

Public Anthropology
ANTH 442/642
Fall 2016
Hamilton 303
5:30-8:00PN

Professor: Michael Polson (mpolson@american.edu 415.902.2616)

Office Hours: Friday 9:45-11:45

Tuesday 2:45-3:45 by appointment only

Office Location: Hamilton 201A (through the first office to the second)

Description: This course explores efforts to build a public anthropology that advances popular struggles for economic freedom, human rights, and social justice while maintaining a critique of state power. The course also examines how such work engages conventional approaches to research, publication, and career advancement, and suggests pathways to alternative anthropological careers. Through readings, discussion, and practice, we will examine and radically reconsider what public anthropology has been, what it is, and what it can be as a tool for changing the world through and beyond academia.

This course will guide students through a study—and enactment—of public anthropology. It has three aims:

- 1) to give students an understanding of the core debates and issues, historical development, and models and methods of public anthropology;
- 2) to facilitate an opportunity to practice public anthropology through a semester-long project in the DC community; and
- 3) to ground students in an understanding of DC political economy and history.

Each of these aims corresponds to a component of the course, both inside and outside of the classroom. Class time will be divided between an exploration of public anthropology (Aim 1) and DC political economy (Aim 3) and there will be time set aside in class to report back on, problem solve, and workshop semester-long projects (Aim 2).

This is a participatory discussion-based seminar. It assumes continual, active and thoughtful involvement from every student, thus making the classroom a space for passionate, engaged discussion. Everyone is encouraged to express views freely and to dissent with me and others, while recognizing the need to respect others' right to free expression. Beginning with the syllabus and throughout the semester, students are invited to shape the direction of the class, choose subjects of discussion, and improve the course design through regular feedback.

Class Leadership, Group Work, and Group Assessment:

Public anthropology can be motivated by a collective sense of responsibility and care toward other people. This starts in the classroom. Much of the work assigned in class will be organized in groups—presentations with partners or small groups on readings, with small groups on models of public anthropology in action, final presentations with project cohorts on the work you complete with community partners, and so on. This means *active participation* and *consistent attendance* is needed. It also means that we will be collectively responsible to each other for the semester's readings. While each student is expected to read each of the assigned articles, *each week we will assign responsibility for a few people to take responsibility for summarizing the article and posing discussion questions based on it.* I will prepare lectures, participate in discussion facilitation and summary, bring in guest speakers, and *adjust the syllabus to address items the class desires to explore further, particularly in the last few weeks of class, which I have left somewhat unstructured.*

Part of public anthropology's charge is to de-center academic modes of learning, expertise, and knowledge dissemination and for that reason I have allowed for a **self-grading and co-grading component** in the final grade to de-center myself as the sole arbiter of your work.

The following are the types of groups you will participate in:

- 1) *Project Cohorts*: At the beginning of class, we will group off into project cohorts to work on the selected community projects. You will be working with these groups all semester to complete a public anthropology project with the community group selected. You will collectively problem solve, bring issues to the class, and work with each other to divide responsibilities and deadlines, and chart progress. I strongly encourage you to participate in these projects with established DC organizations but if you have a particular public anthropology project in mind that does not fit within these confines and that is likely to be germane to your thesis or dissertation work, let's talk.
 - a. At the beginning of the semester I will distribute a sheet asking you to consider certain commitments to and agreements with each other. You all should meet (we will make time in class if necessary) to discuss this, draw up the agreement, and distribute it to me and to each group member. It will be the basis of your evaluation of your own work, the work of group members, and my basis for evaluating you at semester's end.
- 2) *DC Issue Reports*: At the beginning of the semester I will ask you to sign up to present on contemporary issues in DC politics. This presentation should look at recent developments around particular issues, what the sides of the debates are, identify the key players in those debates, and suggest some of the larger forces at play. Each group should post relevant items to Blackboard by Monday morning before class along with a reminder email (or by email if we decide to do so as a class). (For some of the weeks I have included suggested items you may include.) There are 7 Issue Explorations, which means each group will have 2-3 people and each person will present once. You should coordinate with your group at least a week prior to the presentation and discussion. Reports should be 10-15 minutes and leave 10 or so minutes for discussion, depending on class schedule.
- 3) *Weekly Discussion*: Many weeks we will delegate discussion leadership responsibilities for each article to different people in the class. You should come to class able to summarize with the others in your ad hoc group and bring a few reflections or questions on the article. I encourage you to cite and refer to specific parts of the article.
- 4) *Public Anthropology Models*: Six times in the semester we will review models of public anthropology. I have included a list of suggested articles concerning models. Choose one relevant to you and present it during class (5-10 minutes). Each person should go once.
- 5) *Public Anthropology Conference (October 8-9)*: I ask that the class present during a session in PAC on "Models of Public Anthropology." You will partner with 1 (or 2) other people to identify a public anthropology model and/or thinker and concoct a 5-minute presentation. The whole class and audience will then participate in discussion and will take part in the other Public Anthropology class's panel on the same topic. You are also highly encouraged to attend the rest of PAC. If attendance is impossible, please talk to me about a makeup.

Reading: I have aimed to keep weekly readings under 120 pages. Some weeks have substantially less. My intention is that you will have time for readings as well as time to dedicate outside of class to the community-based projects. If the reading load is interfering with these projects, please address that to the class and the professor and we can discuss other configurations. Keep in mind, however, that there is no final paper due for the course except the presentation of the community-based project on the final day of class. The time you would have spent on a large final paper and midterm should instead be dedicated toward the community-based project.

Grading Overview: Most of this course is based upon participation and presentation. It is assumed that each of you is enrolled because you have a desire to learn and practice public anthropology. While I will be assigning grades I will also ask for input from each of you on assignment-specific grades and overall grades for both yourself and your group partners. The grading will be broken down in the following ways:

- **15% Attendance:** More than two absences will significantly affect your grade (5% for each absence beyond 2). You are still responsible for participation if you are absent. You may submit written, audio, or video pieces before class or, if this is not possible, we will postpone your role until you return for the presentations you have signed up for. I understand difficulties arise during the semester so if external issues affect your attendance and participation, I encourage you to be in touch with Dean of Students Office at (202) 885-3300 or go to Butler Pavilion, Room 408 for assistance.
- **45% Final/Semester-Long Project:** This grade will include several components, including the final presentation and final product. I will assign a third of the grade, you will provide a self-critique and grade for another third (15% of total grade) and you will also provide an assessment of your group members to be averaged with other group members for the final third (15% of the total grade).
- **5% In-Class Public Anthropology Model Presentation:** You will provide one presentation on a key public anthropology model. Suggested models are included on this syllabus. Please utilize visuals and online examples/illustrations if available—let's see what these models look like, what they produce, and how they work. Total time for presentation and discussion should be between 5-10 minutes. You will be graded individually on this.
- **5% DC Current Issues Presentation:** You will be part of a group presentation on a contemporary issue in DC politics. This should cover the key developments around the issue (policies, court decisions, controversies/scandals, referenda, etc.), a map/characterization of key actors, the sides and stakes of the debate, and an assessment of its relation to other, perhaps larger, dynamics and issues in DC, the region, and US society. I encourage an attention to presentation (Powerpoint/Prezi or some form of visual representation) and the use of media (websites, photos, videos, etc.) to illustrate your analysis. Your group will be graded as a whole on the strength of the presentation (40%), thoughtfulness of group facilitation (40%), and depth of knowledge on the issue (20%).
- **5% Public Anthropology Conference Presentation:** See above. Grade will be based upon your self-assessment (50%) and my assessment of the presentation (50%).
- **25% Weekly Readings and Discussion Leadership and Participation:** On a weekly basis you will be asked to summarize and lead discussion around an article, often with other classmates. This is not a group grade—it is based upon your contribution and critical thinking in relation to your article and the discussion/summary of articles by others. While not a formal presentation, I will ask that the people covering each article be able to speak to its content, strengths/weaknesses, and the issues it raises. Each student will sign up for an article the week before. This grade is not only based on your presentation but your responsiveness and involvement in other students' presentations and discussion.

My evaluation of your work will focus on full participation in class, completion of all assignments (reading, writing, oral, and otherwise), and improvement over the course of the semester. Because I am required to assign grades, I will do so based on the following guidelines:

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

Finally, though I do not require this, I highly encourage the students (and the department expects students) to attend our weekly Social Justice Colloquium series, Mondays at 4pm, unless work, childcare, or other unavoidable conflicts make attendance impossible.

Gadgets:

This is a participatory seminar style course and your active participation is required. You may have computers for the purpose of note-taking but it will be painfully obvious if you are using it to shop Etsy. Please be respectful of yourself, me and your classmates by using technology responsibly. Cell phones and texting are not allowed. If you need to take a call, please exit the classroom.

Accommodations:

If you qualify for accommodations because of a disability, please notify me as soon as possible with a letter from the Academic Support and Access Center so that we can make arrangements to address your needs. 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.

Plagiarism:

Don't do it. Plagiarism is representing another's ideas, sentences, and works as one's own. Give credit when using other people's work. This includes using information directly from the web or representing papers available on the web as your own work. Be wary of drawing on resources on the web. Plagiarism also destroys the collaborative environment of the class. All cases will be reported to the Dean of the College of Arts and Sciences. Please familiarize yourself with the Academic Integrity Code: <http://www.american.edu/academics/integrity/code.cfm>. "I did not realize I plagiarized" or "I did not know that was plagiarism" are not valid excuses.

Office Hours

I am available by email and during office hours. I will make every effort to reply to you within 36 hours. If you don't hear from me within that time frame, feel free to follow up. I will also make time to meet with students outside of my office hours if you are not able to make my office hours. I will also give you my cell phone for matters relating to the community-based project.

Suggested Weekly Podcasts/Radio Shows:

Kojo Nnamdi Show: Politics Hour Friday @ Noon on WAMU

(<http://www.npr.org/podcasts/381443518/the-kojo-nnamdi-show-politics-hour>)

Taking Action with Parisa Norouzi Tuesday @ 1 on WPFW (archive: <http://empowerdc.org/latest-news/taking-action-archives/>)

Books You May Wish to Acquire:

Hyra, Derek and Sabiyha Prince, Eds. Preface and Introduction. *Capital Dilemma: Growth and Inequality in Washington, DC*. New York: Routledge.

Williams, Brett. 1988 *Upscaling Downtown: Stalled Gentrification in Washington, DC*.

Prince Sabiyha. 2014. *African Americans and Gentrification in Washington, DC: Race, Class and Social Justice in the Nation's Capital*. Burlington, VT: Ashgate.

Masur, Kate. (2010). *An Example for all the Land: Emancipation and the Struggle Over*

Equality in Washington, D.C. Chapel Hill: The University of North Carolina Press.

Week 1 (August 30): Introduction

In Class

Williams, Juan. (1980). Goodbye to the Chocolate City Dream. *The Washington Post*, April 26, A15.

Asch, Christopher Myers and George Derek Musgrove. (2012). Not Gone, Not Forgotten: Struggling Over History in a Gentrifying D.C. *The Washington Post*, October 19.

https://www.washingtonpost.com/blogs/therootdc/post/not-gone-not-forgotten-struggling-over-history-in-a-gentrifying-dc/2012/10/18/09ad8c24-1941-11e2-b97b-3ae53cdeaf69_blog.html

Week 2 (September 6): Exploring Public Anthropology

Group Agreements

Paul Farmer, Jim Kim, and Partners in Health

- Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. New York: Random House, 2003. pp 18-44. (Read pp.1-17 for more.)
- Farmer, Paul 2005 *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley, CA: University of California Press. Pp. ~~xix-xxx~~, 1-22. (Read preface if time)
- Hodge, G. Derrick. "Walking the Line between Accommodation and Transformation: Evaluating the Continuing Career of Jim Yong Kim." *American Anthropologist* 113, no. 1 (2011): 148-149.
- Review <http://www.pih.org> especially "Our Story" and "Our Work"
 - For more, see e.g., Farmer, Paul, *Partner to the Poor: A Paul Farmer Reader*.

Catherine Lutz and De-militarization

- Lutz, Catherine. "Warmaking as the American Way of Life" In *The Insecure American....*
- Watch <http://watson.brown.edu/costsofwar/about>
- Read <http://watson.brown.edu/costsofwar/papers/summary>
- Review the "Costs of War Project," Watson Institute for International Studies, Brown University, at www.costsofwar.org
 - For more, see: Lutz and others in the *Counter-Counterinsurgency Manual: Notes on Demilitarizing American Society*. Chicago: Prickly Paradigm Press, 2009.

Jason de Leon and the Undocumented Migration Project

- De Leon, Jason. *In the Land of Open Graves*. Berkeley: University of California Press, 2015. Pp. 1-21.
- Review <http://undocumentedmigrationproject.com/>
- View photo essay at <http://www.sapiens.org/culture/prevention-through-deterrence/> [click on "View slideshow"]

Michael Blakey and the New York African Burial Ground

- La Roche, Cheryl J. and Michael L. Blakey, "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." *Historical Archaeology* 31, no. 3 (1997): 84-106.
- Watch: <https://www.youtube.com/watch?v=eJHGQgEEBko> (< 3 min)
- Or https://www.youtube.com/watch?v=jbCa_djSo6E (~28 mins; 0:00-17:32 best, watch more if interested in arch; better context than above)
- Rothstein, Edward. "A Burial Ground and Its Dead Are Given Life." *New York Times* February 25, 2010. http://www.nytimes.com/2010/02/26/arts/design/26burial.html?_r=0
 - Optional: <https://www.nps.gov/afbg/index.htm>

Week 3 (September 13): History (*Joint Class; 114pp + Talk by Mullings*)

DC Political Economy Introduction

- Hyra, Derek and Sabiyha Prince, Eds. Preface and Introduction. *Capital Dilemma: Growth and Inequality in Washington, DC*. New York: Routledge. xi-xiv, 1-9.

Public Anthropology and Problematic Pasts:

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

Public Anthropology and Emerging Directions: Applied, Engaged, Public.

- Hymes, Dell. 1999[1969] The Use of Anthropology: Critical, Personal, Political. *In Reinventing Anthropology*. Dell Hymes, ed. Pp. 3-9, 36-58. Ann Arbor, MI: University of Michigan Press. (Only skim 9-36, 58-79.)
- Harrison, Faye. 1989. Excerpts: *Decolonizing Anthropology*. 1-8.
<https://decolonizinganthropologyuf.wikispaces.com/file/view/Harrison+-+Decolonizing+Anthro+Chapters.pdf>
- Rylko-Bauer, Barbara, Merrill Singer, and John van Willigen. 2006. Reclaiming applied anthropology: Its past, present, and future. *American Anthropologist* 108(1): 178-190.
- Low & Merry 2010. Engaged Anthropology: Diversity and Dilemmas. *Current Anthropology* 51(2). S203-S226.
- Besteman, Catherine. 2013. Three Reflections on Public Anthropology. *Anthropology Today* 29(6): 3-6.
- Rob Borofsky 2011. Defining Public Anthropology. <http://www.publicanthropology.org/public-anthropology/>
- Mullings L. 2013. AAA Presidential Address.
<https://www.youtube.com/watch?v=T0pYT0KzzQo> 10:00-1:05:00 (Also available at Mullings l. 2015. Presidential Address: Anthropology Matters *American Anthropologist*. 117(1): 4-16.)
- *Suggested/ Optional:*
 - McGranahan, Carole. 2006. Introduction: Public Anthropology. *India Review* 5, no. 3-4: 255-267.
 - "Decolonizing Anthropology: A Conversation with Faye V. Harrison" Parts I + II.
<http://savageminds.org/series/decolonizing-anthropology/>

Week 4 (September 20): Ethics (*Alternating Professors; approx. 79pp + codes and links*)

Issue Exploration #1: Housing, Displacement, Political Organization.

- Zero Tolerance and housing: <https://www.washingtonian.com/2016/03/07/so-others-might-eat-homelessness-gentrification-zero-tolerance-housing-in-dc/>
- Rent control, Columbia heights, gentrification, development:
<http://www.governing.com/topics/urban/gov-washington-affordable-housing-protections-gentrification-series.html>

For initial discussion:

- Pearson, Charles, and Philippe Bourgois 1995. Hope to Die a Dope Fiend. *Cultural Anthropology* 10(4): 587-593.

Ethics and Political Commitment

- Leacock, Eleanor 1987. Theory and Ethics in Applied Urban Anthropology. *In Cities of the United States*. Leith Mullings, ed. New York: Columbia University Press. Pp. 317-336.
- Bourgois, Philippe 1990 Confronting Anthropological Ethics: Ethnographic Lessons from Central America. *Journal of Peace Research* 27(1): 43-54.
- Mwaria, Cheryl. 2001 Biomedical Ethics, Gender, and Ethnicity: Implications for Black Feminist Anthropology. *In Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*. Irma McClaurin, ed. Pp. 187-210. New Brunswick, NJ: Rutgers University Press.
- D'andrade, Roy. "Moral models in anthropology." *Current Anthropology* 36.3 (1995): 399-408.

- Scheper-Hughes, Nancy. "The primacy of the ethical: propositions for a militant anthropology." *Current anthropology* 36, no. 3 (1995): 409-420 (read responses if time).
- 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/>
- Codes of Ethics:
 - American Anthropological Association Code of Ethics:
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
- World Archaeological Congress Codes of Ethics:
http://www.worldarchaeologicalcongress.org/site/about_ethi.php

Week 5 (September 27): Methods (*Joint Class; approx. 114pp*)

DC Political Economy

- Asch, Chris Myers and George Derek Musgrove. 2015. "We Are Headed for Some Bad Trouble": Gentrification and Displacement in Washington, DC 1920-2014. *Capital Dilemma: Growth and Inequality in Washington, DC*. 107-135.

Public Anthropology

- Rappaport J. 2008. Beyond Participant-Observation: Collaborative Ethnography as Theoretical Innovation. *Collaborative Anthropology* 1: 1-31.
- Routledge, Paul. "Acting in the network: ANT and the politics of generating associations." *Environment and planning D: Society and space* 26.2 (2008): 199-217.
- Borneman, John & Joseph Masco. Anthropology and the Security State. *American Anthropologist* 117(4): 781-785.
- Mullings L. 2001. Qualitative Methodologies and Community Participation in Examining Reproductive Experiences: The Harlem Birth Right Project. *Maternal and Child Health Journal* 5(2):85-93.
- Stuesse, Angela, Selections from "Postscript: Home to Roost: Reflections on Activist Research" in *Scratching Out a Living: Latinos, Race, and Work in the Deep South*. Berkeley: University of California Press, 2016. Pp. 227-247.
- Gusterson, Hugh. 1997. "Studying Up Revisited." *Political and Legal Anthropology Review* 20, no. 1: 114-119.

Week 6 (October 4): An Overview of DC through the Work of Brett Williams (*117pp*)

Issue Exploration #2: Contemporary Politics of Race in DC

Finalize Presentations for PAC

Guest Speaker: Brett Williams

- Williams, Brett. 1988 *Upscaling Downtown: Stalled Gentrification in Washington, DC*. 1-7, 52-99.
- Williams, Brett. A River Runs Through Us. *American Anthropologist*, 103(2), 409-431.
- Williams, Brett. Beyond Gentrification: Investment and Abandonment on the Waterfront. *Capital Dilemma: Growth and Inequality in Washington, DC*. New York: Routledge. 227-237.
- Prince Sabiyha. 2014. Race and Class Hierarchies in DC History. *African Americans and*

Gentrification in Washington, DC: Race, Class and Social Justice in the Nation's Capital. Burlington, VT: Ashgate. 1-14; 37-55.

- *Optional/Recommended:*
 - McFadden-Resper, Susie and Williams, Brett. 2005. Washington's 'People Without History' *Transforming Anthropology*. 13(1): 3-14.

October 8-9: PUBLIC ANTHROPOLOGY CONFERENCE

Please select one of the articles at the end of the syllabus that deal with a public anthropology project or public anthropologist and craft a 5-minute presentation. You will present this in a joint panel (with the other class) entitled "Models of Public Anthropology."

Week 7 (October 11): DC's Historical and Political Founding (130pp w/o Mintz)

Due: Self-Critique of PAC presentation.

Masur, Kate. (2010). *An Example for all the Land: Emancipation and the Struggle Over Equality in Washington, D.C.* Chapel Hill: The University of North Carolina Press.

Chapter 1: Everywhere is Freedom and Everybody Free: the Capital Transformed, 13-50.

Chapter 4: First Among Them is the Right of Suffrage: the Vote and Its Consequences, 127-173.

Chapter 6: To Save the Common Property and Respectability of All: The Rise and Fall of the Territorial Government. 214-256.

Williams B. 1988. *Upscaling Downtown: Stalled Gentrification in Washington, DC.* pp.24-51.

Optional/Highly Encouraged:

- Mintz S. 1989. A Historical Ethnography of Washington, DC. *Records of the Columbia Historical Society*. 235-253.

Week 8 (October 18): DC's Transition: The 1960s and 1970s. (94pp + 25 w/Bockman)

Public Anthropology Model #1

Guest Speaker: Amanda Huron

- Clement, Bell. 2004. Pushback: The White Community's Dissent from Bolling. *Washington History*, 16(2), 86-109.
- Schaffer, Dana Lanier. (2004). The 1968 Washington Riots in History and Memory. *Washington History* 15(2): 4-33.
- Jaffe, Harry S. and Tom Sherwood. (1994). Bombthrowers to Bureaucrats. *Dream City: Race, Power, and the Decline of Washington, D.C.* New York: Simon & Schuster, 88-108.
- Clement, Bell Julian. 2015. Primed for Development: Washington, DC's Great Transition, 1964-1974. *Capital Dilemma: Growth and Inequality in Washington, DC.* 45-65.
- Huron, Amanda. 2014. Creating a Commons in the Capital, Limited Equity Housing Cooperative in Washington, DC. *Washington History* 26(2), 56-67.
- *Optional:*
 - *Highly Recommended* Johanna Bockman. Home Rule from Below: The Cooperative Movement in Washington, DC. 1-25.
 - Gilbert, Ben (1968). *Ten Blocks from the White House: an Anatomy of the Washington Riots of 1968.* New York: Frederick A. Praeger, 1-30.

Week 9 (October 25): DC Development Policy Into the 2000s (115pp)

Issue Exploration #3: Recent Budget Politics and Urban "Development"

Public Anthropology Model #2

- Prince, S. 2014. *African Americans and Gentrification in Washington, DC: Race, Class and Social Justice in the Nation's Capital.* Burlington, VT: Ashgate. 79-130.

- Interview with Derek Hyra <http://howhousingmatters.org/articles/d-c-s-equitable-growth-dilemma-qa-derek-hyra-american-university/>
- Schaller. Situating entrepreneurial place-making in DC: business improvement and urban (re)development in Washington DC. *Capital Dilemma: Growth and Inequality in Washington, DC*. 139-158.
- Gandhi & McDonald: Budget growth, spending and inequality in the District of Columbia, 2002-2013. *Capital Dilemma: Growth and Inequality in Washington, DC*. 159-180.
- Hyra, Derek. 2014. The back-to-the-city movement: Neighborhood Redevelopment and processes of political and cultural displacement. *Urban Studies* 52(10): 1753-1773.

Week 10 (November 1): Representation (approx. 90pp)

Public Anthropology Model #3

Issue Exploration #4: Education, Utilities, and Public Goods

- Education, privatization, unions:
<http://www.empowerdc.org/uploads/Taking%20Action%209.29.2015.mp3>
- Pepco/Exelon, Money/Advocacy:
<http://investigativereportingworkshop.org/investigations/merger/story/pepco-exelon-merger/>
- Orwell, George. "Politics and the English Language," 1946.
- Mullings, Leith. 2000. African American Women Making Themselves: Notes on the Role of Black Feminist Research. *Souls*. 2(4): 18-29.
- Narayan, Kirin. "How Native Is a 'Native' Anthropologist?" *American Anthropologist* 95, no. 3 (1993): 671-686.
- González, Roberto J., ed. 2004. *Anthropologists in the Public Sphere: Speaking Out on War, Peace, and American Power*. Austin: University of Texas Press. Pp. 1-19.
- Gusterson, Hugh, and Catherine Besteman. 2005. Introduction. *In Why America's Top Pundits Are Wrong: Anthropologists Talk Back*. Catherine Besteman and Hugh Gusterson, eds. Pp. 1-23. Berkeley, CA: University of California Press.
- Shokeid, Moshe, et al. 1997. CA Forum on Anthropology in Public: Negotiating Multiple Viewpoints: The cook, the native, the publisher, and the ethnographic text. *Current Anthropology*. 631-645.

Week 11 (November 8): Neighborhoods and Communities (114pp + movie)

Public Anthropology Model #4

Issue Exploration #5: TBD by class/small group

- Chow, Esther Ngan-ling. (1996). From Pennsylvania Avenue to H Street: The Transformation of Washington's Chinatown Francine Curro Cary, Ed., *Washington Odyssey: A Multicultural History of Washington, D.C.* Washington, DC: Smithsonian Institution Press, 190-207.
- Cadaval, Olivia. (1996). The Latino Community: Creating an Identity in the Nation's Capital. Francine Curro Cary, Ed., *Washington Odyssey: A Multicultural History of Washington, D.C.* Washington, DC: Smithsonian Institution Press, 231-249.
- Ammon, Francesca Russello. (2009). Commemoration Amid Criticism: The Mixed Legacy of Urban Renewal in Southwest Washington, D.C. *Journal of Planning History*, 8(3), 175-220.
- Heck, A. A tale of two theaters: the implications of redevelopment and gentrification on community identity in U Street. *Capital Dilemma: Growth and Inequality in Washington, DC*. 279-298.
- Summers, BT. Main Street, H Street and the Neoliberal Aesthetics of Cool. *Capital Dilemma: Growth and Inequality in Washington, DC*. 299-314.
- Labor of Love: A Multimedia Ethnography of Lesbian Community Space in Washington, DC Metropolitan Area. (Movie: 25m)

Week 12 (November 15): DC Activism and the Fight Forward (59pp)

Public Anthropology Model #5

Issue Report #6: Community/Neighborhood Activism in DC—Women's, LGBT, Neighborhood, Labor, Immigrant.

- Minimum wage fight overview:
http://wamu.org/news/16/06/06/dc_poised_to_adopt_15_minimum_wage_give_restaurant_workers_slight_boost

Readings

- Ruble, Blair. 2015. Conclusion: Contesting Change and Legacy: Lessons from the DC Story. *Capital Dilemma: Growth and Inequality in Washington, DC*. Hyra, Derek and Sabiyha Prince, Eds. New York: Routledge. 331-340.
- Prince, S. 2014. Race, Class, and the Dynamics of Collective Responses to Gentrification. *African Americans and Gentrification in Washington, DC: Race, Class and Social Justice in the Nation's Capital*. Burlington, VT: Ashgate. 131-158.
- Williams, Brett. 1988. The Invention of Community. *Upscaling Downtown: Stalled Gentrification in Washington, DC*. 121-144.

Public Anthropology Debate: Activism and/versus Critique

- Hale, Charles 2006. Activist Research v. Cultural Critique. *Cultural Anthropology* 21(1): 96-120.
 - Marcus George 2012. Classic Fieldwork, Critique and Engaged Anthropology. *Anthropological Journal of European Cultures*. 21(2): 35-42
 - Osterweil, Michael 2013. Rethinking public anthropology through epistemic and theoretical practice. *Cultural Anthropology* 28(4): 598-620.

Overviews/Reports (if time):

- *Latinos in the Washington Metro Area* by Nancy Nyland (2015)
- *Covert Capital: Landscapes of Denial and the Making of US Empire in the Suburbs of Northern Virginia* by Andrew Friedman (2013)
- *The Politics of Staying Put: Condo Conversation and Tenant Right to Buy in Washington, DC* by Carolyn Gallagher (2016)
- *Contemporary Conversations on Immigration in the United States: The View from Prince George's County, Maryland* by Judith Friedenbergl (2016)
- *Race, Class, and the Struggle for Neighborhood in Washington, DC*. By Olivia Cadaval (1999)

NO CLASS (November 22) (Tuesday is Friday schedule classes)

Week 13 (November 29): Final Project Group Work In Class

Public Anthropology Model #6

Issue Report #7: TBD by class/small group

Public Anthropology Debate: Science and Scholarly Value: The Limits of Public Anthropology?

- Nyamnjoh 2015. Beyond an evangelizing anthropology: science, theory and commitment. *Journal of Contemporary African Studies* 33(1): 48-63.

Week 14 (December 6): Joint Class Presentations Part I

DUE:

Self-Critiques and Commendations Due

Group Critiques and Commendations Due

Course Review (30 minutes)

Presentations (5 together)

Week 15 (December 13): Joint Class Presentations Part II (And Other Neat Things)

2 Last presentations

List of Public Anthropology Models (Please sign up for one):

Reviews of Projects/Issues

- Mullins 2011. Practicing Anthropology and the Politics of Engagement: 2010 Year in Review. *American Anthropologist* 113(2): 235-245.
- Baer H. 2012. Engaged Anthropology in 2011: A View from the Antipodes in a Turbulent Era. *American Anthropologist*. 217-226.
- Gomberg-Muñoz, Ruth 2013. 2012 Public Anthropology Year in Review *American Anthropologist* 115(2): 286-296.
- Benson P. 2014. Year in Review, Public Anthropology, 2013: Webs of Meaning, Critical Interventions. *American Anthropologist*. 116(2): 379-389
- Morris, Courtney D. 2015. Where It Hurts: 2014 Year in Review. *American Anthropologist* 117(3): 540-552.

Individual Public Anthropology Projects

- Youngling E, et al. Rereading the Archives: Uncovering Spaces of Feminist Engagement in IWAC (International Women's Anthropology Conference). *American Anthropologist*. 114(3): 521-3
 - Also read responses in same issue, pp. 524-6.
- Maskovsky J. Protest Anthropology in a Moment of Global Unrest. *American Anthropologist*. 115(1): 126-129.
- Walley C. 2015. Transmedia as experimental ethnography: The Exist Zero Project, deindustrialization, and the politics of nostalgia. *American Ethnologist*. 42(4): 624-639.
- Maharawal M. 2012. PUKAR and the Human Right to Research. *American Anthropologist*. 114(4): 682-3.
- Drew G. 2012. Digital Himalaya and the Collaborative Publishing Experience. *American Anthropologist*. 680-1.
- Schackel P. 2013. A Historical Archaeology of Labor and Social Justice. *American Anthropologist* 115(2): 317-319
- Gutiérrez, GM. 2013 IDENSITAT: A Hybrid Anthropology of Identity, Creativity, and Intervention in Public Spaces. *American Anthropologist*. 115(2): 313-316
- Yelvington et al. 2015. Diversity Dilemmas and Opportunities: Training the Next Generation of Anthropologists. *American Anthropologist* 117(2): 387-392.
- Saboo, Kartikeya. 2015. Socially Responsible Investment and the Politics of Development in Microfinance: A Tale of Curious intersections from India. *American Anthropologist*. 117(4): 789-794.
- 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.
- Lamphere—examples of convergence of applied, practicing, public at 2003 moment (10)
- Vine—Center for Public Anthro
 - Selection from Juris' book on activist transnational ethnography
 - Morgan, D., et al. 2004 Youth Participatory Action Research on Hustling and Its Consequences: A Report from the Field. *Children, Youth and Environments* 14(2): 201-228.
 - Sanjek Roger 1987 Anthropological Work at a Gray Panther Health Clinic: Academic, Applied, and Advocacy Goals. *Cities of the United States*. L. Mullings, ed. Pp.148-175. New York: Columbia U Press.
 - Austin, Diane 2003. Community-Based Collaborative Team Ethnography: A Community-University-Agency Partnership. *Human Organization* 63(2).

- Rodriguez, Cheryl 2003. Invoking Fannie Lou Hamer: research, ethnography and activism in low-income communities. *Urban Anthropology*. 32(2)
- Davis, Dana-Ain. 2003. What Did You Do Today?: Notes from a Politically Engaged Anthropologist. *Urban Anthropology and Studies of Cultural Systems and World Economic Development*. 32(2):147-173.
- Rappaport. 2008. Beyond Participant-Observation. *Collaborative Anthropologies*.
- Mullings, Leith, et al. 2001 Qualitative Methodologies and Community Participation in Examining Reproductive Experiences: The Harlem Birth Right Project. *Maternal and Child Health Journal* 5(2): 85-93.
- Baker, Tamra and Caroline Wang. 2006. Photovoice: Use of Participatory Action Research Method to explore chronic pain experience in older adults. *Qualitative Health Research* 16(1): 1405-1413.
- Modan, Gabriella 2016. Writing the Relationship: Ethnographer-Informant interactions in a new media era. *Linguistic Anthropology*. 26(1): 98-107.
- Price David 2010. Blogging Anthropology. *American Anthropologist* 112(1): 140-142.
- Cook, Samuel 2008. 'You Can't Put a Price on It': Activist Anthropology in the Mountaintop Removal Debate. 1:138-162.
- Campbell & Lassiter 2010. From Collaborative Ethnography to Collaborative Pedagogy: Reflections on the other side of Middletown Project and Community-University Research Partnerships. *Anthropology & Education*. 41(4): 370-385.
- Choudry, Aziz. Activist research practice: Exploring research and knowledge production for social action. *Socialist Studies/Études Socialistes*, 9(1).
- Overbey, Mary Margaret. RACE Project World Premiere. *Anthropology News*:25
- Nonini, Sandy 2009. Inventing public anthropology with Latino farm labor organizers in North Carolina. *Annals of Anthropological Practice*. 31(1): 114-128.
- Juris J 2011. Occupy, Anthropology and the 2011 Global Uprisings <http://culanth.org/fieldsights/63-occupyanthropology-and-the-2011-global-uprisings>
- Vine, David 2007 Island of Injustice: The U.S. Has a Moral Duty to the People of Diego Garcia. *Washington Post* January 2:A17.
- Scheper-Hughes, Nancy 2001. The Global Traffic in Human Organs: A Report Presented to the House Subcommittee on International Operations and Human Rights, United States Congress. Report, June 27. Available at <http://www.publicanthropology.org/TimesPast/Scheper-Hughes.htm>.
- Center for a Public Anthropology. 2010a. "Anthropology Journal Archive Project." Available at <http://www.publicanthropology.org/Archive/AnthJournalsOverview.htm>.
 - ----- 2010b. "Book Series Overview." Available at <http://www.publicanthropology.org/Bookseries/-overview.htm>.
 - ----- 2006. "The Center For A Public Anthropology's 2006 National Rankings Of Public Outreach In Anthropology Departments Compared With The National Research Council's 1993/95 National Rankings Of Scholarly Quality In These Departments." Available at <http://www.publicanthropology.org/ProgramsAndPeople/a-results-a.php>.
- Community Action Website. 2010. "Frequently Asked Questions Regarding the Community Action Website Project." Available at <http://www.publicanthropology.org/CAW/a-FAQs.htm>.
- Whitfield, S.J., 2010. Franz boas: the anthropologist as public intellectual. *Society*, 47(5): 430-438.
- Smith, Joshua 2010. The Political Thought of Sol Tax: The Principles of Non-Assimilation and Self-Government in Action Anthropology. *Histories of Anthropology Annual*, 6(1), 129-170. (split in two groups)

- McClaurin, I. 2012. Zora Neale Hurston: Enigma, Heterodox, and Progenitor of Black Studies. *Fire!!!: The Multimedia Journal of Black Studies*, 1(1): 49-67.
- Sabloff JA 2011. Where have you gone, Margaret Mead? Anthropology and public intellectuals. *American Anthropologist* 113 (3): 408-416.
- Benedict Ruth 1942. *Race and Racism*. Routledge
- Price David. 2002. Lessons from Second War Anthropology. *Anthropology Today*. 18(3): 14-20.
- Price, David 1998. Gregory Bateson and the OSS: World War II and Bateson's Assessment of Applied Anthropology. *Human Organization*. 57(4): 379-384.
- Cocks P. 2001. Max Gluckman and the critique of segregation in South African anthropology, 1921-1940. *Journal of Southern African Studies*. 27(4): 739-756.

Case Study: Black Lives Matter:

- http://scholarworks.umass.edu/adan/vol15/iss1/1/?utm_source=scholarworks.umass.edu%2Fadan%2Fvol15%2Fiss1%2F1&utm_medium=PDF&utm_campaign=PDFCoverPages
- <http://savageminds.org/2015/11/11/making-black-lives-matter-reflections-on-the-declaration-and-the-movement-introduction-part-i/>
- <http://savageminds.org/2015/01/16/from-ebolabegone-to-blacklivesmatter-anthropology-misrecognition-and-the-racial-politics-of-crisis/>

Ethical Debates for Possible Incorporation:

- Militarism
 - González, Roberto J. 2007 Towards Mercenary Anthropology?: The New US Army Counterinsurgency Manual FM 3-24 and the Military-Anthropology Complex. *Anthropology Today* 23(3):14-19. [See also We Must Fight the Militarization of Anthropology. *The Chronicle Review* 53(22):B20. Available at <http://chronicle.com/weekly/v53/i22/22b02001.ht.>]
 - Kilcullen, David 2007 Ethics, Politics and Non-State Warfare: A Response to González in this Issue. *Anthropology Today* 23(3):20.
 - McFate, Montgomery 2007 Building Bridges or Burning Heretics?: A Response to González in this Issue.” *Anthropology Today* 23(3):21.
 - Gusterson, Hugh 2007 Anthropologists and War: A Response to David Kilcullen (AT 23[3]). *Anthropology Today* 23(4):23.
- Palestine/Israel
 - Statement on Israel-Palestine June 23, 2016; other material
- HTS
 - Forte, Maximillian. 2011. The Human Terrain System and Anthropology. *American Anthropologist*. 113(1): 149-153.

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. 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 (<http://www.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.

CAMPUS RESOURCES

Writing Center, 202-885-2991 Email: wcenter@american.edu Battelle-Tompkins 228
<http://www.american.edu/cas/writing/>

Academic Support Center: 885-3360, MGC 243, www.american.edu/ocl/asc.

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

Disability Support Services: 885-3315 (V/TDD), MGC 206, www.american.edu/ocl/dss.

Gay, Lesbian, Bisexual, Transgender & Ally Resource Center: 885-3347, MGC 201,
www.american.edu/ocl/glbta.

International Student & Scholar Services: 885-3340/50, Butler 410, www.american.edu/ocl/iss.

Judicial Affairs and Mediation Services: 885-3328, Butler 408, www.american.edu/ocl/jams.

Multicultural Affairs: 885-3651, MGC 204, www.american.edu/ocl/oma.

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

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