction." In Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia, 1-19. Princeton, NJ: Princeton University Press, 2009.

9/12: MODES OF UNDERSTANDING

Wolf, Eric. "Introduction." In *Europe and the People without History*. Berkeley: University of California Press, 1982. Pp. 3-7. [*Optional: rest of chapter.*]

Myerhoff, Barbara. *Number Our Days*. New York: Touchstone, 1978. Pp. 18-19.

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

PART II: HISTORIES

9/16: RACE, IMPERIALISM, WAR

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

Dunbar-Ortiz, Roxanne. "Introduction: This Land." In *An Indigenous Peoples' History of the United States*. Boston: Beacon Press, 2014. Pp. 1-14.

9/19: SLAVERY, INDENTURE, CAPITALISM

Teelock, Vijayalakshmi. Excerpt from *Mauritian History*. Moka, Mauritius: Mahatma Gandhi Institute, 2001. Pp. 1-21.

³ I use the Chicago Manual of Style guide to list works we will read. However, I diverge from "Chicago Style" when we are reading part of a larger work by placing page numbers at the end of the citation for clarity.

Goodman, Alan, Yolanda T. Moses, and Joseph L. Jones. *Race: Are We So Different?* Malden, MA: Wiley-Blackwell, 2012. Pp. 1-11, 15-25

9/23: BASES, EMPIRE, DISPLACEMENT I

Gillem, Mark. *America Town: Building the Outposts of Empire*. Minneapolis: University of Minnesota Press, 2007. Pp. xxi-xvi, 1-6, 16-27.

Lutz, Catherine. Excerpts from “Introduction.” In *Bases of Empire: The Global Struggle against U.S. Military Posts*, edited by Catherine Lutz. New York: NYU Press, 2009. Pp. 1-20; 30-38.

9/23, time TBA: Complex Problems “Global Justice” event: The Documented film screening

9/26: BASES, EMPIRE, DISPLACEMENT II

U.S. and U.K. governments. Collected statements on the Chagossians and Diego Garcia.

Ladwig III, Walter C., Andrew S. Erickson, and Justin D. Mikolay. “Diego Garcia and American Security in the Indian Ocean.” In *Rebalancing U.S. Forces: Basing and Forward Presence in the Asia-Pacific*, edited by Carnes Lord and Andrew S. Erickson. Annapolis: Naval Institute Press, 2014. Pp. 131-top 145, bottom 162-164.

Immerwahr, Daniel. “The War of Points.” In *How to Hide an Empire: A History of the Greater United States*, 372-389. New York: Farrar, Straus and Giroux, 2019.

9/29, 3:30-5:30PM: SPECIAL CLASS SESSION FOR MID-SEMESTER REVIEW

Come prepared with questions about major concepts, ideas, definitions, readings, other issues.

9/30: NO CLASS

10/3: UNDERSTANDING ACTORS: GENDER, LANGUAGE, POWER

Cohn, Carol. “‘Clean Bombs’ and Clean Language.” In *Women, Militarism, and War: Essays in History, Politics, and Social Theory*, edited by Jean B. Elshtain and Sheila Tobias, 33-55. Savage, MD: Rowman & Littlefield, 1990.

Lake, Anthony, and Roger Morris. “The Human Reality of Realpolitik.” *Foreign Policy*, no. 4 (Autumn, 1971): 157-162.

10/7: UNDERSTANDING ACTORS: GENDER AND FOREIGN POLICY

Enloe, Cynthia. Chapter 1 and Preface to the 2nd edition. In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 1-36; xiii-xxiv. Berkeley: University of California Press, 2014. [I recommend reading chapter 1 first.]

10/10: MID-SEMESTER REVIEW IN-CLASS ESSAYS

PART III: UNDERSTANDING THE EFFECTS OF DISPLACEMENT

10/14: INDIGENOUS PEOPLES' DAY/DISCUSSION OF MID-SEMESTER ESSAYS

Due: Mid-Semester Self-Evaluation

Benson, Peter. *A Lesser Dependency*. New York: Bloomsbury, 1989. Chapters [chs.] 1-5.

10/17: A LESSER DEPENDENCY

Benson, chs. 6-14

10/21: A LESSER DEPENDENCY

Benson, chs. 15-21.

10/24: A LESSER DEPENDENCY

Benson, chs. 22-end.

Selected statements, poetry, and songs by Chagossian authors.

10/28: "ROOT SHOCK" AND STRUCTURAL VIOLENCE

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.

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.

10/31: WHAT CAUSES ILL HEALTH?

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

Goldhill, Olivia. "Palestine's Head of Mental Health Services Says PTSD Is a Western Concept." *Quartz*, January 13, 2019. <https://qz.com/1521806/palestines-head-of-mental-health-services-says-ptsd-is-a-western-concept/>

PART IV: WAR AND REFUGEES

11/4: THE MIDDLE EAST, EUROPE, AND THE US

This American Life. “Are We There Yet?” and “Don’t Have to Live Like a Refugee.” WBEZ, July 29/August 5, 2016. <http://www.thisamericanlife.org/radio-archives/episode/592/are-we-there-yet> and <https://www.thisamericanlife.org/radio-archives/episode/593/dont-have-to-live-like-a-refugee>

For a great map/graphics from the show: <https://www.thisamericanlife.org/greece/>

Taub, Amanda. “Europe’s Refugee Crisis Explained.” *Vox.com*, September 15, 2015. <http://www.vox.com/2015/9/5/9265501/refugee-crisis-europe-syria>

11/7: THE MIDDLE EAST, EUROPE, AND THE US

Bacevich, Andrew. “Let’s End America’s Hopeless War for the Middle East.” *Politico*, April 3, 2016. <http://www.politico.com/magazine/story/2016/04/middle-east-foreign-policy-afghanistan-unwinnable-213778>

Bacevich, Andrew. *America’s War for the Greater Middle East: A Military History*. New York: Random House, 2016, xiii-32.

11/11: CENTRAL AMERICA AND THE US-MEXICO BORDER

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

De León, Jason. Excerpt from *In the Land of Open Graves*. Berkeley: University of California Press, 2015. Pp. 1-19.

De León, Jason, Eduardo “Lalo” García, and The Undocumented Migration Project. “A View from the Tracks.” *Sapiens*, February 16, 2016. <http://www.sapiens.org/culture/prevention-through-deterrence/> [click on “View slideshow”]

Radiolab. Border Trilogy. Part 1. *Radiolab*, March 23, 2018. <http://undocumentedmigrationproject.com/uncategorized/news/the-undocumented-migration-project-featured-on-radiolan/> [parts 2-3 recommended].

Optional: For more about Jason de León and the Undocumented Migration Project, see: <http://undocumentedmigrationproject.com/>

11/14: CENTRAL AMERICA AND THE US-MEXICO BORDER

Harvest of Empire. Directed by Peter Gretzels and Eduardo Lopez. SnagFilms, 2012. <https://www.youtube.com/watch?v=UyncOYTzfHE>

Gordon, Rebecca. “What Happens in El Norte Doesn’t Stay in El Norte.” *TomDispatch.com*, August 15, 2019.

http://www.tomdispatch.com/post/176598/tomgram%3A_rebecca_gordon%2C_how_the_u.s._created_the_central_american_immigration_crisis/

Baptiste, Nathalie. "Child Migrants Are Refugees the U.S. Helped Create." *NACLA*, July 21, 2014. <http://nacla.org/news/2014/7/21/child-migrants-are-refugees-us-helped-create>

View slideshow overview: Planas, Roque, and Ryan Grim. "Here's How The U.S. Sparked A Refugee Crisis On The Border, In 8 Simple [sic] Steps." *Huffington Post*, July 18, 2014. http://www.huffingtonpost.com/2014/07/18/refugee-crisis-border_n_5596125.html

PART V: STRUGGLING FOR JUSTICE

11/18: OPEN BORDERS?

Freakonomics Radio. "Is Migration a Basic Human Right?" Podcast, December 17, 2015. <http://freakonomics.com/podcast/is-migration-a-basic-human-right-a-new-freakonomics-radio-podcast/>

Tabbarok, Alex. "The Case for Getting Rid of Borders." *The Atlantic*, October 10, 2015. <http://www.theatlantic.com/business/archive/2015/10/get-rid-borders-completely/409501/>

Gene Callahan. "The Open Borders Fantasy." *American Conservative*, October 21, 2015. <http://www.theamericanconservative.com/articles/the-open-borders-fantasy/>

Péchaud, Antoine, and Paul de Guchteneire. Foreword by Pierre Sané and "Introduction: The Migration without Borders Scenario." In *Migration without Borders: Essays on the Free Movement of People*, edited by Antoine Péchaud and Paul de Guchteneire, ix-30. Paris: UNESCO Publishing, 2007.

11/21: REPARATIONS I

Johnston, Barbara Rose. "Waging War, Making Peace: The Anthropology of Reparations." *Waging War, Making Peace: Reparations and Human Rights*, edited by Barbara Rose Johnston and Susan Slyomovics. Walnut Creek, CA: Left Coast Press, 2009. Pp. 11-28.

Mehta, Suketu. "Why Should Immigrants 'Respect Our Borders'? The West Never Respected Theirs." *New York Times*, June 7, 2019. <https://www.nytimes.com/2019/06/07/opinion/immigration-reparations.html>

Nevins, Joseph. "Migration as Reparations." *NACLA*, May 24, 2016. <http://nacla.org/blog/2016/05/24/migration-reparations>

11/25: THE STRUGGLE OVER DIEGO GARCIA

Due: Final essay outline of about one page

Robertson, Geoffrey. "Who Owns Diego Garcia? Decolonisation and Indigenous Rights in the Indian Ocean." *University of Western Australia Law Review* 36, no. 1 (2012-2013): 1-30.

11/28: NO CLASS, THANKSGIVING BREAK

12/2: THE STRUGGLE OVER DIEGO GARCIA

Review Robertson, Geoffrey. "Who Owns Diego Garcia? Decolonisation and Indigenous Rights in the Indian Ocean." *University of Western Australia Law Review* 36, no. 1 (2012-2013): 1-30.

Allen, Stephen. "The Chagos Advisory Opinion and the Decolonization of Mauritius." *American Society of International Law* 2, no. 23 (2019).

<https://www.asil.org/insights/volume/23/issue/2/chagos-advisory-opinion-and-decolonization-mauritius>.

Harshaw, Tobin. "UN Fires a Shot at America's 'Unsinkable Aircraft Carrier.'" *Bloomberg*, May 24, 2019. <https://www.bloomberg.com/opinion/articles/2019-05-24/un-vote-on-diego-garcia-island-imperils-u-s-national-security>.

12/5: REPARATIONS II

Due: Drafts of Final Essay and Op-Ed/Blog Post

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.

12/12: FINAL CLASS, FINAL DISCUSSIONS, 11:20-12:50 PM

Due: Final Essay (6-10 pp.) and Op-Ed/Blog Post (600-1,000-word maximum)

Final self-evaluation in class

OTHER ASSIGNMENTS

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 (generally at the start of class). You should 1) briefly summarize the day's reading(s) or other assigned text(s); 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 *five minutes maximum* to present material before posing your central question. Both partners must participate in this exercise in pedagogy and public speaking.

Think about how best to creatively engage the class, and don't be afraid to take risks. 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.

You may use visuals and other supplementary materials to help your facilitation. If you need to use the overhead projector, you should arrive early to class to allow sufficient time for set-up.

WRITING REQUIREMENTS AND HELP WITH WRITING

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

Writing Requirements (except 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 generally prefer Chicago's style (below), but you may use any style as long as you follow it *consistently* and *rigorously*.

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

MLA Style Manual and Guide to Scholarly Publishing

Little, Brown Handbook

Help with Writing: AU Writing Center

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

How to Write Op-eds

There are many guides available online. Here are a few helpful ones.

Shipley, David. "And Now a Word from Op-Ed." *New York Times*, February 1, 2004.
<http://www.nytimes.com/2004/02/01/opinion/01SHIP.html>

Hall, Trish. "Op-ed and You." *New York Times*, October 14, 2013.
<http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html>

Duke University. "Op-ed Articles: How to Write and Place Them." Duke University, Durham, NC. http://newsoffice.duke.edu/duke_resources/oped

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>

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.

LEARNING OUTCOMES/GOALS

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 learning environment;
- Discussed, debated, and analyzed major issues including refugees, war, and the effects of displacement;
- Explored what we can learn from the Chagossian experience that can be applied to other displaced peoples and contexts;
- Developed new perspectives, or lenses, on the world, including, but not limited to, some of those found in sociocultural anthropology;
- Become a better critical analyst of the world and important contemporary issues;
- Read, analyzed, and critically discussed works from anthropology and a variety of social sciences, the arts and humanities, and beyond.

EVALUATION (AND, UNFORTUNATELY, GRADING)

I expect your full participation in all aspects of class sessions and the completion of all assignments. My evaluation and (what I hope you will find to be) constructive feedback on your work will primarily come in the form of written comments returned to you on your assignments. Although I wish all our classes could be pass/fail, AU requires me to assign final grades. Improvement over the course of the semester and effort will also be factored into my evaluation. I will also consider a formal self-assessment that you will complete to review your participation in the seminar and suggest your own grade. I will ultimately assign grades according to the following point system and AU's guidelines:

Participation and engagement (in class and out): 30 pts.
Facilitation of two class discussions: 5 pts. each
Mid-semester review essay: 15 pts.
Mid-semester self-evaluation: 5 pts.
Final essay outline: 5 pts.
Draft of final essay and op-ed/blog post: 10 pts.
Final essay: 15 pts.
Final op-ed/blog post: 5 pts.
Final self-evaluation: 5 pts.
Improvement and effort: 5 pts. [yes, this totals 105 pts.]

AU's Guidelines

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>.

COMPLEX PROBLEMS COURSES: LEARNING OUTCOMES & ATTENDANCE

The following are messages from the Complex Problems Program.

Your Complex Problems seminar uses scholarly methods of inquiry—like diverse perspectives, critical reading, communication, reflection, and integrative learning—to study multi-faceted real-world problems or enduring questions. The content of your seminar is designed as a vehicle for learning and practicing those methods of inquiry, which are the course’s learning outcomes. These outcomes will help you to enact your curiosity and cultivate intellectual flexibility for future work at the university and beyond.

Diverse Perspectives:

- a. Complexity. Identify and engage with complexity (or gray areas) within issues or contexts by explaining the factors influencing different positions
- b. Multiple Perspectives. Use multiple perspectives to refine your understanding of an issue or context
- c. Awareness. Investigate the sources of your own groups’ norms and biases
- d. Civility. Demonstrate civility through argumentation or intellectual exchange

Communication:

- a. Audience. Identify the audience to make choices about how to communicate your ideas
- b. Sources. Integrate materials or sources to develop and refine your ideas
- c. Organization. Use organizational strategies to develop a clear purpose or aim

Critical Reading:

- a. Summary. Summarize an author’s or authors’ message, main points, and supporting ideas
- b. Response. Engage with a “text” by responding to it
- c. Conversation. Put “texts” into conversation with other “texts”

Reflection:

- a. Feedback. Incorporate feedback from faculty, staff, or peers in subsequent work
- b. Metacognition. Practice metacognition by reflecting on feedback and your revision processes

Integrative Learning:

- a. Connect. Connect experiences and academic learning

Complex Problems Attendance Policy

The learning outcomes of the Complex Problems curriculum are not possible without regular attendance in class; in view of this, you should plan to attend every class meeting. Please keep the following in mind:

According to American University’s Undergraduate Regulations, “Excused absences include major religious holidays (posted annually by the Office of the Provost and Kay Spiritual Life Center or verified by the Kay Spiritual Life Center as an excused absence for religious observance), medical or mental health events, approved disability-accommodation-related absences, and approved varsity athletic team events.” For an absence to be excused, students must supply proper documentation (or notice in the case of a religious obligation) in a timely

manner. To preserve student privacy, only the Dean of Students Office can provide documentation for absences due to mental-health or medical issues. All other absences are considered unexcused.

More than three unexcused absences may be grounds for course failure. Excessive absences, excused or unexcused, can change the nature of the course so that it is impossible for you to achieve the learning outcomes. In these cases, faculty and students should consult about options, including withdrawal, medical leave, or course failure.

Complex Problems Co-Curricular Attendance Policy

Co-curricular activities are integral to the Complex Problems curriculum. Faculty and Program Leaders plan co-curricular activities as a meaningful component of the students' academic experience; however, to the degree that a Complex Problems co-curricular activity conflicts with students' academic or employment obligations, or would fall under the category of an excused absence, it is not mandatory. If such reasons prevent attendance at a co-curricular activity, students should determine, with their professor, a meaningful alternative. Options might include a different date for the activity, an alternative but similar activity, or some other supplemental assignment that enacts the intellectual work of the co-curricular event.

LEARNING & LIFE RESOURCES

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

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

Academic Support Services

Academic Support and Access Center

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

AU Help Desk

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

Blackboard Support

202-885-3904 or blackboard@american.edu for support 24 hours/day, 7 days/week. Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center. Students can also log on to [Blackboard Help](#) for support. AU's Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers. DO NOT USE INTERNET EXPLORER.

International Student & Scholar Services

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

Student Conduct & Conflict Resolution Services

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

Student Health Center

202-885-3380, McCabe 1st Floor; www.american.edu/healthcenter.

Students with Disabilities

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

Writing Center: See "Writing Requirements and Help with Writing" above for information.

Student Support Services

Center for Diversity & Inclusion (CDI)

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

Counseling Center

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

Dean of Students Office

The [Dean of Students Office](#) offers individual meetings to discuss issues that impact the student

experience, including academic, social, and personal matters; making referrals to appropriate campus resources for resolution. Additionally, while academic regulations state that medical absences are to be excused, if faculty require documentation to verify the student's explanation, such documentation should be submitted to the Dean of Students. The office will then receive the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Dean of Students to excuse absences. Students should be sent to the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300, Butler Pavilion 408).

Food and Housing Insecurity Statement

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

Office of Advocacy Services for Interpersonal and Sexual Violence

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

Respect for Diversity

As stated in the [American University Discrimination and Sexual Harassment Policy](#):

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, 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 applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking.

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Blackboard, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a

faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

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 AU'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.

MY EDITING ABBREVIATION AND SYMBOL GUIDE

Note that I try to provide detailed comments on all written work. I will focus on areas for improvement rather than on providing praise. I do this not to be mean but to help improve your writing and your work. If you can't read or understand my comments, always come and ask me.

¶ = 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 this to mean "example"]

gr = grammatical error

graf or ¶ = paragraph

HDYK? = How do you know? (What evidence do you have?)

i.e. = that is [Latin]

intro = introduce/introduction

ital(s) = italicize (italics)

judg(s) = (Are you making) judgment(s)?

l.c. = lower case

passive = ineffective passive voice verb form (use active voice/an active verb)

p. = page; pp. = pages

Q = question (also Q-ing = questioning; Q-ed = questioned)

qte = quote or quotation (also qting = quoting; qted = quoted; note don't use *quote* as a noun)

RO = 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

w/ = with

w/o = without

wc = word choice? (i.e., is this the best word? Find another?)

WDYT? = What do you think?