

**SOCIAL MOVEMENTS
PUBLIC ANTHROPOLOGY CLINIC**

ANTH-544-001, Spring 2018
Thursdays, 2:30-5:00 p.m., KRWN 204

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Office Hours: Tue, 2:00-3:30 pm, 5:30-7:00pm (Hamilton 311);
Wed, 5:15-6:15 pm (outside MGC 303a); and by appointment

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 with suggested alternative dates/times.

I will never again play anything that does not have social significance.
Max Roach, 1961¹

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¹ See <http://www.democracynow.org/article.pl?sid=07/08/27/1425234>.

INTRODUCTION AND OVERVIEW

This course will not survey anthropological literature about social movements. Instead, participants in this course will use anthropological and other skills to work with and for social movements. The course is modeled in part on a legal clinic and inspired by Leith Mullings's observation that anthropological work rooted in social movements can both advance movements and build anthropological knowledge.² Participants will thus divide into teams paired with movements for the semester. (In exceptional cases, a clinic member can propose working on one's own preexisting project of movement-linked or other public anthropology or undertake a thorough review of the social movements literature.)

Prior to beginning work with social movement partners, clinic members will explore the experience of exemplary anthropologists who have worked with and for movements in realms including human rights, health, poverty and inequality, racial injustice, and war. We will also begin discussions about anthropological ethics and methods, which will continue throughout the semester.

After gaining a thorough understanding of our social movement partners, clinic members will divide into teams paired with the movements. (No matter one's team, the entire class will learn about, discuss, and assist all the movements with which we will work throughout the semester.) Teams will develop and follow work plans to guide their semester's work and weekly interim assignments. Generally, each team member will be responsible for completing at least one work deliverable per week to contribute to their team's semester-long project. During class, team members will report and discuss progress, challenges, questions, and other issues arising in their work. Most weeks during class, teams will have time to work as a group and to meet with me to discuss progress and refine their work plan for the following week. In total, clinic members should expect approximately 8-12 hours of movement-related work per week.

Most weeks, we will also read short, key readings related to the complexities of anthropologists working with social movements, including questions of ethics, methods, and theory. We will discuss the readings in detail, reflecting on how the texts help us understand our projects and the relationship between anthropology and social movements. Throughout the semester, we will engage in critical self-reflection about one's own work, the projects and movements with which we are working, the clinic, and anthropology.

SPIRIT OF THE COURSE

Engagement and Being Present

This course assumes active, thoughtful, collaborative engagement from clinic members in all aspects of the course. Careful reading, thoughtful participation in discussions, and the completion of high quality team-based work for our social movement partners are the most important elements of this course. To help prepare for the first four weeks of seminar discussions, I recommend using the list of questions in "Suggestions for Academic Reading"

² Leith Mullings, "Anthropology Matters," *American Anthropologist* 117, no. 1 (2015): 8.

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).³

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. Mid-semester and at the semester's end, you will complete self- and team 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 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.

CRITICAL REFLECTION PRACTICES

Journaling and Discussion Board

All clinic members should keep a journal to take notes and carefully reflect on one's working experience (much as one would during ethnographic research with ethnographic research notes, aka "fieldnotes"). You should begin writing in your journal no later than the week we divide into teams. The journal will be a place to record thoughts and ideas about our clinic work, anthropology, relationships with clinic partners, and teamwork, among other topics. The journal should also allow you to be self-reflexive about your work: that is, to reflect critically about yourself, your relationship to the work, and the feelings, thoughts, and emotions the work arouses. The journal will also assist you when you write your final reflection paper at the end of the semester.

³ With thanks to Leena Jayaswal, American University, "Statement of Inclusivity," 2016.

Critical Reactions (first four weeks only)

For the first four weeks of reading assignments, please write a minimum 1-paragraph “critical reaction” in response to the week’s assigned works. The critical reaction must be posted by **Wednesday at 2:30 pm** to a Google Doc in our Google Drive folder for the relevant week.

After posting, please read as many of the other critical reactions as possible before class (though please post your reaction before you read others’ work, so you don’t inadvertently constrain your thoughts and writing). Please try to reply to at least one other critical reaction by using the *comment* function (command+option+M/control+alt+M) so we can start our discussion before gathering in person.

Your reaction should offer thoughtful reflection about each of the week’s readings as a way to help you organize your thinking and clarify the key issues you want to discuss each week. In some way, you should summarize the main argument(s) of each reading (on weeks with multiple readings, you will have to be especially concise). However, go beyond summary to offer your own original thoughts about the texts. These thoughts could be a major question or query raised by the readings. They could be what Brett Williams calls a “keeper”: “A *keeper* is like a gift. It is a concept the author introduces to you, a question she or he poses... a problem so movingly invoked you want to fix it.”⁴ Or your thoughts could be a critique, challenge, inspiration, uncertainty, connection, comparison, concern, application, implication, and any other original idea about the texts. In discussing readings, short and carefully chosen quotations from the texts can often be helpful when interwoven with your own prose.

I will not grade the reactions, but thoughtful, focused writing will indicate effort and engagement. When quoting an assigned reading, you do not—unlike other academic writing—need to cite other than by indicating the following: author’s last name + date, page number(s) (e.g., Williams 2014, 4-5). Failing to submit 20 percent or more of the total number of critical reactions will affect your participation grade.

After the first four weeks of the semester, clinic members will be able to have optional online discussions in an open document in each week’s shared Google Drive folder.

LOGISTICS

Technology in the Classroom

Because this course stresses active engagement in class discussions and team-based work and respect for all course participants, computers, mobile phones, and other personal electronic devices may never be used in the classroom except 1) during in-class team work, and 2) 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

⁴ Brett Williams, “ANTH 632 Contemporary Theory: Culture, Power, History,” class syllabus, American University, Washington, DC, Spring 2014, 5.

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 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. 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.⁵

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

⁵ Michael Manson, Academic Affairs Administrator, College of Arts and Sciences, American University, Washington, DC, email communication, January 8, 2009.

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.

CLINIC SCHEDULE

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

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

1/18: INTRODUCTIONS

1/23: First Social Justice Colloquium, 4pm, Battelle 228

The department expects all graduate students to attend our weekly Social Justice Colloquium series, Tuesdays at 4pm, unless work, childcare, or other unavoidable conflicts make attendance impossible. Talks in the series should be especially relevant to our Clinic.

1/25: MODELS OF (PUBLIC) ANTHROPOLOGY

Mullings, Leith. "Anthropology Matters." *American Anthropologist* 117, no. 1 (2015): 4-16. [If you have already watched this AAA Presidential address, read it this time. If you have not seen it, I would recommend watching <https://www.youtube.com/watch?v=T0pYT0KzzQo> and reading the article, which is slightly revised from the spoken text.]

Piven, Frances Fox. "The Weight of the Poor: A Strategy to End Poverty, 1966." In *Who's Afraid of Frances Fox Piven: The Essential Writings of the Professor Glen Beck Loves to Hate*, 18-40. New York: New Press, 2011.

Sanjek, Roger. "Anthropological Work at a Gray Panther Health Clinic: Academic, Applied, and Advocacy Goals." In *Cities of the United States*, edited by Leith Mullings, 148-175. New York: Columbia University Press, 1987.

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

Graeber, David. "On Playing by the Rules—The Strange Success of #OccupyWallStreet." Naked Capitalism blog, October 19, 2011. <https://www.nakedcapitalism.com/2011/10/david-graeber-on-playing-by-the-rules-%E2%80%93-the-strange-success-of-occupy-wall-street.html>

Maskovsky, Jeff. "Protest Anthropology in a Moment of Global Unrest." *American Anthropologist* 115, no. 1 (2013): 126-129.

2/1: THE CHAGOS REFUGEES GROUP AND THE CHAGOS ARCHIVE: A STRUGGLE FOR JUSTICE

Due: Informal Meeting with Me

Lee, Matthew. "Paradise Lost." *Delayed Gratification*, October-December 2015. <http://www.slow-journalism.com/from-the-archive/paradise-lost-chagos>

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

Röhrich, Alyssa. "The Story of the Chagos Islands and Its People." *Counterpunch*, September 18, 2014. <http://www.counterpunch.org/2014/09/18/the-story-of-the-chagos-islands-and-its-people/>

Bowcott, Owen. "Chagos Islanders Take Marine Park Case to Supreme Court." *The Guardian*, June 28, 2017. <https://www.theguardian.com/world/2017/jun/28/chagos-islanders-take-marine-park-case-to-supreme-court>

Dugan, Emily. "Their Home Was Turned onto a US Base. Now These Families Just Want to Stay Together." *BuzzFeed News*, January 13, 2018. Available at https://www.buzzfeed.com/emilydugan/britain-turned-their-home-into-a-us-airbase-now-these?utm_term=.fv5BGAZw3#.gs3LlnaY2.

Collected statements of the U.S. and UK governments

Bancoult, Olivier. "My People's Struggle." U.S. speech, 2008.

Chagos Refugees Group. "The Unlawful Eviction and Continued Exclusion of the Chagos Islanders from the Chagos Archipelago." Submission to the United Nations General Assembly, New York, June 2017.

Vine, David. "The Chagos Archive: Documenting Human Rights Violations through Online Archiving." American University Mellon Grant Application, February 19, 2016. Pp. 2-3.

FYI:

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.

2/8: OVERSEAS BASES: CHANGING U.S. FOREIGN POLICY

Lutz, Catherine. "Introduction." In *Bases of Empire: The Global Struggle against U.S. Military Posts*, edited by Catherine Lutz, 1-44. New York: NYU Press, 2009.

Coalition Against Foreign Military Bases. "Unity Statement," July 26, 2017.
<http://noforeignbases.org/345-2/>

Tester, Jon. "Senate Passes Tester-Hutchison Measure to Reassess Overseas Bases." Press release, U.S. Senate, December 15, 2011.
https://www.testersenate.gov/?p=press_release&id=2424

Paul, Ron. "Imagine." Speech, March 9, 2009. Two versions:
<https://www.youtube.com/watch?v=Dbn4xYyxUYE> and
<https://www.youtube.com/watch?v=XuKBDHWDgBo> [Paul's voice]

Glaser, John. "Withdrawing from Overseas Bases: Why a Forward-Deployed Military Posture Is Unnecessary, Outdated, and Dangerous." Cato Institute, Washington, DC, July 18, 2017. Read executive summary, <https://www.cato.org/publications/policy-analysis/withdrawing-overseas-bases-why-forward-deployed-military-posture> and watch:
<https://www.cato.org/multimedia/multimedia/withdrawing-overseas-bases-why-forward-deployed-military-posture-unnecessary>

Overseas Base Realignment and Closure Coalition. "Closing U.S. Military Bases Abroad to Save Billions and Improve National Security: Creating A Bipartisan *Overseas Base Realignment and Closure Coalition*." Project description, Washington, D.C., n.d.

2/15: THE COSTS OF WAR PROJECT

Due by end of class: Team Rankings [Or Alternative Proposal]

Sahlins, Marshall. "Teach-Ins Helped Galvanize Student Activism in the 1960s. They Can Do So Again Today." *The Nation*, April 6, 2017. <https://www.thenation.com/article/teach-ins-helped-galvanize-student-activism-in-the-1960s-they-can-do-so-again-today/>

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

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

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

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

Crawford, Neta. "Assessing the Human Toll of the Post-9/11 Wars: The Dead and Wounded in Afghanistan, Iraq, and Pakistan, 2001-2011. Costs of War project, Brown University, Providence, RI, June 13, 2011.

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

2/22: ETHICS

***Due: Draft Team Background Reading Bibliography
Begin Reading and Drafting Team Work Plan***

American Anthropological Association Code of Ethics:
http://www.aaanet.org/coe/Code_of_Ethics.pdf

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

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

Selections from D'Andrade, Roy, and Nancy Scheper-Hughes. "Moral Models in Anthropology" and "The Primacy of the Ethical: Propositions for a Militant Anthropology." *Current Anthropology* 36, no. 3 (1995): 399-420.

See team folders for additional readings.

3/1: TEAM WORK

Due: Background Team Reading Complete and Team Work Plans

Team work plans must include:

- 1) list and description of final deliverable(s);
- 2) weekly schedule/calendar of work for each team member (including expected weekly deliverables);
- 3) team guiding principles or rules;
- 4) minimum 250-word discussion of concerns about ethics and movement relationships; and
- 5) background reading bibliography.

3/8: MID-SEMESTER TEAM PRESENTATIONS

Due: Presentations on Progress and Next Steps; Revised Work Plans

3/15: SPRING BREAK

3/22: ARCHIVES VISIT

3/29: SELF-REFLEXIVITY

In Class: Mid-Semester Team and Self-Evaluations

Hopper, Kim. "This Business of Taking Stock." In *Reckoning with Homelessness*, 3-24. Ithaca, NY: Cornell University Press, 2003. <https://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?BBID=17729948>

4/5: WORKING RELATIONSHIPS WITH PARTNERS

Questions to Consider: What are the hardest things about working with your partner to now? What are the best things? Are there changes you can make to improve the working relationship with your partner? What general lessons have you learned that can be applied in future work?

4/12: WRITING

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

4/19: FINAL DELIVERABLES TEAM WORKSHOPPING

Due: Final Team Draft Deliverables

4/26: FINAL DELIVERABLES TEAM WORKSHOPPING

5/3: FINAL DISCUSSIONS

Due: Final Team Deliverables, Final Team and Self-Evaluations

SEMINAR OBJECTIVES SUMMARIZED

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

- Worked cooperatively and constructively with other clinic members, building a rich, thoughtful, supportive environment for rigorous, theoretically informed practice and learning;
- Worked cooperatively and constructively with social movement partners;
- Completed original work with immediate benefit to a social movement.
- Improved a variety of anthropological research skills;
- Improved one's writing, public speaking, and ability to effectively communicate important ideas to others;
- Thought critically about anthropological models for working with social movements;
- Thought critically about social movements and their ability to create social change, as well as the role of anthropologists and other academics in movements;

- Thought and worked in a self-reflexive manner, reflecting critically about your work with your movement partner.

GENERAL SUGGESTIONS FOR ACADEMIC READING

In my opinion, detailed note taking and underlining or highlighting are essential to reading academic texts. Another useful way to ensure that you read carefully and are well prepared for class (and for academia generally) is to answer the following questions for each assigned text. I strongly suggest writing out the answers and any other thoughts inspired by a reading. *And keep your notes!* They will be incredibly helpful for future papers, other classes, comprehensive exams, dissertations and theses, and teaching (I still use my notes from college).

Suggested Questions to Ask of Each Reading

1) **Thesis and Findings?** What is(are) the main argument(s) or thesis(es) of the work? What are the other primary conclusions and findings of the work? What was the author's goal or aim in writing?

2) **Methods and Evidence?** What evidence does the author provide to support the main argument? What research methods did the author employ to collect evidence? What key authors or theories does the author build upon, advance, and/or critique?

3) **Significance?** What is the significance of the text—both for academic thought and the larger world? How might it help us understand related issues and phenomena?

4) **Your Analysis?** Are you convinced by the author's argument? Why or why not? How is the text helpful? What, if anything, is missing from the analysis, discussion, or the presentation of data? How is the text weak or problematic? How could it be strengthened or improved (perhaps linked to the work of others)? Don't just critique! Think critically about how an analysis can be usefully improved and built upon.

5) **Questions and Thoughts?** What questions does the reading raise for you? What other thoughts, ideas, or inspiration? What parallels do you draw with other ideas or writing? Where does your mind go? Write down any notes, thoughts, and even glimmers of ideas, no matter where they might take you. They will likely be helpful later.

Many also find that maintaining an organized bibliography using Endnote 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*) 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 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://american.summon.serialssolutions.com/search?s.cmd=addFacetValueFilters%28ContentType%2CNewspaper+Article%3At%29&q=chicago+manual+of+style>

MLA Style Manual and Guide to Scholarly Publishing

Little, Brown Handbook

Help with Writing: AU Writing Center

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

The Writing Center offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work.

How to Write Op-eds

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

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

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

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

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

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

The Earth Institute. "How to Write Op-ed Columns." Columbia University, New York, February 2010. www.earth.columbia.edu/sitefiles/file/pressroom/media_outreach/OpEdGuide.doc

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

LEARNING & LIFE RESOURCES

If you encounter any difficulty this semester for any reason that affects your participation in the course, please don't hesitate to speak with me. In addition to the department's assistance, the university offers a variety of learning and life resources. See: <https://my.american.edu/content.cfm?load=includes/help.cfm> or the following:

Academic Support and Access Center: MGC 243; 202-885-3360; <https://www.american.edu/ocl/asac> Supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and The Writing Lab.

Accommodations for Students with Disabilities: MGC 243; 202-885-3360; asac@american.edu AU is committed to making reasonable accommodations for qualified students with disabilities. The Academic Support and Access Center assists students with disabilities and promotes full participation in academic programs and other campus activities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360, asac@american.edu, or drop by MGC 243. For more information, visit AU's [Services for Students with Disabilities web page](#).

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

Blackboard: Participants will use their AU credentials to log in at <https://blackboard.american.edu>. AU's Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers. DO NOT USE INTERNET EXPLORER.

Blackboard Support: 202-885-3904 or blackboard@american.edu or for 24/7 support Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center Students can also log on to [Blackboard Help](#) for support.

Center for Diversity & Inclusion: MGC 201; 202-885-3651; <http://www.american.edu/ocl/cdi/> Dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

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

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

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

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

Disability Support Services: See “Accommodations” above.

International Student & Scholar Services: Butler Pavilion Room 410; 202-885-3340/3350;

www.american.edu/ocl/iss/ Resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

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

OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence:

202-885-7070, provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence or stalking.

Sexual Violence Advocacy Services: See “OASIS” above.

Student Conduct & Conflict Resolution Services: Butler 408; 202-885-3328; <https://www.american.edu/ocl/sccrs/>

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

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

NON-DISCRIMINATION STATEMENT

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

of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

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

INFORMATION AU ASKS FACULTY TO INCLUDE

Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class-related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any classroom discussions—online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the [ASAC website](#).

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

FEEDBACK & EVALUATION (WHICH UNFORTUNATELY INCLUDES GRADES)

My evaluation and (what I hope you will find to be) constructive feedback on your work will primarily come in the form of written comments returned to you on your assignments. Because AU requires me to assign final grades, I will do so primarily based on class engagement, the quality of and energy devoted to assignments, and improvement over the course of the semester. I will assign grades in accordance with the following distributions and AU guidelines. If you have questions or concerns about your overall grade or grade on any specific assignment, feel free to come talk to me at any point during the semester (including after final grades are posted).

Engagement (in class/out, critical reactions, meeting with me): 25 pts.

Draft team background reading bibliography: 2.5 pts.

Team work plan: 15 pts.

Mid-semester team presentation: 5 pts.

Mid-semester self- and group-evaluation: 2.5 pts.

Draft team deliverables for social movement partner: 5 pts.

Final team deliverables: 40 pts.

Final self- and team evaluation: 5 pts.

Improvement and effort: 5 pts. [yes, this totals 105 pts.]

A: Superior, original, thoughtful work in completion of all course requirements;

B: Very good work in completion of course requirements;

C: Satisfactory work in completion of course requirements;

D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements;

F: Failure to meet minimum course standards for assignments, participation, attendance.⁶

⁶ 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?