

## Senior Seminar in Anthropology

ANTH 450-001, Spring 2017  
Thursdays, 5:30-8:00 p.m., Watkins 110

David Vine: vine@american.edu; 202-885-2923

Office Hours: Hamilton 311, Wednesdays/Thursdays 3:45-5:15 p.m., and by appointment

*Note: You can always come to office hours without an appointment. To schedule an appointment during regular hours: <http://bit.ly/2es1J1q> Please email or talk to me in class to schedule an appointment outside regular hours.*

Capstone Assistant: Nathan Smith, ns3640a@student.american.edu

Office Hours: Graduate Student Lounge (or copy room), Tuesdays/Thursdays, 4-5:20 p.m.

Each anthropologist must reinvent [anthropology], as a general field, for him or herself, following personal interest and talent where best they may lead.

-Dell Hymes, *Reinventing Anthropology* (1999[1969]), p. 48.

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## **INTRODUCTION AND OVERVIEW**

This capstone seminar for anthropology majors is the culmination of your undergraduate studies in anthropology. During the semester, you will complete a Senior Capstone Project of your own design while working collaboratively to support and assist fellow majors in the completion of their capstone projects.

Structurally, the class will be a seminar focused on supporting every step of the capstone research and writing process. The course expects a commitment to working with the rest of the seminar to assist one another's capstones (improving one's own work in the process). This will require the ability to give and receive constructive criticism and advice in an environment of trust, cooperation, and mutual respect. As a capstone course, the seminar assumes that everyone will be a leader in class, maintaining continually active and thoughtful participation throughout the semester.

### **The Capstone and Op-Ed or Summary**

The only requirements for the Senior Capstone Project are that it must: 1) involve original research; 2) be of an anthropological nature (broadly defined) drawing on and using your anthropological training and education; and 3) be of a very high quality in terms of its scholarly rigor, impact, and readiness for public dissemination. The project can take many forms, including a mini-ethnography, an archaeological report, a bio-physical anthropological conference paper, a sociolinguistic analysis, a major research paper, a publishable article, a health study, a program evaluation, other work for a non-profit or other organization, a film or video, a website, a zine, even fiction, poetry, and much more. *Other than in exceptional circumstances, research may not be conducted with people under 18 years of age or any other vulnerable populations.*

Given the department's and my own commitment to public anthropology and social justice, I encourage you to pursue a capstone project that attempts to contribute to broader efforts to effect progressive social change. Put another way, I encourage you to pursue a project that stands to have some impact beyond allowing you to pass this class and get your degree.

Written capstones should be a minimum of 20-30 pages. Projects that are not written (in part or in whole) must include at least seven pages of writing critically discussing the capstone's findings and aims in some fashion. All projects must be accompanied by a summary piece of writing for public dissemination of no more than 800 words. This can take the form of an op-ed, formal blog post, summary for research participants, or other text summarizing the main findings of your research and its significance. A short podcast or video based on a drafted script can also fulfill this requirement.

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

The classroom will always 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 or to the Center for Diversity and Inclusion (202-885-3651).<sup>1</sup>

### **Course Feedback**

Beginning with the syllabus and throughout the semester, participants will have opportunities to shape the direction of the class, choose subjects of discussion, and improve the course design through regular feedback. In addition to responding to specific questions I will pose, this feedback will be an opportunity to ask any general questions about the class, anthropology, and things that are confusing in the course. You can also use it to give me feedback of any kind about my teaching, ways I could improve the class, and general frustrations or inspiration.

I also always welcome emailed questions (call with anything urgent) as well as anonymous questions or comments placed in my mailbox on the ground floor of the Department of Anthropology's Hamilton Building.

### **Participation and Attendance**

Dedicated and intensive work on every aspect of your capstone and active participation in discussions and collaborative work are the most important elements of this seminar. I expect advance notice for any classes you will miss, just as I will inform you if I must miss any classes.

Anyone interested in working with a non-profit organization off campus and getting a Community Service-Learning Program add-on credit should speak with me right away. For more information, see: <http://www.american.edu/ocl/volunteer/CBLR-How-to-Apply-for-CSLP.cfm>

### **Technology Rule**

*Because this course stresses active participation in class discussions and respect for all course participants, computers, mobile phones, and other personal electronic devices may never be used in the classroom. If there is a good reason to make an exception to this rule (e.g., a learning or disability issue requires such use), 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 or other device is used for other purposes in the classroom, it will no longer be permitted in the classroom. 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 without more 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've gotten overwhelmed by the large quantity of email faculty receive

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<sup>1</sup> With thanks to Leena Jayaswal, American University, "Statement of Inclusivity," 2016.

daily. If the issue is pressing, please call me or talk to me in class or office hours. If the issue is urgent, please call me on my mobile phone.

### **Academic Integrity**

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

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

### **Anthropological Ethics**

*All work must abide by the AAA Code of Ethics and/or the code of your subfield. .*

American Anthropological Association (AAA) Code of Ethics:

[http://www.aaanet.org/coe/Code\\_of\\_Ethics.pdf](http://www.aaanet.org/coe/Code_of_Ethics.pdf)

American Association of Physical Anthropologists Code of Ethics:

<http://physanth.org/association/position-statements/code-of-ethics>

Society for American Archaeology Principles of Archaeological Ethics:

<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

Archaeological Institute of America Code of Ethics:

[http://www.archaeological.org/pdfs/AIA\\_Code\\_of\\_EthicsA5S.pdf](http://www.archaeological.org/pdfs/AIA_Code_of_EthicsA5S.pdf)

World Archaeological Congress Codes of Ethics:

[http://www.worldarchaeologicalcongress.org/site/about\\_ethi.php](http://www.worldarchaeologicalcongress.org/site/about_ethi.php)

### **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

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<sup>2</sup> 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.

### **CLASS SCHEDULE**

All readings are due on the date indicated. All required readings will be available on Blackboard, on 2-hour reserve in the library, on the internet, or in class. I have listed texts below in the suggested reading order.

*If you cannot find a reading on Blackboard or if a link does not work, please do the following: 1) Look again on Blackboard (perhaps looking for the title or an editor's name or looking in another folder); 2) do a quick google search to try to find the text elsewhere and send it to the class if you find it; and 3) let me know immediately if you still cannot find the reading.*

### **Some Helpful Texts for Research and Writing**

Turabian, Kate L. *Chicago Style for Students and Researchers: A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth ed. Chicago: University of Chicago Press, 2013.

Booth, Wayne, Gregory Colomb, and Joseph Williams. *This is The Craft of Research*, 3rd ed. University of Chicago Press, 2008. Available online via the library at: <http://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=8951338>

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> ed. Chicago: University of Chicago Press, 2011. [1<sup>st</sup> edition fine]

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

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

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Harper Perennial, 2016 [and other editions].

### **January 19: Introductions and Welcomes**

#### **January 26: Capstone Proposals, Getting Organized, and Getting Going!**

*Due: Revised capstone proposal*

*Due: Week-by-week semester calendar:* The calendar should identify the types of work you will do and the deadlines you will meet on a weekly basis to complete the capstone. Your calendar should include the class deadlines below.

*Due: Read the syllabus carefully:* Come with questions, comments, concerns, and suggestions for the syllabus and the semester.

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

**February 2: Reviewing the Literature I**

*Due: Informal meeting with me by the end of office hours*

*Due: Capstone 2-5 pp. bibliography of literature relevant to your capstone*

Turabian, Kate L. *Chicago Style for Students and Researchers: A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth ed., chaps. 1, 3-4. Chicago: University of Chicago Press, 2013.

Skim: Booth, Wayne, Gregory Colomb, and Joseph Williams. *This is The Craft of Research*, 3rd ed., chaps. 5-6. Chicago: University of Chicago Press, 2008. <http://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=8951338>

**February 9: Reviewing the Literature II**

*Due: 5-10 pp. literature review; revised capstone proposal*

*Due: Mathias Research Conference Abstract Submissions*

**February 16: Ethics, Research Challenges, and Research Relationships**

*Due: Methodological tools:* Depending on one's methods, this could include interview protocols, questionnaires, statistical analysis plan, textual analysis method, description of archival research sources, etc.

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

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

**February 23: Next Steps: Work, School, Life**

*Due: Revised literature review*

Lofland, John and Lyn H. Lofland. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 46-65. Belmont, CA: Wadsworth Publishing, 1995.

**March 2: In-Class Work Session and Discussion**

*Bring work to class, including any work that you would like to discuss and/or review with others*

**March 9: Mid-Semester Review and Self-Reflexivity**

*Due: Three-minute in-class update:* Describe research and other work completed to date, work still to be completed, and major questions and concerns.

*Due: Revised calendar*

Turabian, chaps. 6.1-6.2.2, 6.3, 7

**March 16: Spring Break—No Class**

**March 23: Analysis I: Coding and Other Methods**

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> ed., chap. 6. Chicago: University of Chicago Press, 2011. [1<sup>st</sup> edition fine; even if you are not conducting ethnographic research, this chapter on coding and memoing should be helpful.]

Lofland and Lofland, 181-229.

**March 30: Analysis II: Incorporating Theory and Crafting an Argument**

*Due: Preliminary capstone outline*

Booth, Colomb, and Williams, chaps. 7-9.

**April 6: Writing and Revising**

*Due: 2-4 pages of initial draft writing:* Start wherever makes sense for your writing process.

*Due: Revised capstone outline*

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

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

**April 13: Writing and Revising: Op-eds, Blogs, Returning Results to Research Participants**

*Due: 2-4 pages of new draft writing:* This should not be a revision of the prior week's writing.

Turabian, chaps. 11, 25, 15, 21.3, 9-10

**April 20: Presenting Research Findings**

*Due: Full capstone draft and 1-paragraph abstract of your summary/op-ed*

Turabian, chaps. 13.1-13.2

**April 27: Practice Presentations**

*Due: Revised capstone draft and summary/op-ed*

**Week of May 1, Time and Date TBA: Capstone Public Presentations**

**May 4, 5:00 p.m.**

*Due in my mailbox on the ground floor of the Hamilton Building and by email as an attachment: Capstone final draft and op-ed/summary.*

## ON WRITING

### Requirements

All written assignments must be turned in on paper (i.e., *not electronically*) at the beginning of the class on which they are due, unless indicated otherwise. If there is a legitimate reason why you must turn something in late, you should contact me at least 24 hours before the due date to explain the problem and make other arrangements (just as you would for a job). I cannot promise detailed comments and editing for any work turned in late.

*All written assignments should begin with your name and the date. Please also make sure that assignments are double spaced, with 12-pt. font, 1-inch margins on all sides, and include the 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, 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://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentTy%2CNewspaper+Article%3At%29&q=chicago+manual+of+style>

*MLA Style Manual and Guide to Scholarly Publishing*

*Little, Brown Handbook*

### How to Write Op-eds

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

ShIPLEY, David. "And Now a Word From Op-Ed." *New York Times*, February 1, 2004.

<http://www.nytimes.com/2004/02/01/opinion/01SHIP.html>

HALL, Trish. "Op-ed and You." *New York Times*, October 14, 2013.

<http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html>

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

The Earth Institute. "How to Write Op-ed Columns." Columbia University, New York, February 2010. [www.earth.columbia.edu/sitefiles/file/pressroom/media\\_outreach/OpEdGuide.doc](http://www.earth.columbia.edu/sitefiles/file/pressroom/media_outreach/OpEdGuide.doc)

The Op-ed Project [resources for writing op-eds]: <http://www.theopedproject.org>

### Help with Writing

Please take advantage of the following resources.

[AU Writing Center](#)

Bender Library First Floor; 885-2991 for appointments

<http://www.american.edu/cas/writing/index.cfm>

The Writing Center First floor of Bender Library 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. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Call 202-885-2991 to arrange a session. Meanwhile find handouts, information, and a weekly writer's blog at the Writing Center website and on Facebook.

#### AU Academic Support Center Writing Lab

MGC 243 <http://www.american.edu/ocl/asac/Writing-Lab-About-Us.cfm>

The Writing Center and the Writing Lab are two separate offices providing similar services to all AU students. The Writing Center is located in the American University library and the Writing Lab is located at the ASAC in Mary Graydon Center 243. If there are no appointments available in one location, please try the other. For appointments: <https://american.mywconline.com>

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

In my opinion, detailed note taking and underlining or highlighting are essential to reading academic texts. Another useful way to ensure that you read carefully and are well prepared for class (and for academia generally) is to answer most or all 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.

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

- 1) What is(are) the main argument(s) or thesis(es) of the work? What was the author's goal or aim in writing? What was the author trying to accomplish?
- 2) What evidence does the author provide to support the main argument? What research methods did the author employ to collect evidence? What key authors or theories does the author build upon, advance, and/or critique?
- 3) Are you convinced by the author's argument? Why or why not? How is the text helpful? What, if anything, is missing from the analysis, discussion, or the presentation of data? How is the text weak or problematic? How could it be strengthened or improved (perhaps linked to the work of others)? Don't just critique! Think critically about how an analysis can be usefully improved and built upon.
- 4) What is the significance of the text—both for academic thought and the larger world? How might it help us understand related issues and phenomena?
- 5) What questions does the reading raise for you? What other thoughts, ideas, or inspiration? What parallels do you draw with other ideas or writing? Where does the work take your mind? Write down any notes, thoughts, and even glimmers of ideas, no matter where they might take you. They will likely be helpful later.

**And keep the notes!** They will be incredibly helpful for future papers, other classes, comprehensive exams, dissertations and theses, and teaching (I still use my notes from college).

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

## **LEARNING AND 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, [www.american.edu/ocl/asc](http://www.american.edu/ocl/asc)  
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.

Counseling Center: MGC 214, 202-885-3500, [www.american.edu/ocl/counseling](http://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.

Disability Support Services: 885-3315 (V/TDD), MGC 206, [www.american.edu/ocl/dss](http://www.american.edu/ocl/dss).  
*If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can address your needs.*

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

International Student & Scholar Services: Battelle 4th Floor Butler Pavilion, Room 410, 202-885-3340/3350, [www.american.edu/ocl/iss](http://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.

Judicial Affairs and Mediation Services: 885-3328, Butler 408, [www.american.edu/ocl/jams](http://www.american.edu/ocl/jams).

Multicultural Affairs: 885-3651, MGC 204, [www.american.edu/ocl/oma](http://www.american.edu/ocl/oma).

New Student Programs: 885-3303/74, Butler 407, [www.american.edu/ocl/orientation](http://www.american.edu/ocl/orientation).

Student Health Center: 885-3380, McCabe Hall 1<sup>st</sup> Floor, [www.american.edu/healthcenter](http://www.american.edu/healthcenter).

Writing Support: See section of the syllabus above for more information.

**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.

### **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.

### **EMERGENCY PREPAREDNESS**

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

at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

### **FEEDBACK AND EVALUATION (WHICH UNFORTUNATELY INCLUDES GRADES)**

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. (I cannot promise detailed comments and editing for any work submitted late.)

Although I wish all our classes could be pass/fail, AU requires me to assign (simplistic and reductionist) letter 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 then assign grades using the point system and AU guidelines below. If you have worries, concerns, or questions about grading at any time, please come speak with me or ask me to discuss grading in class.

### **My Point System**

Participation, including collaborative work to support other people's capstones = 15 points  
Proposal and calendar = 5 points (Subtractions: lateness; insufficient effort)  
Bibliography = 5 points (Subtractions: lateness; insufficient effort)  
Literature review = 5 points (Subtractions: lateness; insufficient effort)  
Methodological tools = 5 points (Subtractions: lateness; insufficient effort)  
Outline = 5 points (Subtractions: lateness; insufficient effort)  
2-4 pages of initial writing = 5 points (Subtractions: lateness; insufficient effort)  
2-4 pages of writing II = 5 points (Subtractions: lateness; insufficient effort)  
Draft 1 and op-ed/summary abstract = 5 points (Subtractions: lateness; insufficient effort)  
Draft 2 and op-ed/summary draft = 5 points (Subtractions: lateness; insufficient effort)  
Final Capstone = 30 points  
Opinion piece/Summary = 10 points  
Improvement and effort = 5 bonus pts.

### **AU's Guidelines**

A: Superior, original, thoughtful work in completion of all course requirements (90-100 points);  
B: Very good work in completion of course requirements (80-89 points);  
C: Satisfactory work in completion of course requirements (70-79 points);  
D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements (60-69 points);  
F: Failure to meet minimum course standards for assignments, participation, attendance (below 60 points).<sup>3</sup>

For the final capstone projects, I will assign grades in accordance with the following guidelines:

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<sup>3</sup> See "Guideline of a General Education Syllabus," online document, available at <http://www.american.edu/academics/gened/faculty.htm>.

A+ and A (35-40 points): Excellent, publishable or near publishable work showing effort and originality well above expectations;

A- (31-34 points): Very strong and thoughtful work showing considerable effort and originality;

B+ (27-30 points): Good, fulfilling all the requirements of the capstone, but not much more;

B and below (26 points and below): Did not fulfill all the requirements of the capstone and/or showed less effort than expected in the course.

## David's Editing Abbreviation and Symbol Guide

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, though sometimes I use as "example"]

ethnog = ethnography

gr = grammar error

HDYK? = How do you know? (what evidence?)

i.e. = that is [Latin]

intro = introduction/introduce

ital = italicize

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

l.c. = lower case

para or ¶ = paragraph

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?

¶ = new paragraph

# = insert space between lines or characters

? = unclear, clarify

> = more

< = less

[under a letter] = change to opposite case