LEADERSHIP DEVELOPMENT LAB II: SPA 362
American University, Spring 2015
Weds 6:00 – 8:00 pm Ward 3

TEACHING TEAM

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Alumni Assistants:
Kathryn Braisted (BA ’13)
Anthony Miller (BA ’12/MPA ‘13),

Teaching Assistants:
Emily Andre
Angelo Curto
Jasmine Jones
Emily Kvalheim
Gabe Menchaca
Cj Murphy

OVERVIEW

This semester students will complete the social action projects they designed last semester, explore another culture, study controversial social issues and social movements, glean valuable leadership lessons in therefrom, practice the art of negotiation, and create an effective cover letter, as well as continue to foster a relationship with a mentor, a professional in the DC area.

READINGS


A widely read daily news source, such as the New York Times, The Washington Post, or The Wall Street Journal.
ANTICIPATED ACCOMPLISHMENTS

This semester you can expect to accomplish the following:

COMPLETE A SOCIAL ACTION PROJECT

1) **Social Action Project**: Complete the social action project researched and designed last semester (C/NC);

2) **Final Report**: Prepare and present a final report on the social action project (graded);

3) **TA Meetings**: Meet every week with your assigned Teaching Assistant at the pre-scheduled time for about 30 minutes, to discuss your progress on and short and long-term objectives for your social action project, cultural challenge, your controversial issue or social movement project, mentorship relationship (if any), and other work in the course;

4) **Learning Contract**: Review the learning contract you developed with your teaching assistant last semester, making any agreed amendments to it at the outset of the semester. This is a working document that outlines your goals, the teaching assistant’s goals for you, the expectations for both you and the TA, and your desired skills to improve or gain throughout the semester. This will be updated throughout the semester to reflect changing goals and expectations;

5) **Detailed Progress Reports**: Detail your progress in working on your social action project, cultural challenge, controversial social issue or social movement project, and mentorship relationship (if any), as well as a detailed to do list for the next week and near future, including any foreseen challenges. For the social action project work, including the time spent on each action you completed in the last week, as one might to bill a client or funder, These are turned in via email to your TA with a copy to the alumni assistant reviewing your work, at least 24 hours in advance of your weekly TA meeting;

STUDY AND PRACTICE NEGOTIATION

6) **Getting to Yes**: Read this book, participate in in class negotiation simulations, write a 4-page reading reflection paper summarizing and reflecting upon *Getting to Yes*, its applicability or lack thereof to your work in the simulations, and the significance for your leadership development. (C/NC, Completion weighted heavily in class participation)

STUDY CONTROVERSIAL SOCIAL ISSUES AND SOCIAL MOVEMENTS

7) Complete one of the following five options (all graded):
   a. **Debate**: Participate with three other students in a debate on a current controversial social issue, select readings for the class to read in advance (due Jan 21), and turn in the students’ prepared argument, prepared questions, and references right after the debate; reflect on the experience in about 2 pages the week after the debate;
   b. **Social Movement Presentation**: Lead a 20-25 minute *engaging* presentation on an *analysis* of a social movement, this requires that the student:
1) select proposed readings for the class, and turn them in together with intended learning objectives of the lesson well in advance of the lesson (2/4 or 2/25),
2) turn in a detailed lesson plan 3 weeks in advance, that is a detailed schedule of how you will use your time, including intended readings to assign and learning objective(s);
3) go over a dry-run of the presentation with the professor or alumni assistant before the presentation a week before the presentation with a complete draft of any PowerPoint slides (or equivalent), and hand outs and activities; and
4) turn in the final version of PowerPoint (or equivalent) handouts, materials, and a list of sources used for the presentation by 5:15 p.m. the day of the presentation (graded);
5) Reflect on the presentation and what you learned from it in about 2 pages due the week after the presentation

c. Work of Art: Create a work of art about a social movement or controversial social issue and present it to the class in 5-10 minutes, turning in a sketch of the work, bibliography, and work plan with time line to TA on Feb 4; reflect on the creation process and presentation and what you learned from thin in about 2 pages due the week after the presentation

d. Position Paper: Complete a five-page carefully researched persuasive position paper on a controversial social issue, turning in a thesis statement and bibliography in advance (Feb 25 to TA, Mar 4 to Professor and Alumni Assistant);
e. Social Movement Paper: Complete an eight-page carefully researched analysis of a social movement, turning in a thesis statement and bibliography in advance (Feb 25 to TA, Mar 4 to Professor and Alumni Assistant);

STUDY THE TAO TE CHING

1) Your Own Tao te Ching: After reading the Tao te Ching and Carry Tiger to Mountain discussing the applicability of this action work to modern activism and leadership, write your own version of the Tao te Ching expressing your own core leadership principles (2-4 pages, C/NC);

LEARN ABOUT A NEW CULTURE

2) Cultural Challenge: Identify a subculture or subpopulation, attend at least two gatherings of a group of that subpopulation engaged in something core to that culture (not an exhibition for non-members), and interview a person in that subpopulation, previously unknown to you, to collect his/her life history and the role that culture plays in his/her life. These events should be off campus. Please explore a culture on your own, without a cultural ambassador such as a roommate, friend, or classmate. Make a five-minute (not more) PowerPoint (or similar) presentation to the class, that offers respect for the culture and that summarizes:
   • your observations,
   • the interview subject’s life history,
   • why you chose this culture,
   • what you learned about the culture,
   • how it compares and contrasts with your own culture,
   • what you learned about yourself in the process,
• and what leadership lessons or development you gained from the experience

Please meet with your TA before the presentation to do a dry run to make sure you can address each of these points meaningfully in 5 minutes.

Turn in PowerPoint electronically via email to the professor by 5:15 p.m. on the date of presentation.

WRITE A COVER LETTER

3) Cover Letter: To help prepare students to win desired internships and professional opportunities, write a cover letter to an internship site of interest to the student for this summer or a term in 2015-16, attach the resume written last semester (with any updates or edits) and the description of the opportunity sought, and previous drafts of the letter reviewed by your TA and the Career Center (C/NC);

REFLECT AND ENGAGE:

To help you derive understanding and meaning from your work, in addition to meeting weekly with your TA, you will:

4) Reading Reflections: When readings and/or viewings are assigned in preparation for a class, write a short reaction each week to those materials. Please include:
   a. the percentage of assigned materials you read/viewed
   b. how carefully you read/viewed those materials,
   c. a short synopsis of the assigned materials, and
   d. a reflection on those materials.
The synopsis should be a summary of the reading in your own words in about a paragraph or, if multiple articles/videos were assigned, a sentence or two on each article/video. The reflection should be another short paragraph on the significance or meaning you derived from the material or any critique you would like to offer. (C/NC, included in class engagement assessment);

5) Keep a Leadership Journal offering reflection, analysis and/or insight as to your leadership development, including personal growth, making at least some mention of your work on your social action project and any recent updates on your relationship and communication with your mentor. You are encouraged to use journal entries to also reflect on course materials and activities. Journal entries may also reflect on your work and activities outside of the course that is relevant to your leadership development. Please double space the body of the entry, and single space your name, date, etc. Entries are to be at least a page long and offer reflection on the time period since the last journal entry was submitted. Turn in one entry at six different class meetings (excluding the first class and retreat), for a total of six entries. Journals are read only by the professor;
6) **Write a Semester End Reflection**, as to both its curricular and co-curricular aspects, perhaps with some mention of its place in the rest of your life and leadership development, with careful thought to the role of these experiences in the last 15 weeks in developing your leadership capacity, demonstrating comprehension and command of any assigned readings (at least 3 pages, preferably more);

7) **Engage**: Actively engage in the class. This includes class attendance, participation in large and small group dialogue and activities, timely completing the readings and submitting reading reflections, and completing all homework assignments and any quizzes given, as well as participating in any assigned mentorship relationship.
   a. If the student chooses to participate in the mentorship program, s/he will be expected to have three face-to-face meetings with their mentor throughout the academic year, one of which is a job shadowing, and also to maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.

8) **Meet with Professor**: Meet with Professor Marr one-on-one at least once before Spring Break for a check-in.

   **SCHEDULE OF STUDIES**

Students are expected to complete the readings assigned, as adjusted on Blackboard, in advance of each class meeting.

14-Jan: Welcome Back; Introduction to Social Movement Theory

21-Jan: Discussion of *Getting to Yes* and Negotiation Simulation
   Read: *Getting to Yes*
   Turn In:
   - any journal entry
   - Those participating in debate turn in proposed readings, each side should have 20-30 minutes of readings for a average college reader

   Cultural Challenge Presentations: Arielle, Megan, Susanna

22-Jan (Thurs ) 8pm: First Human Resources Task Force Meeting
28-Jan: Negotiation Simulation
   Turn In:
   - any journal entry
   - At your TA meeting this week, your cover letter, resume and job/internship description

   Cultural Challenge Presentations: Justin, Emily, Mary

3- Feb (Tues) 6:30-8pm: Leadership Dinner (“Linner”) - McDowell Formal
4-Feb: Negotiation Simulation

**Turn In:**
- Any journal entry
- Arielle turns in proposed readings and learning objectives
- In TA meetings, those making art works turn in sketch, bibliography and proposed work plan to TA

11-Feb: Debate - Resolved: Affirmative Action Should Continue
- with Nick, Mary, Molly, Ariane

How AU can help you pursue your dreams:
- Paula Warrick, Director of the Office of Merit Awards on Pursuing National Merit Awards
- Academic Advisors on pursuing a joint BA/MA, BA/MPP or BA/MPA degree at AU, and
- Representatives of the Campaign Management Institute and the Public Affairs and Advocacy Institute

**Read:** Materials selected by debaters posted on Blackboard

**Turn In (as separate documents):**
- Reading Reflection on Getting to Yes with reflection on its meaning for work in simulations (electronically to marrcourses@american.edu, both Alumni Assistants, and on paper)
- Reading Reflection on Debate Readings (electronically to Kathryn Braisted and on paper)
- Any journal entry
- Arielle turns in lesson plan

Also take your cover letter to the Career Center for their edits

Cultural Challenge Presentations: Bob, Jamie, Monica

18-Feb: Guest Presentations: Fabiana Perera on How Scholars Analyze Social Movements;
Writing Cover Letters; What Should I do with My Life?

**Read:** Materials on Blackboard, including Jeff Goodwin and James Jasper, The Social Movements Reader: Cases and Concepts, Introduction, pp 3-7, and selections from Po Bronson’s What Should I Do with My Life?

**Turn In:**
- Bring polished Cover Letter, with resume, job/internship description, edited by the Career Center and your TA (continued on next page)
- Reading Reflection (electronically to Kathryn Braisted and on paper)
- Any journal entry

Cultural Challenge Presentations: Ariane, Molly
25-Feb: How to write a persuasive paper; Social Movements in Cinema: “How to Survive a Plague”

*Turn In:*
- Final Cover Letter, with resume, job/internship description, and edits from Career Center and TA (but also a polished final version)
- Any journal entry
- Those making social movement presentations turn in proposed readings and learning objectives to Prof. Marr and Anthony Miller
- Those writing papers turn in thesis statements and bibliography to their TA in TA meeting

**Cultural Challenge Presentations:** Natalie, Mahdi, Wes

4-Mar: Social Movements in Cinema: “How to Survive a Plague” cont’d; Arielle’s social movement presentation on the early social movement around HIV/AIDS in the US

*Turn In:*
- Any journal entry
- Those writing papers turn in thesis statement and bibliography to Prof. Marr, TA, and both Alumni Assistants
- Those who are presenting on social movements on 4/1 turn in lesson plans to Prof. Marr and Anthony Miller with readings and learning objectives

**Cultural Challenge Presentations:** Belen, Lindsey, Sara

11-Mar: **Spring Break – No class** (Get a head start on *Carry Tiger to Mountain* readings)

18-Mar: The ancient and classical leadership guide: The Tao te Ching Part I,

Guest Presenter: Author of *Carry Tiger to Mountain*, Stephen Legault

Art Presentation by Sam

*Read:* Carry Tiger Foreword, and Chapters 1 and 2

*Turn in:*
- Reading reflection (electronically to Kathryn Braisted and on paper)
- Any journal entry
- Those who are presenting on 4/8 turn in lesson plans, readings and learning objectives to Prof. Marr and Anthony Miller

**Cultural Challenge Presentations:** Brynn and Dorian

**20-Mar (Fri) 6p: Alumni Reunion**

All current students and alumni invited to attend – a great networking opportunity
25-Mar: The ancient and classical leadership guide: The Tao te Ching (continued)
Art Presentations: Sara and Belen
Read: Carry Tiger Chapters 3, 4 and 8.

Turn In:
- Reading reflection (electronically to Kathryn Braisted and on paper)
- Your own version of the Tao te Ching, 2-4 pages (on paper and electronically to Prof. Marr)
- Those writing papers turn in first draft to TAs with progress report this week
- Any journal entry
- Those who are presenting on 4/15 turn in lesson plans, readings and learning objectives to Prof. Marr and Anthony Miller

Cultural Challenge Presentations: Martin, Sam, and Matt

27-Mar (Fri): Applications for nomination for the Truman Scholarship due to the Office of Merit Awards. Interested students must complete a Merit Awards Profile, posted on the Merit Awards website, and submit a cover letter expressing their interest.

31-Mar (Tues) 6:30-8pm: Leadership Dinner (“Linner”) - McDowell Formal

1-Apr: Analyzing Social Movements: Gun Control (Justin); Global Girls’ Education (Monica); Education Reform (Emily G.)
Read: Materials selected by presenters and posted on Blackboard

Turn In:
- Reading reflection (electronically to Kathryn Braisted and on paper)
- Any journal entry
- Those writing papers turn in second draft to TAs with progress reports this week

Cultural Challenge Presentations: Nick and Abby

8-Apr: Analyzing Social Movements: Turning Poachers into Conservationists (Dorian); Environmental Sustainability: Applied Technology vs. Deep Green (Lindsey); Slow Food (Jamie)
Read: Materials selected by presenters and posted on Blackboard

Turn In
- Reading Reflection (electronically to Kathryn Braisted and on paper)
- Any journal entry
- Those writing position papers turn in final draft electronically to Prof. Marr, TA and both Alumni Assistants

Cultural Challenge Presentations: Aileen and Allie
15-Apr: Analyzing Social Movements: Zeitgeist (Bob); Anti-Sweatshop (Martin); Market Basket (Abby);
Read: Materials selected by presenters and posted on Blackboard
Turn In
• Reading Reflection (electronically to Kathryn Braisted and on paper)
• Any journal entry

Cultural Challenge Presentations: Sharon and Kiersten

22-Apr: Final Reports on Social Action Projects and Celebration!
Have prepared and practiced a 1-2 minute elevator speech on your project
Come prepared to discuss in small groups the leadership lessons learned from your work

Turn in:
• Social Action Project Final Report to Prof. Marr, Alumni Assistant and TA
• Any journal entry

24-Apr: (Friday Evening) Leadership Program Formal

29-Apr: (Final Exam Period) No Class meeting

3-May: (Sunday) by midnight (11:59pm) ET - Turn in year-end reflection (3 or more pages) including comment on any assigned reading electronically to Prof. Marr

EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria:

15%  Complete Social Action Project (C/NC)
20%  Final Project Report (Graded)
10%  Participation in TA meetings (graded)
10%  Controversial Social Issue or Social Movement Choice (graded)
10%  Cultural Challenge, including timely proposal (graded)
  5%  Getting to Yes & negotiation simulation reflection (C/NC)
  5%  Cover letter and related materials (C/NC)
  5%  Student’s own Tao te Ching (C/NC)
  5%  Leadership Journals (6 of 13)
  5%  Final Reflection (C/NC)
10%  Class Engagement (graded)

CLASS ENGAGEMENT: Class attendance is mandatory. Unless excused, all students are expected to come prepared for each and every class, having completed the designated readings in advance of the class meeting. Each student may have one unexcused absence without adverse impact upon his/her grade. Additional unexcused absences will have an exponentially adverse impact upon the class participation grade. Class participation includes attendance, class preparedness (including reading reflections and homework assignments), any quizzes that might be given, and diligence in pursuing the mentorship relationship if the student chooses to participate in the mentorship program. Students with excused absences are still required to
complete the class preparation work (including reading reflections and homework assignments).

Excused Absences: Students may receive an excused absence from class for reasons that include, but are not limited to, major religious holidays, a medical reason, athletic participation on an AU team, off-campus activities that are required and related to another class, or a family emergency. The documentation required for excused absences is as follows and shall be sent to the professor and teaching team member handling attendance, unless otherwise noted:

- Religious holiday – email from student at least 36 hours before the class to be missed;
- Off-campus activity related to another class – email from the instructor of other class to professor at least 36 hours before the class to be missed;
- Athletic participation on an AU team – email or letter from coach or athletic department staff at least 36 hours before the class to be missed;
- Medical, family emergency, or other – documentation from the Dean of Students’ Office to be sent to the professor only. (Note: If a required co-payment for a Health Services visit is necessary to secure needed documentation and poses a financial hardship for any student, the Program Director will gladly provide it without question.)

GRADING GUIDELINES

We take very seriously the responsibility of grading your work, striving always to be fair and accurate in our evaluations. These are the guidelines we work with in assigning letter grades to your work:

A: Excellent work with clear, challenging, original ideas supported with convincing, logical arguments, including relevant counter-arguments and refutations, relying on sufficient appropriate evidence. An excellent paper reflects thorough research, is clear, well organized, logical, and demonstrates college-level command of writing mechanics. Work of 'A' quality should not just be good but outstanding in ideas and presentation.

B: Good to quite good work. The 'B' paper demonstrates a strong familiarity with relevant material and offers a thorough answer, with minor exceptions. The work may have some outstanding qualities but be marked by significant flaws which keep it from being an excellent, and therefore an 'A' paper; or it may be all-round good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The product meets the basic requirements of the assignment, but it needs work in familiarity with course materials, research, thinking, or presentation. The work may lack clarity, or the evidence may not always be sufficient and appropriate, or the argument may have marked logical flaws. The work may have significant organizational, mechanical, or clarity problems that keep it from being good. Work of 'C'
quality may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

Not Passing: Work that does not meet the minimum requirements of the assigned task and is therefore unsatisfactory. This is not necessarily a measure of effort. Examples include work that shows little thought or lack of familiarity with course materials, work that fails to approach the word count or page-length expected of the document, or assignments the student fails to turn in.

CREDIT/NO CREDIT Assignments: If the work is of B quality or better, the student receives credit for the timely completed work. Partial completion of an assignment, such as a reading assignment, or superficial reflection may result in partial credit or the student being asked to re-do the assignment for full or partial credit.

**THE NOT SO FINE PRINT**

A NOTE ON TIMELINESS:

Completing work in a prompt and timely fashion is essential to success. Accordingly, extensions of time on assignments will be granted only if requested before the due date and ONLY upon a showing of good cause. An example of good cause is hospitalization of the student or a dependent. Technology failure is not good cause, nor is forgetting about the due date or oversleeping. The sanction for graded assignments that are late without “good cause” is that the grade on the late assignment will be reduced one whole letter grade for each 24 hour period the paper is late, including weekends and holidays, starting with the end of the class period at which it is due. Late credit/no credit assignments will not receive credit. Any in-class quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

A NOTE ON TECHNOLOGY ETIQUETTE:

Class meetings are a time to focus exclusively on the course material. Using technology during class when that technology is not required for the class meeting – including cell phones, checking messages, text-messaging, using the internet, playing games on laptops – distracts not only the technology user but also those around him or her. So, in devotion to your own education, as well as out of kindness for others, do not use unrelated technology during class (including surfing the internet, checking your Blackberry/iphone, and text messaging). And please **turn off your cell phone**. The consequence for misuse of information devices during class is a recorded absence for that class period.

Similarly, laptops and tablets are very valuable tools for taking notes, but they have an incredible capacity to distract those students most in need of delivering their full attention to the course. If you need to use a laptop or tablet, perhaps as an accommodation for a disability, talk to me to secure permission. Be aware that a single instance of misuse of a laptop (e.g. surfing the net) may result in a class participation grade of zero for the entire semester.
AN ETHICAL ADMONITION:

We in the Leadership Program take personal and professional ethics extremely seriously. As one student commented in advice to future students, “Do not try to cheat. [Prof. Marr] is very strict about that subject.” Leadership students can expect that any violation of the University’s Academic Integrity Code will be reported to the University for further action. Any academic misconduct in the context of Leadership Program work will result in being excused from the Program. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code, which is published on the University’s web page, among other places. Academic integrity violations are heartbreaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Remember leaders exemplify ethical conduct for others to follow.

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.

ASSISTANCE

Everyone at this university wants you to succeed, truly. If you experience difficulty in this course for any reason, please consult the teaching team. We can help, really. As another student commented in advice to future students, “Don’t be afraid to ask questions; Prof. Marr is extremely helpful in assisting you.” In addition to your professor and teaching assistants, the university offers a wide range of services to support you in your efforts to perform well, including:

- **Academic Support and Access Center** (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center. Writing support is also available in the ASAC Writing Lab.
Students with Disabilities: If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

• **Writing Center** in the 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 assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11:00 am to 9:00 pm Monday through Thursday; 11:00 am to 6:00 pm Friday, and 3:00 pm to 8:00 pm on Sunday. Call 202-885-2991 to arrange a session.

• **Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

• **Wellness Center** (x3276, McCabe Hall 123) provides health education resources and programs for AU students. The center’s mission is to provide students with wellness resources, to promote healthy lifestyles, reduce risky behaviors, and offer a safe, non-discriminatory environment. Both the Sexual Assault Prevention Coordinator and the Coordinator of Victim Advocacy Services work in the Wellness Center to counsel students who are survivors of sexual assault. The coordinators can also provide information about reporting options and resources at the University and in the D.C. area.

• **Center for Diversity & Inclusion** is dedicated to enhancing LGBTQ, multicultural, first generation, and women’s experiences on campus and to advance AU’s commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center: 202-885-3651, email is cdi@american.edu.

• **Dean of Students Office** (x3300, 408 Butler Pavilion) 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 DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.

**QUESTIONS:**
Professor Marr is very open to questions. Really. Always feel free to contact her. Email is probably the most reliable. If you don’t receive a prompt reply to an email sent to marr@american.edu (within 24 hours), please resend the email and feel invited to send a text. Urgent matters, that require a response in under 2 hours, send text or voicemail to her mobile...
phone 202-905-5161. She is very interested in meeting with you whenever you are interested in doing so. Please email for an appointment. Afternoons are best, especially Tuesdays and Wednesdays.

Your teaching team looks forward with enthusiasm to an excellent semester working and learning with you. 😊